

TEEN Action

Achieving Change Together In Our Neighborhood

A Service Learning Initiative

funded by

DYCD and CEO

NYC[™]

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Curriculum written by
GLOBAL KIDS INC.

with the support of

THE AFTER-SCHOOL CORPORATION (TASC)



DEPARTMENT OF YOUTH & COMMUNITY DEVELOPMENT www.nyc.gov/dycd

The Department of Youth and Community Development (DYCD) was created in 1996 to provide New Yorkers with high-quality youth and family programming.

DYCD funds a wide range of innovative, practical and quality programs that positively impact youth and communities. Examples include:

- The nation's largest municipally funded Out-of-School Time initiative
- Runaway and Homeless Youth Services
- Youth Workforce Development
- Corporate Internships for Youth
- Adult, Adolescent and Family Literacy Programming
- Summer Youth Employment Program
- Nationally Recognized Beacon Community Centers

DYCD's central task is administering available city, state, and federal funds to strong and effective community-based organizations. DYCD and its partnering community organizations are translating big ideas into practical solutions. Every individual program plays a critical role in our larger plan to enhance and empower New Yorkers and their communities.



CENTER FOR ECONOMIC OPPORTUNITY

www.nyc.gov/ceo

The Center for Economic Opportunity's (CEO) mission is to reduce the number of people living in poverty in New York City through the implementation of result-driven and innovative initiatives. Programs are aimed at reducing poverty in three key populations throughout New York City: the Working Poor, Young Adults 16–24, and Children 0–5. By drawing from successful examples and bringing together New York's public and private resources, CEO hopes to foster a new confidence in New York City's ability to reduce poverty in a systematic and permanent fashion. Ultimately, by reducing need, rewarding personal initiative, and reaffirming hope, CEO strives to create a future that benefits every New Yorker.



GLOBAL KIDS INC.

www.globalkids.org

Global Kids' mission is to transform urban youth into successful students and global and community leaders by engaging them in socially-dynamic content-rich learning experiences. Through leadership development and academic enrichment programs, Global Kids uses interactive and experiential methods to educate youth about critical international and public policy issues and provides them with opportunities for civic and global engagement. Active since 1989 in New York City public schools, the organization has garnered awards and recognition for its youth development, professional development, and online leadership programs.



THE AFTER SCHOOL CORPORATION (TASC)

www.tascorp.org

TASC is a New York City based intermediary organization working with funders, schools and community based organizations to enhance the quality, availability and sustainability of comprehensive, daily after-school programs.

Teen ACTION Service Learning Curriculum

Table of Contents

Materials		i
Section A	What Is Service Learning?	
Chapter 1	Conceptual Framework and Components	A-1
Chapter 2	Need and Relevance for New York City Youth	A-3
Chapter 3	Integrating Youth Development, Global Awareness, and Local Action	A-5
Section B	Getting Started	
Chapter 4	Building a Relationship with the School or Host Site	B-1
Chapter 5	Recruiting Students	B-2
Chapter 6	Using This Curriculum to Design Your Program	B-6
Chapter 7	Keeping Students Motivated	B-10
Chapter 8	Becoming a Better Facilitator	B-13
Section C	Developing Your Own Service Learning Program and Projects	
Chapter 9	How to Build a Service Learning Project with Youth	C-3
	Part I: The Six Steps	C-3
	Part II: Additional Tools for Designing Service Learning Programs and Projects	C-12
Chapter 10	Accessing Resources and Building Community Partnerships	C-31
	Part I: Forming Relationships with Potential Collaborators and Guest Speakers	C-32
	Part II: Getting Donations for Supplies, Food, and Materials	C-33
	Part III: Obtaining Small Grants	C-34
Chapter 11	Useful Information for Conducting Service Activities	C-35
	Part I: Working with Schools and Parents	C-35
	Part II: Conducting Projects in New York City	C-36
	Part III: Contact Information for NYC Media	C-40
Chapter 12	Networking, Advocacy, and Public Outreach	C-43

Section D Core Lessons and Workshops

Chapter 13	Building a Team and Sense of Purpose	D-2
	Part I: Teambuilding Activities	D-2
	Part II: Personal and Group Goals for Achievement	D-8
	Part III: Decision Making, Positive Peer Influence and Avoiding Risky Behaviors	D-10
	• If I Could Turn Back Time: Exploring Peer Pressure and Positive Peer Influence	D-11
Chapter 14	Leadership Skills and Frameworks	D-14
	• Why Service Learning? An Introduction	D-15
	• Leadership 101	D-19
	• Diversity Is Our Strength: Examining Our Cultures	D-22
	• Universal Human Rights 101	D-26
	• In Defense of Innocence: The Convention on the Rights of the Child	D-32

Section E Thematic Learning Units

Introduction		E-1
Chapter 15	Health and Well-Being	E15-1
	• What Does It Mean to be Healthy?	E15-3
	• Easy Does It: Dealing with Stress	E15-14
	• Smoke and Mirrors: Targeting Youth in Alcohol & Tobacco Advertising	E15-20
	• Alcohol: A Community Response	E15-25
	• What's in the Smoke?	E15-33
	• Obesity: How Much Is Too Much?	E15-43
	• Eat to Live: Good Nutrition as the Building Blocks to a Healthy Life	E15-53
Chapter 16	Environment	E16-1
	• What Is My Impact?	E16-3
	• New York City's Trash Tales	E16-9
	• The Heat Is On: An Introduction to Global Warming	E16-15
	• Recycling and Sustainability	E16-21
	• Water, Water, Everywhere?	E16-26

Chapter 17	Human Rights and Children’s Rights	E17-1
	• Hunger: In a World of Plenty	E17-2
	• Juvenile Justice System and Children’s Rights	E17-11
	• Having No Place to Call Home	E17-17
	• Crisis in Darfur, Sudan	E17-24
	• War and Peace	E17-31
	• Labor Rights 101	E17-36
Chapter 18	Violence Prevention	E18-1
	• Conflict Resolution	E18-2
	• Choice of Tactics: Dealing with Conflict	E18-6
	• When Love Hurts: Teen Relationship Abuse	E18-12
	• KABOOM! (Armed Planet)	E18-19
	• Gun Violence and Gun Control	E18-30
Chapter 19	HIV/AIDS and Sexual Health	E19-1
	• Sexual Knowledge—Where Does It Come From?	E19-2
	• STDs: Fact and Fiction	E19-6
	• Teen Pregnancy	E19-17
	• Sexual Choices	E19-26
	• The Transmission of HIV/AIDS and STDs	E19-35
	• International Policies: HIV/AIDS Prevention and Intervention	E19-48
	• Living with Death: HIV/AIDS and Its Orphans	E19-57
	• Media and Sex	E19-70
	• Step by Step: Practicing Safer Sex with Condoms	E19-75
Chapter 20	Civic Participation and Social Change	E20-1
	• Civic Participation and Community Involvement	E20-3
	• Voting	E20-8
	• Working for Social Change, Part 1: What Was Accomplished	E20-15
	• Working for Social Change, Part 2: How It Gets Done	E20-22
	• Media Literacy	E20-30
	• Intro to Public Policy	E20-43
	• Media for Social Change	E20-50
	• Artivism: A Lyrical Approach to Social Change	E20-57
	• G.R.O.W.: GrassRoots Organizing Workshop	E20-61

TABLE OF CONTENTS

Chapter 21	Immigration and Diversity	E21-1
	• Exploring Stereotypes	E21-2
	• Power & Privilege: Access and Opportunity	E21-6
	• Addressing Homophobia	E21-11
	• Refugees	E21-24
	• Globalization and Immigration	E21-32
	• Immigrant Rights	E21-36
Chapter 22	Improving School Environment and Education	E22-1
	• Fighting to Learn: The Global Campaign for Education	E22-3
	• Who’s Sitting Together in the Lunchroom: Inter-group Tension in Schools	E22-15
	• No Child Left Behind: The Impact of the NCLB on Communities	E22-23
	• Duke It Out: Dealing with School Conflicts Effectively	E22-31
	• Youth Zone: Creating Youth-Empowered Spaces	E22-36
	• Experiential Activity: New York City Council Education Committee Meeting Preparation and Field Trip	E22-41
	• Be All You Can Be	E22-48
Chapter 23	Adolescent Sexual Health	E23-1
	• Time to Change: Nuts and Bolts of Puberty	E23-3
	• Body Image: Love the Skin You’re In	E23-14
	• Road to a Healthy Future Human Board Game: Abstinence as a Part of Comprehensive Sexual Health	E23-21
	• Understanding and Preventing Sexually Transmitted Infections (STIs)	E23-34
	• Relationships 101	E23-42
	• Flirting or Hurting: Understanding Sexual Harassment	E23-52
Chapter 24	Senior Citizens	E24-1
	• Ageism: Generation Gap	E24-3
	• Lifeline	E24-10
	• Oral Histories	E24-14
	• Elderly Health Issues	E24-21
	• Elderly Health Care	E24-32
	• Social Security 101	E24-41

Section F Resources

Introduction	F-1
Local and Online Resources	F-2

Curriculum Index

Materials

Below are the general supplies you need to have on hand to conduct the workshops. Other items needed that are specific to each workshop are also listed below.

Please note that preparation time is an important piece of these workshops. Facilitators should set aside time to read each workshop to become confident and comfortable facilitating the activities. In addition, facilitators should set aside *at least 20 minutes* of prep time to prepare for the lesson—the time should be used to make copies, cut out directions for group activities, prepare games etc. There are a few workshops where it is noted that “advanced preparation is required.” This means over and above 20 minutes are needed to collect art materials, prepare samples from websites, etc. Most information resources are available online.

GENERAL SUPPLIES:

- Newsprint or easel paper
- Masking Tape
- Chalkboard
- Chalk
- Markers
- Notebook or journal for each participant
- Index cards
- Pens or pencils
- Crayons or colored pencils
- Glue sticks
- Scrap paper—lots of it!
- Scissors
- Blank paper and lined paper
- Construction paper or colored paper
- Staplers
- Paper clips
- Post-it notes
- World map
- Pushpins

OTHER SUPPLIES AND ADVANCED PREPARATION INFORMATION BY CHAPTER:

Chapter 13: Building a Team and Sense of Purpose

Teambuilding Activities

Newspaper Shelter

- Newspapers—lots!

Balloon Trivia Relay

- Balloons (one per participant)
- Write trivia questions on small pieces of paper to be placed in each balloon before blowing up.

Chapter 14: Leadership Skills and Frameworks

Diversity is Our Strength: Examining Our Cultures

- Light/white colored fabric or T-shirts for flag activity. Fabric should be suitable for painting, cut approximately 12" x 20" for each participant
- Fabric paint or fabric paint pens in multiple colors
- Before the workshop, ask participants to bring in an object that relates to their culture

Chapter 15: Health and Well-Being

East Does It: Dealing with Stress

- Two flat pieces of cardboard, approximately 12" x 12" each.
- At least 50 paper cups
- A plastic bag

Smoke and Mirrors: Targeting Youth in Alcohol & Tobacco Advertising

- 30 or more magazine ads (15 alcohol, 15 tobacco) available digitally at:
<http://www.tobaccofreekids.org/adgallery/>, <http://www.tarwars.org/x2097.xml>
<http://www.stanford.edu/class/linguist34/advertisements/alcohol%20ads/index.htm>
 and by going to <http://www.images.google.com> and searching for “alcohol ads.”

Eat to Live: Good Nutrition as the Building Blocks to a Healthy Life

- Calculator

Chapter 16: Environment

What is My Impact?

- Items which represent garbage, i.e., empty cans, scarp paper, empty snack bags, etc., enough for each participant, gathered in advance, or crumpled pieces of scrap paper as a substitution

New York City's Trash Tales

- four or five disposable cups

The Heat Is On: An introduction to Global Warming

- Manila Envelopes (four)
- Glue sticks (four)

Recycling and Sustainability

- Paint (optional)
- Lots of empty bottles, cans, used paper or tossed items/materials no longer of use, acquired and cleaned prior to the workshop by participants or staff, for the recycling sculptures.

Chapter 17: Human Rights and Children's Rights

Hunger: A Global Issue

- Cookies (enough for the entire group and a little bit left over)

Juvenile Justice System

- Examples of political and editorial cartoons handout (from <http://www.about.com>), obtained prior to the workshop by typing in "political cartoons" and "editorial cartoons." Choose a few examples of each and make copies for each participant (see Main Activity).

Having No Place to Call Home

- The video/DVD "Homeless to Harvard: The Liz Murray Story," which can be rented from a video rental store or purchased online at:
<http://www.amazon.com/Lifetime-Original-Movies-TV-DVD/b?ie=UTF8&node=13852011>
Note: If you are unable to obtain this movie, alternatives are suggested at Do Something: http://www.dosomething.org/tipsheet/movies_poverty

Chapter 18: Violence Prevention

KABOOM! (Armed Planet)

- Colored pushpins (eight)
- Crayons (at least 100)

Chapter 19: HIV/AIDS and Sexual Health

STDs: Fact and Fiction

- Sticker dots or regular stickers

Sexual Choices

- Bottle (optional)

The Transmission of HIV/AIDS and STDs

- Paper bag or hat

International Policies: HIV/AIDS Prevention and Intervention

- Timer or stopwatch
- Computer with internet connection (to watch online video)

Media and Sex

- Poster board
 - Select advertisements from magazines that are overtly sexual or perpetuate stereotypes of male and female roles. You can also search online for the advertisements.
- Suggested links:

<http://www.genderads.com>: provides a gallery of ads categorized by content

Jeans: <http://adsneeze.com/media/2007/03/diesel-jeans-1.jpg>

Shoes: <http://www.sunagency.ca/weblog/images/uploads/skechers.gif>

Perfume: http://employees.oneonta.edu/farberas/arth/Images/ARTH200/Work_of_art/obsession_ad.jpg

Soap products: http://etniesgirl.com/site-images/news/article/Dove_Girls.jpg

Perfume for men: <http://www.personal.psu.edu/users/b/l/bl1165/twtportfolio/images/obsessionmen.jpg>

Swim wear: http://www.bernalsgator.com/images/NIKE_SWIM-3.jpg

Tequila: http://facultystaff.vwc.edu/~mhall/advertisements/beer_wine_liqour/images/Jose%20Cuervo-smiling%20man%20with%20two%20smiling%20women%20on%20his%20shoulders--various%20men's%2001.jpg

Chapter 22: Improving School Environment and Education

Who's Sitting Together in the Lunchroom: Inter-group Tension in Schools

- Labels or colored dots, about 20-30 colored dots, enough for two-third of the participants. Write X, Y, or Z on each one in roughly equal numbers.

No Child Left Behind: The Impact of the NCLB on Communities

- Building blocks or Legos (two or three sets for the entire group). If you do not have these materials participants can draw bricks (See Main Activity, Step 8).

Youth Zone: Creating Youth-Empowered Spaces

- Envelopes, one for each participant

Experiential Activity: New York City Council Education Committee Meeting Preparation and Field Trip

- Permission slips made according to site requirements, one for each participant.

Chapter 23: Adolescent Sexual Health

Body Image: Love the Skin You're In

- A selection magazine covers or advertisements that depict unattainable or unrealistic body images of males and females—one image for every four participants, for example,

use Google Search type in STAR Magazine's Celebrity Beach Body Issue, a weight training magazine, underwear advertisement, skinny models, etc.

- A selection of images (one image for every four participants) from the media that depict realistic body image, for example,

Dove Campaign for Real Beauty, About-Face Gallery of Winners
<http://www.aboutface.org/gow/newten/4/index.shtml>,

Magazines for pictures of men who aren't athletic or model slim (try NY Times magazine, <http://www.nytimes.com/pages/magazine/>)

- Handout on Body Image from National Eating Disorders Association, one per Participant
 (http://www.nationaleatingdisorders.org/p.asp?webpage_id=286&profile_id=41157)

Road to a Healthy Future Human Board Game: Abstinence as A Part of Comprehensive Sexual Health

- Dice

Understanding and Preventing Sexually Transmitted Infections (STIs)

- M&Ms and white candies (baggie for each participant containing 10 of the same color and at least 2 white candy bags)
- Paper Plates
- Napkins

Relationships 101

- 4-5 pictures of different types of relationships printed in advance. Sample pictures can be obtained at the following websites:
<http://www.counseling.colostate.edu/images/relationships.jpg>
<http://www.bbc.co.uk/surgery/images/all/elephants.jpg>.
<http://media.rd.com/rd/images/rdc/books/7-stages-of-marriage/advice-for-longmarried-couples-af.jpg>
<http://www.mainetownship.com/services/mainestay/img/datingviolence.jpg>

Chapter 24: Senior Citizens

Ageism: The Generation Gap

- Birthday cards, purchased or prepared in advance, one or two cards for every group of four participants, which depict aging in a negative manner. Birthday cards can be downloaded from such sites as:
<http://www.bluemountain.com/category.pd?path=34980&>
<http://www.americangreetings.com/printables/category.pd/occasions/birthday/greeting-cards/over-the-hill/>

Oral Histories

- Before the workshop, ask participants to bring in a Personal object of cultural or familial significance

Social Security 101

- Two Calculators

Section **A**

WHAT IS SERVICE LEARNING?

Chapter 1:
Conceptual Framework and Components

Chapter 2:
Need and Relevance for New York City Youth

Chapter 3:
**Integrating Youth Development,
Global Awareness, and Local Action**

Chapter 1: Conceptual Framework and Components

“Service learning” is a dynamic, youth-driven, experiential approach to developing the academic, civic, leadership, and life skills that young people need to succeed in an increasingly competitive and globalized world. With specific educational goals at its core, service learning is described as “a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.”¹

Service learning programs tap into the interests and needs of both the participants and the communities they serve. While these types of programs vary in terms of their content, structure, and design, there are some key components found in the most effective programs, including:

- Formal instruction or content-based learning activities;
- Meaningful youth-designed or youth-initiated activities that translate knowledge to action;
- Reflection for personal and group growth; and
- Opportunities for participants to connect with his/her community and the world at large.

At their best, programs rooted in the concept of service learning not only provide activities that benefit the community but also foster critical thinking, encourage a sense of self-efficacy and self-worth, and cultivate responsible attitudes and behaviors in the participants themselves.

To understand the complex notion of service learning, consider one example. When students collect cans of food for the hungry, they provide a necessary service. However, when they research and learn about broader issues—such as the root causes of hunger, whether existing food pantries meet demand, the ways in which food pantries are funded and operated, public policy on poverty, what percentage of people in their community are living in poverty, how to advocate for increased funding for pantries, and how to promote awareness of food stamps among those in need—they experience service learning.

In this illustration of service learning, the students do not simply provide a service nor are they educated in the traditional sense. Rather, the combination of service and learning enables them to build academic, research, problem-solving, and critical-thinking skills through a thoughtful examination of poverty, policy, and the role of government, citizens, and communities. The “service” aspect—in this case, the collection of canned goods for the hungry—provides participants with hands-on opportunities to contribute to their community, creates a sense of empowerment, and hones project planning and leadership skills. When combined with thorough research on the topic of hunger, however, service learning provides a powerful tool for motivating the students to realize their potential and, ultimately, become “givers” instead of “receivers” of services.

There are many things that service learning is not. It is not volunteering. It is not a form of punishment from school administration. While the simple accumulation of community

service hours as a graduation requirement can provide incentive, service learning is not this either. Most importantly, it is not solely the domain of the typical student leader or academically strong student. Good service learning programs attract participants from all academic levels, ground themselves in the interests and issues of the community they serve, and respect the contributions of all participants. As a result, service learning programs can address the direct needs of at-risk youth and inhibit risky behavior.

Indeed, research has shown that service learning is a proven strategy to help adolescents stay on track and improve their chances of succeeding in the classroom. Studies show that the combination of structured learning and challenging service experiences offers benefits that are especially significant for adolescent participants, including reduced risk for pregnancy, increased school engagement, and improved chances for academic success.^{2,3} While many after school programs offer valuable support and services, service learning programs are often more attractive to adolescents than are traditional youth programs; after-school programs dedicated to service learning are a useful strategy for building the social, emotional, behavioral and intellectual competencies that may reduce risky behavior.⁴

Though it may seem apparent, it is important to note that successful service learning programs are always supported by adults who believe in young people and who are willing to give them challenging, meaningful, and empowering opportunities to learn and take action. More so, perhaps, than other types of educational programs, service learning initiatives are a guided process in which youth workers play a vital role. In the end, however, it is the youth involved who must take ownership and responsibility for its success.

NOTES

¹ National Service Learning Clearing House: http://www.servicelearning.org/what_is_service-learning/service-learning_is/index.php

² Shelley H. Billig. *Using Evidence to Make the Case for Service-Learning as an Academic Achievement Intervention in K-12 Schools*. RMC Research Corporation. http://www.service-learningpartnership.org/site/PageServer?pagename=OC_research.

³ *Science And Success: Sex Education and Other Programs That Work to Prevent Teen Pregnancy, HIV & Sexually Transmitted Infections*. Advocates For Youth, 2003. <http://www.advocatesforyouth.org/programsthatwork/19top.htm>.

⁴ National Youth Leadership Council, November 2, 2006 and July 6, 2006. http://www.nylc.org/happening_newsarticle.cfm?oid=5453&null=1192126475144; Impacts of service learning on Participating Students. RMS Research. March 2005. http://www.service-learningpartnership.org/site/PageServer?pagename=OC_research

Chapter 2: Need and Relevance for New York City Youth

The Department of Youth and Community Development's Teen ACTION Service Learning Initiative is being launched with funding from Mayor Michael Bloomberg's Center for Economic Opportunity (CEO) and will enhance youth development services in some of New York City's highest-need neighborhoods. With the ultimate goal of reducing poverty, CEO has developed concrete programs and policies that will use an innovative and collaborative approach to economic development, education, employment, health services, and work support to increase family income and to make work pay. Because service learning develops critical academic, life, self-efficacy, and leadership skills, this initiative will play an important role in empowering the next generation of New York City residents to lead productive lives.

The following program and its corresponding curriculum target high school-aged youth from ages 13 to 21. Adolescence is a time when young people struggle with developmental changes on several fronts. At this stage of life, youth have a special need for challenging activities and supportive programming to promote positive development and encourage the problem-solving and critical-thinking skills that help them stay on track.¹ While the positive effects of after-school programs are well-documented,² youth in grades 7 to 12 are less likely to participate in any type of after-school program compared to younger children. For many middle and high school students, low participation in out-of-school programs is the norm,³ and providers often struggle to engage older youth in their programs.⁴ Yet, it appears that service learning programs that allow youth to focus on relevant, real-life issues may have greater appeal for teenagers, giving this innovative type of after-school care the rare ability to attract youth who would not otherwise participate in after-school activities.⁵

Developmental changes among adolescents also require adult guidance. Risky behavior, the most prevalent of which is early sexual activity, can undermine a young person's future goals and wellbeing. Prevention of teen pregnancy and sexually transmitted disease are just two important reasons for targeting this particular population. According to studies, one fifth of American teens have reported having sex before age 15.⁶ Teenagers who engage in early sex have low rates of contraceptive usage, are prone to have older partners, and are at greater risk for involvement in coercive sexual relationships.⁷ Service learning programs have been shown to be effective in preventing teen pregnancy.⁸ To help adolescents make healthy choices early on, service learning programs need to reach youth during the years they are most at risk.⁹

The need to address teen pregnancy is real and its impact is felt on many levels. Teen mothers are less likely to complete high school; in fact, only one-third receive a high school diploma and only 1.5% have a college degree by age 30. Teen mothers are also more likely to end up on welfare. The children of teen mothers have lower birth weights, perform worse in school, and are at greater risk of abuse and neglect.¹⁰

By giving youth the opportunity to see themselves as capable contributors to society rather than powerless dependents, service learning programs can play a critical role in improving not only the lives of young people but our community as a whole.

NOTES

¹ Robert Balfanz & Liz Herzog. *Keeping Middle Grades Students On Track to Graduation*. Johns Hopkins University, February 2006. See also: *New York City's Middle-Grade Schools—Platforms for Success or Pathways to Failure?* New York City Coalition for Educational Justice Report, January 2007.

² For recent confirmation of the impact of out-of-school programs, see Joseph A. Durlak & Roger P. Weissberg, *The Impact of After-School Programs That Promote Personal and Social Skills*. Collaborative for Academic, Social, and Emotional Learning (CASEL) 2007. Executive Summary. This report concludes that youth who participate in after-school programs improve significantly in feelings and attitudes, indicators of behavioral adjustment, and school performance. Programs that used evidence-based skill training approaches “were consistently successful in producing multiple benefits for youth, while those that did not use such procedures were not successful in any outcome area.”

³ Sherri Lauver, Priscilla M.D. Little, and Heather Weiss. *Moving Beyond the Barriers: Attracting and Sustaining Youth Participation in After School Programs*. The Evaluation Exchange Volume X, No. 1, Spring 2004.

⁴ Georgia Hall, Laura Israel, and Joyce Shortt. *It's About Time—A Look at Out-of-School Time for Urban Teens*. NIOST, Feb 2004, <http://www.niost.org/AOLTW.pdf>. Anecdotal evidence and DYCD participation data and contractor feedback also suggest that it is much harder for providers of youth services to attract and engage teenagers compared to younger children.

⁵ For an indication of the popularity of service-learning, see, for example, *Afterschool and Service-Learning*. Monday, January 22, 2007. The Afterschool Alliance. http://www.afterschoolalliance.org/issue_service.cfm.

⁶ Jennifer Manlove, Kerry Franzetta et al. *No Time to Waste: Programs to Reduce Teen Pregnancy Among Middle School-Aged Youth*. Child Trends and the National Campaign to Prevent Teen Pregnancy. February 24, 2004. <http://www.teenpregnancy.org/works/pdf/NotimetoWaste.pdf>.

⁷ *Ibid.*; Steve Meyer and Kate Sandel. *Bibliography: Research on Service Learning & Teen Pregnancy/Risk Behavior Prevention*. Learning in Deed. RMC Research, 2001. <http://learningindeed.org/research/slresearch/riskbib.html>.

⁸ *Science and Success: Sex Education and Other Programs that Work to Prevent Teen Pregnancy, HIV & Sexually Transmitted Infections*. Advocates For Youth, 2003. <http://www.advocatesfor-youth.org/programsthatwork/19top.htm>.

⁹ O'Donnell, Stueve et al. *The Effectiveness of the Reach for Health Community Youth Service Program in Reducing Early and Unprotected Sex among Urban Middle School Students*. American Journal of Public Health, February 1999, 89(2); Allen, J.P., Philliber, S., Herrling, S., & Kupermine. *Preventing Teen Pregnancy and Academic Failure: Experimental Evaluation of a Developmentally Based Approach*. Child Development, 68 (4) G.P. 1997, summarized in: Steve Meyer and Kate Sandel, *supra*.

¹⁰ *The National Campaign to Prevent Teen and Unplanned Pregnancy*: <http://www.teenpregnancy.org>

Chapter 3: Integrating Youth Development, Global Awareness, and Local Action

This service curriculum is unique. Designed by Global Kids Inc., it seeks to empower program participants to view themselves not only as active civic participants but also as global citizens. Its structured learning activities are highly interactive, utilizing cooperative group games, drama-based strategies, source material from international documents, and experiential learning activities as vehicles for young people to explore the complex issues they face in our world. All of the activities and workshops are grounded in a youth development approach that taps into the creativity, talents, interests, and knowledge of the participants while also meeting their needs and developing their competencies. The work of Global Kids—and, subsequently, this curriculum—is, as noted in the Global Kids Employee Handbook, based on six basic assumptions about young people that nearly 20 years of teaching in New York City has brought to light:

- Youth have the will and the capacity to successfully contribute to society.
- Youth provide the qualities of hope and idealism, which are all too often absent in the adult world.
- Youth thrive in safe environments that provide long-term personal support by caring adults.
- Youth have a desire to understand world cultures and global issues, and they naturally relate these to their own experience and the life of their communities.
- Youth bring valuable perspectives to the discussion of public policy and international affairs, and their participation is essential to the development of healthy communities, the survival of democratic institutions, and world peace.
- When youth exercise leadership and experience positive results at a young age, they hold onto their vision throughout their lives.*

Young people want to be taken seriously, but that certainly does not mean they don't want to have fun. This is why imagination, creativity, and simple play are infused throughout the activities in this handbook. It is important to remember that youth learn through different modalities, and a well-structured learning activity incorporates various techniques to engage a diverse range of learning methods. Many of the workshops and activities discussed here have been adapted from the Global Kids Power of Citizenry Leadership Curriculum because they are activities that have been developed, tested, and refined with thousands of teenagers in New York City throughout the years. The Global Kids methodology has an incredibly successful track record, and its engaging nature allows participants to delve into sophisticated discussions after sharing a learning experience with other youth in the workshop.

The youth worker or service learning facilitator must create a safe environment for the activities and encourage youth to try new things, trust one another, and believe in the power of creative learning. Ultimately, each youth worker comes to understand the group's dynamics and can adapt the activities and workshops to meet the unique needs of his or her students.

* From the Global Kids Inc. Employee Handbook

Youth development is a process through which the needs of young people can be met. The sense of identity and belonging, security, and control that youth so need are addressed through the development of personal/social skills, knowledge, reasoning and creativity, and healthy behavior—all of which are character aspects on which that program focuses.

As the world becomes increasingly globalized, developing competency as a world citizen is a must. In recent years, there has been a growing recognition that a substantive understanding of international events and the ability to communicate with people of diverse backgrounds are imperative to both professional success and full civic engagement. Moreover, the United States has learned that that its competitiveness in the global marketplace and its reputation around the world are seriously impeded by our lack of understanding about other cultures, international institutions, and critical issues such as poverty, human rights, and health. Furthermore, exposing young people, particularly those who are at-risk or marginalized, to international affairs, policy, and current events empowers them to view personal and community issues in their proper context and broadens their worldview.*

Service learning can include volunteering and community service, but in this curriculum, there is also an emphasis on civic engagement and social action. Learning about one's rights and learning to advocate for them ensures that as youth progress into adulthood, they will carry with them the skills and knowledge needed to improve their communities by organizing, voting, shaping policy, and collaborative problem-solving.

A facilitator's role in this program is vastly different than a teacher's role in the classroom. There is no textbook, no grade book, and no standardized tests to administer, and there is more freedom to have fun, to use innovative learning techniques, and to open up discussions that do not normally take place in the classroom.

As a facilitator, you share power with workshop participants and learn with them. Although you should be knowledgeable and informed, you certainly do not need to know everything. A facilitator's role is to:

- Create a safe space for discussion, learning and interaction;
- Guide the exchange of dialogue;
- Provide and share information; and
- Empower the youth!

You will need to draw on many different skills, often more than one at the same time. Good facilitation requires:

- | | |
|------------------------|---------------|
| • Communication Skills | • Flexibility |
| • Empathy | • Neutrality |
| • Sensitivity | • Honesty |
| • Fairness | • Energy! |

* From numerous Global Kids Inc. materials

This curriculum requires a facilitator to lead activities that are interactive, experiential, and informative, and that draw upon the experiences and opinions of the participants. In doing so, you will need to be comfortable using role plays, interactive games, warm-ups, small-group work, and other creative means to bring participants from one point of understanding to another. Most of all, you must believe in guiding students so that they can lead themselves.

Section **B**

GETTING STARTED

Chapter 4:
Building a Relationship with the School or Host Site

Chapter 5:
Recruiting Students

Chapter 6:
Using This Curriculum to Design Your Program

Chapter 7:
Keeping Students Motivated

Chapter 8:
Becoming a Better Facilitator

Chapter 4: Building a Relationship with the School or Host Site

Before you begin to implement your program, there are some basic logistical matters that you will have to organize. First and foremost, it is imperative that you meet with the leading members of the school administration or your partnering/host site. During this meeting, you should provide the principal, site coordinator and/or other key staff with information on the program, its goals, the staff involved, and any other relevant information. You should also discuss:

- The space in which you will conduct your activities.
- Space or bulletin boards where you may display student work.
- The procedure for using any computers or a computer lab for student research.
- The possibility of going into classrooms or the lunchroom to recruit participants, or other venues for recruitment of which the host site may know.
- The procedure or approval process for hanging up flyers in the school or building.
- Whom your main contact person at the school or site will be.
- Whether you may present at a staff meeting or put information in the staff mailboxes so that they are familiar with the program.
- Whether it is possible for participants to earn community service or academic credit from their school and what that procedure would be.
- The protocol for taking the participants on field trips or outside the building.
- Which teachers or staff might serve as strong program partners.
- Any other school or building protocol or rules of which you should be aware.

Depending on your program needs, there may be other matters to discuss. It is a good idea to discuss how often the principal or contact person would like to get updates on the program's progress.

It is important to remember that the host, the school or partnering site, will have requests from other programs, partners, and stakeholders to accommodate. Thus, you should clearly and respectfully articulate what you would like or need both verbally and in writing to avoid any confusion or misunderstanding. Also, your program will have many benefits for the site, therefore be sure to emphasize what you will be giving to them and explore any possibilities to address their needs. It may also be useful to arrange for a meeting between the principal/host site coordinator and your participants, so that they can learn about one another.

Establishing a good relationship and effective communication with your host site personnel is key! Relationship building with all your stakeholders needs to occur throughout the duration of the program, not only in the start-up phase, so remember to show appreciation whenever possible.

Chapter 5: Recruiting Students

There are many ways in which you can recruit students, but the best way is to make direct contact. Conducting a short presentation in academic classes is an effective way to reach a large number of students directly. The presentation can consist of a short icebreaker or activity on service learning or be a straightforward presentation about what the program has to offer. Including a flyer with the first meeting date, time, and location is a helpful reminder for students and faculty. It is also useful to ask interested students for their names, phone numbers, and emails so that you can remind them of the first meeting the evening before.

You can find a sample presentation outline and flyer at the end of this chapter.

Other recruiting techniques include:

Flyers

Hang flyers in strategic areas (lunchroom, gym, exit doors, school library, hallways with a high level of activity, guidance counselor offices, etc.). The flyers should be eye-catching and clear, with pertinent information such as where, when and what time the group meets. Use appropriate graphics and text that will grab attention and convey to students what the program is about. Consider making some poster-sized flyers. Finally, ask a couple of students to review and give tips on your recruitment materials before distributing them. Some sample youth-tested service learning slogans:

- Waiting for the World to Change? Let's Start Today!
- If I Ruled the World... (Imagine That!)
- I Heart NYC!
- Green is the new black! Come and get green!
- Stop saying what you're "gana" do, and do it!

Brochure/Fact Sheet

Make sure your recruitment materials specify the project's goals and expectations in straightforward, youth-friendly language. Explain what your project is, why it is important, and what benefits students will receive (i.e., a chance to make a difference, go on trips, or leadership opportunities to put on college applications; see Chapter 7: Keeping Students Motivated for more ideas). Remember to indicate how many hours a week/month it will take and what level of commitment you expect. If your local schools require community service hours for graduation, make sure to promote your project in ways that help participants meet those requirements.

Faculty/Referrals

Introduce yourself to the principals, assistant principals, teachers, deans, counselors, parent coordinator, and school support staff or staff from the host site. They will be instrumental in plugging you into their community and introducing you to participants who may be interested in your program. Speak with the peer negotiation/leadership class teacher, as well as the Coordinator of Student Affairs, as these faculty members always look for opportunities for students to exercise leadership. Place flyers in teacher mailboxes and speak to them at faculty meetings. If you are at a community center, ask staff to make referrals or allow you to make presentations.

Broad Outreach

Some ideas for reaching high numbers of students include:

- Ask that an announcement be made over the school PA system.
- Set up a table in the school cafeteria with flyers and a sign-up sheet.
- Send letters home to students whom the faculty has identified for you.
- Present information during an assembly. Consider recruiting some students in the drama club or theater club to do a fun skit promoting your program.
- Hold a fun special event, such as a lunchtime movie screening or open-mic event, and tell participants how they can get involved.
- Organize an orientation day or open house with fun activities.
- Make contacts with local community organizations such as churches and other faith-based organizations and libraries. Remember that presentations and personal contact about the program will have a bigger impact than distributing flyers.
- Participate in community events like local fairs, volunteer fairs, holiday events. Share materials with young people and talk to them about the program. Collect e-mail addresses for outreach.
- Write an article for local newsletters and/or school newspapers.

Student Word of Mouth/Peer-to-Peer Recruitment

Encourage students who have joined the program to spread the word among their peers. Offer an incentive (candy bar, movie ticket, etc.) if they bring a friend to a session. Consult with the school's leadership group, student body president and student council to assist with recruitment strategies and getting the word out. You can also give out t-shirts with the program name and slogan to get other students asking about the program.

Open Door Policy

Allow students to stop by your designated office or space in the building between classes or activities to find out information. They should be able to speak to staff about the program, activities, and other questions. Make sure your designated space in the school is clearly marked and decorated in an attractive and welcoming way.

Food

Never underestimate the power of free pizza in getting students in the door. After that, it is up to you! Hold an orientation/info session with pizza and discuss program goals, benefits and incentives for participation.

Address an Immediate Concern

Find out what some of the main issues of concern are in the school or center and invite students to organize to address them. A flyer might include some of the issues of concern—for example: “Join our leadership team to address real problems starting at our school/center. Is the number one problem: a) no toilet paper, b) violence in the neighborhood, c) lack of sports time, or d) other?” Help students to develop a larger survey, research the issue and related issues, and work towards solutions. Use this as a platform for launching your broader service learning program.

Parent Teacher Nights

Attend parent teacher nights and Parent Teacher Association meetings so that guardians know about the program and encourage their child to participate. Face-to-face contact is best, but you can also look for other ways to reach parents, such as PTA newsletters.

Bulletin Board

Ask the school or center to use its bulletin boards to publicize your program and post pictures of participating students in action. Be sure to find out what is or isn't permissible content for a bulletin board as well as any approval protocols.

Multi-Media

Look for ways to post program information on school, agency, or other youth-friendly websites. Consider a very short video Public Service Announcement (PSA). You can work with students in the program to create a short commercial clip about the program and distribute copies to selected teachers and show it when recruiting. To distribute the film, you can post it on YouTube (<http://www.youtube.com>) and forward the link by e-mail to your list of interested youth and anyone who might spread the word.

Sample Short Presentation Outline:

1. Introduction: State your name, affiliation and purpose for being there.
2. Name Game: Ask participants to share their names and one thing they would like to change in their community.
3. Explain that service learning is a way for youth to create change in the community as well as develop important skills in themselves. Ask them to brainstorm what they think service learning is. Write their responses on the chalk board.
4. Bullet the main points and benefits of service learning, including:
 - a. Helps develop leadership, critical thinking, and academic skills.
 - b. Helps address community needs.
 - c. Provides a safe and challenging space for young people who want to make a difference and be part of a positive peer group.
 - d. Appeals to prospective colleges and employers because it demonstrates commitment, concern for community and world, and development of important skills. If it is possible for students to obtain credit, let them know.
5. Explain the commitment involved, including number of hours, length of program, and other expectations. Emphasize that service learning is youth-driven, and they will shape the program and activities to be done.
6. Give some examples of service learning projects.
7. Ask for any questions.
8. Distribute a flyer or brochure.
9. Ask interested youth to sign up on a sheet of paper, providing their names and contact information. Let them know you will call them to remind them before the program begins.

If you have a longer period of time to present, consider conducting an interactive activity which gives participants a sense of the goals of the program and youth-centered learning methodology. Refer to the General Strategies suggested in Chapter 9 or Teambuilding Activities in Chapter 13 of this curriculum for some engaging activities that you can adapt for this purpose.

Chapter 6: Using This Curriculum to Design Your Program

Much of your program will be shaped by the young people in the group, and your goal is to make it as youth-driven as possible. However, you will still need to do an initial program design and develop a clear plan for how you will achieve your program goals. It is recommended that you plan for several weeks in advance, and include workshops, guest speakers, field trips and a range of activities to keep things interesting for the youth. Before you begin planning, remember the key components of service learning, as outlined in Section A of this guide:

- Formal instruction or content-based learning activities.
- Meaningful youth-designed or youth-initiated activities that translate knowledge to action.
- Reflection for personal and group growth.
- Opportunities for participants to connect with his/her community and the world at large.

This curriculum is packed with suggestions, tips, ideas, and activities needed to build your program. Familiarizing yourself with it will maximize its usefulness to you, as it is not a sequential or linear curriculum with specific activities to conduct on day one, two, three, etc. It is designed to be flexible to allow for responsiveness to youth and community needs and the comfort level/experience of the facilitator. Review the Table of Contents for a cursory understanding of the content and structure of this curriculum.

As the facilitator, you must inquire as to what the students want to learn and explore, so that you can introduce them to new topics and concepts with which they may be unfamiliar, as well as draw from their immediate knowledge. As your group forms, you can gauge the levels of experience, knowledge, and skills the group possesses and then focus on which areas would be best to develop and explore. It is important to set aside time for students' self-reflection so that participants will be able to identify for themselves how they are learning and growing and what additional needs they have. This happens throughout the program, after workshops, and after completion of service projects, and can be done through writing, debriefing, or creative methods. It is recommended that each participant receive a journal once the program begins.

You will also need to have a clear understanding of your budget and any other limitations you have regarding the purchase of materials, incentives, or other items for your program. Explore with the participants how to build relationships with local businesses and organizations to obtain donations, grants and items for your projects (see Chapter 10).

Where to begin? It may seem easy or overwhelming as you attempt to plan your program year. Much of what will take place cannot be planned in detail, as it will be the youth who are leading the activities and program, but there are some basic phases that your program will go through. You can use the framework below to help you visualize and conceptualize your year-long program design, and find suggestions for corresponding activities and information in this curriculum:

- **Building a Team and a Sense of Purpose.** Information on teambuilding, goal setting, and context/framework for service learning work can primarily be found in Chapters 13 and 14. To set the tone for the program, the group will:
 - Get to know one another and develop a sense of unity (see Chapter 13, Part I).
 - Establish group norms, guidelines, and goals for working together. (see Chapter 13, Part II).
 - Understanding program goals and expectations (see Chapter 13, Part II)
 - Identify general areas for program content and projects based on youth interests (see Chapter 9, Part I, Step One).
 - Explore and reflect on core knowledge areas, such as human rights and leadership, which will provide a framework and context for their work (see Chapter 14).
- **Learning About the Issues.** After some initial brainstorming with youth on issues of concern, you will provide a range of experiences through which they can learn more about the issues and prepare them for their project. You can select workshops from Section E: Thematic Learning Units, and for ideas review Section C, Chapter 9. The group will:
 - Explore in more depth the issue(s) they would like to work on through structured learning activities (see Section E for thematic workshops/lesson plans designed by Global Kids or Chapter 9, Part II to develop your own).
 - Conduct their own research and gather information using surveys, field trips, interviews with guest speakers and experts, the Internet, and other methods (see Chapter 9, Part II and Chapter 10, Part II). Students should examine public policy on the issue as well (see Chapter 22).
 - Narrow down and select an idea for a specific service learning project using a consensus building model (see Chapter 8 and Chapter 9, Part I).
- **Design and Implementation of Service Project.** You will find most of what you need to guide youth in designing projects outlined in Section C: Developing Your Own Service Projects. During this phase, participants will take a hands-on role in planning out the project. They will:
 - Devise an Action Plan that outlines goals, tasks, responsibilities, resources needed, and other components (see Chapter 9, Part I for “Six Steps” for building youth-led service learning projects, and Action Planning Worksheet.)
 - Reach out to partners, stakeholders and the community (see Chapters 10, 11 and 12).
 - Implement the service project and any follow-up activities.

- **Reflection, Evaluation and Celebration.** Once the service project is complete, participants will:
 - Reflect on the entire experience through group debriefings, journal-writing, artistic expression, or other methods that allow them to assess and acknowledge their growth, learning and positive impact on the community (see examples of reflections following each workshop in Section E, as well as general reflection techniques in Chapter 9, Part III, Processing).
 - Evaluate what they did well and how they can improve in the future (see Chapter 9, Part I, Step Five).
 - Receive recognition from adults, peers, and community stakeholders for their work (see Chapter 7).
 - Celebrate their accomplishments! (see Chapter 7).

This process can then be repeated throughout the year either to build on the same theme/topic or to address a new one. The time it takes to complete each section will depend upon the participants and intensity of the service learning project. Note that the program design above, while divided into four sections, consists of overlap among the areas. In other words, teambuilding may need to take place at various points throughout the year if new participants join, if morale is low, or simply to change things up. Lastly, program design will need to include time for you to handle the administrative and logistical duties of running a program, and the ongoing relationship building with partners.

Remember, this is only a suggestion for program design. There are countless ways to structure a service learning program.

It is also important to keep in mind that a key goal of the Teen ACTION Service Learning Program is to empower youth to make positive decisions regarding their health. Therefore, you will need to include structured learning activities on health and sexual health from Section E of this curriculum or build relationships with linkage partners who can provide these services as you implement your program.

Here is a sample program design outline for the first four sessions, using some of the workshops and ideas in this curriculum.

Session One: *Welcome and Introductions. Why Service Learning?* Workshop (see Chapter 14). Handout program requirements. Distribute journals and ask participants to reflect on what they want to gain from the program.

Session Two: *Teambuilding.* Newspaper Shelter Activity (see Chapter 13, Part I). Discuss importance of team and establish personal and group expectations (see Chapter 13, Part II). Sign “contract” for working together (see Chapter 7).

Session Three: *Exploring the Connection between Human Rights and Service Learning.* Universal Human Rights 101 Workshop (see Chapter 14). Brainstorm how human rights issues can be addressed through service learning in their own community. Activities include journal writing on specific situations or issues in the community that they would like to change.

Session Four: *Identifying Issues of Concern.* Civic Participation and Community Involvement Workshop (see Chapter 20). Brainstorm on a specific issue to investigate further.

At this point, let’s imagine that the group has expressed a great interest in health issues. They could then engage in a series of activities to learn more about this issue. You could bring in a guest speaker to discuss community health issues, go on a field trip to a health center, conduct a survey to identify key issues in the community, or provide workshops from Chapter 15 on Health and Well-Being or Chapter 19 on Sexual Health and HIV/AIDS.

You may also develop your own workshops/lessons or use workshops from related sections in this curriculum. For example, if the group thinks access to health care is a problem, you may want to conduct the workshop on Public Policy in Chapter 20, so that they can understand this aspect better. If the group thinks children’s health is of concern, you could conduct a session on Hunger from Chapter 17. Many of the problems they identify are interrelated and, as a facilitator, it is important that you help youth see the connections among issues, from both a domestic and global perspective.

The group may also have an idea for a service project and, if so, you can refer to Chapter 9, The Six Steps, for guidance on how to guide youth through the process.

The participants will be asked to reflect on what they are learning throughout the program. As the guiding adult, you will need to be in tune with the group’s progress and assess how to best build on their learning and momentum. If the group is very shy, you may need to spend more time on teambuilding. If you notice that the participants use any biased or stereotypical statements, then you may want to conduct a workshop on Stereotypes from Chapter 21. If the group knows early on that they would like to do an environmental service project, you can begin that process with them sooner.

When in doubt, never hesitate to ask the group, “What do we need to learn or do next?” Always challenge them to delve deep and inquire.

Chapter 7: Keeping Students Motivated

Retention is one of the greatest challenges you will face. High school students are pulled in many different directions. Athletics, socialization, the need for a job, caring for siblings, and tutoring are just a few of the many competing interests you will be up against. Some students will lose interest or will be inconsistent in their commitment.

While some attrition is unavoidable, there are things you can do to help retain students and keep them motivated. A quality, engaging program is paramount to success, as no student will want to attend a program that is not grounded in his or her interests or does not address his or her needs. It must be meaningful and youth-driven, provide tangible results, and give participants a sense of accomplishment. The creation of a group identity and sense of camaraderie will also make participants accountable to one another.

When you're providing incentives for the students in your program, be clear about what they need to accomplish or do before they receive the reward. Incentives can play a major role in keeping students encouraged but can also distract their overall experience in the learning process if not explained properly.

Other techniques and strategies you can implement to keep students motivated include:

Make It Clear and Easy

- Make weekly phone calls to remind students of the program and encourage them to attend.
- Provide MTA MetroCards for transportation.
- Send e-mail reminders, instant messages or text messages to students on a weekly basis.
- Sign a contract with the students agreeing to the terms of the commitment (hours per week, days per month, youth responsibilities, etc.).

Make It Appealing

- Serve food/snacks at each session.
- Bring in guest speakers.
- Take the learning outside of the school space or host site to museums, films, events, or other organizations.
- Students often like to meet new people and students from different schools. Consider linking up with another program to do a joint activity or field trip.
- Situate the program in an alternative space for students who need a “change of scenery” after school. Consider meeting in a conference space, lounge, cafeteria, auditorium, park, or even a coffee shop.

Give Recognition

- Call parents to tell them how well their child is progressing.
- Offer incentives to participants for meeting certain benchmarks that you develop together. For example, plan a trip to the movies when students complete their first project.
- Provide rewards if participants meet attendance or service hour goals.
- Integrate the service projects into the school or host environment, so that students have a positive, visible presence as leaders in the school.
- Display student work or photos in the school or host site.
- Have a service learning “Student of the Month.” Post this on a bulletin board or other prominent space.
- Provide certificates at key milestones.
- Thank participants for their help and input. Make sure they know how valuable they are to the group and the process.
- Hold a mid-year party to reaffirm program goals and recognize successes.
- Present goals, plans and successes to school staff, teachers and the principal.
- Reflect on students’ growth, progress and new skills.

Create Group Identity

- Buy T-shirts with the program name on them.
- Hold potluck gatherings with each student bringing a cultural dish to share.
- Celebrate birthdays each month.
- Spend time together outside of the program space (go on a field trip, take students out for a meal, etc.).

Build Skills

- Give students increased leadership roles as the program progresses. For example, include students in the lesson plans by having them take turns leading group discussions, ice breakers, or energizers.
- Add a college and career exploration component to the program so students see the relevance of their service beyond the program year.
- Provide structured employment preparation such as résumé writing (include helping students document their participation in your program), workshops on professionalism, interviewing skills, and other topics that teach how to network with adults.
- Attend conferences, panel discussions, or open forums with your students that are linked to what they are learning (for example: The Global Kids Annual Youth Conference).

Provide Tangible Results

- Help students meet school community service hour requirements (if applicable). Meet with their Principal, Assitance Principal of Guidance, or Coordinator of Student Affairs to discuss how your program could organize an event or ongoing project that would count as community service and help students meet their requirements.
- Look for extra credit. Talk to teachers in Global Studies, English, History, or Modern Languages about your program. Show them how your program can reinforce lessons taught in the classroom by highlighting certain workshops, service activities, and final projects.
- Obtain school credit for student participation. Consult with the school principal or Assitance Principal of Guidance to see if an academic credit which would reflect the program on participants' report cards could be awarded to students that participate. The program will have to be structured and evaluated by Department of Education guidelines and a teacher may need to be present or oversee the program.
- Have students in your program create service learning newsletters about the things they are learning about. These newsletters can be distributed to their peers, community members, elected officials, faculty, parents, youth groups, etc.
- Let your students organize some kind of a culminating event or project such as a fair, workshops, Open Mic night, fundraising event, or MySpace or Facebook page about the program.
- Present qualifying students with the *President's Volunteer Service Award*. Students ages 14 and under who have volunteered a minimum of 50 hours, and those ages 15 to 21 who have a minimum of 100 hours, are automatically eligible for an award. You must be a certified organization to give your students this award. (You can register online and obtain more information at <http://www.presidentialserviceawards.gov>.)
- And, of course, ask the students for feedback on what will keep them motivated!

Chapter 8: Becoming a Better Facilitator

Whether you're a new facilitator or an experienced one, there are always ways to improve your facilitation skills. Here are some things to consider:

1. Energy

If the workshop drags or becomes dull, you'll lose the attention of the participants. Keep the discussion interesting, exciting and moving forward. In a sense, a facilitator is an entertainer and must project interest in and enthusiasm for the topic being discussed. A good facilitator:

- Gives as many participants as possible an opportunity to speak.
- Maximizes space by walking around the room while facilitating.
- Uses humor when appropriate.
- Projects his or her voice clearly and loudly.
- Uses his or her energy to motivate, energize and excite the group.
- Uses body language, facial expressions, eye contact and gestures to stimulate the group and to show interest in what participants are doing or saying.
- Uses interesting or surprising statistics to stimulate discussion.
- During long workshops, breaks up intellectual activities with physical activities.

2. Objectivity and Neutrality

It's tempting to share your personal experiences during a workshop to make a point. You may do so occasionally, but try not to. Expressing your opinions may deter participants from sharing their own thoughts, discourage them from thinking critically, and alienate participants. A good facilitator does not:

- Pass judgement on participants' answers or responses.
- Offer his or her own feelings or opinions during the workshop.
- Try to influence the group with his or her own opinions.

It's important to keep the focus of the workshop *on the participants*. Remember that your primary role is to encourage participants to discuss and express their opinions. Try to remain neutral. However, a facilitator may need to clarify misinformation or to challenge participants to think critically by playing devil's advocate.

3. Relevancy

A good facilitator uses questions, stories, statements, and information relevant to the workshop topic or to group discussion. There must be a relationship between points made by facilitators and/or participants. Whenever possible, make connections between the workshop topic and the participants' lives. Personalizing issues encourages participation and creates an environment for learning and growth.

4. Paraphrasing

A facilitator paraphrases by briefly rephrasing a participant's comments, thoughts or feelings. Paraphrasing affirms a participant's perspective, creates a safe space, and clarifies what has been said. It also gives a facilitator time to reflect on what someone has said and to formulate appropriate follow-up questions.

EXAMPLE OF PARAPHRASING

Participant: Teachers can't teach. They don't really care about their work or their students. They just get paid and have the summer off. You can't please them or trust them.

Facilitator: So what you're saying is that you don't get along with teachers or trust them. For teachers, it's just a job and they could care less about teenagers.

5. Open-ended Questions

Using open-ended questions keeps the conversation moving and informative. These questions also help facilitators and participants get to know one another. A good facilitator:

- Avoids asking questions that elicit only a "yes" or "no" response.
- Asks questions that require a thoughtful or detailed response.

COMPARISON OF CLOSED AND OPEN-ENDED QUESTIONS

Closed Question: Does racism hurt people?

Open Question: How and why does racism hurt people?

6. Kickback Questions

Rather than provide all the answers, a good facilitator helps participants learn from each other. A skilled facilitator will redirect questions to the group or to the person who asked the question.

EXAMPLE OF A KICKBACK QUESTION

Participant: Why do people treat the homeless so badly?

Participant: Why do you think that people treat the homeless badly?

7. Feeling Questions

Ask questions that encourage more serious discussion and personal exploration of issues.

EXAMPLE OF A FEELING QUESTION

Participant: My two best friends were fighting, yelling, and throwing stuff. It got real heated. I didn't know what would happen because they were uncontrollable.

Facilitator: How did that make you feel?

8. Focus

Staying on task helps facilitators and participants analyze issues. With focus comes clarity and learning. A good facilitator:

- Keeps track of time and monitors the length of activities.
- Pays attention to participants' questions and answers.
- Helps define and clarify what is unclear to participants.
- Avoids negativity.
- Avoids tangents.
- Poses discussion questions that get to the root of issues.

9. Consensus-Building

Helping participants reach consensus on decisions and ideas for projects will be a key role you play as facilitator. Consensus-building is a decision-making process that works to include all persons making the decision, with the goal that all members agree to the final outcome. Consensus thus gives everyone a direct voice and equal power, avoids a “winner vs. loser” dynamic, and ensures that all opinions are heard. It takes work to reach consensus, and often participants (and you) might be tempted to vote by majority rules, as it is often easier. For tips on how to build consensus, visit <http://www.msu.edu/~corcora5/org/consensus.html>.

10. Affirmation

Validate participants' feelings, ideas, and participation often. To reinforce a safe space and encourage participation, make eye contact, nod, or verbally acknowledge what is said. Thank people for participating and sharing feelings and information.

Adapted from the Global Kids Power of Citizenry Leadership Curriculum.

C

Section

DEVELOPING YOUR OWN SERVICE LEARNING PROGRAMS AND PROJECTS

Chapter 9:

How to Build a Service Learning Project with Youth

Chapter 10:

Accessing Resources and Building Community Partnerships

Chapter 11:

Useful Information for Conducting Service Activities

Chapter 12:

Networking, Advocacy, and Public Outreach



Introduction

With so many issues and topics to explore, the possibilities for service learning projects are endless. In the previous sections, information on the Teen ACTION theoretical framework and goals, start-up logistics, and program design were provided. While core elements and goals will cut across all program locations, each site will have its own unique dynamics, needs and assets, and, as the facilitator, you should customize the program so that it is engaging, relevant and responsive to the youth and community you serve.

At first, you may be learning how to design and implement a service learning program, and knowing exactly what to do might be a mystery. Structured learning and service experience must be a part of your service learning program. Requirements for minimum structured learning hours and minimum service hours can be found in your RFP. You or your linkage partner are also required to provide content lessons in Sexual Health, Mental Health, General Health, and Life Skills, but most learning activities are determined by the site. Good planning and preparation is critical, but at times trial and error will be the path you follow and should be seen as a way to grow. This will be true for the youth as well as you, and reflection during program implementation will allow you all to discover just how much learning has occurred, despite any challenges or roadblocks.

The service component of this program will allow the participants to translate knowledge and skills learned into action and to demonstrate their leadership in a hands-on way. In the beginning, you may find that the group needs more prompting or direction from you than you anticipated. Or, you may discover that their leadership skills are very well developed and they are eager to begin their service project immediately. No matter what their level of experience or familiarity with one another, the group should be encouraged and empowered to contribute to and invest in the goals and outcomes of the overall program, and they should understand that a good service project will involve much more than a one-day park clean-up or a day of volunteering. The process of putting that project together is equally, if not more, important than the end result. Your job will be to ensure that maximum learning and skill development is taking place, and that the youth are challenged to do sophisticated thinking and work that benefits the community and themselves.

This section will provide you with the general tools and information you need to guide participants in developing a truly youth-driven service project: selecting a theme, creating surveys and assessments, conducting research, forming collaborations, developing project and action plans, advocating, and monitoring progress. Because you may need to incorporate the structured learning activities within this process as well as before it, you will find tips and templates for creating your own educationally sound lesson plans and workshops, as well as creative strategies for reflection to keep things interesting and fresh. In Section E: Thematic Learning Units of this curriculum, you will find workshops developed by Global Kids on specific content areas as well as suggestions for service project ideas that you may use if the group is stuck on a project idea and would like to see examples.



Whether they generate their own unique service project ideas or look at this curriculum for inspiration, the project and planning of it should be determined by the participants. The more opportunities they have to shape the content and structure of the program, and carry it out, the better. This will build the sense of self-efficacy, positive youth development, healthy decision-making and life skills of your participants, as well as their love for learning and inquiry.



Chapter 9: How to Build a Service Learning Project with Youth

PART I: THE SIX STEPS

There are many excellent models available for developing service learning projects and programs (see Section G: Local and Online Resources). Global Kids uses six steps that have been successful in its New York City-based programs to help youth shape their projects. You may find these steps, with corresponding tools, useful as you begin to create your own service learning programs. As outlined in Chapter 6: Project Design and Planning, your program will go through several phases right from the start. After some initial teambuilding and core workshops that establish group identity, purpose and context for service learning, you can begin the six step process of helping youth hone in on specific issues to explore and address through service learning projects. In a nutshell, these six steps provide more details and guidelines to move your project forward.

The following are the six steps adapted from the Global Kids Power of Citizenry Leadership Curriculum:

- Step 1. *Identifying Issues of Importance.* Through brainstorming and other small group work, staff help youth to identify issues that most concern them. The group chooses an issue (i.e., HIV/AIDS or poverty) as a tentative focus for the service learning.
- Step 2. *Education and Awareness.* Staff provide participants with a basic understanding of the selected issue by facilitating learning experiences and coordinating activities, which include meetings with experts, relevant field trips and learning about organizations that address the issue. Staff explore how the theme relates to required school curriculum and facilitate opportunities for cross-fertilization. By encouraging youth to explore a global perspective on the issue, young people broaden their worldview and are better equipped to further analyze and examine the topic.
- Step 3. *Examination and Analysis.* Staff members assist youth in exploring the issue in greater depth (i.e., root causes; local, national, and global implications; overlapping issues; and scope) through additional workshops, research, surveys and field trips. Youth learn about others who have addressed their issue and the strategies they used. Staff then guide participants to come up with an appropriate project idea to address the issue.
- Step 4. *Planning and Implementation.* Staff members help youth to translate their project idea into an action plan that outlines project goals, action steps, tasks, resources needed, checkpoints and responsibilities. The group agrees to a timeline, and staff work closely with youth to implement the action plan according to schedule.

Step 5. *Monitoring, Evaluation and Reflection.* Staff members assist youth to monitor the project's progress, using designated checkpoints and opportunities for reflection throughout the process. Once the project has been completed, participants should evaluate the whole process and reflect on their overall learning experience, preferably through a documentation method.

Step 6. *Celebration.* The achievements of the group are acknowledged and celebrated in a visible way, often with family members and others in the community.

The process for developing a service learning project is dynamic. New ideas grow out of the process. Inevitably, new members join the group, while some drop out. The challenge is to keep the project interesting, use the energy and interests of the group to keep it relevant, and know when to reevaluate and change direction if necessary. The following pages outline the six steps in full detail.

Step 1: Identifying Issues of Importance

Dedicate some time to helping youth identify issues that are important to them. From there, they can choose the issue about which they feel most passionate as the focus of their service learning project. Working together through this process, participants develop a sense of team identity, take ownership of the project, and get excited about working on their chosen issue.

There are several ways to help youth select an issue for their project. The strategies below can be used alone or in combination.

- *Brainstorming.* Ask youth to list issues that affect them, including those that affect their communities, their country and the world. This can be done as a large group or in several small groups. Discuss:

What is the issue?

Why is it a problem?

How does it affect you?

How does it affect others?

How does it affect the world?

Then ask the group to reach consensus on one issue to explore further through a service learning project. Encourage them to think about how the issues they listed are interconnected. If they would like more time to learn more about the issues before they select one, they can conduct research.

- *Survey peers and conduct assessments.* Help youth develop a survey that allows young people to identify key issues that affect them. Ask youth to distribute the survey among their peers in school or elsewhere. Help the group identify a focus for the service learning project based on the results of the survey. Conduct a community assessment and mapping activity to obtain concrete data and a visual representation of neighborhood assets and challenges (see Step 3).





- *Research.* Ask youth to each choose an issue that they feel is important. Help them use the Internet to learn more about the issues they've chosen. Direct them to sites and networks that address social, political and global issues and discuss the importance of being "media literate." Invite students to gather information, present it to the group, and select one of the topics as the focus of the service learning project.

Step 2: Education and Awareness

After students have chosen a focus for their service learning project, start to develop workshops, activities and materials to introduce young people to the issue. If you are working at a school site, speak with the faculty about the school curriculum and possible tie-ins. As much as possible, present different points of view on the issue so that youth can formulate their own opinions. Here are some suggestions:

- Adapt or use existing activities or workshops on the issue being addressed. You can find resources in this curriculum, online, or create new ones (see Chapter 9: How to Build a Service Learning Project with Youth, Part II—Creating Lesson Plans, and the Learning Activity Lesson Plan Template). Activities should assess the group's understanding of the issue, introduce new information, promote the sharing of experiences, and challenge participants to connect their experiences with those of others worldwide.
- Get youth to call organizations that are working on the issue. Ask them to request literature and/or to arrange a guest presentation or a site visit. Make sure that the group hears from a variety of organizations with diverse points of view.
- Organize field trips that will further the participants' understanding of the topic. For example, if the participants choose prejudice and racism as a topic, take them to see a play, movie or art exhibit exploring that theme. Facilitate a discussion following the activity.
- Coordinate volunteer efforts that will help sensitize participants to the issue. For example, if students choose homelessness as an issue, take them to a homeless shelter where they can volunteer and witness the reality of the issue. This type of activity can count towards their service hours as well.

Step 3: Examination and Analysis

Once youth gain a basic understanding of the issue, help them to take stock of what they have learned and to identify areas they need to explore in greater depth. Here are some questions to ask participants:

- What do you know about the issue?
- What do you need to find out?
- What is the range of perspectives on the issue?
- What are the issue's root causes?
- How is the issue linked to other issues?
- What are current policies and legislation on this issue?
- How are people in other nations affected by this issue?
- What are possible solutions to the problem?
- What can you do about it?
- What concrete action could you take to address the issue?

These and other questions will help youth to critically examine the issue and understand its complexity. As a facilitator, you can guide this process by facilitating several different activities. One activity could be a community assessment, in which youth conduct research to identify a range of factors in their community such as:

- The problems that exist;
- Where those problems occur;
- Which youth and families are most affected; and
- What resources and strengths the community has to address these problems.

Coupled with the community assessment could be an investigation into public policies on these issues. For information and tools needed to conduct a community assessment, visit: <http://guide.helpingamericasyouth.gov/assessment.htm>. Other possibilities include:

- Facilitate workshops that delve further into the topic.
- Research policy and pending legislation on the issue. Get youth to help.
- Arrange meetings with legislative representatives to discuss the issue. Involve youth with this task as well.
- Hold a debate between opposing sides.
- Facilitate a discussion of whether the issue has been problematic in the past. How has its scope changed? What factors may have contributed to the change?
- Ask participants to interview an expert on the issue.

As participants explore the issue more deeply, they may become fascinated by a certain aspect of the issue, altering the focus of the service learning project. For example, in learning about violence, students may become particularly interested in gun violence. In this case, the facilitator should provide additional activities on gun violence.

When youth have a thorough understanding of the issue, help them brainstorm project ideas to address the issue and strive for consensus on the project (see Chapter 8: Becoming a Better Facilitator, for tips on building consensus). The projects should be concrete, with measurable outcomes. They may be as ambitious as publishing a human rights calendar for their peers, organizing a youth conference, or producing an informative website. Project ideas may be as simple as serving food at a soup kitchen, attending a rally or conducting a survey at a school. Encourage youth to narrow the list of possible projects by eliminating ideas that are unrealistic or not feasible (i.e., due to lack of funds).

Step 4: Planning and Implementation

Once youth have identified an issue and some project ideas for their service learning project, they are ready to translate their ideas into an action plan.





What's an Action Plan?

An action plan is what you need to do to get to where you're headed.

With any project, devising an action plan that outlines goals, tasks, and responsibilities is key to success. Developing an action plan gives youth a sense of ownership. Breaking the process down into smaller steps makes the project more “do-able” and gives youth the confidence needed to follow the action plan themselves. It also ensures that all participants understand exactly what's required to reach their goals.

Action Plan Components

Though there are many methods used to develop an action plan, nearly all plans have the same basic ingredients. Work with youth to flesh out each component listed below, using the “Action Plan Worksheet” at the end of Part I.

- Goal Statement** A broad statement of what the project will accomplish or change.
Example: To promote awareness of HIV/AIDS in a high school.
- Objectives** A specific program or activity to bring about the project's goal.
Example: A school-based conference developed by youth for freshman students.
- Tasks** A list of activities necessary for achieving the project's objectives. This is a brainstorm of tasks and need not be in order.
Example:
- *Design a conference agenda.*
 - *Develop activities for the conference day.*
 - *Reach out to organizations working on HIV/AIDS issues.*
 - *Get guest speakers.*
 - *Publicize event.*
 - *Get school permission and invite students.*
- Timeline** A visual representation of the time frame to implement the above tasks. The timeline should indicate who will do what by when.
Example:
1. *Develop a proposal to present to the school principal. (Joseph—May 15)*
 2. *Form a planning team of interested teachers and students. (Soula—June 15)*
 3. *Design, distribute and tabulate a survey among freshmen to measure current awareness of HIV/AIDS issues. (Jonah—June 30)*
 4. *Brainstorm activities for the conference. (Tiffanie—July 7)*
 5. *Solicit a guest speaker, etc.*
- Resources** Required resources (i.e., human, physical and/or monetary) to achieve

the project's objectives. Resources include those that are available and those that need to be obtained. You should include any needed community partners/organizations.

Example:

Available

- *Human resources: youth planning team, staff, school health teacher.*
- *Physical resources: school auditorium, classrooms for breakout, workshops, school equipment/supplies [VCR's, poster board, etc.].*
- *Monetary resources: \$50 from student activities fund, \$150 from special grant.*

Needed

- *Human resources: guest speakers, facility from HIV/AIDS organizations, conference participants.*
- *Physical resources: videos on HIV/AIDS prevention, handouts, etc.*
- *Monetary resources: money/donations for additional supplies, food, etc.*

Monitoring

Mechanisms for measuring the group's progress.

Example: The project will hold weekly meetings that include a timeline check. The committees will submit written updates every week.

Outside Factors

Factors outside of the project, including organizational or school environment, that influence how the project accomplishes its goals, objectives and tasks.

Example: Department of Education rules, curriculum requirements.

Contingency Planning

What to do if the project's original plan does not work.

Example: If a whole day cannot be devoted to an HIV/AIDS conference, do workshops for a small number of classes.

Evaluation

How the project will examine its implementation and outcomes.

Example: The project will conduct a post-conference survey of participants. The group will hold a debriefing and reflection session.





Implementing the Action Plan

Once the group develops a concrete action plan with a timeline, the facilitator can adopt a more “hands-off” approach, allowing the young people to complete necessary tasks. As the facilitator, you should provide participants with guidance, training, and support as needed.

Step 5: Monitoring and Evaluation

As the project unfolds, work with students to monitor the progress of the project at checkpoints designated in the action plan. Working together, determine whether the project is on track, what needs to be adjusted, whether the project is meaningful, and what is difficult. Provide youth with constructive feedback and constant encouragement throughout the project and give them opportunities for reflection.

When the project concludes, assist youth to evaluate the project. You can design a tool to measure whether the project achieved its outcomes. In addition, you should facilitate a debriefing session, in which youth discuss their experience of participating in the project and how they grew. Talk about what youth learned, what they feel they did well, and how they would improve the process. Discuss how participating in the project has contributed to their well-being, development and future goals.

Step 6: Celebration

The youth in your program will come with varied levels of experience and knowledge. For some, participating in and completing a service learning project may be the first time that they feel as if their contributions are valued and important. Others might develop new skills and acquire knowledge that allow them to exercise strong leadership.

It is important to acknowledge and celebrate these achievements, no matter how big or small. As a group, receiving praise and thanks from you as an adult helps reinforce the importance of having an adult role model in their lives. Public recognition validates their experiences and allows those not involved in the project to learn about their work.

Whether done as a small group or publicly, celebration further builds participants’ sense of self-efficacy, positive self-image, and connection to a positive peer group and community. By including parents, teachers, families, community members and peers in the celebration, you provide an opportunity for others to see the youth in a constructive way and demonstrate that academic achievement and leadership is respected. This positive message is critical, as youth are faced with so much pressure to participate in risky behaviors.

There are limitless ways to celebrate: a potluck dinner with an awards ceremony; a trip to the movies or a cultural event; or an evening to showcase their work. A certificate of recognition is always appreciated, and there are other ways—framed photos of youth conducting service activities, a handwritten note from you, a letter of thanks from the school principal—to personalize the celebration even more.

ACTION PLANNING WORKSHEET

PI

Goal Statement: What do I/we want to accomplish or change?

Objectives: What program or activity will I/we implement to help bring about the project's goal?

Tasks: What specific steps must I/we take to achieve the above objectives? Who will do what by when? (This is a tentative list to be finalized when a timeline is developed.)

Resources: What do I/we have and what will I/we need to achieve the project's objectives?

Available

Human Resources

Physical Resources

Monetary Resources

Needed

Human Resources

Physical Resources

Monetary Resources

Monitoring: What checkpoints will I/we use to measure our progress?

Outside Factors: What outside factors or circumstances might influence how I/we accomplish my/our task?

Contingency Plan: What can I/we do to avoid obstacles we can anticipate? What is the back-up plan?

Evaluation: How will I/we evaluate the implementation of the project and its impact?

Timeline: What time frame will I/we use to implement the tasks in our action plan? List what needs to be done, who will be responsible, and the date the task should be completed.

PART II: ADDITIONAL TOOLS FOR DESIGNING SERVICE LEARNING PROGRAMS AND PROJECTS

Survey Development*Why Survey?*

Surveys are a great way to get young people started on their research. A survey can help them determine which issues are important, how their peers feel about an issue, and how well young people understand an issue. Participants can compare the results of their survey with other statistics and facts on the issue. What they learn from the survey will help them shape the project. In addition, youth gain literacy and interpersonal skills as they learn more about a topic. Surveys can be used to introduce careers in evaluation, statistical analysis, epidemiology, market research and other fields.

There are countless ways to develop a survey. Here are some questions to ask youth as they begin to put a survey together:

- Why is conducting the survey important?
- What do you want to find out?
- Who do you want to target in the survey?
- How long should it take a person to complete the survey?
- What types of questions (i.e., yes or no, short answer, varying degrees, multiple choice, etc.) will you ask?
- Will you use a standard format for questions or use a variety?
- Where will you distribute the survey?
- How will you use the information gathered from the survey?

Formulating Survey Questions

Look at the sample survey questions on the topic of world hunger below. Notice how questions in different formats can give the surveyor general or specific information on the same subject.

Yes or No Question

Do you think world hunger is a problem?

Multiple choice

Hunger is caused by:

- a. not enough food in the world/overpopulation
- b. conflict and war
- c. discrimination
- d. not enough jobs/poverty
- e. none of the above





I have a (circle any that apply) friend / family member / schoolmate who has been hungry due to poverty.

Varying degrees

I think the government is responsible for people going hungry.

Strongly agree

Agree

Not Sure

Disagree

Strongly Disagree

Short answer

Why do you think so many people are hungry in the world?

Keep in mind that the degree of information one can obtain from a survey depends on the types of questions asked. Therefore, first think about the results you expect from the survey. Are you hoping to gather data that paints a simple or a complex picture? Are you looking for people's opinions, or actual concrete facts and experiences?

In general, if you want a quick snapshot of a population, choose questions that restrict survey participants to the least number of possible responses. For example, yes/no surveys are the easiest to fill out. If you want a more complex picture, develop questions that allow survey participants to answer more freely (i.e., a multiple choice question or short answer). The sample questions above are listed with the most restrictive type of questions first.

Be aware that both approaches have their advantages and disadvantages. Restrictive questions produce data that is easy to tabulate, but may overlook important subtleties. On the other hand, more open-ended questions could produce interesting qualitative data, but it may be difficult to quantify or put into figures or statistics.

Once the youth have conducted their surveys and tabulated results, have them conduct research to obtain more specific information and actual data. For example, if the survey respondents thought that world hunger was caused by lack of food, they could do research to find out how poverty and war/conflict are main causes of hunger in the developing world, not lack of food or overpopulation. To reinforce academic skills, they could graph their results or create charts to present their survey info and actual data comparison.

Creating Lesson Plans and Learning Activities

Overview

Facilitating structured educational activities for a service learning project is different than lecturing or traditional teaching, which, at its worst, is a one-way dissemination of information. A good facilitator has a sound base of knowledge but may not know everything about the workshop topic. Most importantly, a good facilitator guides participants through a process and helps them learn from one another.

In this curriculum, you can choose from the thematic learning units provided in Section E, or you may create your own. Doing so will allow you to be as responsive as possible to the youth, and allow you and the students to delve deeper into issues that they care about.

There are many ways to structure an activity or lesson plan. The template provided in this curriculum can be your guide, or you may develop or find another one that suits your style and needs. Prior to writing the lesson plan, here are some things to consider:

- Learning Activity Goals: What the workshop should accomplish, described in broad terms.
- Learning Activity Objectives: Specific learning outcomes of a workshop; what participants will be able to do as a result of the workshop.
- Type of Audience (age, level of experience, etc.).
- Time available.
- Setting (where the workshop will take place).
- Research/background information needed.





Learning Activity Components

Once you have your goal and objectives in place, you need to structure a series of activities that will be educationally sound and engaging. These components will support the objectives, and as a result of keeping the lesson interactive, participants will be able to draw upon one another as resources. Suggested components are:

Introduction

- Briefly describe the workshop topic.
- Establish or review guidelines for working together, such as participation and respect. You may use Global Kids' three guidelines (One Mic, Safe Space and Participation).

Warm-Up

A short activity that:

- Allows the group to get to know one another.
- Mixes up the group and builds team spirit.
- Builds energy and excitement for the rest of the workshop.
- Sometimes introduces key concepts.

Main Activity

- Presents the substance of the workshop.
- Consists of one or more activities.
- Provides an experience through which participants explore a topic.
- Helps participants learn particular concepts or skills.
- Meets workshop objectives.

Processing and Reflection

- Encourages participants to analyze what they've experienced.
- Draws out participants' feelings and perspectives on main ideas.
- Brings into focus what has been learned so far.
- Helps participants think more deeply about issues.
- Is often based on the workshop's objectives.

Closure

- Summarizes the main points of a workshop.
- Provides an opportunity to share last reflections.
- Relaxes participants after an intense workshop.
- Brings a group to a common endpoint.
- Can be used to introduce independent follow-up activities to further the learning.

Designing a Main Activity

When designing your learning activity or lesson plan, you will need to put the most thought into creating your main activity. Think of an activity that can help you achieve your objectives. For example, if an objective is to get participants to work as a team, design an activity that allows participants to address challenges as a group and to complete tasks that require teamwork. If your goal is more topic specific (i.e., to examine how HIV/AIDS or teen pregnancy has affected communities of color in New York City), conducting preliminary research is key in helping you figure out how to develop your activity.

You can get ideas for main activities in the thematic units/lessons provided in this curriculum. Activities can include role plays, small group discussions, brainstorming, word webs, working in pairs, art activities, analyzing case studies or news articles, and cooperative group games. Below, you will find some general strategies you can adapt to address the objectives and topics for your lessons. As you become more comfortable, devise your own activities, games and techniques for engaging young people.



COLLAGES

Rationale

Creating collages allows participants to artistically express their understanding of a theme or concept.

Materials

8 1/2 x 11 inch poster boards (one for each participant)

Crafting materials (scissors, magazines, newspapers, markers, crayons, glue, glitter, tape, etc.)

Procedure (35 min.)

1. In advance, gather crafting materials or ask participants to bring items in.
2. Select a theme (i.e., success, effects of substance abuse, education) for the collages and a concept that is appropriate to your workshop.
3. When the activity starts, distribute poster boards and crafting materials.
4. Tell participants to use the materials provided to each create a collage that represents the theme. They may also add original artwork.
5. Give participants 20 minutes to work.
6. Ask participants to form groups of five.
7. Invite them to share what they created in their small group.
8. Share more information on the theme if applicable.
9. Process and reflect.



BLUEPRINT

Rationale

Blueprints can help participants dissect an abstract concept and translate it to visual form.

Materials

Newsprint, markers, crayons and masking tape (one set for every group of four or five)

Procedure (45 min.)

1. In advance, select a theme (i.e., an ideal society, a safe work environment, a caring school) for the blueprints as appropriate to your workshop.
2. When the activity starts, divide participants into groups of four or five.
3. Give each group a set of newsprint, markers and crayons.
4. Tell participants to create a blueprint, much like an architect creates a plan for a building. The blueprint should represent the theme.
5. Encourage participants to think metaphorically (if appropriate to your theme) as well as literally when they construct their blueprint. For example, if they are building a house that represents democracy, ask them to think about what each of the rooms would symbolize.
6. Give participants 25 minutes to work.
7. Reconvene participants and invite each group to share its blueprint. Allow the audience to pose questions to each group.
8. Enhance the learning by providing information on the theme that you have researched.
9. Process and reflect.





CONCENTRIC CIRCLES

Rationale

Concentric Circles can be used to help participants explore a topic, improve their communication skills and/or get to know others.

Procedure (20 min.)

1. Divide participants in half.
2. Ask each group to join hands, forming two circles, one inside the other. Name the inner circle “Group A” and the outer circle “Group B” and invite the groups to drop hands.
3. Ask members of Group A (inner circle) to turn and face the outside of the circle, so that every A is facing a B.
4. Ask the pairs to introduce themselves to one other (i.e., shake hands and share their names).
5. Pose a question or request on a theme you want to explore, for example, “Describe a time when you experienced discrimination.” Invite Partner A (inner circle) to describe an embarrassing moment in 45–60 seconds, while Partner B (outer circle) actively listens. Partner B cannot speak while Partner A is talking.
6. Say “switch” and invite Partner B to describe a similar time while Partner A listens in silence.
7. Ask the pairs to shake hands. Invite members of the outer circle to take one step to the right and to greet a new partner.
8. Give a series of questions or requests, allowing the pairs to respond to each. You may choose questions or requests that are intended to help participants to get to know one another or to explore a topic.

BASIC ROLE PLAYS

Rationale

Basic Role Plays allow participants to experience a moral or social dilemma in a safe environment.

Materials

Paper

Procedure (45 minutes for three groups)

1. In advance, write a different scenario for each of the anticipated number of small groups. Each scenario should describe a particular issue or situation, preferably one that multiple people can dramatize. Or, you could give them a case study or news article about a specific topic. When the activity starts, divide participants into small groups.
2. Give each group a scenario. For example, two friends are confronted by an acquaintance who accuses them of talking about him or her.
3. Invite members of each group to choose roles and dramatize what is described. All members of the group should have a role.
4. Allow groups 15 minutes to develop their role plays.
5. Ask groups to present the role plays to the larger group. Estimate ten minutes per small group.
6. After each group performs, process what transpired:
 - What happened in the scene?
 - How did the character(s) feel about what was happening?
 - What do you think about the situation? Why did it arise?
 - What are some ways in which the situation could be addressed?





FREE WRITE

Rationale

Free Write gives participants an opportunity to formulate ideas and opinions on a given issue in private, on paper, and at their own pace.

Materials

Newsprint, tape and markers

Writing paper, pens (for all participants)

Procedure (10 min)

1. Distribute writing paper and pens.
2. Post some newsprint and write a word, a phrase or a quote related to a topic. For example, “Be the change that you want to see in the world.” (Mahatma Gandhi)
3. Ask participants to focus their thoughts on this quote. For example, look at it from every conceivable angle. The quote can be related to a topic you are exploring, such as the civil rights movement.
4. Invite participants to begin writing their thoughts about the quote without stopping. Tell them to write continuously until you stop them (about five minutes). If a participant says he or she doesn’t know anything about the selected topic, ask the person to imagine what it might mean.
5. Divide participants into pairs or small groups and ask them to share what they wrote.

HUMAN BAROMETER

Rationale

Human Barometer requires participants to take sides on a controversial issue. It enables participants to clarify their positions by sharing their views and listening to others.

Materials

Newsprint, tape and markers

Procedure (15 min.)

1. In advance, write the words “AGREE,” “DISAGREE,” and “NOT SURE” in large letters on newsprint, creating three signs. Post the “AGREE” and “DISAGREE” signs on opposite sides of the room. Put the “NOT SURE” sign in the middle.
2. When the activity starts, ask participants if they know what a barometer is (an instrument that measures atmospheric pressure). Tell participants that they are going to participate in a “human barometer,” which measures the opinions of people in a room.
3. Tell participants that you will read a statement. Participants are to decide if they agree with, disagree with, or aren’t sure about the statement. Without talking, each participant is to register his or her opinion by moving toward the appropriate sign.
4. Choose clear, simple statements that focus on a topic and that will provoke strong opinions, either for or against. For example, to address the issue of racism, you might choose such statements as:
 - Everyone in the room is prejudiced.
 - It’s OK to use a slur if you don’t really mean it.
 - Racism will always exist.
5. After they have registered their positions, call on a few participants to explain why they agree or disagree with the statement.
6. Invite participants to move if they wish to change their position on the statement. Ask a few participants to share why they moved.
7. Continue with the next statements and repeat Steps 5 and 6.

Note: If participants begin debating, remind them that a human barometer is not a debate but an opportunity for everyone to express an opinion. As the activity continues, call on participants who haven’t spoken so that a range of perspectives on the issue are considered.



ISSUE JEOPARDY

Materials

Index cards

Procedure (40 minutes minimum)

1. In advance, select an issue and identify four or five subcategories. For example, children's rights could have subcategories of child soldiers, education, sexual exploitation of children, and refugees.
2. Develop four multiple-choice questions for each subcategory with varying degrees of difficulty. Assign a point value of 100 to the easiest question and 400 to the most difficult question. Copy each question, its possible answers, its real answer, and its point value on an index card.
3. On a blackboard or newsprint, list each category and its point values. For example, under child soldiers, write 400, 300, 200 and 100.
4. When the activity starts, divide participants into four or five groups depending on size. Ask each group to form a line facing the front of the room.

Facilitator's Note: Play the game show host and use the front of the room as your stage.

5. Welcome participants to Children's Rights Jeopardy (or whatever issue you choose) and explain the following rules:
 - The contestant at the front of each team line goes first, followed by the next person in line.
 - To start, the host picks a category and a point value. After that, the team that answers a question correctly chooses the next category and point value.
 - The questions must be read in their entirety. To answer, the contestant raises a hand. Whoever raises their hand first answers first.
 - If a contestant answers correctly, his or her team earns as many points as the question is worth.
 - If a contestant answers incorrectly, his or her team earns no points, and other contestants have an opportunity to answer. (Another option is to deduct points from a team that misses a question.)
 - If all contestants answer incorrectly, the host reads the answer and picks the next category and point value.
 - The last question of the game will be the "Final Jeopardy Question." Each team will hear the question and can decide the answer together. The team may bet up to all of their accumulated points.
6. As you read each question, cross off its corresponding value on the blackboard or newsprint.
7. Play the game and keep score until all the questions have been asked or you run out of time.
8. Discuss the activity and what participants learned.

Adapted from the Global Kids Power of Citizenry Leadership Curriculum.



Processing

One of the most important skills of a facilitator is processing. You could design an excellent learning activity but only through good processing and reflection will objectives truly be realized.

Effective processing:

- Encourages participants to reflect on the process and content of the activity.
- Elicits and explores different points of view on the topic.
- Allows participants to analyze the issues raised by the activity.
- Relates to workshop objectives.
- Delves deeper into issues.
- Relates issues to participants' experience.
- Includes relevant information and anecdotes that will help clarify points, put issues in perspective, and give participants a sound knowledge base.
- Ensures that participants gain a new level of understanding about themselves, one another, and the topic.

Asking good questions is critical to effective processing. Refer to Chapter 8: Becoming a Better Facilitator, for examples of questions you can ask to achieve your learning objectives and encourage reflection among the participants.

Reflection

Through processing, the participants will reflect on what they have learned. In addition to posing questions that the youth answer, you can also try other methods for reflection such as:

- Journal writing.
- Free writes.
- Artwork.
- Creating poetry/spoken word pieces, as individuals or groups.
- Blogging.
- Dramatizations or role plays.
- Creating comic books.





Learning Activities/Lesson Plan Template

Writing up a lesson plan is essential, especially when you're developing a new learning activity and want to incorporate academic objectives. It is important to make your activity's objectives, activities and processing questions clear and coherent. To assist you, we have provided the format below.

By writing up the learning activities you design, you will be able to share your work with other staff, critique its effectiveness once you have completed it, and use it again in the future.

The format below corresponds to the aforementioned components of a workshop. A blank template follows which you can fill out once you are ready to begin.

Title of Workshop If you can, be creative in naming your learning activity, keeping in mind that a person should be able to tell from the title what the workshop is about.

Time Estimate the total time required for your workshop, including introduction, warm up, main activity, and closure.

Objectives In bullet form, give the learning outcomes of your workshop. Objectives are not brief descriptions of the content or activities. Well-written objectives describe what participants will be able to do as a result of the learning activity.

Here is an example of a workshop objective that needs improvement for a learning activity on advocacy and direct action:

Objective: To introduce the participants to tools in community organizing and allow them to evaluate the effectiveness and benefits of each method. We will explore **ADVOCACY** (letter writing, calls/meetings with legislatures, education, marches, etc.) as well as **DIRECT ACTION** (protests etc.).

This objective states the content of the workshop but fails to disclose what the participants will be trained to do.

Here are the revised objectives, now stated in multiple bullets:

- Describe what organizing, advocacy, and direct action mean.
- Learn about social movements in history, such as the civil rights and women's suffrage movements, when people used these methods.
- Suggest a means of advocacy appropriate to the service learning project theme they have chosen.
- Reflect on the costs and benefits of engaging in direct action.

Note that you can test participants, either formally or informally, to see if they achieved the stated objectives, which should be specific and observable.

<i>Materials</i>	List all the materials required, including handouts and audio/visual equipment.
<i>Key Terms</i>	List and define important concepts or terms for your workshop. When defining a word, do not use that word in the definition. This information is especially important for others who may use your lesson later.
<i>Introduction and/or Warm-Up</i>	<p>If you choose a warm-up that relates to the workshop topic, describe it step-by-step. You may want to include a segue, which describes how to transition from warm-up to main activity.</p> <p>Sometimes you may want a warm-up that loosens up the group but doesn't relate to the workshop topic. If you choose a well-known, generic warm-up, simply list its name as a reminder of what you plan to do.</p>
<i>Main Activity</i>	Choose an activity appropriate to the workshop objectives. Don't choose an activity just because it's fun, but because it will help participants experience some of the issues you want to address. Be descriptive when naming the main activity.
<i>Procedure</i>	<p>Describe how to lead the activity, step-by-step. Number the steps and write them as if you were talking to the facilitator. In other words, instead of saying:</p> <p>The facilitator tells the group that they are going to play Global Jeopardy. He or she then explains the rules.</p> <p>Write the directions in the second person, as in a cookbook:</p> <ol style="list-style-type: none"> 1. Tell the group they are going to play Global Jeopardy. 2. Explain the rules.
<i>Processing</i>	<p>Write some questions to pose to the group. Processing helps participants understand their experience within the activity, think more deeply about the issues involved, and consider how these issues affect them.</p> <p>Remember to:</p> <ul style="list-style-type: none"> • Start with easy questions and move to more complex ones. • Base some questions on your workshop objectives. This, in part, allows you to evaluate its success. • Ask open-ended questions and avoid leading or closed-ended questions. <p>With experience, you will come up with processing questions as the discussion happens. However, even the most experienced facilitators will prepare questions in advance, to make sure that they cover all important points.</p>



- Reflection* Use a reflection technique, such as a journal entry or group discussion, to further capture what youth are learning and how what they are learning relates to their concerns and goals.
- Closure* If you have a new closure you'd like to do, write it up like you would an activity. Otherwise, choose a well-known closure and list its name as a reminder of what you plan to do.
- Resources* Include any online links or other resources that you used to create the lesson as well as websites or organizations that the youth can use to further their learning.



LEARNING ACTIVITY/LESSON PLAN TEMPLATE

Title of Workshop (time in minutes)

Objectives

- A
- B

Materials

- A
- B

Key Terms

- A: definition
- B: definition

Introduction and/or Warm-Up

Procedure

1. A
2. B

Processing

- A
- B

Main Activity

Procedure

1. A
2. B

Processing

- A
- B

Reflection

Closure

Further Action/Resources





CHECKLIST FOR A GREAT LEARNING ACTIVITY:

Use the following list to develop and refine your planned workshop or activity:

- Interactive and experiential.
- Youth-centered.
- Engaging/fun.
- Increases knowledge.
- Builds skills.
- Informed by reliable sources.
- Well-researched and up-to-date.
- Encourages critical thinking and reflection.
- Connects local and global.
- Solid objectives met through purposeful activities.
- Well-structured.
- Time well managed/is feasible to do.
- Addresses youth development needs and builds competencies.
- Avoids indoctrination or bias.
- Lets the students do most of the talking.
- Leaves participants empowered, hopeful and/or feeling that their opinions are important.
- Asks participants to reflect and see how what they learned relates to their concerns and goals.

Try to incorporate as many items from this checklist as possible when developing your activities!

Adapted from the Global Kids Power of Citizenry Leadership Curriculum.

THINGS TO REMEMBER WHEN DEVELOPING PROJECTS

- **Be inclusive.** More people will have an investment and a desire to make things work if they are included in the process. Try to build coalitions of students, teachers, parents, etc. Avoid an “us vs. them” mentality.
- **Be realistic.** Make sure that you examine and understand limitations when designing projects. Think about the amount of time staff and youth can realistically devote to the project. Learn about outside factors that could impact your plans. There may be rules, protocol and processes of which you may not be aware. For example, government funding may prohibit certain activities such as fundraising.
- **Be patient.** Working with youth takes time. The process is just as important as, if not more than, the product!
- **Be persistent.** Help youth stick to their plans. Monitoring and following up are essential. If a student hasn't come to a meeting or a planning session in a while, call him or her. Be proactive and listen to students. They need to know that you are committed and care about them.
- **Be a role model.** It's important to model the behaviors you are trying to encourage in others. If you are implementing an action plan on student empowerment but you act as if most students don't have anything to contribute, your credibility will be weak and your effectiveness limited.





Chapter 10: Accessing Resources and Building Community Partnerships

The youth in your program will generate a range of ideas for service projects, from creative and imaginative to practical and straightforward. They often dream big, and this “can-do” quality is valuable, illustrating why it is so important to engage youth in meaningful opportunities for leadership. Whether it’s changing environmental policy or conducting a community health fair, the youth will undoubtedly develop a grand vision for what they want to accomplish.

But let’s face it. There is rarely enough funding or resources at your immediate disposal to fully cover or support all the needs, wishes and desires of your program and youth service project ideas. Whether it’s personnel, materials, incidentals, incentives, supplies, or equipment, something gets compromised as you are forced to work within a budget. It will be important to be realistic with the youth regarding resources available for the projects as well as how to ensure that they are sustainable. These factors should be discussed when they develop their Action Plans.

Despite this, there are ways to access additional resources, supplemental funding, and expertise that will cost your program little or next to nothing. The youth themselves may suggest contacting other organizations, local businesses, and other potential collaborators for assistance with their projects. It takes outreach, legwork, and persistence, but the quest to find what you need to implement the service projects can be a valuable learning experience for the participants and will help them realize that they can be resourceful and creative.

Below are some tips for obtaining donations, materials and services to enrich your service learning program and projects, as well as ways to build the diverse types of community partnerships needed for an effective program. You can also find more information in Chapter 11: Useful Information for Conducting Service Activities, and Chapter 12: Networking and Advocacy.

PART I: FORMING RELATIONSHIPS WITH POTENTIAL COLLABORATORS AND GUEST SPEAKERS

As the students identify the types of service learning projects they would like to conduct, they should research and brainstorm the types of individuals and organizations with whom they could collaborate. Sometimes, there may be someone within the school community who could be a resource. For example, a good science teacher if you are doing an environmental project. Other times, you will need to reach beyond the school or host site walls.

New York City is filled with hundreds of organizations that work on every issue imaginable. Some are community-based, some are national. Some are grassroots, others more established. Many want to do public outreach and education on their issue and would enjoy the opportunity to speak to the group or at an event for free. They may have materials to give you at no cost. Many also look for volunteers for collaborative projects and have specific needs with which they could use assistance. An empty lot belonging to a church could become a community garden; a food pantry could need help organizing a canned food drive; a senior citizen center could benefit from interaction with young people. Of course, there are many ways to find potential collaborators (i.e., through the Internet, word of mouth, community assessments). Encourage youth to get out into the community and learn what is out there (see Chapter 9: How to Build a Service Learning Project With Youth, Part I, Step III on Conducting a Community Assessment). It's important they learn about the community and that the community learns about them.

Youth can take the lead, whether it is to bring in a guest speaker to discuss poverty or gun violence, or to inquire as to whether an organization would like to be a host site for a service project. Students can make phone calls and write letters of invitation, describing the program, its goals, and how this person or organization could be helpful to the service learning program and benefit from it. A face-to-face meeting may often be necessary. Once again, preparing the youth is key. Consider doing short role plays so that youth are prepared. The collaboration should benefit both the service learning program and partnering organization so it is important to be clear with expectations and goals.

Collaborations may form into full partnerships, or may be less intense.





PART II: GETTING DONATIONS FOR SUPPLIES, FOOD, AND MATERIALS

When you plan your projects, it's important to inform participants about the available budget. If you have a \$50 supply budget for a specific project, the youth can determine how to spend that money accordingly. Still, the budgeted amount may not meet their project needs, so youth or you may decide to solicit and obtain donations to help close the gap. Under your supervision, this can be done by having participants write a letter to local businesses which explains:

- Who they are and what the program is about.
- What they are doing and why.
- What they need and for when.
- How a donation will be acknowledged.
- Who to contact and how to follow up.

It is always preferable to give this letter to someone in person, such as a store manager or owner, than to send it by mail or fax. Depending on the age of the participants, an adult may need to accompany them. If participants cannot go in person, a phone call is sufficient to establish contact before a letter is sent. Participants should always get the name of the person to whom they spoke and follow up in a day or two.

Since many business owners want to be civic-minded and helpful to young people, it is important to emphasize the benefits to the community. Acknowledging the donation—through a certificate, “shout out” at an event, and/or recognizing them on any flyers or other materials—will show them that you appreciate their support. If you create a newsletter about your project, you can also thank your community donors in it.

The main thing to keep in mind is that you—or the youth—have to ask for help and follow through with your commitments. The youth can keep records of whom they called, where they went, and what the status is, and check in regularly with each other to monitor progress. Help prepare youth by doing mock phone calls or role playing conversations with business managers. Send them out in pairs or threes to speak with people so that they feel less intimidated. Through this process, they will develop good public outreach and communication skills as well as a sense of accomplishment and resourcefulness when they acquire a donation.

PART III: OBTAINING SMALL GRANTS

There are many organizations, foundations, agencies and businesses that will make small grants to youth for projects. For example, Citizens Committee for New York City offers youth grants to beautify schools as well as to address other community problems. Writing grants can build young people's writing and communication skills, and help them articulate the goals and outcomes of their service project. More information on this program is available at:

<http://s189333073.onlinehome.us/youths/dress-up-your-school.php>

<http://s189333073.onlinehome.us/neighborhoods/greener-city.php#better>

The Pay It Forward Foundation makes small, one-time grants up to \$500 for youth-led projects: <http://payitforwardfoundation.org/educators/grant.html>

Many local bank branches can be approached for small grants as well.

For more information on grants for youth service learning projects, visit the following websites:

Do Something: <http://www.dosomething.org/grants/database>

Youth Service America: <http://ysa.org/AwardsGrants/tabid/58/Default.aspx>

National Youth Development: <http://www.nydic.org/nydic/funding/grants.htm>

National Service-Learning Clearinghouse: <http://www.servicelearning.org>

Learn and Serve America: <http://www.learnandserve.org>



Chapter 11: Useful Information for Conducting Service Activities

PART I: WORKING WITH SCHOOLS AND PARENTS

Making sure parents are informed and in agreement with service learning activities is good policy. You will need to obtain their consent for their child's participation in the program and should inform them when you may be dealing with sensitive subject matter, such as HIV/AIDS and sex. School administrators also need to know what is going on and it is imperative to keep the school or host site informed about the program's progress and secure permission to hold project activities. Most schools have specific procedures for taking youth on field trips so be sure to give advance notice and follow protocols.

Develop a mechanism for informing parents and host site personnel throughout the program, such as brief reports, meetings, or phone calls. Keeping everyone in the loop requires effort, but in the end, you will save yourself much hassle by establishing buy-in from these key stakeholders.

When in doubt: ask. Do not assume it's okay for students to conduct a survey in the school. Get permission. Do not assume it's okay for students to attend a rally or other event. Get permission. Do not assume you can hang flyers in the school hallways. Get permission.

Remember, you are a guest in these spaces. Schools and centers are bound by rules and regulations, many of which they have no control over. Parents may also have their concerns. Understanding the limitations in advance will help prevent any "us vs. them" feelings. Relationship-building takes time. Eventually a sense of trust and camaraderie will be established with the school or host site and the parents.

If you are working in a school environment, some questions to ask the school include:

- Is community service a school requirement? Can students receive credit? If so, how?
- Is it possible to obtain permission for students to conduct service projects during school time or class time, particularly if these activities are in the school?
- What is the procedure to arrange this?
- Will the student be marked present?

Most schools find service learning to be a valuable activity. Schools should encourage such service groups and support their efforts where possible. One way to achieve collaboration is to actively involve key players with planning service learning activities. For example, there may be a teacher in the school who is passionate about global warming and would want to work with your group on an environmental project.

To include parents, hold an orientation for them, so they understand the goals and value of the program. Let them know it's an intense commitment, but one that will facilitate the development of critical skills needed for their child's future. Devise a handout which outlines these factors and provides a way for them to contact you if they have questions. Lastly, invite parents to help out with any service projects.



PART II: CONDUCTING PROJECTS IN NEW YORK CITY

There are endless sites, organizations and public spaces where you can conduct the service projects. Whether it's an event, park clean-up, tutoring program, health fair or clothing drive, with a bit of outreach, it is possible to find willing collaborators. Following is some information and resources to get you started:*

Indoor Venues

- The New York City Department of Parks and Recreation's list of Recreation Centers in all five boroughs, including contact information, can be found at:
<http://www.nycgovparks.org/recreation>

Outdoor Venues

- All public space events in the City of New York require special event permits.
- There is a \$25 non-refundable administrative processing fee for all special events permits.
- Permits require at least 21 to 30 days to be processed. Different guidelines apply to demonstrations and rallies. Please plan accordingly.
- Applicant is solely responsible for obtaining any necessary clearances or permissions for the use of intellectual property, including, but not limited to, musical or other performance rights for the stage.
- If you intend to conduct any revenue-generating activity (i.e., sell products, have vendors, etc.) at your event on parkland, you will require a Temporary Use Authorization (TUA), available from Parks' Revenue and Concessions Division online at:
http://www.nycgovparks.org/sub_opportunities/business_ops/vendex_forms/tua.pdf
- No large-scale events on the Sheep Meadow in Central Park.
- No back-to-back events in the same venue in the same flagship park, with the exception of events in established concert venues.
- All permittees must adhere to the New York City Department of Parks and Recreation's Special Events Guidelines.
- Please see the Rules and Regulations section for information on Special Events Concessions, including definitions of terms, a concession fee schedule, and exceptions to that schedule.

* New York City Department of Parks and Recreation. Special Events Permits and Applications.
http://www.nycgovparks.org/sub_permits_and_applications/planning_an_event.html





Answers to Common Event Questions*

Do I need a permit?

It depends on what you want to do. You do not need a permit to: distribute handbills on a public sidewalk or in a public park; have a demonstration, rally, or press conference on a public sidewalk; or march on a public sidewalk and do not intend to use amplified sound.

You do need a permit if you want to: use amplified sound on public property; have an event with more than 20 people in a New York City park; or conduct a march in a public street. If you wish to have an event on the steps of City Hall or in the plaza in front of the steps, you need to make special arrangements with the Police Department.

If I want to distribute handbills; have a demonstration, rally, or press conference; or march on a public sidewalk, what do I need to do?

Nothing but plan your event. If you want, you can notify the Police Department, but that is not required. If you do notify the Police Department, officers may appear at the event; if your event involves a significant number of people, the Police Department may set up a “pen” in which they will ask you to stand.

In conducting your event, you cannot block pedestrian passage on a sidewalk. Be sure to leave at least one-half of the sidewalk free for public use. You also cannot block building entrances.

What if I want to march in a public street?

You may be able to march in a public street (as opposed to on a sidewalk) in some circumstances. In every instance, you must apply and obtain a permit from the Police Department. If you expect to have fewer than 1,000 people in your march, you can apply for a permit at the precinct in which the march will originate. If you expect 1,000 people or more, you must apply at Police Headquarters (1 Police Plaza, Room 1100A) in lower Manhattan.

There is no fee to apply for a parade permit. As a general rule, the Police Department will only allow marches to take place in the street if the group has enough people so that it is not safe or otherwise reasonable for the group to march on the sidewalk. In those instances in which a group is allowed to march in the street, the police will close a portion of the roadway for the group.

What if I want to use amplified sound?

If you want to use amplified sound in a public place, you must receive a permit from the Police Department. You apply for the permit at the precinct within which you wish to use sound, and in most precincts you obtain the application from the precinct’s Community Affairs Office. The fee for a one-time sound amplification permit is \$45.

* NYCLU Protecting Protest: <http://www.rncprotestrights.org/rights-demonstrating.html>

Though New York City rules specify that permits must be sought at least five days before the event, you are entitled to receive a permit even if you apply less than five days before your event. City rules prohibit the use of amplified sound within 500 feet of a school, courthouse or church during hours of school, court or worship, or within 500 feet of a hospital or similar institution. In many instances, the permit may specify a decibel limit on the level of permissible sound. New York City rules also prohibit the use of amplified sound between 10:00 p.m. and 9:00 a.m. in nonresidential areas; in residential areas, amplified sound is not permitted between 8:00 p.m. or sunset, whichever is later, and 9:00 a.m. on weekdays and between 8:00 p.m. or sunset, whichever is later, and 10:00 a.m. on weekends.

Finally, if you intend to use amplified sound that requires electricity, you are not allowed to tap into public power (i.e., a light pole) unless you have made specific arrangements with the City to do so.

What if I want to have a rally, press conference or demonstration in a New York City park?

You are entitled to distribute expressive materials and to have a rally, press conference or demonstration in a New York City park. If the event will include more than 20 participants, you must obtain a Special Events permit from the Parks Department. You can obtain a permit application, which contains the general rules governing the permit process, from the Department's main office in the borough where the park is located or you can apply online using the Parks Department's application form. The fee for applying for a permit is \$25.

You are also entitled to use amplified sound at an event in a New York City park. As with amplified sound in other public places, you must obtain a permit from the Police Department to use amplified sound in a public park. Generally, the Police Department will not issue a sound permit until you obtain your Parks Department permit.

What if I want to have an event in front of City Hall?

You are entitled to have a rally, press conference or demonstration on the steps of City Hall or in the plaza directly south of the steps. (City Hall Park also is open for such events, but these are subject to the normal rules for Parks events.) You do not need a permit for events in front of City Hall, but you do need to schedule your event with Police Department officials at City Hall.

To schedule an event, call the Police Desk at (212) 788-6688. Though you are entitled to have an event, there are certain restrictions at City Hall. Groups are limited to 300 people, and only a portion of the steps is available for events. All persons attending such events must pass through a metal detector.

What else do I need to know?

The most important thing you can do to ease the permit process is to apply for your permit as early as possible. Be persistent in pursuing the process, keep copies of any paperwork you submit, and have the names of the public officials with whom you deal.





In many instances groups holding events on public property in New York City, whether with a permit or otherwise, will receive a phone call from the Intelligence Division of the Police Department seeking general information about the event. The Police Department is entitled to ask such questions, but you are entitled not to answer them, if you choose not to.

You are free to use signs at your event, but the Police Department does not want them affixed to wooden sticks; use cardboard tubing or hold them. Signs are not permitted to be affixed to public property, such as light posts or police barriers.

If you have more questions, contact the NYCLU at

125 Broad Street, 17th Floor
New York, N.Y. 10004
(212) 344-3000
(212) 344-3329 (fax)

PART III: CONTACT INFORMATION FOR NYC MEDIA

Let people know about the great work your youth are doing. Local neighborhood papers are always looking for stories and chances are you will have better luck getting coverage from a small outlet as opposed to a major daily. First, it's a good idea to write a press release (see: <http://www.cpcwnc.org/Toolbox/tbxpress.html>) and then follow up with a phone call.

Below is contact information for selected community media outlets in New York City that you can use to publicize your event and your issue. For a complete list, visit: <http://www.psc-cuny.org/medialist.htm>

The Bronx

- BRONX TIMES REPORTER NEWSPAPER
1111 Calhoun Ave.
Bronx, NY 10465
Publisher (718) 597-1116
Fax: (718) 518-0038
Publishes: Bronx North, Castle Hill, Fordham North, Fordham South, Morris Park and Throggs Neck

Brooklyn

- THE HAITIAN TIMES
610 Vanderbilt Ave.
Brooklyn, NY 11238 - 3803
(718) 230-8700
Fax: (718) 230-7172
- THE BROOKLYN SKYLINE
2102 Utica Ave.
Brooklyn, NY 11234-3828
(718) 421-5300
Fax: (718) 253-5899
Publishes: Park Slope Paper, Bay Ridge, Bensonhurst, Brooklyn Heights, Brooklyn Paper, Carroll Gardens-Cobble Hill, Brooklyn Downtown News, Fort Green, Clinton Hill, Kensington Paper, Midwood, Ocean Parkway, Windsor Terrace and Sunset Park
- COURIER-LIFE, INC.
1733 Sheepshead Bay Rd.
Brooklyn, NY 11235-3606
(718) 769-4400
Fax: (718) 769-5048
Publishes: Bay News, Caribbean Life Queens and Brooklyn editions, Park Slope Courier, Canarsie Digest, Carroll Gardens, Cobble Hills, Flatbush Life, Great Kills Village Courier, Kings Courier, New Dorp Star, North Star, South Shore Star, Staten Island Star and Staten Island Ettingville-Annadale American





Queens

- **QUEENS GAZETTE PUBLISHING**
4216 34th Ave.
Long Island City, NY 11101-1110
(718) 361-6161
Fax: (718) 784-7552
Publishes the Queens Gazette and Western Queens papers

- **TIMES / LEDGER NEWSPAPERS**
41-02 Bell Blvd. 2nd Fl.
Bayside, NY 11361
(718) 229-0300
Fax: (718) 225-7117
Publishes: Bayside Times, Flushing Times, Forest Hills Ledger, Fresh Meadows Times, Glen Oaks, Jamaica Times, Laurelton Times, Little Neck, Queens Village, Richmond Hills, Ridgewood and Whitestone papers

Staten Island

- **STATEN ISLAND ADVANCE**
950 Fingerboard Road
Staten Island, NY 10305
(718) 981-1234
Fax: (718) 981-5679

Manhattan

- THE BRASILIANS
21 W. 46th St. Ste 203
New York, NY 10036-4119
(212) 382-1630
Fax: (212) 382-3620

- INDIA ABROAD
43 W. 24th St.
New York, NY 10010-3290
(212) 929-1727
Fax: (212) 627-9503

- LATINO PRESS
P.O. Box 1591
New York, NY 10009-8906
(212) 673-7020

- NEW YORK AMSTERDAM NEWS
2340 Frederick Douglass Blvd.
New York, NY 10027-3687
(212) 932-7400
Fax: (212) 932- 7467

- THE NEW YORK CARIB NEWS
15 W. 39th St. Fl. 13
New York, NY 10018-3806
(212) 944-1991
Fax: (212) 944-2089





Chapter 12: Networking, Advocacy and Public Outreach

Networking

One person can make a difference, but there is power in numbers.

Often, young people feel as if the issues they face are unique to their own communities. By encouraging them to network and collaborate with like-minded individuals and groups, you will help them see that they are part of a larger movement to make positive change in the world through service learning, advocacy and other strategies. Shared learning, empowerment and opportunities for collaboration can all be obtained through networking. These relationships and networking opportunities can be cultivated in person and online.

Within their own communities, there may exist other organizations, community civic associations, social service providers, and individuals who are committed to the same issues identified by your students. Contacting your City Council member, Community Board, or the community affairs officer at the local police precinct is a good way to discover who is out there and what they are doing.

Of course, the Internet is a formidable networking tool. It can be used to research issues and policy, and find other groups all around the world. Youth can find sites which promote dialogue on issues, connect youth to youth, highlight current projects and campaigns, advertise in-person and virtual youth conferences and meetings, and provide resources and advocacy tools. Popular social networking sites such as MySpace and Facebook are increasingly used for social change work. Even virtual worlds, like Teen Second Life (<http://teen.secondlife.com>), are being used by some groups like Global Kids to educate peers and take action on real world issues. Some websites to explore are:

- TakingITGlobal: an online community that connects youth to find inspiration, access information, get involved, and take action in their local and global communities. It's the world's most popular online community for young people interested in making a difference, with hundreds of thousands of unique visitors each month.
<http://www.takingitglobal.org>
- National Network for Youth: <http://www.nn4youth.org>
- Do Something: <http://www.dosomething.org>
- Youth Noise: <http://www.youthnoise.org>
- Global Kids Online Leadership Program: <http://www.focusondigitalmedia.org>
- Global Youth Connect: <http://www.globalyouthconnect.org>
- Global Youth Action Network: <http://www.gyan.org>

You can find specific online advocacy networks by conducting a targeted issue search. There are thousands of groups and sites out there.

Advocacy and Outreach

Advocacy is the act of arguing on behalf of a particular issue, idea or person. Individuals, organizations, activists, businesses and governments engage in advocacy, and so can young people. Youth voices need to be heard on all levels of society, and should be included in policy making decisions. Service learning can include youth advocacy components, and will develop important skills that the youth can carry with them throughout their lives.

Once youth have selected a theme for their service project, there are many ways to engage them in advocacy work. Good youth advocacy training must include an exploration and understanding of public policy. What are the needs or issues that need to be addressed? How is policy made? What are the laws currently in place? What legislation is being proposed? Who are the stakeholders? For an introduction to public policy, please use the workshop in the Civic Participation unit of this curriculum.

Advocacy strategies range from making phone calls, letters, and visits to policy makers and other government officials, to conducting public outreach through the media, holding public education events, and leafleting.

Developing a Position Paper and Materials

Youth will need to prepare materials for their advocacy efforts. A position paper is a useful tool. It outlines:

- Who you are
- What the issue is
- Why it is a problem
- What bills or legislation have been formed to address this issue
- Why this bill or legislation is effective or should be changed
- What action people should take, including elected officials and policy makers
- Any necessary contact information

Using statistics will support the “position” and the paper should be straightforward and clear. Youth can then use this position paper to draft petitions, letters to the editors of local papers, press releases, brochures, email alerts, or flyers as part of your public outreach.

Contacting and Visiting Elected Officials and Policy Makers.

As New York City residents, youth have the right to speak with their City Council member, State Representatives, and U.S. Representatives. It is best to make an appointment. If the elected official is not available, another person from his or her office will meet with the group. Most people do not realize how accessible their elected officials are. They do not have to travel to City Hall, Albany or Washington, as they have satellite offices in the districts they serve.



City Council Member information:
<http://www.nycouncil.info> or call 311

New York State Assembly and Senate information:
<http://assembly.state.ny.us/> and <http://www.senate.state.ny.us>

U.S. Congressional Representative information:
<http://www.house.gov> and <http://www.senate.gov>

On these websites, youth can also search for current and pending public policies and laws.

Petitions

Youth can create paper petitions and conduct street outreach to garner signatures as well as online petitions for a broader reach. A petition should include:

- A few concise paragraphs that identify the issue at stake, why it's a problem, any pending or current legislation regarding this issue, and what action you want elected officials to take.
- Space for people to print their names, full address with ZIP code, and signature.

Online petitions can be easily created at <http://www.ipetitions.com>. For an example of a youth created online petition on military recruitment in schools, visit:
<http://globalkids.org/?id=57>

More Public Outreach

There are numerous ways to get the word out and advocate issues. Holding “teach-ins,” street theatre performances, community fairs, letter-writing/postcard campaigns, online message alerts, workshops in schools, rallies, phone calls, and demonstrations are just a few. Social networking sites such as MySpace and Facebook are becoming increasingly popular spaces for youth to engage in advocacy and activism efforts.

For more information on youth advocacy, visit:

National Network for Youth:
<http://www.nn4youth.org>

Alliance for Justice:
<http://www.afj.org/for-students/>

Ya-Ya Network:
<http://drupal.yayanetwork.org>



Section D

CORE LESSONS AND WORKSHOPS

Chapter 13:
Building a Team and Sense of Purpose

Chapter 14:
Leadership Skills and Frameworks

Introduction

Setting the foundation for a successful service learning program begins with developing a strong sense of camaraderie among youth, setting personal and group goals, establishing a common understanding of positive peer influence, introducing youth to concepts such as leadership and advocacy, and conducting activities such as community assessments that help participants identify issues they hope to address. This ensures that the service learning projects are driven by the youth who will organize and lead them, and that they will feel accountable to the program and to one another. In addition, learning about universal ideals and standards, such as human rights and children's rights, will provide the participants with a framework for exploration and discussion of the issues they choose to examine and act upon.

After recruiting your participants, it is critical to immediately establish guidelines for working together, a sense of purpose in and understanding of the program, and expectations that you have for one another. This can be done through interactive teambuilding activities, personal and group goal setting, content-based workshops, and general discussion, which you will find in this section. As the facilitator, you will be part educator, part cheerleader, part counselor, and part mentor. Most of all, you will be a trusted and respected adult who is dedicated to the students and their work. You must make an effort to know and appreciate the talents that each student brings, even if she or he does not demonstrate them as readily as other youth. All the students must feel as if they have something to contribute, regardless of their academic standing, ethnicity, personal struggles, or attitude. Indeed, many youth may be reluctant to share or participate fully in the beginning. Encouragement and positive feedback, even when students show minimal effort, will help the entire group feel validated and motivated to continue.

The positive peer relationships that the youth form will propel the service learning program. Regardless of how they may treat one another outside of the service learning space, you must ensure that safe space and respect is expected during your time together. It will free them to break from gender roles and expectations to act "cool," and it will allow them to create dialogue in a way they may not be able to during the school day.

Chapter 13: Building a Team and Sense of Purpose

Building a team and sense of purpose is one of the most important steps you will take as a facilitator of this service learning program. It sets the foundation for a productive program in which youth feel invested. In this chapter you will find workshops, activities and information on teambuilding, setting personal and group goals with participants, preventing risky behavior, decision-making, and promoting positive peer influence.

PART I: TEAMBUILDING ACTIVITIES

Teambuilding activities will allow the participants to get to know one another, build a sense of trust, establish norms for working together, form a group identity, and have fun.

There are thousands of teambuilding activities at your disposal, ranging from familiar childhood games like “Steal the Bacon” to sports games like dodge ball to simple activities like interviewing one another. They can be done in or out of doors and should not be limited to the start-up period of a program. As the year progresses, you may want to pause and allow the team to have some plain old fun, especially if they have been working very diligently.

Initially, however, the teambuilding phase should incorporate discussions on how to work together, resolve conflict, articulate the expectations of the group, and demonstrate how you will be accountable to one another. Below you will find some suggestions for popular teambuilding workshops and activities from the Global Kids Power of Citizenry Leadership Curriculum, but more can be found online at:

<http://wilderdom.com/games/InitiativeGames.html> and

<http://www.youthlearn.org/learning/teaching/community.asp>

■ Newspaper Shelter**(30 min)***Activity courtesy of The After School Corporation**Materials*

1. String or masking tape—one roll for each group
2. Newspapers

*Procedure**(10 min)*

1. Divide the group in half or in thirds (teams should have at least three participants) and give each group a large pile of newspapers and a couple of rolls of masking tape or balls of string.
2. Assign one person in each team to be the recorder, meaning they say nothing during the entire process but document on paper all that they see. (Skip this step if you are low on players.)
3. Tell the participants that the goal of the activity is to build the largest free standing structure using only the pile of newspapers and masking tape or string, allowing them to define the term “largest” however they like (they always ask whether that means tallest or widest).
4. For the first five minutes, the groups strategize how to build the structure.
5. During the remaining five minutes, the groups must build the structure in the manner they discussed in their group without talking. After ten minutes, look at the structures and decide which group wins.

*Processing**(20 min)*

- How was it to do this activity?
- What happened in your group during the first five minutes of the activity?
- What happened in your group during the remaining five minutes?
- Did your group follow through with your task in the way in which it was originally discussed in your group? Please explain.
- Did anyone take on a leadership role? Who?
- What factors contributed to who took on a leadership role and who was not seen as a leader (i.e., race, gender, age, experience, language, etc.)?
- At this point, have the recorders present what they saw happening during the ten minutes.
- How does this activity relate to life, particular to the work environment?
- Do any of the issues presented in this situation relate to real-life experiences? Please explain.
- How do we deal with all the issues that came up in the activity, particularly as they relate to work, so that they do not take over our lives and our work?

■ Human Knot

(20 min)

Procedure

(5 min)

1. Divide the participants into groups of four, eight or ten people and have each group form a circle. Each group should have an even number of people.
2. Tell the participants to raise their right hand, put it into the circle, and grab the hand of another person—one who is not standing next to them.
3. Then, tell them to raise their left hand, put it into the circle and take another person's hand. This person cannot be the same person holding their right hand or standing next to them.
4. Tell them that they are now forming a human knot. Their goal is to get out of their knot by untangling themselves without letting go of their hands. They must be standing in a circle just as they were at the beginning of the activity.
5. Give the participants five minutes to do so.

Processing

(15 min)

- What was it like doing that activity?
- Did anyone take on a leadership role? Was there more than one leader?
- Was any group able to untangle themselves and get back in a circle? How?
- What skills did you need to accomplish your task?
- How does this activity relate to our service learning program?

■ Machine Building

(40 min)

Materials

1. Newsprint and masking tape
2. Markers

Procedure

(30 min)

1. Divide participants into groups of five or six people.
2. Give each group a piece of newsprint and a marker. Ask the groups to list 15 appliances or machines. (Allow about five minutes for this step.)
3. Tell the groups to each select one machine and to create it with their bodies. The audience must be able to see what part of the machine each person is playing. No one can play a human being. Each part of the machine should have a corresponding sound. (Give the groups approximately 15 minutes to create their machines.)
4. Ask the groups to present their machines (ten minutes). To start each machine, ask the audience to cue the group with, "Three, two, one, action!" The machine should continue to make noise and move until you freeze the group.
5. Invite the audience to guess the machine.

*Processing**(10 min)*

- How did you decide what to create?
- What did you need to create your machine?
- How does the process of creating your machine relate to real life?
- How does your machine, and its individual parts, symbolize the role of a facilitator, leader, service learning member, or the community you serve?

■ **Acid River****(30 min)***Activity courtesy of The After School Corporation**Materials*

1. 8 1/2 x 11 inch sheets of paper
2. Masking tape

*Procedure**(20 min)*

1. Mark the river on the floor with masking tape and have it be wide enough to be a challenge for the group to get from one side to the other. Make it about 15–25 feet long, depending on the number of players (six to eight minimum recommended).
2. Distribute the “islands” (the sheets of paper) to each team—one for every two people, and explain to the groups that they must build a bridge to cross an acid river by strategically placing islands across the river.
3. If an island is placed over the river and a body part is not touching it, that island will float and eventually be taken away. You need to get all of your team from one side of the river to the other side by only using the islands to help you cross.
4. Don't allow students to scoot or slide on the islands as this can be a safety issue and it emphasizes individual work versus teamwork.
5. Once the group has started the process, your role is to take the islands that are floating and to watch for safety issues.
6. The facilitator can take away (or give) islands arbitrarily.

*Processing**(10 min)*

- What happened during the process? What worked? What didn't work or what hindered the process?
- What were the individual roles people played? Were members comfortable with their roles?
- Was leadership demonstrated during the process? How so? What did you observe?
- Who knew what the process for crossing was? Who didn't? How did you communicate the plans to group members?

■ Interviews

(20 min)

Procedure

(20 min)

Participants form pairs. One partner volunteers to be “A,” the other “B.” The As interview the Bs for three minutes, gathering information specified by the facilitator (name, school, etc.). The facilitator can also ask pairs to gather information relevant to the workshop. For example, if the workshop is about culture, partners can be asked to name one thing about their culture that makes them proud. After three minutes, the partners switch and the Bs interview the As. The group reconvenes and participants introduce their partner to the group, starting with their name. The facilitator can also ask participants to share their partner’s response to a specific item, usually the one that most relates to the workshop.

■ Balloon Trivia Relay

(30 min)

Activity courtesy of The After School Corporation

Materials

1. Balloons (one per participant)
2. Pieces of cut-up paper with trivia questions written on them (see Step 5)
3. Tape or string

Procedure

(20 min)

1. In advance, write questions on the pieces of cut-up paper, place one in each balloon, and blow up the balloons (one per participant).
Note: if popping is a noise problem, you can place the questions in a hat and position it at the end of the lane, so instead of popping the balloon, participants can race to the hat and take out a question. Once they answer the question correctly, they can race back and tag their next teammate.
2. Divide the participants into two teams with a minimum of three or four people per team.
3. Divide space into two sections using string or tape to mark the lanes. Make sure the two lanes are wide enough to be a challenge for the groups to get from one side to the other (about 15–25 ft.).
4. Each team will have a balloon at the front of the line. The first team member must place the balloon between his or her legs, run to the set destination, pop the balloon without using his or her hands, answer the question that is found in a small slip of paper inside the balloon, and return and pass the next balloon to the next teammate.
5. Sample questions: Name two presidential candidates; Define civic engagement; Who is the Bronx, Brooklyn, Queens, Manhattan, or Staten Island Borough President? (Choose your borough); What does DYCD stand for?
6. Each teammate must answer the question correctly in order to receive a point. If the teammate does not know the answer to the question found inside the balloon, he or she can either request one teammate to help him or her, or skip the questions and not receive a point.
7. The team that receives the most points for answering the questions correctly wins.

Processing (10 min)

- How did you support your teammates to make it to the finish line?
- What were the challenges the teams faced?
- What was your team's strategy?
- Did you talk to each other? How important is communication for this activity?

■ **Back Bridges** (10 min)

Procedure (10 min)

Pairs sit on the floor, back-to-back with knees bent. On the count of three, each pair tries to stand without using their hands. This task is possible for any two people, regardless of size, if they work as a team. It's important to remind participants to observe safe space in this workshop. Participants should respect one another's different physical abilities and attributes.

■ **Islands** (10 min)

Materials

Several sheets of large newsprint paper and masking tape

Procedure (10 min)

Equal groups of five to eight participants are given a large piece of newsprint, which represents an island in a sea of sharks. Groups stand on their island so that no body part touches the sea. When the groups have accomplished the task, the facilitator each group's paper in half. The procedure is repeated and the goal is to see which group can support itself on the smallest island. Discuss teamwork, unity and adapting to circumstances, and how those concepts are related to their service learning work.

PART II: PERSONAL AND GROUP GOALS FOR ACHIEVEMENT

Service learning is a powerful tool for youth development because it provides both a sense of self-efficacy for the participant, and validation that she or he can work towards creating positive change in the community. For some participants, the growth is slow and not apparent at first. For others, you will notice confidence and leadership skills within weeks.

At the onset of the program, students should identify what they want to get out of the program and how they want to grow. They will gain skills, knowledge, confidence, friends and respect as well as the tools they need to make healthy decisions regarding their futures. Devising an individualized “action plan,” which sets forth educational, social, personal, and future goals will help students articulate what they want to achieve and how to achieve it. This personal action plan can be used to assess how useful the program has been to the student, how you might be able to provide support, and whether the student is living up to his or her own expectations and goals.

As a group, it is important for youth to reach consensus on what they want to accomplish. At first, it will be vague because they have not delved into exploration of issues to address, and it will be unfamiliar. But, some general group goals, along with expectations, can be set and used as a point of reference throughout the year.

Participants should keep a journal to document their experiences, reflect on their feelings and growth, and record impressions, information and thoughts. A journal with pockets is useful for storing handouts and fact sheets. These journals should be purchased before you begin the program so that the students can use them on the first day to record their expectations and capture their initial excitement. Reflection is a key component of service learning and helps students see the value of their experiences. Emphasize that the journal is for them, although they are free to share it with you and one another.

On the following pages, you will find some suggestions for developing personal and group goals with the participants. Feel free to create your own tools as well.

Setting Group Goals

Facilitate a discussion on goals and expectations by asking the following questions and recording the responses on newsprint:

1. What are some of the norms or guidelines we will follow as a group to ensure we work together as effectively as we can?
2. What are the expectations you have for one another?
3. What are the expectations you have of me, the adult facilitator?
4. What do we see as the purpose of this program?
5. What are the types of things we want to accomplish together?
6. How do we want our community to view us?
7. What will we do when we face a conflict within the group?
8. What are some behaviors that are unacceptable when we are working together?
9. How do we hold ourselves accountable for the things we have discussed?

Ask the group if they can all agree to what has been shared. Ask for a volunteer to type up the notes and distribute copies to each participant to put in his or her journal.

Setting Personal Goals

Ask each participant to take a moment to write a paragraph (or two) about what they hope to get out of the service learning program. Then ask them to write on:

1. What are some specific skills you would like to gain?
2. What areas/issues do you want to learn about?
3. What are some things about yourself that you would like to improve?
4. How will the service learning program impact your academics?
5. What are some goals you have in terms of improving school performance?
6. What are some ways in which you can become a better decision maker?

Tell participants to refer to what they wrote throughout the program. If possible, set a time to meet with each participant one-on-one, so that you can discuss their goals and come up with a concrete action plan for achieving them.

PART III: DECISION MAKING, POSITIVE PEER INFLUENCE, AND AVOIDING RISKY BEHAVIORS

Peer pressure is out there, but we rarely capitalize on the power of positive peer influence. Peers influence peers, and service learning can provide the platform for youth to engage in meaningful, dynamic activities that promote a sense of self-worth, self-efficacy, and collective, positive energy.

From the start, it is important to affirm that students are willing to dedicate their time and efforts to better their community; this sets the tone of the program. Fortunately, like negative peer pressure, positive peer influence is infectious. The sooner participants have the opportunity to demonstrate leadership and action, the more momentum they will build in creating a program in which they are invested and feel ownership.

Stress the importance of supporting one another. As serious discussions take place on such issues as having sex, dealing with stress, facing family challenges, or dealing with conflicts, validate their feelings and encourage them to think about the choices and subsequent consequences of their actions. Emphasize that the group has several goals: to better the community; to better themselves; and to better one another. Respect is key. Learning how to think critically is paramount. Decision-making and problem-solving techniques will be skills they carry with them beyond the program. These skills will help them deal with all the new experiences they face as teenagers and as adults.

Following you will find a workshop that focuses on positive peer influence and is designed to affirm the creativity, energy and optimism that young people possess at their core. In the Sexual Health unit in Section E: Thematic Learning Units, you will find a workshop on Sexual Knowledge that discusses decision-making skills and consequences, using a scenario regarding relationships and sex. Both workshops can help enhance the critical life skills young people need to make positive choices in their everyday lives.



IF I COULD TURN BACK TIME: EXPLORING PEER PRESSURE AND POSITIVE PEER INFLUENCE

(55–75 MIN)

Objectives

Participants will be able to:

- Examine peer pressure and how it influences decision making.
- Understand that positive peer pressure can be a powerful force.
- Identify resistance and resiliency skills.
- Explore ways in which they can exert positive peer influence with each other during the program and in everyday life.

Materials

- Scrap paper
- Pencil/pens
- Newsprint and masking tape
- Hat, bag or large envelope

Key Terms (sources vary)

- *Peer pressure*: pressure by peer group; social pressure on somebody to adopt a type of behavior, dress or attitude in order to be accepted as part of a group. (<http://encarta.msn.com/dictionary>)
- *Positive peer influence*: the modeling and encouragement of responsible behavior by peer groups. (Global Kids Inc.)
- *Resiliency*: ability to recover readily from illness, depression, adversity, or the like; buoyancy. (<http://dictionary.com>)

Main Activity: Role Plays on Peer Pressure, Part One**(30–45 min)***Procedure**(20–35 min)*

1. Ask participants to write a few sentences on a piece of scrap paper about a time someone convinced them to do something they did not want to do or thought was wrong. Tell them to only share things they feel comfortable about. This could be something from any time in their lives. They do not need to write their names on the paper.
2. Give them another piece of paper. This time, tell them to write a few sentences about a time they convinced someone to do something that the person didn't want to do or felt was wrong. Once again, they do not need to write their names.
3. Collect these papers and put in a bag or hat. Review them to ensure that they represent peer pressure situations.
4. Tell the group that you are going to look at a couple of the situations described on the papers through a role play.
5. Put the participants into groups of three or four. Have each group select a story/scenario out of the bag.
6. Tell them to put together a short skit that dramatizes what was on the paper. Everyone in the group should play a role, even if there are only two characters on the paper. Tell them to use their creativity and imaginations to do this.
7. Give them five to ten minutes to prepare the skit.
8. Ask for a group to share.
9. Briefly process:
 - What was the conflict/problem? How was the character being pressured?
 - Why was the character conflicted? What might have been some of the consequences?
 - Why do you feel the character who was pressuring wanted the person to go along with him/her?
10. Repeat the process with a few more groups.

*Processing**(10 min)*

1. How important a role do peers play in influencing one another?
2. Do you feel most peer pressure is positive or negative?
3. Why is it difficult to resist negative peer pressure or say no to risky behaviors?
4. What are some of the skills you need in order to do so? What are the skills you need to bounce back when faced with adversity or challenges? List these on the board/newsprint and discuss what it means to be “resilient.”

Main Activity: Role Plays on Peer Pressure, Part Two**(25 min)***Procedure**(15 min)*

Ask for another couple of groups to present or for groups to present again. This time, instead of showing what happened on the paper, demonstrate some of the ways in which the person who was being pressured could have resisted or changed things around.

*Processing**(10 Min)*

1. To the person who was being pressured in the scene: What was the experience like?
2. To the group: Thinking about your own experiences, how could you have tried to either:
a) assert positive peer influence when you were pressuring someone; or b) resisted negative peer pressure when you were faced with it?
3. How can we, as a group, exert positive peer influence on each other?
4. Why will we need to do this as we begin our service learning projects?
5. How can we build resistance and resiliency skills in ourselves so that we can overcome negative peer pressure in our lives? Why is this important for our future?

Chapter 14: Leadership Skills and Frameworks

This curriculum is designed to promote and develop youth leadership through service learning. Leadership is exercised in myriad ways: on a personal level, among peers and groups, in the community, and in the world. An emphasis on collaborative leadership, as opposed to hierarchical leadership, is key to the success of service learning projects. Youth need to learn not only how to take charge and delegate, but also how to work together for a common goal. Most importantly, recognizing that leadership exists within all youth, not just the traditional student leaders, will help ensure that a diverse range of students—at-risk, outgoing, shy, academically strong, and those struggling in school—participate in the program. The experience will be all the richer for them if they learn to work and support one another.

Activities designed to build the skills required for effective leadership—critical-thinking, problem-solving, communication, etc.—are embedded throughout each workshop in the curriculum. One of the thematic units in particular —Chapter 20: Civic Participation and Social Change—focuses on civic participation and explores the roles of individuals and movements in creating social change.

So, what is leadership? It's an important question to explore with the youth. How do our cultures and values influence how we relate to one another and work together? How does our understanding of the world frame the types of discussions we have? How does service learning provide much-needed benefits to both the participants and communities being served? Leadership does not happen in a vacuum and the more young people are equipped with an understanding of the complex domestic and international issues we face, the better they are able to come up with thoughtful and creative solutions.

In this chapter you will find workshops and activities on:

- The Benefits of Service Learning
- The Meaning of Leadership
- Respect for Culture and Diversity
- Human Rights
- Children's Rights



WHY SERVICE LEARNING? AN INTRODUCTION

(70 MIN)

Objectives

Participants will be able to:

- Define service learning.
- Understand how and why service learning can benefit young people and the communities in which they live.
- View themselves as part of a larger network of individuals and groups creating change.

Materials:

- Newsprint, tape and markers
- Service Learning Project Worksheet (one per pair of participants)
- Journals

Key Terms (<http://www.servicelearning.org>)

- *Service learning*: a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.
- *Reflection*: the process of deriving meaning and knowledge from experience; occurs before, during and after a service learning project.

Warm-Up: Interviews**(25 min)***Procedure**(20 min)*

1. Ask participants to pair up with someone they do not know well and sit across from one another.
2. Tell them to decide which of them will be person “A” and person “B.”
3. Explain that they will have the opportunity to interview and learn more about one another. Person A will begin by asking Person B to describe him/herself, providing basic details as well as why she or he decided to join the Teen ACTION service learning program.
4. Let them know that after the interviews, they will have to share what they learned about their partner with the group.
5. Give Person A two minutes to ask questions.
6. After two minutes, have the partners switch, this time with Person B interviewing Person A.
7. Once the second interview is complete, go around the room and ask each person to introduce his or her partner.
8. Ask for a volunteer to list on newsprint or the chalkboard reasons why people joined the program.

Segue**(5 min)**

Explain that there are many different reasons why people may have joined the program. Still, how exactly do we define service learning? Ask participants to brainstorm on what they think of when they hear the term service learning and create a “web” of responses on newsprint. Tell them the next activity will look more closely at the concept of service learning.

Main Activity: Breaking it Down**(35 min)***Procedure**(20 min)*

1. Ask existing pairs to form groups of four by joining with another pair. Give each group one minute to introduce themselves to each other.
2. Give each group a copy of the Service Learning Projects Worksheet. Tell them that they should imagine that their group has decided to do a service project on hunger.
3. Ask them to read the worksheet and identify the benefits and lessons of each project. Give them approximately 10–15 minutes to complete the worksheet as a group.
4. Review the answers from each group.

*Process**(15 min)*

- Which project provided maximum learning and benefits to the participants as well as to the community and why?
- Based on this exercise and your own thoughts, how do you think service learning is different than typical community service or volunteering? Discuss some of the key ideas in Section A of this curriculum, including the types of skills and benefits service learning provides, as well as its key components:
 - Formal instruction or content-based learning activities.
 - Meaningful youth-designed or youth-initiated activities that translate knowledge to action.
 - Reflection for personal and group growth.
 - Opportunities for participants to connect with his/her community and the world at large.

Share with participants this statistic from the National Center for Education Statistics: In the 2000–2001 academic year, more than 13 million school students were involved in service and service learning. Were youth in your group aware that so many students are involved in service learning? Discuss what it means to be part of this movement.

Closure**(10 min)**

Distribute journals to the participants and explain that reflection will be integrated throughout the program. Ask them why it is important to reflect on what they are learning and their experiences. Tell them to spend five minutes writing in their journal, describing what they hope to get out of the program and how they would like to grow.

SERVICE LEARNING PROJECT WORKSHEET

Imagine that your Teen ACTION service learning group decided to do a project on hunger. Look at the different types of projects below and assess which one will provide maximum benefit and learning.

Activity	Who benefits?	What do Teen ACTION participants learn? <i>(skills, knowledge, self-awareness)</i>
<ul style="list-style-type: none"> • Collecting cans of food for food pantries 		
<ul style="list-style-type: none"> • Collecting cans of food for food pantries • Finding out why people go hungry through lessons, research and community surveying 		
<ul style="list-style-type: none"> • Collecting cans of food for food pantries • Finding out why people go hungry through lessons, research and community surveying • Meeting with elected officials to request that they take action 		
<ul style="list-style-type: none"> • Collecting cans of food for food pantries • Finding out why people go hungry through lessons, research and community surveying • Meeting with elected officials to request that they take action • Doing community outreach to inform people of their right to Food Stamps and other resources 		



LEADERSHIP 101

(70 MIN)

Objectives

Participants will be able to:

- Define leadership.
- Identify different styles of leadership.

Materials:

- Newsprint, tape and markers

Key Terms (<http://dictionary.com>)

- *Leader*: a guiding or directing head, as of an army, movement, or political group.
- *Leadership*: the position or function of a leader; ability to lead; an act or instance of leading.

Warm-Up: Dyads**(15 min)***Procedure**(10 min)*

1. Ask participants to form pairs and decide who is “A” and who is “B.”
2. Explain that you will pose a question or request. For example, “describe your most embarrassing moment.” Facing one another, partner A will respond to the request while partner B actively listens. Partner B cannot speak while A is talking. When you say “switch,” partner B will respond to the request while A listens in silence.

3. Read the first request:

Describe yourself and your interests.

4. Allow the As to respond for 45–60 seconds.
5. Say, “switch,” and allow the Bs to respond for 45–60 seconds.

6. Repeat Steps 4–5 for each of the next requests:

Describe a time when you took a leadership role. (This can be something small but significant.)

Describe a situation when you wanted to take a leadership role but couldn't. Explain why.

*Processing**(5 min)*

- How did you feel as you did the activity?
- How did you find sharing your experience of leadership?
- Ask participants to share some examples of when they took a leadership role.
- When did you have difficulty assuming leadership? Why?
- As a segue, tell participants that leadership is a term that can be defined in many ways. The next activity will allow them to think about what it means to them.

Main Activity: Snapshots—What Does Leadership Look Like?**(45 min)***Procedure**(30 min)*

1. Ask each pair from the Dyads activity to join two other pairs so that there are six people in a group.
2. If they do not know each other, ask participants to introduce themselves to the rest of the group.
3. Invite participants in small groups to take turns describing what leadership means.
4. Tell participants to imagine that you are a photographer for a major daily newspaper and are looking for pictures to go with the caption, “What does leadership look like?” Explain that each group will present a “photo” of what they think leadership looks like. However, rather than using an actual photo from a camera, they will use their bodies to form a “snapshot” or a frozen picture. Each group is to strike and hold a pose, creating a picture that they think expresses leadership.

5. Demonstrate the technique with a non-related subject such as “a ride on the rollercoaster” or “the first day of school.”
6. Allow 10–15 minutes for the groups to discuss and develop their snapshots.
7. Invite the groups to present their snapshot to the larger group. Explain that the audience will cue each group with, “Three, two, one, picture!” When the group strikes its pose, they are to freeze until you tell them to relax.
8. As each group poses, ask the audience to comment on what they see. Capture key words about leadership on newsprint.
9. Continue the process until each group has shared. If necessary, allow each group to clarify what they showed.
10. Review key words about leadership.

Processing

(15 min)

- What do you think of the images that were presented?
- Why did you choose the images that you did?
- What were some similarities and differences between what was presented?
- What does leadership mean to you? Do you have a different perspective from others in your group?
- What are the positive and negative aspects of exercising leadership?
- Is the ability to lead an innate gift or is it something one develops? Explain.
- What are the qualities of a good leader?
- Why will leadership be important for our service learning program?

Points to touch on:

- Every young person has the capacity for leadership. Even if someone is not outgoing or not a top student, he or she can make a positive contribution to their school, their community and the world.
- Leadership has often been defined as being “in charge,” “in control,” and “on top.” It’s important to see leadership as a role that can be shared. To lead, one needs to be responsive to others and constantly learning. A leader can take the role of a follower when appropriate.
- Service learning will allow them to develop a variety of leadership skills, including communication, problem-solving, critical-thinking, teamwork, project planning, and decision-making skills.

This workshop was adapted from the Global Kids Power of Citizenry Leadership Curriculum.



DIVERSITY IS OUR STRENGTH: EXAMINING OUR CULTURES

(90 MIN)

Objectives

Participants will be able to:

- Discuss what culture means to them.
- Explore and affirm the multiple components of their identity and culture through the creation of artwork.
- Understand the value of cultural diversity and the need for respect in the program.
- Examine the changing demographics in New York City and how they can address specific needs and challenges of the communities they will serve.

Materials

- Inform participants to bring in an object that relates to their culture prior to the workshop.
- Newsprint, tape and markers
- Light/white colored fabric or T-shirts for flag activity. Fabric should be suitable for painting on and cut into pieces of approximately 12 x 20 inches (one for each participant)
- Fabric paint or fabric paint pens in multiple colors
- Newspaper to protect the tables

Note: Paper and colored markers or paint may be substituted for the fabric and fabric paint if they are not available.

Key Terms (Global Kids Inc.)

- *Culture*: different factors of what makes up a people's way of life, including language, food, art, religion, customs, traditions, social organization (family patterns and social classes), forms of government, economic systems, etc.
- *Identity*: in the social sciences, an individual's comprehension of herself or himself as a discrete, separate entity; the sense of self.
- *Demographics*: the characteristics of human populations and population segments, such as age, ethnicity/race, income, etc.

Warm-Up: Sharing of Cultural Objects**(15 min)***Procedure**(10 min)*

1. Prior to the session, tell participants to bring in one object that is of cultural significance or represents an aspect of their culture.
2. Ask participants to form groups of four and sit next to each other in a small circle, with their cultural objects.
3. Each person in the group should explain to the others what the object is, why it is representative of his/her culture, and any other relevant information (how it was obtained, why it has meaning, etc.)
4. After they have all shared in small groups, bring the group back together to discuss.

*Processing**(5 min)*

- How did it feel to participate in this activity?
- What types of objects did people bring in? Get a few members of the group to quickly show what they brought in.
- What did you discover during the exercise? Describe any objects that were unfamiliar to you or stories that were interesting.
- How often do you learn about the cultures represented in your school and in other parts of the world? Explain whether you feel this is important to do.

Segue

Tell participants that there are many aspects to our culture and that culture can be more than just our ethnicity. The next activity will explore how we define culture and allow us to learn more about one another.

Main Activity: Cultural Flags**(75 min)***Procedure**(55 min)*

1. Post some newsprint and write down the word “culture.”
2. Brainstorm with participants. Ask participants to tell you what they think of when they hear the word “culture.” Encourage participants to think not only in terms of ethnicity or race, but about other facets of life such as language, gender, religion, peer groups, geographic location, and values.
3. Ask for a volunteer to record their responses on the newsprint.
4. Ask them how they feel culture affects our day-to-day lives.

5. Points to touch on:
 - Subcultures can start at the margins of society and then move into the mainstream. Often, subcultures are formed by oppressed or marginalized groups, for a sense of identity, belonging, empowerment and expression. For example, hip-hop culture or LGBTQ culture (Lesbian, Gay, Bisexual, Transgender, Questioning). Even gangs have their own distinct cultures. There are also things like youth culture and pop culture.
 - Culture is ever-changing. Discuss how and why culture changes.
6. Give each participant a piece of fabric and set out the fabric paint.
7. Explain that countries, states, organizations and other groups have flags, which represent and symbolize who they are. Ask them to describe any flags they are familiar with and what they represent. For example, the United States' flag has 13 stripes for the original colonies and 50 stars for the states; or, the Haitian flag has two equal horizontal bands of blue and red with a centered white rectangle bearing the coat of arms, which contains a palm tree flanked by flags and two cannons above a scroll bearing the motto L'UNION FAIT LA FORCE (Union Makes Strength).
8. Tell participants that they are going to create their own flag and that flag should represent all aspects of their culture and what makes them who they are. They can include pictures, words or symbols.
9. Give participants approximately 15 minutes to design their flags using the fabric paint. Allow more time if needed.
10. Once they have finished, divide the group into small groups of four or five. Ask them to share with one another their flag and the meaning behind the things on it. Other members in the group may ask questions.
11. If time permits, ask participants if they would like to share their flag and its meanings with the larger group or have everyone pin/tape their flags to the wall and have a viewing.

Processing

(20 min)

- Describe the process of creating your flag.
- Was it easy to identify what makes up your “culture?” Why or why not?
- How does culture impact how we interact with others?
- For those of you who are not native to the United States, or, if you have immigrant parents, what are the challenges of adapting to American culture for you and/or your parents?
- Why is it important to learn about other cultures, especially in New York City? Discuss the ways demographics have changed in New York City over its history, both as a result of immigration of peoples from other countries (for example, Irish in the late 1800s and Mexicans today), as well as migration of groups from other parts of the country (such as African-Americans from the South and white college students nationwide).

- What can be challenging about living in a world with different cultures, or when people with different cultural, racial, or ethnic backgrounds arrive?
- What are some of the benefits of living in a multicultural society like New York City? Introduce the phrase “Diversity is Our Strength” and ask them to comment on how this phrase applies to the group and their work with one another. Explain that as they plan and design their service projects, whether they are thinking of doing an environmental project, a health-focused project, a violence-prevention project, or any other topic, it is important that they look at the different groups they will be serving and how their cultural needs and identities are incorporated and respected. For example, if they want to conduct a diabetes awareness day in a neighborhood where Spanish is spoken widely, they should think about interpreting the materials or information for distribution. If they are working with the elderly, they should be viewed as assets with a valued perspective, as opposed to people who are just old and pitied.

Reflection/Follow-Up

- Ask them to reflect on what the culture of their group will be as they work together throughout the year. If they were to put all their flags together to create one, what would the title be?
- Create a “Culture Day” where students bring in food and pictures of their native countries and share with their peers.
- Have participants visit different cultural centers/museums, such as:
 - Caribbean Cultural Center—African Diaspora Institute (<http://www.cccadi.org>)
 - The New York Chinese Cultural Center Dance China NY & School of the Arts (<http://www.Chinesedance.org>)
 - The Schomburg Center for Research and Black Culture (<http://www.nypl.org/research/sc/sc.html>)
 - The Hispanic Society of America (<http://www.hispanicsociety.org>)
 - Museum of Chinese in the Americas (<http://www.moca-nyc.org>)
 - Museum of Jewish Heritage (<http://www.mjhnyc.org>)
 - El Museo del Barrio (<http://www.elmuseo.org>)
 - Ellis Island Museum (<http://www.nps.gov/elis/>)



UNIVERSAL HUMAN RIGHTS 101

(95 MIN)

Objectives

Participants will be able to:

- Give examples of human rights and human rights violations.
- Describe the significance of the Universal Declaration of Human Rights.
- Explain why human rights violations occur.

Materials

- Newsprint, tape and markers
- Copies of the Universal Declaration of Human Rights (UDHR) for all participants

Key Terms (from Global Kids Inc.)

- *Human Rights*: Rights you are entitled to because you are a human being.
- *Universal Declaration of Human Rights (UDHR)*: A landmark document adopted by the United Nations General Assembly in 1948, which outlines individual rights and freedoms for all. Though non-binding, the UDHR has acquired universal acceptance and has served as the foundation for human rights legislation around the world.

Warm-Up: Snapshots**(20 min)***Procedure**(15 min)*

1. Ask participants to find a partner (someone they do not know well).
2. Invite the pairs to spend one minute introducing themselves to each other. They should exchange information (i.e., name, age, school, etc.) and describe what the words justice and/or fairness mean.
3. Divide the class in half. Students should still remain in their pairs from Step 2.
4. Tell the pairs that they are to create human sculptures or frozen images using their bodies. Half of the pairs will create and present a frozen image on justice, while the rest will create and present a frozen image portraying fairness. When they get into position, they are to freeze like statues.
5. Inform participants that they will present their sculptures to the rest of the class one at a time. Give them a few minutes to prepare.
6. When all groups are ready, have them form one big circle, standing next to their partners. Ask one pair to volunteer to begin the presentations. The rest of the class should call out “one, two, three, freeze!” after which they should assume their pose.
7. Continue presenting each pair without pausing, calling “one, two, three, freeze!” as you go around the circle.

*Processing**(5 min)*

- What struck you about some of the images? What similarities or differences did you see?
- Are the issues of justice and fairness relevant to our world today, and if so, how?

Segue

Ask participants if they have heard of human rights. Explain that for many people, human rights represent the most basic standards of justice and fairness, and without human rights, there can be no justice. This workshop will explore the issue of human rights.

Variation

To save time, you may leave out the above snapshot activity by doing the introduction outlined in Step 2 above, asking participants to share their responses, and using the discussion to move directly to the main activity below.

Main Activity: Understanding Human Rights**(70 min)***Rationale*

This three-part activity allows participants to explore the significance of human rights and the Universal Declaration of Human Rights. The skits provide an opportunity for participants to analyze situations involving the respect or violation of human rights.

*Procedure, Part I: Brainstorm**(10 min)*

1. Post some newsprint and draw a line down the middle of the sheet. Ask participants: what are human rights?
2. As participants respond, list general definitions of human rights on the left column (i.e., rights that must be respected at all times). In the right column, record responses that are specific human rights (i.e., the right to shelter or the right to a fair trial).
3. If participants get stuck, ask some of the following questions:
 - Where have you heard human rights mentioned before?
 - What do you associate with human rights?
 - What does having rights mean?
 - If you work, how much time do you spend at your job? Why not more?
 - What are some regulations that govern hours and labor conditions? Why?

*Procedure, Part II: Universal Declaration of Human Rights**(10 min)*

1. Distribute copies of the Universal Declaration of Human Rights (see attached).

The Universal Declaration of Human Rights was created by the United Nations in 1948. The United Nations came into being in 1945, shortly after the end of World War II. Today there are 192 countries that are part of the United Nations. Because the purpose of the United Nations is to bring peace to all nations of the world, a committee headed by Mrs. Eleanor Roosevelt, the wife of Franklin D. Roosevelt, the President of the United States from 1933-1945, wrote a special document which “declares” the rights that everyone in the entire world should have—the Universal Declaration of Human Rights.*
2. Review two or three articles from the UDHR.

*Processing**(10 min)*

- Why do you think so many countries agree to this document?
- Have you read it before? If not, why?
- Why wouldn't everyone be encouraged to read it?
- As a segue, ask participants to keep their copies of the UDHR because it could help them create their skits.

* http://www.youthforhumanrights.org/introduction/udhr_history.html

*Procedure, Part III: Skits**(25 min)*

1. Divide participants into small groups.
2. Ask participants to share an example of a real-life situation that illustrates respect for or violation of human rights. Participants may give examples from their own experience or from their knowledge of other parts of the world.
3. Ask half of the groups to create skits that involve respect for human rights, and the other half to produce skits that involve human rights violations. Request participants to portray real-life events or situations. For example, a group might depict the Croatian government closing down the local independent radio station. Give the groups 15 minutes to develop their skits.
4. Invite the groups to present their skits. Briefly process what was portrayed in each skit and identify which article(s) of the UDHR relate to the situation dramatized.

*Processing**(15 min)*

- How and why were human rights violated or respected in the situations portrayed?
- What conditions encourage people to respect human rights or allow people to violate them?
- As young people, what could you have done in the skits if you were a victim of human rights violations?
- Are there situations where respecting the rights of some violates the rights of others? How would you respond to situations such as these?
- What are other human rights issues? How do they compare to the ones presented in the skits?

Closure**(5 min)**

- Ask participants to share why understanding human rights is important to their service learning work.

This workshop was adapted from the Global Kids Power of Citizenry Leadership Curriculum.

Universal Declaration of Human Rights*

All people everywhere have the same human rights, which no one can take away. This is the basis of freedom, justice and peace in the world.

This Declaration affirms the dignity and worth of all people, and the equal rights of women and men. The rights described here are the common standard for all people everywhere.

Every person and nation is asked to support the understanding and respect for these rights, and to take steps to make sure that they are recognized and observed everywhere, for all people.

Article 1: You have the same human rights as everyone else in the world, because you are a human being. These rights cannot be taken away from you. Everybody, no matter who they are or where they live, should be treated with dignity.

Article 2: You should not be treated differently, nor have your rights taken away, because of your race, color, sex, language, religion or political opinions. Your basic rights should be respected no matter what country you are born in or how rich or poor you are.

Article 3: Everyone has the right to life, liberty and security of person.

Article 4: Human beings must not be owned, bought or sold. No one has the right to enslave anyone else. Slavery is a crime.

Article 5: Torture is forbidden at all times and in all circumstances. No one should suffer treatment or punishment that is cruel or makes him or her feel less than human.

Article 6: Everyone has the right to be treated as a person in the eyes of the law.

Article 7: You have the right to be treated by law in the same way as everyone else. You have the same right to be protected by the laws of your country as anyone else.

Article 8: If your rights under the law are violated by someone else, you have the right to see justice done.

Article 9: You may not be arrested or held in a police station without good reason. You may not be kept out of your own country. If you are detained, you have the right to challenge the detention in a court of law.

Article 10: You have the right to a fair and public hearing if you are ever accused of breaking the law, or if you have to go to court for some other reason. The courts must be independent from the government, qualified to understand the law, and free to make their own decisions.

Article 11: If you are accused of a crime, you have the right to be treated as innocent until you are proved guilty, according to the law. You have the right to a fair and public trial where you are allowed to defend yourself. You can not be tried for doing something, which was not a criminal offence in law at the time it was done.

Article 12: No one has the right to intrude in your private life or to interfere with your home or family without good reason. No one has the right to attack your good name without reason. The law should protect you against such interference.

Article 13: You have the right to move about freely within your country. You also have the right to travel to and from your own country, and to leave any country.

Article 14: If you are forced to flee your home because of human rights abuses, you have the right to seek safety in another country. This right does not apply if you have committed a non-political crime or an act that is not in keeping with the UDHR.

* http://www.universalrights.net/main/decl_1.htm

Article 15: You have the right to be treated as a citizen of the country you come from. No one can take away your citizenship, or prevent you from changing your country, without good reason.

Article 16: All adults have the right to marry, regardless of their race, country or religion. Both partners have equal rights in the marriage, and their free and full agreement is needed for the marriage to take place. All families are entitled to protection by the state.

Article 17: You have the right to own goods, land and other property, alone or with other people. No one has the right to take your property away without any good reason.

Article 18: You have the right to hold views on any issue you like without fear of punishment or censure. You also have the right to believe in any religion - or none at all. You have the right to change your religion if you wish, and to practice and teach your religion and beliefs.

Article 19: You have the right to tell people your opinion. You should be able to express your views, however unpopular, without fear of punishment. You have the right to communicate your views within your country and to people in other countries.

Article 20: You have the right to peacefully gather together with other people, in public or private. No one should force you to join any group if you do not wish to.

Article 21: You have the right to take part in the government of your own country directly or by being represented. Everyone has the right to equal access to public service in his or her country. Governments represent the will of the people. Therefore free and fair elections should be held on a regular basis.

Article 22: You have the right to have your basic needs met. Everyone is entitled to live in economic, social and cultural conditions that allow them dignity and let them develop as individuals. All countries should do everything they can to make this happen.

Article 23: You have the right to work in fair and safe conditions and to choose your job. You have the right to be paid enough for a decent standard of living, or to receive supplementary benefits. You also have the right to form or join trade unions to protect your interests.

Article 24: You have the right to time off from work. No one may force you to work unreasonable hours, and you have the right to holidays with pay.

Article 25: Everyone has the right to a decent life, including enough food, clothing, housing, medical care and social services. Society should help those unable to work because they are unemployed, sick, disabled or too old to work. Mothers and children are entitled to special care and assistance.

Article 26: Everyone has the right to an education. In the early years of schooling, it should be free of charge and compulsory. Education at a higher level should be equally available to everyone on the basis of merit. Education should develop the full human being and increase respect for human rights.

Article 27: No one may stop you from participating in the cultural life of your community. You also have the right to share in the benefits scientific discovery may bring, and the right to have any interests from your scientific, literary or artistic work protected.

Article 28: Human beings have the right to live in the kind of world where their rights and freedoms are respected.

Article 29: We all have a responsibility to the people around us, and we can only develop fully as individuals by taking care of each other. All the rights in the UDHR can be limited only by law and then only if necessary to protect other people's rights, meet society's sense of right and wrong, maintain order, and look after the welfare of society as a whole.

Article 30: There is nothing in the UDHR that justifies any person or state doing anything that takes away from the rights which we are all entitled to.



IN DEFENSE OF INNOCENCE:

(45–60 MIN)

THE CONVENTION ON THE RIGHTS OF THE CHILD

Objectives

Participants will be able to:

- Describe the significance of the United Nations Convention on the Rights of the Child and some of its articles.
- Give some examples of the violation of children's rights.
- Explain why violations of children's rights are widespread.

Materials

- Copies of the United Nations Convention on the Rights of the Child summary (for all participants)
- Newsprint, tape and markers
- Writing paper and pens (for all participants)

Key Terms (<http://www.un.org>)

- *Child*: Defined by the Convention on the Rights of the Child as a person under 18 years of age.
- *Convention on the Rights of the Child*: The Convention on the Rights of the Child is the first legally binding international instrument to incorporate the full range of human rights—civil, cultural, economic, political and social rights. In 1989, world leaders decided that children needed a special convention just for them because people under 18 years old often need special care and protection that adults do not. The leaders also wanted to make sure that the world recognized that children have human rights too. The Convention sets out these rights in 54 articles and two Optional Protocols. It spells out the basic human rights that children everywhere have: the right to survival; to develop to the fullest; to protection from harmful influences, abuse and exploitation; and to participate fully in family, cultural and social life. The four core principles of the Convention are non-discrimination; devotion to the best interests of the child; the right to life, survival and development; and respect for the views of the child. Every right spelled out in the Convention is inherent to the human dignity and harmonious development of every child. The Convention protects children's rights by setting standards in health care; education; and legal, civil and social services.
- *Human rights*: What you are entitled to because you are a human being.

Warm-Up: When I Was a Kid**(10 min)***Procedure**(10 min)*

1. Ask participants to form pairs and share with their partner a happy memory from their childhood.
2. Once they have finished, ask for a few volunteers to share with the larger group.
3. Process briefly: how did it feel to share your memory? Do you feel all children live in an environment where they can enjoy their childhood? Why or why not?

Main Activity: Looking at the Rights of the Child**(50 min)***Rationale*

This two-part activity familiarizes participants with the Convention on the Rights of the Child while encouraging independent thinking, reading and teamwork.

*Procedure, Part I: Brainstorm**(10 min)*

1. Post some newsprint and draw a line down the center of the sheet. Explain that they will be exploring the status of children through the next activity.
2. Ask participants, what are human needs? What are human wants? Explain that human needs include what is essential to human survival and development. In contrast, human wants include what is desirable but not essential. For instance, human needs include food and water; human wants could include a television, the latest designer jeans, or going to the movies.
3. Record the group's responses in two columns, one for needs and the other for wants. Make sure the lists include such human needs as security and love, in addition to such survival needs as food and clothing.

*Procedure, Part II: Writing a Children's Rights Declaration**(20 min)*

1. Divide participants into small groups. Distribute newsprint and markers to each participant. Or if you'd prefer students to work individually, distribute a copy of the Children's Rights Declaration form to each student.
2. Tell participants to imagine that they are lawmakers who must develop a statement that protects the rights of children. As a starting point, they can use the needs identified in the brainstorm.
3. Give participants several minutes to work independently, listing needs that should be included in the declaration.
4. Reconvene participants and ask each group or student to share their declaration.

Procedure, Part III: United Nations Convention on the Rights of the Child (10 min.)

1. Distribute copies of the United Nations document Convention on the Rights of the Child (CRC). For a summary of the CRC, go to:
http://www.unicef.org/crc/files/Rights_overview.pdf.
2. Explain that this statement outlines what people all over the world have agreed to be children's rights. Mention briefly that the Convention was adopted in 1990 by the United Nations and nearly all countries of the world agreed to it. The United States and Somalia are the only two countries that have not ratified the Convention.
3. Invite participants to take turns reading a right from the Convention, then stating whether the declaration they wrote adequately addresses this right.

Processing (10 min)

- Why should special rights for children be articulated and accepted?
- How do children in New York City fare in regards to respect for their rights and the Convention on the Rights of the Child?
- How do they compare with children elsewhere?
- The United States signed the treaty but has not ratified it. Why do you think this is?
- How are children's rights relevant to your service learning work?

Follow-up

- Research reasons why the U.S. government has not ratified the treaty.

This workshop was adapted from the Global Kids Power of Citizenry Leadership Curriculum.

CHILDREN'S RIGHTS DECLARATION

Use the space provided below to list ten things that you think all children should have a right to.

All children have a right to:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Section

E

THEMATIC LEARNING UNITS

**Chapter 15:
Health and Well-Being**

**Chapter 16:
Environment**

**Chapter 17:
Human Rights and Children's Rights**

**Chapter 18:
Violence Prevention**

**Chapter 19:
HIV/AIDS and Sexual Health**

**Chapter 20:
Civic Participation and Social Change**

**Chapter 21:
Immigration and Diversity**

**Chapter 22:
Improving School Environment and Education**

**Chapter 23:
Adolescent Sexual Health**

**Chapter 24:
Senior Citizens**



A core element of service learning involves providing structured learning activities for participants. These activities should strengthen the academic, literacy, critical-thinking, and problem-solving skills of the youth through exploration of content and can be applied to practical use through the service projects they design. For example, if students learn about pollution and its affect on children through a workshop or research-based lesson, they could then utilize that information to better the community through a project such as an asthma awareness campaign.

Structured learning activities can take many forms, including lessons, educational field trips, presentations by guest speakers, workshops, and research projects, among others. However, knowing where to begin can be daunting, so it is always a good idea to ask participants “What do you want to learn?” Participants will identify some of the topics and issues that are on their minds and facilitators can respond by finding the resources, lessons and strategies you need to provide an enriching learning experience for them.

In this section, you will find eight thematic units, each consisting of several workshops that facilitators can use to educate young people on a range of issues. Health and well-being, the environment, human rights and children’s rights, civic participation, immigration and diversity, education, and violence prevention are all themes that resonate with young people. This list is by no means exhaustive, and neither are the workshops within each section. They can be used to introduce fundamental concepts and information and stimulate the desire of young people to learn more and take action. The order in which they are presented in this curriculum is not sequential, nor do they necessary flow from one topic to the next. Given the priority of the Teen ACTION initiative to positively impact the health, mental health, and sexual health of New York City’s youth, it is required that your organization or a linkage partner include activities on health and well-being (see Chapter 15), HIV/AIDS and sexual health (Chapter 19) at some point in the program year.

The workshops are grouped according to theme, but you should feel free to mix and match them to suit the needs and interests of students. For example, the juvenile justice workshop from the Human Rights thematic unit can be inserted into a module with workshops from the Education section to explore the consequences of inferior educational systems. Following each workshop are suggestions for reflection and follow-up activities, which will extend the learning. Undoubtedly, you will need to create your own structured learning activities to supplement and address items not covered in this curriculum (see Section C: Developing Your Own Service Learning Program and Project for suggestions on how to create your own workshops).

The structured learning will coincide with the development and implementation of service activities. Youth will generate numerous ideas for projects, but should they get stuck or need inspiration, you will find ideas for issue-based service activities at the end of each thematic unit.

Chapter 15

Health and Well-Being

Introduction

Workshops:

What Does It Mean To Be Healthy?

Easy Does It: Dealing with Stress

Smoke and Mirrors:
Targeting Youth in Alcohol & Tobacco Advertising

Alcohol: A Community Response

What's in The Smoke?

Obesity: How Much Is Too Much?

Eat to Live:
Good Nutrition as the Building Blocks To a Healthy Life

Service Project Ideas

“Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing, and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age, or other lack of livelihood in circumstances beyond his control.”

Article 25 of the Universal Declaration of Human Rights (1948)

Introduction

Despite the conveniences that modern technology has afforded young people in the past twenty years, high school students are still laden with the same level of stress, if not more, as their parents. Youth are confronted with pressure to meet rigid school standards set by the state and federal government, an uneven education system, questioning of sexuality, and the compulsion to conform to societal and cultural norms at a time in their development when they challenge authority and the status quo. Those issues are further compounded by such factors as poverty, discrimination, violence and health problems. All these stressors could prove to be overwhelming for adults, but when faced by youth who are still developing a sense of self and exploring their role in the world, these issues can be debilitating. If not addressed, the long-term effects could be devastating, leading to substance abuse, involvement in risky sexual behavior, obesity, and suicide. But young people are, by and large, resilient, and with guidance and support from peers, adults and their community, they can confront these challenges armed with information and skills.

The goal of this section is to explore the various factors that affect the physical, social, emotional and mental wellness of young people living in the United States and abroad. Through structured learning activities, participants will examine what it means to be healthy by evaluating their lifestyle and putting it in a context with how these activities are practiced throughout the world. The unit begins with a core workshop on general health and well-being.

The remaining lessons cover intra-personal issues such as self-esteem as well as issues, such as alcoholism, nicotine use and obesity, which affect people on a personal, community and global level. In addition to workshops, this unit also includes ideas for trips, action plans and personal reflection to empower the participant to feel more connected to his or her community and be more confident when making decisions.

According to a 2003 CDC study on Youth Risk Behavior, 18.3% of students started smoking cigarettes before the age of 13, and 27.8% began drinking alcohol before turning 13 years old. These statistics show a need for healthier decision-making.

This unit hopes to achieve several outcomes, including:

- Guiding young people to formulate a plan of action to make healthy choices regarding their health and well-being.
- Helping young people build resiliency through the development of life skills. Through the experiential activities provided, participants will be able to hone such critical life skills as decision-making, critical thinking, and being able to reject negative influences in their lives.
- Seeking perspective on issues affecting youth by viewing their experiences in a global context. Thinking globally and acting locally is a powerful tool because it helps youth feel less isolated and encourages them to learn how others around the world are addressing similar issues. They, in turn, develop the skills to make change in their own communities.

This unit will touch upon many potentially sensitive areas and issues that the participants themselves may have experienced within their family or personal lives. For some, alcohol abuse, stress, obesity, and other health concerns are all too real. Therefore, as the facilitator, it is imperative that you are attuned to any discomfort or emotions the participants may feel as you approach the subject matter. Always ensure that there is a safe space for discussion and that youth are not encouraged to share more than they might want to actually reveal. It is important that you set boundaries and in some situations, you may need to stop a participant from disclosing too much to the group for his or her own sake. In those cases, be sure to follow up immediately with the participant and be prepared to make referrals if necessary. Above all, show respect and compassion.



WHAT DOES IT MEAN TO BE HEALTHY?

(110

MIN)

(can be two sessions)

Objectives

Participants will be able to:

- Explore what “health” means including mental/emotional health, physical health, community health and global health.
- Understand that self-esteem and self-efficacy are tied closely to health.
- Identify factors in one’s community that may cause health risks.
- Develop personal plans of action on ways to improve their own health and well-being.

Materials

- Three signs with the words “AGREE,” “DISAGREE” and “NOT SURE” written on them in advance
- Health Determinants Cards (prepared in advance)
- Newsprint and masking tape
- Markers for three groups
- Paper and pencils (one per participant)
- Handout of Examples of World’s Health Organization Health Determinants (one per participant)

Key Terms (sources vary)

- *Mental Health*: psychological well-being and satisfactory adjustment to society and to the ordinary demands of life. (<http://www.dictionary.com>)
- *Community Health*: a discipline that concerns itself with the study and betterment of the health characteristics of communities. While the term community can be broadly defined, community health tends to focus on geographic areas rather than people with shared characteristic. (http://www.press.jhu.edu/journals/progress_in_community_health_partnerships/index.html)
- *Physical Health*: the overall condition of a living organism at a given time, the soundness of the body, freedom from disease or abnormality, and the condition of optimal well-being. (<http://www.school-for-champions.com/health/whatis.htm>)

continued on next page

- *Global Health*: health problems, issues and concerns that transcend national boundaries and may be influenced by circumstances or experiences in other countries, and are best addressed by cooperative actions and solutions.” (Institute of Medicine, 1997)
- *Self-esteem*: confidence and satisfaction in oneself. (Webster Dictionary)
- *Self-efficacy*: persons’ judgment of their own capabilities for a specific learning outcome. (<http://www.bridgew.edu/AssessmentGuidebook/glossary.cfm>)
- *Health Determinants*: personal behavior and lifestyles; influences within communities which can sustain or damage health; living and working conditions and access to health services; and general socio-economic, cultural and environmental conditions. (http://ec.europa.eu/health/ph_determinants/healthdeterminants_en.htm)
- *World Health Organization*: WHO is the directing and coordinating authority for health within the United Nations system. It is responsible for providing leadership on global health matters, shaping the health research agenda, setting norms and standards, articulating evidence-based policy options, providing technical support to countries and monitoring and assessing health trends. (www.who.int)

Warm-Up: What Does Health Look Like?**(15 min)***Procedure**(5 min)*

1. Invite the group to stand up and form a circle.
2. Ask the group to envision a statue they have seen in the past. Then ask for one or two volunteers to describe the statue. Talk about its body language, facial expression and any objects that the statue might have had. Then ask those same participants if they would demonstrate what the statues look like using their bodies.
3. Tell each person to find a partner. Tell them that each pair will create a statue using their bodies that will represent “health.” They should think of what type of positions, poses, and expressions they would use to convey the meaning of health.
4. Go around in a circle and have each pair showcase their “statue.”

*Processing**(10 min)*

- Were there any statues that people were surprised to see or did not understand?
- Was there anything these statues had in common? Were there any repeating themes? Why?
- What are some different types of health?
- What are some factors that affect a person’s health?
- List these on the board and introduce the terms mental health, physical health, community health and global health. Ask the students if any of the statues were associated with those terms.

Segue

Explain that the warm-up was a tool to introduce the topic of health and well-being and that there are many factors to consider when discussing health. Inform them that today we want to further explore what it means to be healthy, how our perceptions of health are shaped, and to identify different factors that affect a person’s health.

First Activity: Human Barometer**(40 min)***Procedure**(20 min)*

1. In advance, post the “AGREE” and “DISAGREE” signs in large letters on opposite sides of the room. On the wall in the middle of the room, post the words “NOT SURE.”
2. Ask participants whether they know what a barometer is (an instrument that measures atmospheric pressure). Explain that participants will participate in a human barometer of sorts, intended to measure the opinion of people in the room.
3. Explain that a series of statements will be read. After each statement is read, and without talking, participants must indicate their opinion on the statement by moving toward the corresponding sign. Tell them that you will be asking them to explain their opinion on each statement. If at any point during the activity they hear a convincing argument for a different position, they can move to a different sign, if they wish, but they should be prepared to explain why they decided to switch.

4. Read the statement below:

Good health is the absence of disease.

After positions are registered, ask about two or three people from each side why they agree with, disagree with or are unsure about the statement. Remind participants that the human barometer is designed to measure the opinions of the people in the room.

5. Continue the process with the following statements:

People who go to a therapist or psychiatrist are usually unstable, crazy or weak in character.

Ultimately, it rests on the individual if he or she is healthy or not.

Whether one is healthy or not has little to do with economic status.

Young people do not act responsibly regarding their personal health and well-being.

*Processing**(20 min)*

- What did you think of this activity?
- Were there any statements that stood out for any reason? Why?
- How is health normally talked about in your community?
- How is mental health viewed in your family or community?
- Why may people be unwilling to deal with trauma or mental health issues by seeking professional help?
- Why is this detrimental?
- Among your peers, are certain behaviors encouraged which are detrimental to good health?
- What are some of the different factors that affect a person’s health? Discuss economic status, race, cultural beliefs, stress, etc.
- Does anyone know what we mean by a “health determinant?”



- Provide key terms to the students by discussing the definitions. In more detail, health determinants include:
 - Income and social status—higher income and social status are linked to better health. The greater the gap between the richest and poorest people, the greater the differences in health.
 - Education—low education levels are linked with poor health, more stress and lower self-confidence.
 - Physical environment—safe water, clean air, healthy workplaces, safe houses, communities and roads all contribute to good health.
 - Employment and working conditions—people in employment are healthier, particularly those who have more control over their working conditions.
 - Social support networks—greater support from families, friends and communities is linked to better health.
 - Culture—customs, traditions, and the beliefs of the family and community all affect health.
 - Genetics—inheritance plays a part in determining lifespan, healthiness and the likelihood of developing certain illnesses.
 - Personal behavior and coping skills—balanced eating, keeping active, smoking, drinking, and how we deal with life’s stresses and challenges all affect health.
 - Health services—access and use of services that prevent and treat disease influences health.
 - Gender—men and women suffer from different types of diseases at different ages.

Segue

Explain that many factors influence our health and well-being in both positive and negative ways. Say, “our families, cultures, friends, community, and own self-esteem play a role. In this next activity we will explore the different ways we can look at health and how it may be affected.”

Note: You may stop the workshop at this point and continue with the next activity the following session.

Second Activity: Health Determinants**(45 min)***Procedure**(20 min)*

1. Divide the class into three groups.
2. Inform each group that they will be receiving three cards with one term on each card and a blank piece of newsprint.
3. Instruct them that for each card they will have to answer three questions and record all responses on newsprint.
4. Post/write the three questions on the wall or blackboard for all to see.
5. The three questions:
 - o How is the term related to health?
 - o How can my term help promote someone to be healthy?
 - o How can my term be an obstacle and affect someone's health in a negative way?
6. Tell the groups that they will have 15 minutes to complete the activity and that they must answer all three questions for their three terms.
7. In order to help delegate some responsibilities and designate certain roles of leadership within the groups, assign a few roles. Tell them that in each group there should be a recorder (the one who writes the responses), a timekeeper (the one who ensures that the group keeps moving along), and two presenters (those who will be sharing their groups' responses to the entire class).
8. After the time is up, invite all three groups to form a large circle. Ask each group to share what they discussed and wrote. Allow for clarifying questions if necessary.

*Processing**(20 min)*

- How was it to do this activity?
- Were some terms easier to see a relationship to health than others? Which ones and why?
- Distribute the Examples of World Health Determinants handout, which cover the areas within the definition of a health determinant: personal behavior and lifestyles; influences within communities which can sustain or damage health; living and working conditions and access to health services; and general socio-economic, cultural and environmental conditions. Explain that the World Health Organization, the United Nations agency that focuses on health issues worldwide, identified the determinants, which were the terms that they had to explore on their cards.
- Are these determinants applicable to your communities, and personal life? Explain. What policies exist to address some of these determinants? What more could be done?
- What can you do on a local level to ensure your community is healthy?
- What can you do to make sure you maintain your own health? Brainstorm some possible ideas for service projects or follow-up activities to address health issues.

*Points to touch upon*

- Life contains a series of critical transitions: emotional and material changes in early childhood, the move from primary to secondary education, starting work, leaving home and starting a family, changing jobs, facing possible lay-offs, and, eventually, retirement. Each of these changes can affect health by pushing people onto a more or less advantageous path. It's important to view health within the context and circumstances of each community, as well as personal circumstances.
- Because people who have been disadvantaged in the past are at the greatest risk in each subsequent transition, welfare policies need to provide not only safety nets but also springboards to offset earlier disadvantage.
- Good health involves reducing levels of educational failure, reducing insecurity and unemployment, and improving housing standards. Societies that enable all citizens to play a full and useful role in the social, economic and cultural life of their society will be healthier than those where people face insecurity, exclusion and deprivation.
- The Center for Disease Control and United States Department of Health address many of the health determinants and related issues on a federal level. At the local level, they are addressed by the New York City Department of Health.

Closure: Goal Setting**(10 min)**

- Ask students to take out a piece of paper (or distribute writing paper and pencils) and list some personal goals they would like to set up for themselves in order to improve their own health (mentally, physically and emotionally) for the next:
 - 24 hours
 - week
 - few months
 - few years
- (Optional) Ask students to share some of the things they wrote down.

You may review these goals periodically with the participants throughout the program year.

Reflection/Follow-up

- Ask students to reflect in their journal as to whether they feel they are in control of the health determinants that affect their lives and communities.
- Ask students to research the health determinants in their own communities. Consult the Citizens Committee for Children's Keeping Track to research statistics on indicators for children's well-being (<http://www.cccnewyork.org/howtokt.html>).
- Have students create a survey for students in their schools exploring the different ways young people maintain their health or face challenges to being healthy.
- Have students use the website <http://www.epa.gov/enviro/> in order to record, compare and discuss the differences and similarities regarding health and related issues among communities throughout the United States. They can retrieve sampling information regarding environmental issues such as water, air, toxics, waste, radiation, land and compliance.

Resources

New York City Department of Health:

<http://www.nyc.gov/html/doh/html/home/home.shtml>

Health Determinants: <http://www.euro.who.int/document/e81384.pdf>

Health in Schools: <http://www.healthinschools.org>

Healthy Nutrition: http://www.healthgoods.com/Education/Nutrition_Information/Nutrition_Information.htm.

World Health Organization: <http://www.who.int/en/>

National Hotlines:

- Girls and Boys Town National Hotline: 1-800-448-3000
<http://www.girlsandboystown.org>
- National Suicide Prevention Lifeline: 1-800-273-8255
<http://www.suicidepreventionlifeline.org>
- National Mental Association: 1-800-969-6642
<http://www.mhavisconsin.org>
- National Runaways Switchboard: 1-800-621-4000
<http://www.1800runaway.org>
- Rape, Abuse and Incest National Network: 1-800-656-6473
<http://www.rainn.org>
- American Lung Association 1-800-586-4872
<http://www.lungusa.org>

This workshop was adapted from the Global Kids Power of Citizenry Leadership Curriculum.

Health Determinant Cards

You may write each determinant on a card or small sheet of paper and then give three to each group.

1. **Stress**
2. **Early life (before birth and childhood)**
3. **Social exclusion**
4. **Work**
5. **Unemployment**
6. **Social support**
7. **Addiction**
8. **Food**
9. **Transportation**

Examples of World Health Organization Health Determinants

Stress

Stressful circumstances make people feel worried, anxious and unable to cope, are damaging to health, and may lead to premature death. Long term anxiety, insecurity, low self-esteem, social isolation and lack of control over work and home life have powerful effects on health. Such psychosocial risks accumulate during life and increase the chances of poor mental health and premature death. Long periods of anxiety and insecurity and the lack of supportive friendships are damaging whenever they arise.

Early Life

Observational research and intervention studies show that the foundations of adult health are laid in early childhood and before birth. Slow growth and poor emotional support raise the lifetime risk of poor physical health and reduce physical, cognitive and emotional functioning in adulthood. Poor early experience and slow growth become embedded in biology during the processes of development and form the basis of the individual's health. As cognitive, emotional and sensory inputs program the brain's responses, insecure emotional attachment and poor stimulation can lead to reduced readiness for school, low educational attainment, problem behavior, and the risk of social marginalization in adulthood.

Social Exclusion

Life is short when its quality is poor. Poverty, relative deprivation and social exclusion have a major impact on health and premature death, and the chances of living in poverty are loaded heavily against some social groups. Absolute poverty—a lack of the basic material necessities of life—continues to exist, even in the richest countries. The unemployed, many ethnic minority groups, guest workers, disabled people, refugees and homeless people are at particular risk. Those living on the streets suffer the highest rates of premature death. Relative poverty means being much poorer than most people in society and is often defined as living on less than 60% of the national median income. It denies people access to decent housing, education, transportation, and other factors vital to full participation in life. Being excluded from the life of society and treated as less than equal leads to worse health and greater risks of premature death. The stresses of living in poverty are particularly harmful during pregnancy, to babies, children, and old people. In some countries, as much as one quarter of the total population—and a higher proportion of children—live in relative poverty.

Work

Pressure in the workplace increases the risk of disease. People who have more control over their work have better health. In general, having a job is better for health than not having a job. But the social organization of work, management styles, and social relationships in the workplace all matter for health. Several European workplace studies show that health suffers when people have little opportunity to use their skills and low decision-making authority. Having little control over one's work is particularly strongly related to an increased risk of low back pain, absences due to sickness, and cardiovascular disease. Studies have also examined the role of work demands. Some show an interaction between demands and control. Jobs with both high demand and low control carry special risk. Some evidence indicates that social support in the workplace may be protective.

Unemployment

Job security increases health, well-being and job satisfaction. Evidence from a number of countries shows that, even after allowing for other factors, unemployed people and their families suffer a substantially increased risk of premature death. The health effects of unemployment are linked to both its psychological consequences and effects on mental health (particularly anxiety and depression), self-reported ill health, heart disease and risk factors for heart disease. Because very unsatisfactory or insecure jobs can be as harmful as unemployment, merely having a job will not always protect physical and mental health; job quality is also important. During the 1990s, changes in the economies and labor markets of many industrialized countries increased feelings of job insecurity. As job insecurity continues, it acts as a chronic stressor that has effects that grow with the length of exposure; it increases absences due to sickness and use of health services.

Social Support

Friendship, good social relations and strong supportive networks improve health at home, at work, and in the community. Social support and good social relations make an important contribution to health. Social support helps give people the emotional and practical resources they need. Belonging to a social network of communication and mutual obligation makes people feel cared for, loved, esteemed, and valued. This has a powerful protective effect on health. Supportive relationships may also encourage healthier behavior patterns. Support operates on the levels of both the individual and of society. Social isolation and exclusion are associated with increased rates of premature death and poorer chances of survival after a heart attack. People who get less social and emotional support from others are more likely to experience depression, a greater risk of pregnancy complications, and higher levels of disability from chronic diseases. In addition, bad close relationships can lead to poor mental and physical health. The amount of emotional and practical social support people get varies by social and economic status. Poverty can contribute to social exclusion and isolation.

Addiction

Individuals may turn to alcohol, drugs and tobacco and suffer from their use, and use is influenced by the wider social setting. Drug use is both a response to social breakdown and an important factor in worsening the resulting inequalities in health. It offers users a mirage of escape from adversity and stress, but only makes problems worse. Alcohol dependence, illicit drug use and cigarette smoking are all closely associated with markers of social and economic disadvantage. The irony is that apart from a temporary release from reality, alcohol intensifies the factors that led to its use in the first place. The same is true of tobacco. Social deprivation—whether measured by poor housing, low income, lone parenthood, unemployment or homelessness—is associated with high rates of smoking and very low rates of quitting. Smoking is a major drain on poor people's incomes and a huge cause of ill health and premature death.

Food

Because global market forces control the food supply, healthy food is a political issue. A good diet and adequate food supply are central for promoting health and well-being. A shortage of food and lack of variety can cause malnutrition and deficiency diseases. Excess intake (also a form of malnutrition) contributes to cardiovascular diseases, diabetes, cancer, degenerative eye diseases, obesity and dental cavities. Food poverty exists side by side with food plenty. The important public health issue is the availability and cost of healthy, nutritious food. Access to good, affordable food makes more difference to what people eat than health education. World food trade is now big business. The General Agreement on Tariffs and Trade and the Common Agricultural Policy of the European Union allow global market forces to shape the food supply. International committees such as Codex Alimentarius, which determine food quality and safety standards, lack public health representatives, and food industry interests are strong. Local food production can be more sustainable, more accessible, and can support the local economy.

Transportation

Healthy transportation means less driving and more walking and cycling, backed up by better public transportation. Cycling, walking, and the use of public transport promote health in four ways. They provide exercise, reduce fatal accidents, increase social contact, and reduce air pollution. Because mechanization has reduced the exercise involved in jobs and house work and added to the growing epidemic of obesity, people need to find new ways of building exercise into their lives. Transportation policy can play a key role in combating sedentary lifestyles by reducing reliance on cars, increasing walking and cycling, and expanding public transportation. Regular exercise protects against heart disease and, by limiting obesity, reduces the onset of diabetes. It promotes a sense of well-being and protects older people from depression. Reducing road traffic would also reduce the toll of road deaths and serious accidents. Although accidents involving cars also injure cyclists and pedestrians, those involving cyclists injure relatively few people. Well-planned urban environments, which separate cyclists and pedestrians from car traffic, increase the safety of cycling and walking.

*This handout is adapted from the World Health Organization
<http://www.euro.who.int/document/e81384.pdf>*



EASY DOES IT: DEALING WITH STRESS

(90 MIN)

Objectives

Participants will be able to:

- Identify causes of stress for themselves and others.
- Identify different reactions to stress.
- Explore ways to better deal with stress.

Materials

- Two flat pieces of cardboard, approximately 12 x 12 inches each.
- Markers
- At least 50 paper cups
- Small pieces of paper or index cards and pens (one per participant)
- A plastic bag
- Masking tape
- Newsprint and markers or chalk and chalkboard for STRESS-O-METER, written in advance (see Main Activity: Carry the Load)
- Copies of Stress? Get the Facts handout (one per participant)
- Center for Disease Control and Prevention's Body and Mind handout on dealing with stress (this is a PDF document which must be downloaded and printed in advance from http://www.bam.gov/sub_yourlife/yourlife_feelingfrazzled.html)

Key Terms (from <http://wordnet.princeton.edu>)

- *Stress; tension:* (psychology) a state of mental or emotional strain or suspense. Common stress reactions include tension, irritability, inability to concentrate, and a variety of physical symptoms that include headache and a fast heartbeat.

Warm-Up: Stress Brainstorm**(20 min)***Procedure**(10 min)*

1. Write the word “stress” on the board. Make three columns under the word.
2. In the first column, have the participants list all the things that can cause stress.
3. In the second column, have the participants list the different ways people react to stress. *Note, reactions are usually, but not always, involuntary. Participants should think of visible reactions, such as sweating, as well as non-visible reactions that can't be seen, such as someone's heart racing.*
4. In the third column, have the participants list the different ways people handle or deal with stress. These should be things that they actively do to try to calm themselves down or relieve stress and can be physical or non-physical.

*Process**(10 min)*

- Does everyone react to stress the same way?
- What are some ways stress can affect our lives?
- Do the same things cause the same amount of stress in everybody? Why or why not? What influences how we are able to cope or deal with stress?
- Distribute the “Stress? Get the Facts” handout to each participant and review key points.

Main Activity: Carry the Load**(65 min)***Procedure**(45 min)*

1. Draw a five foot line on the chalkboard or on two pieces of newsprint taped together side by side and create lines evenly along it numbered one through five, with one labeled as “least stressful” to five labeled as “most stressful.”
2. Ask the participants to rate a few stressful events and place them on the STRESS-O-METER to get a sense of how the meter works. On a scale of one to five, ask them to rate:
 - Having peers in school make fun of your clothes
 - Failing a major test/exam
 - Forgetting to wash the dishes after your mother/father told you to do them
 - Being out after your curfew
 - Being pressured to have sex
3. Distribute small pieces of paper or index cards and ask participants to write a cause of stress and the corresponding number on the STRESS-O-METER. This is to be done silently.
4. Collect the papers/cards and put them into a plastic bag.

5. Divide the participants into two groups, Group A and Group B. Give each group a piece of cardboard.
6. Create two equal paths the groups must follow. It may be a straight line or a maze but there must be a clear starting point and finishing point for each group.
7. Inform participants that one member from Group A will pull one of the papers/cards from the bag, read aloud the cause of stress and the number. Group B must then place that number of cups on a piece of cardboard. They may arrange the cups however they like.
8. This process is repeated by the opposite group.
9. Once both groups have cups on their pieces of cardboard, tell the two representatives from each group to carry the cardboard with the cups to the finish point. If any cups fall down, that group member must go back to the beginning of the line, re-stack the cups and start over. Tally a point for whichever group gets to the finish point first.
10. Repeat this process until every group member has gone. Groups cannot begin to read a new card until both representatives have crossed the finish point. This way, everyone begins a new round at the same time.
11. Once they have finished, see which group had more points.

*Processing**(20 min)*

- How did it feel to do this activity?
- Did the number of cups affect how challenging it was? What other factors might have added to the “stress”?
- How might this relate to how stress affects us in real life?
- What can we do to be able to better handle stress in our lives?
- How does our ability to manage stress affect our ability to lead healthy and productive lives?
- At this point, distribute the Body and Mind handout from the Center for Disease Control and Prevention, “10 Tips to Keep You Cool, Calm and Collected.” Have students read the handout aloud.

Closure**(5 min)**

Have participants stand in a circle and state one new method of dealing with stress that they learned from the workshop.



Reflection/Follow-up

Journaling: For many people, stress, or at least the roots of stress, can be very personal and they may not feel like sharing in the large group. As a follow-up to this activity, have students keep track of situations during which they felt stressed for one week. They should note the date, the incident which triggers the stress, how the stress makes them feel in very descriptive terms (i.e., powerless, anxious, angry, etc.), and what seems to calm them down (i.e., music, playing sports, screaming, etc.) At the end of the period, have students reflect on their week-long journaling experience by discussing what they learned about themselves and their dealings with stress.

Online STRESS-O-METER Quiz: Have students determine how much stress they are under at home and at school. By taking this simple quiz, which requires kids to simply check off answers that apply to them related to stress, participants can contextualize their experiences and compare them with that of other teens. To access the quiz, have students visit the following website: http://www.bam.gov/sub_yourlife/yourlife_stressometer.html# and take the quiz on-line. Immediately after taking the quiz, they will be given results.

Other resources for learning about and dealing with stress:

Center for Disease Control and Prevention Body and Mind: <http://www.bam.gov>

GirlsHealth.gov: <http://www.girlshealth.gov/mind/stress.htm#5>

National Youth Crisis Hotline: (800) 448-4663

Longevity Game: <http://www.nmfn.com/tn/learnctr--lifeevents--longevity>

American Institute of Stress: <http://www.stress.org/topic-effects.htm>

This workshop was adapted from the Global Kids Power of Citizenry Leadership Curriculum.

Stress? Get the facts!

What are the causes of stress?

Stress is the emotional and physical strain caused by our response to pressure from the outside world. It can be caused by a variety of different factors including, but not limited to:

- Change—either a minor change, like a change in a routine, or a major life change, like a divorce.
- Loss—i.e., a friend moving away or a loved one passing away.
- School.
- Time constraints—too little time to accomplish all of the day's activities, deadlines for reports and homework assignments, and time limits on tests are all common stressors.
- Money (or lack thereof)—a very common cause of stress for adults, but in recent years, marketing has been geared towards the youth population as potential buyers of everything from the latest in fashion to cell phones and ring tones. Youth are increasingly pressured to have money to keep up with the cost of maintaining a certain lifestyle up to par with their peers.
- Peer pressure—feeling the pressure to belong to a group has its price, and many young people today are willing to endure the emotional, mental, and even physical ramifications in order to be a part of the “in crowd.”
- Family—from the small pressures of having to take care of younger siblings to major familial issues like caring for an ailing family member, dealing with substance use, domestic violence, or sexual abuse, stress related to family is one of the hardest to deal with because it is in the home.

How are youth pressures different from adult pressures?

Youth pressures are different from adult pressures in that adults have developed emotionally, mentally, and socially so they have a greater set of coping skills to help them deal with stress. Young people are still at a phase where they are discovering who they are and may be confused about what is “normal” regarding issues that are causing them stress. In addition to this, adults are more likely to have the monetary resources to invest in the indulgences to help them cope with stress (i.e., vacations, yoga, massage, therapy, etc.), while young people have to rely on other options which may not be as healthy in coping with stress (i.e., eating unhealthily, drinking alcohol, smoking cigarettes, etc.)

Wait, there's more!

What does stress look like?

Stress can show in many different ways. It can be temporary or a chronic condition with multiple symptoms. The American Institute of Stress has spent years analyzing this phenomenon that impacts millions of individuals worldwide and came up with 50 common signs and symptoms of stress.

1. Frequent headaches, jaw clenching or pain
2. Gritting, grinding teeth
3. Stuttering or stammering
4. Tremors, trembling of lips or hands
5. Neck ache, back pain, muscle spasms
6. Lightheadedness, faintness, dizziness
7. Ringing, buzzing or “popping” sounds
8. Frequent blushing, sweating
9. Cold or sweaty hands, feet
10. Dry mouth, problems swallowing
11. Frequent colds, infections, herpes sores
12. Rashes, itching, hives, “goose bumps”
13. Unexplained or frequent “allergy” attacks
14. Heartburn, stomach pain, nausea
15. Excess belching, flatulence
16. Constipation, diarrhea
17. Difficulty breathing, sighing
18. Sudden attacks of panic
19. Chest pain, palpitations
20. Frequent urination
21. Poor sexual desire or performance
22. Excess anxiety, worry, guilt, nervousness
23. Increased anger, frustration, hostility
24. Depression, frequent or wild mood swings
25. Increased or decreased appetite
26. Insomnia, nightmares, disturbing dreams
27. Difficulty concentrating, racing thoughts
28. Trouble learning new information
29. Forgetfulness, disorganization, confusion
30. Difficulty in making decisions
31. Feeling overloaded or overwhelmed
32. Frequent crying spells or suicidal thoughts
33. Feelings of loneliness or worthlessness
34. Little interest in appearance, punctuality
35. Nervous habits, fidgeting, feet tapping
36. Increased frustration, irritability, edginess
37. Overreaction to petty annoyances
38. Increased number of minor accidents
39. Obsessive or compulsive behavior
40. Reduced work efficiency or productivity
41. Lies or excuses to cover up poor work
42. Rapid or mumbled speech
43. Excessive defensiveness or suspiciousness
44. Problems in communication, sharing
45. Social withdrawal and isolation
46. Constant tiredness, weakness, fatigue
47. Frequent use of over-the-counter drugs
48. Weight gain or loss without diet
49. Increased smoking, alcohol or drug use
50. Excessive gambling or impulse buying

What does stress do?

Stress can cause:

- Excessive hair loss and some forms of baldness
- Muscle spasms
- Personality changes
- Reliance on substances
- Headaches
- Obesity and eating disorders (anorexia & bulimia)
- Menstrual disorders & recurrent vaginal infections
- Asthma



SMOKE AND MIRRORS:

(90 MIN)

TARGETING YOUTH IN ALCOHOL & TOBACCO ADVERTISING

(additional time may be needed to conduct optional *Community Assessment follow-up activity*)

Objectives

Participants will be able to:

- Identify reasons why youth smoke and drink.
- Discuss the role of advertising in promoting a culture that accepts smoking and drinking.
- Analyze tobacco and alcohol advertisements and the tactics marketers use.
- Conduct a community assessment in different neighborhoods, which examines the prevalence of tobacco and alcohol advertising and marketing.

Materials (advance preparation required)

- 30 or more magazine ads (15 alcohol, 15 tobacco) available digitally at: <http://www.tobaccofreekids.org/adgallery/>, <http://www.tarwars.org/x2097.xml>, <http://www.stanford.edu/class/linguist34/advertisements/alcohol%20ads/index.htm> and by going to <http://www.images.google.com> and searching for “alcohol ads.”
- Newsprint (as many sheets as the size of your group divided by five, i.e., four sheets for a group of 20 participants) and masking tape
- Markers

Key Terms (from Global Kids Inc.)

- *Demographic*: in the context of advertising, a group of consumers identified by advertisers to have certain common characteristics, such as age, race, type of media consumption, and shopping patterns.
- *Targeting a demographic*: advertisers do not expect all people to respond to their advertisement. They shape their ad to have a greater impact amongst a particular demographic. This is called “targeting a demographic.”

Warm-Up: Brainstorm**(15 min)***Procedure**(5 min)*

1. On a sheet of newsprint, draw three vertical lines down the center of the page, creating four columns. Label the two of the columns “reasons why” and two of the columns “negative effects.”
2. Ask participants to name some of the reasons why people use tobacco and alcohol (regardless of whether it’s “positive”—to be social—or “negative”—they are depressed). Then ask them to name some of the negative effects of tobacco and alcohol. Record their responses in each of the separate columns.

*Processing**(10 min)*

- What can you say about the two lists?
- Although the health hazards of using tobacco and alcohol have been well established, why don’t more people try to quit or abstain?
- Is smoking acceptable among your peers? Why or why not?
- Is alcohol acceptable among your peers? Why or why not?
- How ingrained are smoking and drinking in American culture?

Segue

Point out that through advertising and marketing, alcohol and tobacco have become a part of our everyday lives, regardless of whether or not we use these substances.

Main Activity: Sorting Ads**(70 min)***Procedure**(40 min)*

1. In advance, print out the 30 ads (15 alcohol, 15 cigarette). Or, if you prefer, you may print out a smaller number that all the participants analyze.
2. Create groups of five or six people. Give each group a sheet of newsprint and a marker. Divide the ads amongst the groups.
3. Instruct the participants to make two separate piles: one for the tobacco ads, one for the alcohol ads.
4. On newsprint, have the participants answer the following questions regarding their two piles:
 - What are some common images used throughout the ads in each of your two piles?
 - What demographic does the ad target?
 - Why would the targeted demographic be more interested in this ad than another demographic?
 - What messages do the images convey about tobacco and alcohol?
 - Do these ads have any influence over the common perceptions about alcohol and tobacco use?
5. Once they have finished, ask each group to pick a few ads that illustrate some of the conclusions that the group has drawn regarding tobacco and alcohol advertising.
6. Ask each group to comment on its sample ads and to share its conclusions with the larger group.

*Processing**(30 min)*

- How did it feel to analyze these advertisements?
- Were you surprised by any of the ads or comments that the other groups shared?
- What were some of the tactics used by the tobacco and alcohol advertisers? How do you feel about the tactics and approaches used?
- Do you think tobacco and alcohol advertising contributes to a culture in which smoking and drinking are acceptable?
- Which populations are most affected by advertisements like these?
- How easy is it to purchase these items if you are under age?
- Tobacco and alcohol companies often deny that they are trying to increase the sale of tobacco and alcohol to minors. Do you believe these claims? Why or why not?
- Besides youth, are any other communities targeted by tobacco and alcohol companies?
- Should youth be protected from the dangers of tobacco and alcohol? How? Whose responsibility is it? The government, parents, the companies, etc?
- What policies and organizations are in place to prevent the targeting of youth by alcohol and tobacco advertisers?



Points to touch on:

- In recent years, major tobacco companies have been sued for damaging public health. Investigations have revealed that tobacco companies have knowingly controlled nicotine levels in cigarettes to keep consumers addicted. Some significant settlements have resulted, particularly the Master Settlement Agreement.
- Some restrictions on tobacco advertising exist (e.g., ban on billboard and transit ads), but companies still have many opportunities to reach consumers (i.e., internet and printed ads). Companies can no longer use cartoon characters, like Joe Camel, which were viewed by many as a direct tactic to appeal to youth.
- While there are many restrictions here in the United States regarding explicit marketing of tobacco and alcohol to youth, companies are now going overseas and using practices that target young people.

Fast Facts from the Center for Disease Control and Prevention (Updated 2006):

(http://www.cdc.gov/tobacco/data_statistics/Factsheets/youth_tobacco.htm)

Read the following facts and statistics to the students and have them share their opinions about them.

- Twenty-three percent of high school students in the United States are current cigarette smokers—23% of females and 22.9% of males.
- Approximately 26% of whites, 22% of Hispanics, and 13% of African Americans in high school are current cigarette smokers.
- Eight percent of middle school students in this country are current cigarette smokers, with estimates slightly higher for females (9%) than males (8%).
- Nine percent of whites, 10% of Hispanics, 8% of African Americans, and 3% of Asian Americans in middle school are current cigarette smokers.
- Each day in the United States, approximately 4,000 young people between the ages of 12 and 17 years initiate cigarette smoking, and an estimated 1,140 young people become daily cigarette smokers.

Closure

(5 min)

Ask participants to share one word that describes their feelings on the workshop.

Reflection/Follow-up

- Ask participants to describe the first time they remember becoming aware of alcohol and tobacco. How often do they presently come into contact with people who smoke or drink? Have them think about where they see advertisements, posters, or other forms of media that promote tobacco or alcohol.
- Community Assessment. Conduct a community assessment in designated neighborhoods to document the number of liquor stores, stores that sell tobacco, and posters and billboards that promote alcohol or tobacco. Note the types of alcohol being promoted, (i.e., malt liquor, beer) and to whom it is targeted. Youth can take notes and, if possible, take photos. Create charts and posters which depict the number of items documented in each neighborhood. Then have the youth research related health problems in those neighborhoods and assess whether there is a correlation and whether neighborhood demographics (race, income, etc.) play a factor.

Resources

National Institute on Alcohol Abuse and Alcoholism:
<http://pubs.niaaa.nih.gov/publications/AA67/AA67.htm>

The Marin Institute
 Visit their website for more information on alcohol advertising and youth as well as facts and figures on alcohol and youth.
http://www.marininstitute.org/Youth/alcohol_ads.htm

Great American Smokeout: http://www.cancer.org/docroot/PED/PED_10_4_Great_American_Smokeout.asp

The Truth Campaign—tobacco awareness/education:
<http://www.thetruth.com>

Student Against Destructive Decisions—anti-drinking campaign:
<http://www.sadd.org>

Citizen's Committee for Children—health information by school district for New York City children:
<http://www.cccnewyork.org>

This workshop was adapted from the Global Kids Power of Citizenry Leadership Curriculum.



ALCOHOL: A COMMUNITY RESPONSE

(90 MIN)

Objectives

Participants will be able to:

- Explore the effects of alcohol consumption on young people.
- Discuss the effectiveness of existing laws regarding alcohol throughout the United States.
- Name some ways in which consumption of alcohol is encouraged among minors to their detriment.

Materials

- Alcohol True or False Quiz (one per participant)
- Handout of 10 Things You Need to Know About Alcohol (one per participant)
- Handout of Is That True or False? (one per participant)
- Handout of Town Hall Meeting—Benchmarks (one per small group)
- Newsprint and masking tape
- Pens
- Markers

Warm-Up: Alcohol True or False Quiz**(20 min)***Procedure**(10 min)*

1. Hand out the alcohol Is That True or False? quiz to participants and ask them to silently complete the quiz in five minutes.
2. When time is up, ask participants to describe the ease or difficulty they had in completing the quiz. Review the answers for each of the questions, but emphasize that they should focus on the information they learn and not how many answers they got correct.

Note: The answers for all the questions are all true.

*Processing**(10 min)*

- How did you do on the quiz? If you were able to score well, why do you think that was? Why might have others struggled?
- Were there any questions that you were surprised to hear are true?
- How much education do you receive on alcohol use and abuse? How does this compare with the advertisements you see regarding alcoholic beverages?
- What laws presently exist regarding alcohol? List these laws on the board or newsprint. Some laws include: drinking age, driving under the influence, consumption of alcohol in public spaces, and liquor licenses. What is the purpose of these laws? Why were they created?
- Do you feel that they are effective? Why or why not?
- What do people consider when creating laws regarding alcohol consumption?

Segue

After concluding the quiz, which should serve as a tool to introduce the topic of alcohol and some of its effects, begin to prep students for the next activity. Have students think about the different things that are considered when making a law. Inform them that the next activity will re-enact a scenario in which a committee is looking to the public to create a law regarding alcohol.

**Main Activity: Town Hall Meeting****(60 min)***Background Info for the Facilitator*

In this activity, the participants are to pretend that they have been invited to participate in a town hall meeting. The town hall meeting serves as a platform for the community to come together and share opinions and concerns on issues, while hearing those of others. This meeting will focus on alcohol.

Students will be designated roles in which they will represent a specific group or constituency with specific interests. One can also be assigned the role of town hall co-facilitator with you. Students should be informed that during the town hall meeting, they may have to argue for a position on the issue with which they personally do not agree.

Set the stage for the activity by informing everyone that the town has been experiencing challenges as it begins to grow larger and larger. For the last few months the town has been dealing with issues such as transportation, improving schools and creating more jobs. But on today's agenda is the issue of alcohol consumption and the laws that control it. At the moment there are no formal laws dealing the consumption of alcohol. People of all ages have been consuming alcohol at various locations, at odd hours of the day, and have caused some unwanted results. Decrease in job performance, addiction to alcohol, auto accidents, and increase in violence are a few of the things that some people state as a negative result of alcohol consumption. Responsible business owners and alcohol manufacturers believe differently, putting the blame on bad decision-making, poverty and greed, while also pointing out that alcohol is a big part of cultural celebrations and when used or sold responsibly, it generates good business for the town.

With this in mind, the town will be divided into four groups and will each be asked to look at four benchmarks in order to create laws to help the community. The town hall facilitator(s) will propose the four items (benchmarks) to the community and each group will have time to share and record their opinions on what they think of each benchmark. They are to come up with what they think is best for their own community and then be prepared to present their views to the rest of the town members.

*Procedure**(30 min)*

1. Break the class into four groups. Each group will represent one of the following:
 - Parents
 - Alcohol manufacturers (beer, liquor and wine companies)
 - Youth community (people under the age of 21)
 - Businesses that sell alcohol (bodegas, restaurants, bars, clubs and sport facilities)
2. Introduce the purpose of the Town Hall meeting by referring to the background information above. Inform each group that they will be handed a sheet stating four benchmarks. They are to come up with a proposed law for each one of them. They should think about what is best for all town members. *Note: It is suggested that you go over each benchmark and what each one signifies.* The benchmarks are as follows:
 - Age requirement
 - Advertising limit (Location of ads, billboards, how close to a school)
 - Consumption limit (How much can one drink before being considered impaired?)
 - Allocation of profits
3. Give students 15 minutes to discuss each benchmark and come up with proposed laws. They will present their ideas to the other town members.
4. Prepare a chart on the board or a large sheet of paper to record all the responses from the four groups. Ask each group to present their proposals and record their answers.
5. After all groups have presented their ideas, review the answers that have been recorded and thank them for participating in the town hall meeting.

*Processing**(30 min)*

- What was challenging or easy for people in doing this activity?
- How realistic are the answers?
- What do you think a committee or legislative body such as the New York City Council would consider based on these responses and proposals?
- How does our society differ from or resemble what happened in this activity?
- What role does alcohol play in our society? How might it differ from the way alcohol is used in other societies?
- What prevents people from acting responsibly when it comes to alcohol?
- What are the short- and long-term negative effects of alcohol consumption on communities as a whole?
- Review handout: “Things You Need To Know About Alcohol” and have a Q&A period.



Closure: Follow The Leader

(10 min)

Procedure

(10 min)

1. Pick one student to leave the classroom and wait out in the hall. While the participant is outside, instruct the group to stand in a circle.
2. Pick someone to be the “leader.” That person begins some type of motion and everyone in the group does exactly the same. The leader will keep changing the motion periodically but the group will try to work together so that no one can tell who the leader is.
3. Ask the student from the hallway to enter the room and stand in the middle of the circle. When in the circle, instruct them to try to guess who keeps changing the motion (the “leader”). The group makes this difficult by not looking directly at the leader—they should take their cue off of the person across from them instead.
4. The guesser gets three tries to figure it out.
5. The game continues until the leader is discovered or the three guesses have been used.

Reflection/Follow-up

- Have students create a fact sheet of their own on the effects of alcohol to be used as flyers or posters.
- Research policies on alcohol in other countries, as well as their rates for drunk driving related deaths. Compare to the United States’ policies.
- Contact the local City Council member or State Representative and inquire as to whether he or she holds any town hall or community meetings. Arrange for students to participate.
- Go to SADD’s website and view their suggestions for Public Service Announcements and alcohol-free proms: (<http://sadd.org/psa.htm>).

Resources

<http://www.understanding-alcoholism.com>

<http://www.drugrehabtreatment.com>

<http://www.cdc.gov/ncipc/factsheets/driving.htm>

<http://www2.potsdam.edu/hanson/dj/LawAndPolicy.html>

This workshop was adapted from the Global Kids Power of Citizenry Leadership Curriculum.

IS THAT TRUE OR FALSE?

1. _____ The term “proof” means the alcohol content of the beverage.
2. _____ Blood Alcohol Content of 0.10 and above is considered intoxicated in all states.
3. _____ United State Law has the age of 21 as the minimum drinking age.
4. _____ An estimated 7% of adults that are alcoholics in the United States.
5. _____ The three most important factors determining a person’s blood alcohol content are body size, amount of alcohol consumed, and rate of drinking.
6. _____ Foods with a higher fat content, such as meat and cheeses, will assist in alcohol absorption.
7. _____ Alcohol abuse and dependency are a major health problem in America.
8. _____ Laws regarding drunk driving vary from state to state.
9. _____ About 40% of teens who die in traffic accidents were involved in an alcohol related crash.
10. _____ If you’re around people who are drinking, you have an increased risk of being seriously injured, involved in car crashes, affected by violence, or to encounter a sexual assault.
11. _____ About 40 percent of all crimes are committed under the influence of alcohol.
12. _____ Drinking alcohol increases the likelihood that a teen will engage in risky unprotected sex, which can lead to STDs and AIDS.
13. _____ Teens who drink are more likely than other teens to attempt suicide.
14. _____ People who begin drinking before the age of 15 are four times more likely to become dependent on alcohol.

Sources: <http://www.understanding-alcoholism.com>; <http://www.DrugRehabTreatment.com>

Town Hall Meeting—Benchmarks

We would like to know how your group feels about the following four benchmarks. Look at each one and provide your answers.

1. Age Requirement to Consume Alcohol Yes No

At what age can people drink?

2. Advertising Limit Yes No

Will alcohol advertisements be allowed in your community?

How do you feel about athletes endorsing alcohol?

If advertising is allowed, how can the media (TV, radio, billboards) be used?

3. Consumption Limit Yes No

Will there be a limit to how much alcohol a person can consume?

How much alcohol can be consumed on a daily basis?

Any location restrictions?

4. Allocation of Profits from the Sale of Alcohol Yes No

If alcohol is sold, should a percentage of the profits go to fund other activities/programs or be allowed to go back to the industry?

Please provide the amount in percentage to equal 100%

Alcohol Companies _____

Substance Abuse Prevention _____

Rehabilitation Centers _____

More Advertisements _____

Other (please specify) _____

Things You Need to Know About Alcohol

1. Alcohol is the most socially accepted addictive substance in the world.
2. Blood Alcohol Concentration (BAC) is a measurement of how much alcohol is in one's blood.
3. Alcohol dehydrates you—it does not quench thirst, it actually makes you more thirsty. Alcohol is also extremely high in empty calories.
4. Drinking alcohol while you are pregnant can cause permanent brain damage and often causes physical deformations in babies. FAS (Fetal Alcohol Syndrome) and PFAS (Partial Fetal Alcohol Syndrome) are devastating disorders that often render their victims unable to function in society or to care for themselves in socially acceptable ways; many of these children grow up to commit suicide or end up living in the criminal justice system.
5. Alcohol causes varying degrees of the following side effects in EVERYONE who uses it: dullness of sensation, lowered sensory motor skills, lowered reactive or reflexive motor responses, impaired thought processes, impaired memory, impaired judgment, sleep or sleeplessness, and in extreme cases can cause coma and death.
6. When an alcoholic beverage is ingested, a full 20% of the alcohol immediately enters the bloodstream by penetrating the wall of your stomach. Drinking on a full stomach can slow this process.
7. Many people mistakenly believe alcohol is a stimulant, like coffee, when it is in fact a depressant.
8. One of the first things to go when you have been drinking alcohol is your sense of good judgment and your inhibitions.
9. Alcohol can cause the following behaviors: aggression, sexual openness, excessive talking, spilling secrets, lying, phony friendliness and quick tempers.
10. A “hangover” is what happens when your body enters alcohol withdrawal, and the headaches you get are caused by extreme dehydration of your brain. Your brain is literally being pulled away from your skull, leading to throbbing aches and sharp pains at attachment points like the temples and base of the neck.
11. Research has shown that there are factors that influence alcohol consumption more than laws. The availability of alcohol determines the extent to which it will be consumed; availability causes people to drink more. The quantity of alcohol consumed (rather than the speed with which it is consumed, the purpose for which it is consumed, the social environment in which it is consumed, etc.) determines the extent of drinking problems. Educational efforts should stress the problems that alcohol consumption can cause and should promote abstinence.

WHAT'S IN THE SMOKE?

(60 MIN)

Objectives

Participants will be able to:

- Identify different effects that nicotine addiction may have on a person.
- Understand the impact of smoking on the human body.
- Identify the levels of tobacco use globally.

Materials

- Copies of the Nicotine Quiz (one per participant)
- One set of Cause Cards for each team, printed on index cards, prepared in advance
- Tape
- Pencils
- Copies of The Smoking Effect picture (one per small group)
- Copies of Tobacco Use Around the World and Nicotine: Q&A handouts (one per participant)
- Optional—Answer Keys for the Quiz and the Matching Game

Key Terms (sources vary)

- *Nicotine*: a colorless, poisonous alkaloid, $C^{10}H^{14}N^2$, derived from the tobacco plant and used as an insecticide. It is the substance in tobacco to which smokers can become addicted. (<http://www.dictionary.com>)
- *Acetylcholine*: a chemical in the body that carries messages between the nerves and muscles; one of the neurotransmitters. (<http://www.cnn.com/HEALTH/library/BN/00023.html>)
- *Dopamine*: a chemical substance, a neurotransmitter, found in the brain that regulates movement, balance and walking. (<http://www.ukhealthcare.uky.edu/patient/glossary/glossary-d.htm>)
- *Carbon monoxide*: A colorless, odorless, poisonous gas, produced by incomplete burning of carbon-based fuels, including gasoline, oil and wood. Carbon monoxide is also produced from incomplete combustion of many natural and synthetic products. For instance, cigarette smoke contains carbon monoxide. When carbon monoxide gets into the body, the carbon monoxide combines with chemicals in the blood and prevents the blood from bringing oxygen to cells, tissues, and organs. The body's parts need oxygen for energy, so high-level exposures to carbon monoxide can cause serious health effects with death possible from massive exposures. Symptoms of exposure to carbon monoxide can include vision problems, reduced alertness, and general reduction in mental and physical functions. Carbon monoxide exposures are especially harmful to people with heart, lung and circulatory system diseases. (<http://uscg.mil/>)
- *Addiction*: the state of being enslaved to a habit or practice or to something that is psychologically or physically habit-forming, as narcotics, to such an extent that its cessation causes severe trauma. (<http://dictionary.com>)

Warm-Up: Nicotine Quiz**(20 min)***Procedure**(10 min)*

1. Distribute a copy of the Nicotine Quiz and a pencil or pen to each participant.
2. Instruct participants to complete the quiz to the best of their ability. The quiz will not be collected or graded. Give them five to seven minutes to complete the quiz. Ask for a participant to keep time.
3. Review each question and answer as a group. Participants can grade their own paper.
4. Distribute Answer Key at the end of the activity.

*Processing**(10 min)*

- Which questions did you find to be easy/difficult? Why?
- What are some important facts that can be learned from this quiz? Ask for a volunteer to write these key points on the board.
- Is there awareness of these facts and information in the public and among youth? Why or why not?

Segue

Tell participants that it's important to remember that tobacco is addictive and that along with nicotine, there are numerous chemicals and additives in a typical cigarette. Ask them: What do you think is going through the mind of someone who starts to smoke? What is he or she thinking while taking the first few puffs? Have a volunteer write some of the responses down. Tell participants that you will go back to this question after you complete the next activity which examines the different effects of nicotine, tobacco and smoking on people.



Main Activity: Cause & Effect

(35 min)

Procedure

(20 min)

1. Set up the room. On one end of the room, post The Smoking Effect picture up on the wall or blackboard, one per group. On the opposite side of the room, have tape on the floor to resemble a starting line.
2. Divide the class into small groups of five to seven participants each.
3. Designate an area for each group behind the line and across the room from one of The Smoking Effect pictures. Make sure there is a fair amount of space between the teams and their corresponding picture.
4. Now explain the objectives and rules. Their objective in this activity is to match the Cause Cards and effects together in the given time.
5. Inform students that each group will receive tape and a set of seven Cause Cards. Each Cause Card must be matched up with its corresponding effect located on The Smoking Effect picture. They must tape each Cause Card next to the word that describes the resulting effect the term would have on a person. For example, the Cause Card that has the word “dopamine” must be matched next to the effect that states “feelings of pleasure.”
6. Before students go up and tape their Cause Cards, inform them of a few obstacles. Only two students from each team can come to the board or wall and tape the Cause Cards at the same time. All team members may talk together and strategize their plans, but once the two members cross the line, there is no more talking for anyone (including the two representatives).
7. Once the two representatives are done matching the Cause Cards to their effect, they are to go back to their teams and wait to hear their teams’ results.
8. At this point, check to see if all Cause Cards are matched up appropriately with the corresponding effects. At the same time, inform each team how many matches they have correct, but do not tell them which ones are correct or wrong.
9. Once all teams have been checked, repeat the round with each team sending two different representatives to correct the ones that they believe are matched incorrectly.
Note: Students should be informed that some of the matches that are correct may be accidentally switched, therefore ending up with more incorrect matches and making the challenge even more difficult.
10. Continue this process until every team gets all the matches correctly, or time permits.

Processing

(15 min)

- How easy or difficult was it to complete this activity and why?
- What were some strategies that teams came up with in order to achieve the goal?
- Were there some terms or pieces of information that people did not know? (Review the key terms.)
- Let’s now review the final phase and look at the causes and effects. Are people thinking about these effects when they begin to smoke? Why is it hard for them to stop?
- Why is smoking so widespread? Is it a problem in your school or community?

- What are the implications on our society?
- Distribute handouts and review:
 - o Tobacco Use Around The World
 - o Nicotine: Q&A

Closure: One Thing You've Learned

(5 min)

Ask participants to stand in a circle and each share one thing that they learned from the workshop.

Further Action/Resources

Action

- Ask students to reflect in their journal on why smoking is attractive to some people. Then, ask them to debunk those reasons with factual information they have learned. For example, one reason may be that people think that smoking relaxes them, yet in fact, it increases heart rate. When were they first conscious of what smoking is? Who around them smoked when they were young children? What was the effect, if any?
- Survey peers as to what they think is in a typical cigarette. Then research the actual ingredients, chemicals and additives that they are comprised of. Find a way to share the results with peers through posters or other creative forms.
- Visit <http://www.truth.org> to view their public awareness campaign materials. Analyze the style and techniques used by Truth. Have participants create their own public service announcements using video or drama.
- Have students create a survey exploring the issue of tobacco use among students. Research teenage smoking statistics and compare to survey results. Use these results as a peer education tool in the school.
- Research laws regarding sales of tobacco to minors. Conduct a series of “spot checks,” going to various stores to see whether or not they check for identification to confirm age. Tally your results and write an opinion piece for your school newspaper regarding what you found.

Resources

Nicotine Information:

http://www.philipmorrisusa.com/en/product_facts/tar_nicotine/tar_nicotine_resources.asp

Nicotine as a drug: <http://www.drugs.com/nicotine.html>

National Institute on Drug Abuse: <http://www.nida.nih.gov/>

World Health Organization: <http://www.who.int/en/>

Encyclopedia: <http://en.wikipedia.org/wiki/Nicotine>

This workshop was adapted from the Global Kids Power of Citizenry Leadership Curriculum.

Nicotine Quiz

<p>1. Tobacco use contributes to approximately _____ deaths in the United States each year.</p> <ul style="list-style-type: none">a) 50,000b) 100,000c) 500,000	<p>6. Cigarette smoke contains _____ chemicals.</p> <ul style="list-style-type: none">a) 4,000b) 1,000c) 400
<p>2. Levels of nicotine may be found in _____.</p> <ul style="list-style-type: none">a) tomatoes and eggplantsb) cigarettesc) potatoes and coca plantsd) all of the above	<p>7. Cigarette smokers are addicted to: _____.</p> <ul style="list-style-type: none">a) tarb) carbon monoxidec) nicotine
<p>3. Smokers crave cigarettes because they _____.</p> <ul style="list-style-type: none">a) like the smell of cigarette smokeb) are addicted to nicotinec) like the way cigarettes make them look	<p>8. After a puff of a cigarette, nicotine is in the brain in _____ seconds.</p> <ul style="list-style-type: none">a) 8b) 18c) 80
<p>4. Smoking cigarettes changes _____.</p> <ul style="list-style-type: none">a) the amount of a brain chemical that allows us to experience pleasureb) the amount of blood that flows to the brainc) the number of things we worry about	<p>9. In the brain, nicotine locks into receptors on neurons, making the smoker feel _____.</p> <ul style="list-style-type: none">a) irritableb) sleepyc) alert and satisfied
<p>5. After smoking cigarettes for a while, the smoker _____.</p> <ul style="list-style-type: none">a) needs less nicotine to get the same feeling from smokingb) needs more nicotine to get the same feeling from smokingc) doesn't notice any change in how much nicotine they need.	<p>10. After a while, the brain shuts down some receptors so a smoker needs a cigarette _____.</p> <ul style="list-style-type: none">a) to stop cravingsb) just to feel normalc) both a and b

Answer Key: Nicotine Quiz

1. C: Tobacco use causes more illnesses and death than all other addictive drugs combined. Nicotine is the drug in tobacco that is responsible for addiction and keeps people smoking despite harmful effects.
2. D: Nicotine is an alkaloid, naturally occurring organic compound found in various families of plants, but predominantly in tobacco, and in lower quantities in tomatoes, potatoes, eggplants (aubergine), and green peppers. Nicotine alkaloids are also found in the leaves of the coca plant. Nicotine constitutes 0.3% to 5% of the tobacco plant by dry weight, with biosynthesis taking place in the roots, and accumulating in the leaves.
3. B: Nicotine, the drug in tobacco cigarettes, is highly addictive. It causes changes in the brain that give smokers a strong appetite for cigarettes.
4. A: Nicotine boosts the amount of a brain chemical called dopamine. At first, this produces feelings of pleasure. But soon, the smoker needs nicotine just to feel normal.
5. B: After nicotine causes floods of brain chemicals, the brain starts to make less of the chemicals. So a smoker soon needs to smoke more to get the effects that one cigarette used to provide.
6. A: The addictive drug nicotine is only one of 4,000 chemicals in cigarette smoke. Many of them, such as tar and carbon monoxide, are toxic and cause diseases such as cancer.
7. C: Smokers are addicted to the nicotine in tobacco. However, both tar and carbon monoxide are toxic chemicals causing many health problems.
8. A: After a smoker inhales cigarette smoke, nicotine enters the blood in the lungs, goes through the heart and is pumped to the brain—a journey that takes only eight seconds.
9. C: Nicotine is similar in size and shape as brain chemicals that regulate feelings of alertness and pleasure or satisfaction.
10. C: Smokers have changed the way their brains work, so that they crave cigarettes as a way to make them feel normal. Without nicotine, smokers feel irritable and depressed.

Matching Activity: Cause & Effect Answer Key

Acetylcholine—Raises heart rate

Tar from cigarette smoke—Lung cancer

Smoke daily—Craving for cigarettes

Dopamine—Feelings of pleasure

Stop Smoking—Irritable feelings

Nicotine—Addiction to nicotine

Carbon monoxide from smoke—Heart disease

Nicotine: Q&A

What's the #1 reason smokers keep smoking?

Nicotine. It's a stronger addiction than most people realize.

Almost 15 million smokers try to quit each year, yet less than 5% reach their one-year anniversary. For these smokers the key to stopping may seem elusive. But the facts of nicotine addiction are no mystery.

What is nicotine?

Nicotine is an alkaloid, a naturally occurring organic compound found in various families of plants, but predominantly in tobacco, and in lower quantities in tomatoes, potatoes, eggplants (aubergine), and green peppers. Nicotine alkaloids are also found in the leaves of the coca plant.

Nicotine constitutes 0.3 to 5% of the tobacco plant by dry weight, with biosynthesis taking place in the roots, and accumulating in the leaves. It is a potent neurotoxin with particular specificity to insects; therefore nicotine was widely used as an insecticide in the past and may still be found in use today.

What can nicotine do?

Although nicotine is a very common stimulant (one of the most popular in the world, along with caffeine), it is also overlooked as one of the most toxic substances known to man. In fact, a mere 60 mg could kill a healthy adult. In high doses, its properties mimic those of cocaine in potency.

In lower concentrations (an average cigarette yields about 1 mg of absorbed nicotine), the substance acts as a stimulant in mammals and is one of the main factors responsible for the dependence-forming properties of tobacco smoking. According to the American Heart Association, "Nicotine addiction has historically been one of the hardest addictions to break." Nicotine is one of the most addictive substances known to man. In heavy smokers, the addiction can be comparable to the extremely potent drugs cocaine and even heroin in terms of addiction intensity.

Why is nicotine so addictive?

Cigarettes are a very efficient drug-delivery system. Each puff on a cigarette sends nicotine to the brain within ten seconds. Immediately, we feel more alert and calm, sometimes euphoric. It feels good, so we have another puff, and another. Soon the brain's chemical structure actually changes. It becomes hooked into wanting more and more nicotine to make the effects last. Just think: if a typical pack-a-day smoker takes ten "hits" off each cigarette, that's 200 "hits" of nicotine to the brain each day.

You may wonder how products that contain therapeutic nicotine can help smokers quit. Therapeutic nicotine products, such as gum, patches, lozenges, and inhalers, deliver controlled amounts of nicotine at a slower, less intense pace than cigarettes, relieving cravings while allowing smokers to gradually wean themselves from nicotine addiction.

How can one avoid getting hooked on smoking or addicted to nicotine?

Don't start the habit of smoking. You can save years of your life and money in your pocket.

Created by Global Kids Inc.: <http://www.globalkids.org>

Resources: <http://www.way2quit.com/Nicotine.aspx>

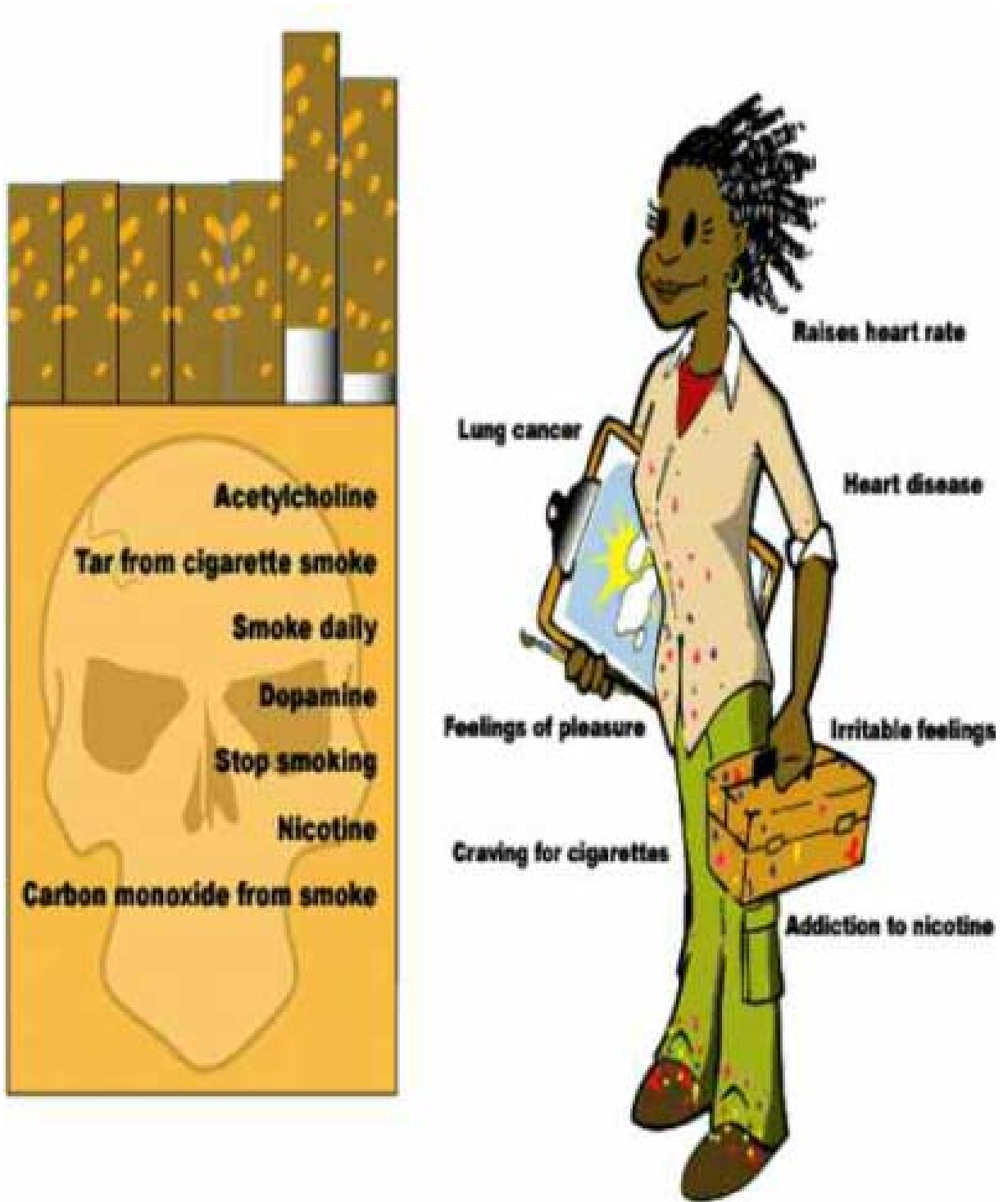
Tobacco Use Around The World

The most striking thing about tobacco use in the world is the enormity of it. Taking cigarettes alone:

- Global cigarette production continues to increase dramatically, from 1,686 billion cigarettes in 1950 to 5,604 billion in 2002. The magnitude of tobacco consumption in Asia and China in particular is mind-boggling.
- More than 300 million men smoke in China (70% of men)—more than the entire population of the United States, and they consume 30% of the world's cigarettes each year.
- In many countries (particularly in Asia, Africa and the Middle East), smoking is largely a male past-time, with male smoking rates at about ten times those in women. With these marked sex differences in smoking in some countries factored in, around a billion men smoke around the world. Sweden is the only country in the world that has had consistently higher female than male cigarette smoking rates over the past ten years.
- In countries like the UK, USA and Australia there is a clear linear relationship between smoking rates and education/socioeconomic status, with smoking rates being much higher in the poorest, least educated sections of society.
- In southern European countries such as Greece, female university students are more likely to smoke than young women not attending university. Amazingly, in some countries (i.e., Turkey and Bulgaria), the smoking rates are higher among health professionals than in the general population. In China 57% of male doctors smoke!
- The China National Tobacco Corporation is the biggest tobacco company in the world, having a monopoly in China as part of the Chinese government, and therefore having about a third of the global tobacco market.
- There are 5 major multinational tobacco companies with significant global market shares: Altria (Philip Morris): 17.6%, British American Tobacco (15.1%), Japan Tobacco Inc. (9.5% including the recent take-over of Gallaher Group PLC), Imperial Tobacco Group (3.6%) and Altadis (2%). In 2004, Philip Morris sold \$57 billion worth of cigarettes in over 160 countries.
- Interestingly, in 2003, 851 billion cigarettes were reported as being exported around the world but only 664 billion were reported as being imported. Unless we are exporting to aliens on another planet, almost 200 billion cigarettes went “missing” in the process!
- Australia is one of the world leaders in tobacco control, with an adult smoking prevalence of around 17.6% (as compared with around 26% in UK and around 22% in USA).

For info on global tobacco: http://www.cancer.org/docroot/AA/content/AA_2_5_9x_Tobacco_Atlas.asp

The Smoking Effect



Cause Cards

Please make one set of Cause Cards for each group. You may print or paste each word on index cards or on separate pieces of paper.

Acetylcholine

Tar from cigarette smoke

Smoke daily

Dopamine

Stop smoking

Nicotine

Carbon monoxide from smoke



OBESITY: HOW MUCH IS TOO MUCH?

(70 MIN)

Objectives

Participants will be able to:

- Identify health risks connected with obesity, such as diabetes, high blood pressure, and heart disease.
- Explore why obesity is a growing problem in certain communities throughout New York City and the world, especially among communities of color.
- Discuss how globalization and changing diet and lifestyle plays a role in rising global obesity rates.

Materials

- Newsprint
- Markers
- Masking tape for beginning and finish line for main activity (see procedure on Race for Knowledge activity)
- Race for Knowledge Question and Answer sheet for activity
- Obesity and the Facts and Obesity in the World handouts (one per participant)

Key Terms (<http://www.dictionary.com>)

- *Obesity*: a condition characterized by excessive body fat.
- *Overweight*: to exceed a standard set weight.
- *Epidemic*: a temporary prevalence of a disease; an element affecting many persons at the same time, and spreading from person to person in a locality where the disease is not permanently prevalent.
- *BMI (Body Mass Index)*: a number that shows body weight adjusted for height. (BMI can be calculated with simple math using inches and pounds, or meters and kilograms. For adults aged 20 years or older, BMI falls into one of these categories: underweight, normal, overweight, or obese. BMI for Children and Teens based on gender and age specific charts. Personal BMI can be calculated at <http://www.cdc.gov>. According to the New York City Department of Health website, an adult with a BMI between 25 and 30 is classified as overweight (for example, a person who weighs 170 lbs and is 5'9" would be considered overweight). An adult with a BMI of 30 or greater is classified as obese (for example, a person who weighs 204 lbs and is 5'9" would be considered obese).
- *Calorie*: a unit of energy equal to the amount of heat needed to raise the temperature of one gram of water by one degree Celsius or a quantity of food capable of producing such an amount of energy.

Warm-Up: Name Game—What's Your Snack?**(15 min)***Procedure**(5 min)*

1. Ask participants to sit in a circle and share their name, along with their favorite snack.
2. Go around until everyone in the circle has shared his or her information.

*Processing**(10 min)*

- What were some food items that were mentioned? Record some responses on newsprint.
- What makes food items healthy or unhealthy? Create two separate lists.
- How much thought do you give to what you eat, particularly your snacks? Why is this important?
- Why is obesity an issue that has been brought to the forefront recently?

Note: Participants will most likely identify weight gain and obesity as an important reason for being conscious of what one eats. Provide the definition and differentiate between obesity and overweight. Also, it is important that as the facilitator, you are sensitive to the fact that some of the participants may be overweight. You will need to ensure that this topic is handled tactfully and that the group is respectful of one another.

Segue

Tell participants that there is an growing epidemic of obesity and overweight people world-wide, and that in New York City, the problem is particularly acute in certain racial/ethnic communities and among children. Obesity can be a sensitive topic so it is especially important to be respectful as we talk about it further. Today's activity will explore the subject of obesity and its effect on the world and the human body.



Main Activity: Race for Knowledge

(45 min)

Procedure

(25 min)

1. Prior to the workshop, designate a starting line and a finish line with masking tape at opposite ends of the room. At the finish line, post four pieces of newsprint across the wall next to one another.
2. Divide participants into groups of five or six, creating four groups. Ask each group to line up at the starting line, opposite one of the pieces of paper posted past the finish line. Explain that they are now going to play a game called Race for Knowledge. This game will require each group to work as a team to answer the questions that you will ask. Give each team a marker.
3. Tell them that you will read a question or statement. Once you finish, one person from the group has to run up to the newsprint paper across the room and write down the answer to the question. Before that person leaves the starting line, he or she may confer with the group members to get the answer. Once the representatives have passed the starting line, communication is not allowed between the student and his or her group.
4. Every group that answers the question or statement correctly receives a point. (This allows the teams to focus on getting the right answer rather than on writing it down quickly.)
5. Explain some additional rules:
 - If the answer is in multiple-choice form, the participants must write down the chosen letter and the answer that corresponds to it.
 - If the question is not multiple-choice then the spelling of the answer must be close enough so as to discern the word or answer.
 - Everyone in the group must go at least once before a participant can go again.
6. Ask the groups if they have any questions. If not, proceed to ask the first question from the Race for Knowledge list provided. Once the responses are written down, provide the correct answer along with any corresponding information on the answer key.
7. Continue the process until you have asked all the questions. Tally the correct answers to see which group scored the highest. Congratulate all the groups because the Race for Knowledge can benefit everyone.

Processing

(20 min)

- What was it like doing this activity?
- How did your group work together to answer the questions?
- What information surprised you?
- Why do you think obesity is becoming such a problem? Is it more of a problem in some communities? Why?

- Review the following New York City statistics from *Vital Signs: A Report from the New York City Community Health Survey*, conducted by the NYC Department of Health in 2003 (www.nyc.gov/html/doh/downloads/pdf/survey/survey-2003obesity.pdf):
- More than half (53%) of New York City adults—2.8 million people—are overweight or obese.
- 18% of the city’s adult population—980,000 people—are obese.
- Obesity levels among adults are highest in the Bronx (24%), followed by Brooklyn (21%), Staten Island (18%), Queens (16%), and Manhattan (13%).
- In some neighborhoods, as many as one in four adults are obese: Central and East Harlem, the South Bronx, East New York, Flatbush-Canarsie-Flatlands, Bedford Stuyvesant-Crown Heights, and Williamsburg-Bushwick.
- Obesity is more common among older adults, women, African-Americans and Hispanics, and the poor.
- Do these statistics reflect what you see on the street? Why or why not? Is this information new to you? If it is, how does this information make you feel?
- What are some of the contributing factors? What influences how we eat and what we eat?

Points to touch upon

- While genes are important in determining a person’s susceptibility to weight gain, energy balance is determined by calorie intake and physical activity. Thus societal changes and worldwide nutrition transitions are driving the obesity epidemic.
- Economic growth, modernization, urbanization and globalization of food markets are just some of the forces thought to underlie the epidemic.
- As incomes rise and populations become more urbanized or industrialized, diets high in complex carbohydrates (like rice and beans, fish, etc.) give way to more varied diets with a higher proportion of fats, saturated fats and sugars. At the same time, large shifts towards less physically demanding work have been observed worldwide. Moves towards less physical activity are also found in the increasing use of automated transport, technology in the home, and more passive leisure pursuits.
- In many schools, fast-food companies have co-opted the lunch program, and children have ready access to soft drinks and snack machines. These snacks and soft drinks, when consumed on a regular basis, result in unhealthy eating habits. Many communities might also lack access to fresh produce and healthy foods, while cheap fast food is readily available.
- Distribute the Obesity and the Facts and Obesity in the World handouts and review as time allows.

Closure: One Way

(10 min)

Go around the circle and have each participant state one way they could support each other to eat more healthy.



Reflection/Follow-up

- Tell participants to go online to calculate their BMI at <http://www.cdc.gov>.
- Ask students to list in their journal one personal goal regarding health, nutrition, and fitness for the next:
 - o 24 hours
 - o the next week
 - o the next few months
 - o next year
- Ask students to share some of the things they wrote down. Are they willing to check in as a group as to their success in meeting their goals?
- Have students create their own fact sheet on obesity and healthy eating, which may then be turned into a poster or flyer.
- Have students create a survey for students in their schools on eating habits, exercise patterns, understanding of obesity, and related issues.
- Conduct a community assessment that examines number of fresh produce stores, fast food restaurants, parks/recreation areas, fitness clubs/gyms, and other places that impact health and fitness. Research obesity rates in their community, and compare to other neighborhoods in New York City. Examine whether there is a link between obesity, poverty, and race/ethnicity.
- Research whether there is a greenmarket or Community Supported Agriculture (CSA) cooperative in the neighborhood. Contact Just Food at <http://www.justfood.org> to learn more about these opportunities.

Resources

NYC Department of Health Report on Obesity:

<http://www.nyc.gov/html/doh/html/cdp/cdp-obesity.shtml>

World Health Organization:

<http://www.who.int/mediacentre/factsheets/fs311/en/index.html>

Health in Schools:

<http://www.healthinschools.org/Educators-and-Families/Parents/Learn-Now/Obesity.aspx>

Healthy Nutrition:

http://www.healthgoods.com/Education/Nutrition_Information/ Nutrition_Information.htm

Obesity & Children: http://www.kidshealth.org/teen/food_fitness/dieting/obesity.html

This workshop was adapted from the Global Kids Power of Citizenry Leadership Curriculum.

Race for Knowledge Questions

1. The country with the highest number of overweight or obese children is...

A. France

B. USA

C. UK

D. South Africa

B—Globally, one in ten children are overweight or obese. In Europe, this is one in five, and across the Americas, this number reaches almost one in three.

2. What country has the lowest obesity rate in the world?

A. China

B. Japan

C. France

D. Mexico

B—Reports show the average intake of calories for those living in Japan is about 1,988. A person gains weight when their calorie intake exceeds the number of calories they burn. A typical Japanese diet focuses on small portions of rice, grains, and fish. Portion control is what helps keep calorie intake under control. Countries that have attitudes of “bigger is better” and “super-sizing” their meals consume meals with more calories.

3. To determine whether someone is overweight or obese, BMI is calculated. BMI stands for...

A. Bad Management Intake

B. Better Make Ingestion

C. Body Mass Index

D. Body Mass Indigestion

C—Body Mass Index is a number that shows body weight adjusted for height. BMI can be calculated with simple math using inches and pounds, or meters and kilograms. For adults aged 20 years or older, BMI falls into one of these categories: underweight, normal, overweight, or obese. BMI for children and teens is based on gender and age specific charts. You can go to <http://www.cdc.gov> to calculate your BMI.

4. What is the recommended daily calorie intake?

A. 3000

B. 2000

C. 1000

D. 2500

B—The recommended daily calorie intake varies from person to person, but there are guidelines for calorie requirements you can use as a starting point. However, a guide for most people is 2000 calories a day. How many calories are needed each day can vary greatly depending on lifestyle and other factors. Factors that affect your personal daily calorie needs include your age, height and weight, your basic level of daily activity, and your body composition.

5. How many calories does it take to gain a pound?

A. 3500

B. 2000

C. 1000

D. 300

A—It takes about 3500 extra calories to gain one pound. In other words, if you need 2000 calories per day to maintain your healthy weight, you would have to eat an extra 3500 calories per day (5500 calories total!) to gain one pound a day. It's very unlikely that you'll eat that much or that you'll gain that much weight that quickly.

6. How many individuals suffer from obesity related problems in developing countries?

A. 115 million

B. 100 million

C. 200 million

D. 1 Billion

C—The obesity epidemic is not restricted to industrialized societies; this increase is often faster in developing countries than in the developed world and can co-exist with under-nutrition.

7. Obesity poses a major risk for developing:

A. Type 2 Diabetes

B. Heart Disease

C. Hypertension and Stroke

D. All of the above

D—Obesity poses a major risk for certain types of cancer. The health consequences range from increased risk of premature death to serious chronic conditions that reduce the overall quality of life. Of especial concern is the increasing incidence of child obesity.

8. How many calories are in a McDonald's Big Mac?

A. 300 calories

B. 925 calories

C. 560 calories

D. 450 calories

C—That is 28% of a 2000 calorie/day diet and doesn't include fries or soda.

9. According to the U.S. Department of Agriculture, at what age do children begin to consume more soft drinks than milk?

A. 6 years

B. 8 years

C. 10 years

D. 13 years

A—The data on school age children confirm that soft drink consumption outstripped milk consumption for all age and gender groups. Americans as a whole are consuming less milk and substantially more soft drinks than they were 25 years ago. Concerns have been raised about the potential impact of this trend on calcium intake. Soda has no nutritional value—it's just empty calories.

10. Obesity may lead to...

A. Heart Disease

B. High Blood Pressure

C. Breast & Colon Cancer

D. All of them

D—Heart disease—Nearly 70 percent of the diagnosed cases of cardiovascular disease are related to obesity.

High blood pressure—Obesity more than doubles one's chances of developing high blood pressure, which affects approximately 26 percent of obese American men and women. The annual cost of obesity-related high blood pressure is close to \$1.5 billion dollars.

Breast and colon cancer—Almost half of breast cancer cases are diagnosed among obese women; an estimated 42 percent of colon cancer cases are diagnosed among obese individuals. Obesity-related breast cancer and colon cancer account for 2.5 percent of the total costs of cancer, or \$1.9 billion dollars, annually.

11. A good way to avoid becoming overweight or obese is...

A. Exercise when possible

B. Watch what you eat on a regular basis

C. Stay physically active

D. All of the above

D—All of the above.

Obesity and the Facts

What Is Obesity?

Being obese and being overweight are not exactly the same thing. An obese person has a large amount of extra body fat, not just a few extra pounds. People who are obese are very overweight and at risk for serious health problems.

What Causes Obesity?

People gain weight when the body takes in more calories than it burns off. Those extra calories are stored as fat.

Is Obesity Hereditary?

Obesity can run in families, but just how much is due to genes is hard to determine. Many families eat the same foods, have the same habits (like snacking in front of the TV, getting little or no exercise, and eating heavy meals), and tend to think alike when it comes to weight issues (like urging children to eat a lot at dinner so they can grow “big and strong”). All of these situations can contribute to weight gain, so it can be difficult to figure out if a person is born with a tendency to be obese or overweight, or learns eating and exercise habits that lead to weight gain. In most cases, weight problems arise from a combination of habits and genetic factors. Certain illnesses, like thyroid gland problems or unusual genetic disorders, are uncommon causes for people gaining weight.

Also people are much less active today than they used to be, with televisions, computers, and video games filling their spare time. As lives become busier, there is less time to cook healthy meals, so more and more people eat at restaurants, grab takeout food, or buy quick foods at the grocery store or food market to heat up at home.

Who Is Overweight or Obese?

About 1.2 billion people in the world are overweight and at least 300 million of them are obese, even though obesity is one of the ten most preventable health risks, according to the World Health Organization. In the United States, more than 97 million adults—that’s more than half—are overweight and almost one in five adults is obese. Among teenagers and kids six years and older, more than 15% are overweight—that’s more than three times the number of young people who were overweight in the 1970s. At least 300,000 deaths every year in the United States can be linked to obesity.

How Can Obesity Affect Your Health?

Obesity in young people can cause illnesses that once were thought to be problems restricted to adults, such as:

- hypertension (high blood pressure);
- high cholesterol levels;
- liver disease; and
- Type 2 Diabetes, a disease in which the body has trouble converting food to energy, resulting in high blood sugar levels.

As they get older, people who are obese are more likely to develop heart disease, congestive heart failure, bladder problems, and, in women, problems with the reproductive system. Obesity also can lead to stroke, greater risk for certain cancers such as breast or colon cancer, and even death.

In addition to other potential problems, people who are obese are more likely to be depressed. That can start a vicious cycle: when people are overweight, they may feel sad or even angry and may eat to make themselves feel better. Then they feel worse for eating again. And when someone is feeling depressed, that person is less likely to go out and exercise.

How Can You Avoid Becoming Overweight or Obese?

The best way to avoid these health problems is to maintain a healthy weight. And the keys to a healthy weight are regular exercise and good eating habits. To stay active, try to exercise 30 to 60 minutes every day. Your exercise doesn't have to be hard core. Walking, swimming, and stretching are all good ways to burn calories and help you stay fit. Try these activities to get moving:

- Go outside for a walk.
- Take the stairs instead of the elevator.
- Walk or bike to places (such as school or a friend's house) instead of driving.
- If you have to drive somewhere, park farther away than you need to and walk the extra distance.
- Tackle those household chores, such as vacuuming, washing the car, or cleaning the bathroom—they all burn calories.
- Alternate activities so you don't get bored: try running, biking, or skating—the possibilities are endless.
- Limit your time watching TV or playing video games; even reading a book burns more energy.
- Go dancing—it can burn more than 300 calories an hour!

Eating well doesn't mean dieting over and over again to lose a few pounds. Instead, try to make healthy choices every day:

- Soft drinks, fruit juices and sports drinks are loaded with sugar; drink fat-free or low-fat milk, or water instead.
- Eat at least five servings of fruit and vegetables a day.
- Avoid fast-food restaurants. If you can't, try to pick healthier choices like grilled chicken or salads, and stick to regular servings—don't super-size!
- If you want a snack, try carrot sticks, a piece of fruit, or a piece of whole-grain toast instead of processed foods like chips and crackers, which can be loaded with fat and calories.
- Eat when you're hungry, not when you're bored.
- Eat a healthy breakfast every day.
- Don't eat meals or snacks while watching TV because you'll probably end up eating more than you intend to.
- Pay attention to the portion sizes of what you eat.

Obesity in the World

Obesity has become a global epidemic. This is not only a threat for wealthy nations but also for developing countries. Many of those developing countries now face the double economic burden of under-nutrition and over-nutrition.

The obesity epidemic is global and accelerating. Obesity has reached epidemic proportions globally, according to the World Health Organization (WHO) and the International Obesity Taskforce (IOTF). A rapid increase in child obesity is a telltale sign that this epidemic is far from over. Developing economies are catching up quickly with wealthy countries. Many of those developing countries now face the double economic burden of under-nutrition and over-nutrition occurring in parallel. This will lead to a disease burden, which the healthcare systems will not be able to deal with.

Alarming facts

- Worldwide, there are more than one billion overweight adults, at least 300 million of them obese.
- More than 50% of adults in western populations are overweight or obese.
- Developing countries show a wide range of obesity rates, often widely different for men and women.
- In the Philippines, the obesity rate is 4.4% for women and 2.1% for men. In Mexico, the obesity rate is 29% for women and 19% for men. In South Africa, obesity rates for women are 28% and 10% for men.
- Urban areas of many developing countries are the first to show an increase in overweight and obesity rates. In China, the average obesity rate is less than 5%, but some cities have obesity rates of about 20%.
- Globally one in ten children are overweight or obese. In Europe this is one in five, and across the Americas, this number reaches almost one in three.

What is going on in developing countries?

Surprisingly, obesity is not only restricted to wealthy nations. Rapid changes in diet and lifestyle resulting from industrialization, urbanization, economic development, and market globalization are having a significant impact on the nutritional status of populations in developing countries. Consumption of calorie-dense “western diets” is rapidly increasing. Mechanization of work and of tasks at home results in a more sedentary lifestyle. The resulting increase in calorie intake and decrease in energy expenditure (physical activity) leads to overweight and obesity. Overweight and obesity appears first amongst the wealthiest citizens of these countries. More and more adults and children follow as their economic power increases.

Economic growth slowed down

As countries develop, an increasing percentage of their population will move from under-nutrition to over-nutrition (consuming more food than necessary for normal growth and development, particularly foods high in calories or fat). These countries have to cope with the double economic burden of disease and disability due to under-nutrition and over-nutrition occurring in parallel.

About 60% of all deaths worldwide can be attributed to non-communicable diseases such as diabetes, cardiovascular disease and various forms of cancer. Two-thirds of deaths linked to these diseases now occur in the developing world.

Obesity significantly increases the chance of these non-communicable diseases. This will lead to a disease burden, which the healthcare systems are not able to deal with at the moment.

Source: World Health Organization



EAT TO LIVE: GOOD NUTRITION AS THE BUILDING BLOCKS TO A HEALTHY LIFE

(85 MIN)

Objectives

Participants will be able to:

- Explore what a well-balanced diet looks like.
- Discuss how nutrition affects peoples' health.
- Identify challenges to eating healthily.

Materials

- Newsprint (7 sheets) and markers (4) or blackboard and chalk
- Food for a Day handout and pens (one per participant)
- Calculator (optional—for tallying calorie totals)
- Masking tape

Key Terms (sources vary)

- *Nutrition*: the organic process of nourishing or being nourished; the processes by which an organism assimilates food and uses it for growth and maintenance. (<http://www.wordnet.princeton.edu>)
- *Healthy Diet*: according to the United States Department of Agriculture (USDA), a healthy diet is one that:
 - Emphasizes fruits, vegetables, whole grains, and fat-free or low-fat milk and milk products;
 - Includes lean meats, poultry, fish, beans, eggs, and nuts; and
 - Is low in saturated fats, trans fats, cholesterol, salt (sodium), and added sugars.
- *Calorie*: a unit of measure for the amount of energy released when the body breaks down food. (<http://www.webmd.com>)
- *Malnutrition*: lack of proper nutrition; inadequate or unbalanced nutrition. (<http://www.dictionary.com>)

Warm-Up: Daily Meal Plan Brainstorm**(20 min)***Procedure**(10 min)*

1. Write the words “Breakfast,” “Lunch,” “Dinner,” and “In-Between Snacks” as headings on either a chalkboard or sheets of newsprint.
2. Ask participants to think back to what they ate for each meal on the previous day, as well as any other times during the day. Write their responses in the appropriate column.

*Process**(10 min)*

- Looking at this list, what do you think of what people ate?
- Describe any patterns or similarities you see. Are there any important nutritional items (i.e., fruit or vegetables) missing from this list?
- Why did people eat the items they did? What influences our eating habits?
- How would you rate your diet/food intake yesterday: very healthy, so-so or unhealthy? Why?
- Why is it important to have a balanced diet?
- How conscious or aware do you think people are in regards to nutrition and eating healthy foods? What about your friends? Family? Community?

Segue

Explain that our diets have a tremendous impact on our health and well-being, and much of what we eat is influenced by our families, friends, lifestyle and culture, as well as what is available to us. Eating a balanced, healthy diet every day is not as easy as one may think and sometimes, we are not even aware of the sodium, fat, cholesterol, additives, processed substances, and other problem-causing ingredients in our food. The next activity will help us explore what it takes to formulate a healthy daily diet.

Main Activity: Our Daily Bread**(60 min)***Procedure**(40 min)*

1. Divide participants into four groups.
2. Give each participant a copy of the Food for a Day handout and a pen, as well as a sheet of newsprint and a marker.
3. Tell participants that, as a group, they must review the worksheet and plan out a day’s worth of healthy meals within a 2000 calorie range. In their planning, they must not skip any meals and must also include snacks for their day.
4. Tell them that they will have the actual calories of the food items revealed to them after they have selected their items.
5. They must come to a consensus and agree upon all the items on their list. After they have done so, have them re-write their day’s menu on the newsprint/chart paper.



6. After 20 minutes, have groups give a two-minute presentation explaining why they chose their items.
7. After all groups have gone, reveal the calorie amounts and have groups tally their individual caloric amounts to see if they are within the 2000 calorie range.

Processing

(20 min)

- How was it deciding what you would eat for the day?
- Were there any differences of opinions in your group about what constituted “healthy”?
- How similar is the menu you created to the foods you eat on a daily basis?
- When shopping for food, where can you find out how many calories are in the food you are buying?
- Being aware of caloric and fat content in foods can be very useful, but why might overzealousness be dangerous? Discuss eating disorders such as anorexia and bulimia. For more information, visit: <http://www.nationaleatingdisorders.org>
- Other than calories, what other things do you need to be aware of when trying to eat healthily? (Note: if participants cannot think of responses, mention sugar, cholesterol and fat content in foods, as well as nutritional content, i.e., vitamins, proteins, etc.).
- What challenges may prevent people from eating a balanced diet? Think both locally and globally.
- Is it possible to eat healthily with limited money? How?
- How might poor nutrition impact peoples’ lives? Think about physical and mental impacts.

Note: Poor nutrition and malnutrition contribute to a host of problems ranging from irritability, weight-loss and inability to focus, to death in extreme cases.

Closure

(5 min)

Have participants take turns stating one thing they are going to start doing to eat more healthily.

Reflection/Follow-up

- *Journaling.* In their journal, ask them to reflect on how we use food in our lives. We eat not only for sustenance, but to celebrate, deal with stress, and socialize. How does our food influence our health, and what is the long-term impact?

Ask participants to keep a food journal, to record what they eat over the next two days. Then, have them research the caloric, fat, sodium and nutritional content of what they ate, and determine whether these items constitute a healthy diet. Have them identify which items were processed or pre-packaged, and which were fresh or from scratch. Have them graph the sodium, fat and caloric content of one pre-packaged/fast food meal and one prepared from scratch and analyze whether there is any difference.

- *Research Project:* Research organizations that are working to promote healthy food consumption in New York City, such as Just Food and City Harvest. Learn more about the City Farms Project, which “encourages community gardeners to understand and appreciate the concepts of community food security, and to be motivated to grow, distribute, and market more food within their communities.” Visit one of the 30 city farms in the five boroughs, listed at: <http://www.justfood.org/cityfarms/>

Other resources for research:

Health.Gov: provides a sample seven-day menu of a healthy diet at 2000 calories and tips for healthy eating and shopping within guidelines:

<http://www.health.gov/dietaryguidelines/dga2005/toolkit/default.htm>

Learn to Be Healthy: a website that promotes good health in children and youth:

<http://www.learntobehealthy.org>

Other resources:

<http://www.howmanycaloriesin.com/>

<http://www.nlm.nih.gov/medlineplus/ency/article/000404.htm>

<http://www.shapefit.com/fastfood.html>

http://www.freedieting.com/tools/calories_in_food.htm

<http://www.cdc.gov> (search for “eating disorders”)

FOOD FOR A DAY WORKSHEET

(Participant Copy)

OBJECTIVE: Select a healthy menu for one day consisting of NO MORE than 2000 calories. Calorie amounts will be revealed at the end of the activity. Check off the items you will be selecting, then re-write your menu (including snacks) on chart paper in order (i.e., breakfast, lunch, snack, etc.).

 <p>Fruit</p> <ul style="list-style-type: none"> 1 Apple Strawberries Dates (1 cup) Banana (medium size) Watermelon (1 wedge) 	 <p>Vegetables</p> <ul style="list-style-type: none"> Sliced Avocado (skinless) Corn Kernels (1/2 cup, canned) Broccoli (1 cup) Carrots (1 cup) Baked Potato with Skin
 <p>Grains/Starches/Side Dishes</p> <ul style="list-style-type: none"> Spaghetti Quaker Vanilla Cinnamon Oatmeal (1 package) White Rice (1 cup) Brown Rice (1 cup) Mashed Potatoes w/gravy 	 <p>Sandwiches</p> <ul style="list-style-type: none"> Subway Tuna Fish Sandwich w/Light Mayo McDonald's Big Mac Peanut Butter Sandwich
 <p>Salads/Soups</p> <ul style="list-style-type: none"> Salad with Iceberg Lettuce, Cucumbers & Tomatoes McDonald's Chicken Salad w/Ranch Dressing Progresso Healthy Classics Garlic & Pasta Soup 	 <p>Meats</p> <ul style="list-style-type: none"> Pork Bacon (4 slices) Two Pieces of Roast Turkey Breast w/Skin Salmon (1 piece) Steak Meat Chili with Beans (1 cup) Fried Chicken, Drumstick or Dhigh (2 pieces)
 <p>Beans/Legumes/Vegetarian</p> <ul style="list-style-type: none"> Soyburger Pigeon Peas (1 cup) Kidney Beans (1 cup) Bacon Bits (meatless/1 tbs) 	 <p>Dairy</p> <ul style="list-style-type: none"> Scrambled Eggs (2) Cottage Cheese American Cheese (1 cup in cubes) Low-fat Milk (1 cup) Low-fat Fruit Yogurt (1 cup)
 <p>Miscellaneous</p> <ul style="list-style-type: none"> McDonald's Breakfast Burrito Muffin Plain Bagel (no butter) Pancakes w/Butter & Syrup Two Slices of Pizza Hut Super Supreme Pizza Chocolate cake 	 <p>Beverages/Drinks</p> <ul style="list-style-type: none"> Milk (1 cup) Coca-Cola (12 oz.) Tropicana Twister (orange, strawberry, banana) Cranberry Juice Kiwi Strawberry Snapple

FOOD FOR A DAY WORKSHEET

(Facilitator/Group Leader Copy)

OBJECTIVE: Select a healthy menu for one day consisting of NO MORE than 2000 calories—**Calorie amount in parentheses**. Check off the items you will be selecting, then re-write your menu (including snacks) on chart paper in order (i.e., breakfast, lunch, snack, etc.).

<p style="text-align: center;">Fruit</p> <p>1 Apple (52) Strawberries (46) Dates (1 cup, 490) Banana (medium size, 105) Watermelon (1 wedge, 98)</p>	<p style="text-align: center;">Vegetables</p> <p>Sliced Avocado (skinless, 160) Corn Kernels (1/2 cup, canned, 354) Broccoli (1 cup, 35) Carrots (1 cup, 52) Baked Potato with Skin (255)</p>
<p style="text-align: center;">Grains/Starches/Side Dishes</p> <p>Spaghetti (220) Quaker Vanilla Cinnamon Oatmeal (1 package, 104) White Rice (1 cup, 195) Brown Rice (1 cup, 218) Mashed Potatoes w/gravy (260)</p>	<p style="text-align: center;">Sandwiches</p> <p>Subway Tuna Fish Sandwich w/Light Mayo (525) McDonald's Big Mac (570) Peanut Butter Sandwich (350)</p>
<p style="text-align: center;">Salads/Soups</p> <p>Salad with Iceberg Lettuce, Cucumbers & Tomatoes (26) McDonald's Chicken Salad w/Ranch Dressing (570) Progresso Healthy Classics Garlic & Pasta Soup (100)</p>	<p style="text-align: center;">Meats</p> <p>Pork Bacon (4 slices, 172) Two Pieces of Roast Turkey Breast w/Skin (416) Salmon (1 piece, 206) Steak (576) Meat Chili with Beans (1 cup, 298) Fried Chicken, Drumstick or Thigh (2 pieces, 431)</p>
<p style="text-align: center;">Beans/Legumes/Vegetarian</p> <p>Soyburger (505) Pigeon Peas (1 cup, 203) Kidney Beans (1 cup, 219) Bacon Bits (meatless/1 tbsp, 33)</p>	<p style="text-align: center;">Dairy</p> <p>Scrambled Eggs (2, 180) Cottage Cheese (203) American Cheese (1 cup in cubes, 525) Low-fat Milk (1 cup, 105) Low-fat Fruit Yogurt (1 cup, 250)</p>
<p style="text-align: center;">Miscellaneous</p> <p>McDonald's Breakfast Burrito (320) Muffin (280) Plain Bagel (no butter, 360) Pancakes w/Butter & Syrup (520) Two Slices of Pizza Hut Super Supreme Pizza (620) Chocolate cake (235)</p>	<p style="text-align: center;">Beverages/Drinks</p> <p>Milk (1 cup, 146) Coca-Cola (12 oz., 140) Tropicana Twister (orange, strawberry, banana, 191) Cranberry Juice (137) Kiwi Strawberry Snapple (117)</p>



Service Project Ideas

- Conduct a “Food and Exercise Olympics,” which includes activities, games and information on nutrition, fitness, and health.
- Conduct a community assessment in designated neighborhoods to document the number of liquor stores, stores that sell tobacco, posters and billboards that promote alcohol or tobacco. Note the types of alcohol being promoted (i.e., malt liquor, beer) and to whom it is targeted. Youth can take photos and take notes. Create charts and posters that depict the number of items documented in each neighborhood. Then have the youth research related health problems in those neighborhoods and assess whether there is a correlation and whether neighborhood demographics (race, income, etc.) play a factor. Publish the findings and artwork in the school newspaper.

Based on their findings, youth can organize a number of projects to address substance use and abuse, such as peer education workshops in their school, health fairs with community partners, promoting an alcohol-free prom, or participation in the Great American Smoke-out, etc.

- Go to SADD’s website and view their suggestions for Public Service Announcements and alcohol-free proms. Use their suggestions or create your own PSAs by making a podcast or short video if equipment is available. Ask your local community access cable station or local radio station to play the PSAs.
SADD: <http://www.sadd.org/psa.htm#drinking>

- Over 59% of alcohol-related fatal car crashes among teens occur during prom season. Consuming alcohol impairs judgment regarding sexual activity as well. Organize an alcohol-free prom at your school. Download a brochure at:
http://www.cchealth.org/special/pdf/alcohol_awareness_month_2005_04.pdf

- Have students track and analyze what is served for school lunch, calculating the fat, salt, and nutritional value, as well as taste. Brainstorm ways in which they could work with the school food staff to develop new flavorful meals that are nutritionally sound.

- Conduct a project to promote awareness of Type 2 Diabetes, which is often brought on by being overweight or obese, and is more common in African-Americans, Latinos, Native Americans, and Asian/Pacific Islanders. Project activities could include organizing a community health fair, running workshops at schools and community centers, creating fact sheets and brochures, bringing in guest speakers and community health workers to take blood pressure readings, calculate BMI, and give diabetes risk quizzes.
<http://www.diabetes.org/risk-test.jsp>

The New York Times produced a multimedia series on obesity and diabetes which can be accessed at: <http://topics.nytimes.com/top/news/health/diseasesconditionsandhealthtopics/diabetes/index.html>

- Learn about the 50 million Pounds Challenge, an effort by the African-American community to address obesity. The challenge is to collectively lose 50 million pounds and reduce the very real risks that being overweight poses to the community. Visit <http://www.50millionpounds.com> and get a challenge toolkit. Use it to garner support in the community and sign people up for the challenge as a team.

- Create a community food directory. Now that the participants understand the importance of eating a healthy, well-balanced diet to maintain optimal health, they may now be challenged by how to eat healthy given limited food options in certain areas. As a group project, have them work on creating a healthy food directory. The directory can consist of three sections:
 - (1) Locations in the local area to buy healthy food options;
 - (2) Tips on how on to eat healthier while eating out (i.e., if you must eat at McDonald's, eat the salad and water instead of the Big Mac, fries, and soda);
 - (3) Healthy versions of favorite recipes (these can be from family members with healthy ingredients substituting any unhealthy ones).

Here are some websites they can use as recipe resources:

<http://allrecipes.com/Recipes/Healthy-Living/Main.aspx>

http://www.foodnetwork.com/food/lf_health/

http://www.fruitsandveggiesmorematters.org/?page_id=102

<http://www.kaboose.com/features/healthykids/snacks.html>

<http://www.parents.com/parents/category.jsp?categoryid=/templatedata/parents/category/ data/1179789669049.xml>

<http://www.kidscook.com>

- Volunteer for an agency that provides nutritional food items and meals for the homeless, poor, housebound, and people with AIDS such as City Harvest, Meals on Wheels, God's Love We Deliver, and the Food Bank.
- Organize Community Supported Agriculture (CSA) for their neighborhood. To learn more about CSAs, which bring fresh organic produce from local farms to specific communities, visit: <http://www.justfood.org>

Chapter 16

Environment

Introduction

Workshops:

What Is My Impact?

New York City's Trash Tales

The Heat Is On: An Introduction to Global Warming

Recycling and Sustainability

Water, Water Everywhere?

Service Project Ideas

Introduction

After years of largely being ignored by the general public, environmental issues have been brought to the forefront of public attention by the threat of global warming. “Going green” is not just a fad: it’s a must. Examining environmental issues as part of a service learning program provides an opportunity for the scaffolding of science content, civic participation skills and human rights issues in a tangible, practical way. Whether youth live in the city or suburbs, they are interacting with their natural surroundings on many different levels.

Young people have been among the most active and vocal groups concerned about the environment. Youth from around the globe have continuously reminded governments, corporations and international organizations of their responsibility to protect our habitat. Many have also taken on the challenge of educating their peers and communities about the myriad ways they can play their part in reducing their ecological footprints.

Global warming is a prime example of the intersection between global and local issues. Relationships such as those between economy and ecology translate into how things are produced from our natural resources, transported, marketed, consumed and disposed. Our consumer choices, and the great disparity between the consumption patterns of the rich and poor, continue to pose significant challenges that must be addressed to ensure a sustainable future.

Around the world, more people are moving to cities to seek economic opportunities or for environmental reasons such as land pressure and desertification. Urbanization, human population growth and migration have a big impact on our biodiversity, which is changing at a remarkable rate. In urban areas such as New York City, it is easy to forget just how critical it is to understand and appreciate environmental sustainability. In December 2006, Mayor Michael R. Bloomberg asked New Yorkers to present him with ideas to meet ten key goals for the city’s sustainable future. The resulting plan is slated to be the most innovative and ambitious attempt to enhance New York’s urban environment. By focusing on five key elements of the city’s environment—land, air, water, energy and transportation, the mayor hopes to make New York a model city for the 21st century. The plan, called PLANYC 2030, will also contribute to a 30% reduction in global warming emissions.

Everyone has the right to a safe, healthy and sustainable environment. American youth, including those in New York City, have been outspoken about the need to promote environmental justice alongside social and economic justice, both in their communities and in other parts of the world. They continue to highlight the connection between poverty, racism and environmental degradation.

Understanding the connection between local and global is especially significant when examining environmental issues. Due to globalization, matters of global significance continue to have a local impact and vice versa. Indigenous peoples such as the Ogoni in the Niger Delta region of Nigeria or the Bariwa and the Dow in the northwest of the Amazon rainforest have been exposed to several forms of environmental abuse as a result of oil exploration, deforestation and other commercial activities that can be linked to global consumption. The

consumption patterns of the United States are highest in the world, and what we do in this country often affects poor communities elsewhere, as well as in our backyards.

Creativity and innovation are the hallmarks of youth action. Young people tend to come up with innovative solutions and ideas to some of the most difficult challenges we face today. At the local level they have been creating community-based clubs, organizing rallies, distributing petitions, planting trees and cultivating community gardens. They have also managed to gain representation at most international conferences and summits on the environment by creating international networks and sharing information about how different problems affect their lives. The youth in Teen ACTION will no doubt find ways to address some of the critical issues across the five boroughs and in other parts of world.

Some useful information on environmental sustainability can be found at:

PLANYC 2030:

<http://www.nyc.gov/html/planyc2030/html/plan/plan.shtml>

<http://www.baobabconnections.org/>

United Nations Environmental Program—Tunza for Youth:

http://www.unep.org/tunza/youth/Conferences_Events/index.asp

Global Youth Action:

http://www.unep.org/tunza/youth/Action_Around-the_World/index.asp

New York City Environmental Justice Alliance:

<http://www.nyceja.org>

 WHAT IS MY IMPACT?

(85 MIN)

Objectives

Participants will be able to:

- Calculate their eco-footprint.
- Explore how human beings interact with and affect the environment.
- List changes they can make in their lives to benefit the environment and reduce the size of their eco-footprint and consumption of resources.

Materials

- Copies of the How Large Is Your Eco-Footprint worksheet (one per participant)
- Markers, crayons, or colored pencils
- One piece of scrap paper for every participant, numbered in ascending order, with a thick blue line representing a river, prepared prior to the workshop (see Warm-Up activity)
- Items which represent garbage (i.e., empty cans, scrap paper, empty snack bags, etc., enough for each participant, gathered in advance, or crumpled pieces of scrap paper as a substitution)

Key Terms (sources vary)

- *Ecology*: a branch of science concerned with the interrelationship of organisms and their environments. For this workshop, we can view ecology as the relationship between humans and the environment. (<http://www.merriam-webster.com>)
- *Ecological footprint*: a calculation that estimates the area of Earth's productive land and water required to supply the resources that an individual or group demands, as well as to absorb the wastes that the individual or group produces. (<http://www.pbs.org>)

Warm-Up: River Development**(40 min)***Procedure**(15 min)*

1. Before the activity, put one number on the back of each blank piece of paper in ascending order for as many participants as you have in your group. Make sure to write numbers on the back of the paper and write small.
2. On the front of each numbered sheet, draw a thick blue horizontal line that resembles a river.
3. At the start of the activity, distribute one sheet with a river to each student and provide markers, pencils, etc. for drawing.
4. Inform participants that they have all just inherited a plot of land—prime riverside real estate—that they can do with as they please.
5. Tell students to build whatever they want on this land. Maybe they just want to live there, so they can build a house. Maybe they want to build a business or put up a shopping mall to make a profit from the land.
6. Challenge students to think comprehensively about whatever they build. In other words, if they build a home, do they need a garage? Do they need parking lots? How many bathrooms will the structure have?
7. Ask students to be as detailed as possible and think of all the necessary components and infrastructure they will need for whatever they build, such as roads, sewers, electrical lines, etc.

*Processing**(25 min)*

1. At the start of the processing session, ask students to look for the number on the back of their sheet and line up the papers in order, creating one long river.
2. Additionally, ask them to sit in a circle in the same order as their papers.
3. One by one, ask students to discuss their land plots, sharing what they built and why.
4. After many students have shared, begin asking practical questions like:
 - What kind of garbage disposal system will you have on your land. How will you get rid of your garbage? Incineration? Trucks hauling it away?
 - What kind of recycling system, if any, do you plan to use, and who will pay for it?
 - Do you plan to be tapped into the city sewer system or will you use your own septic tank?
 - Do you have well water or treated water from the city?
5. As students are grappling with these questions, distribute one garbage material per student. (You may substitute the garbage materials with crumpled paper balls, but you want these items to be big enough to make them hard to manage.)
6. Go around the circle again, asking students to brainstorm and share one-by-one what kind of waste they think they might produce from what has been built on their land.

7. After each student shares, ask them to pass their garbage “downstream” to the next person.
8. At the end of the sharing, the student at the part of the river closest to the city will have all of the garbage.

Additional Questions:

1. How realistic is this activity?
2. In what ways do our neighbors’ actions affect us?
3. In what ways do our actions affect our neighbors?
4. How can a dirty river, or any kind of pollution, affect your business, home life, health, or general well-being?
5. How much thought is given to the impact of garbage, pollution, dumping and waste in our communities and our world?
6. Do we make the connection between our consumption and usage of resources with the environment in our communities as much as we should?
7. Are people aware of how much they interact with and depend upon the environment every day?

Main Activity: The Eco-Footprint

(40 min)

Procedure 1

(10 min)

1. Hand each student a piece of scrap paper and a pen.
2. Ask each student to trace his or her foot on the scrap paper.
3. Tell students that within the tracing, they should write different ways in which they interact with the environment every day.
4. When students are finished, ask for volunteers to share what it says on their footprints.
5. Explain that in the next part of this activity, we will look more closely at our “eco-footprints.”

Procedure 2

(15 min)

1. Ask participants if they know what an ecological footprint is. Explain to students that an ecological footprint is a measurement of how much land, water, and resources are needed to support one person’s habits. The measurement also includes how much land is needed to handle the waste and pollution created by an individual.
2. Distribute copies of the How Large Is Your Eco-Footprint worksheet to each student.
3. Explain that this worksheet will calculate their ecological footprints.
4. Tell students to answer each question and add up their scores.
5. Give students ten minutes to complete the worksheet.
6. Ask for volunteers to share their total scores.

7. After volunteers have shared their results, read the Eco-Footprint score aloud:
 - Less than 16 points: Twinkle Toes. You tread softly on our Earth and have a small footprint compared to others. Wish there were more of you around.
 - Between 17 and 30 points: Bigfoot. You have a medium footprint and your presence on Earth is damaging. The natural environment cannot support very many people like you.
 - More than 30 points: Godzilla. Lighten up! If everyone had footprints like this, we would need several more Earths to have enough resources to meet all these demands.
8. Worldwide, there exist 4.5 biologically-productive acres per person, however the average ecological footprint in the United States is 24 acres per person. (Information and quiz adapted from <http://www.earthsharega.org>)

*Processing**(15 min)*

- How did people feel about their eco-footprint scores?
- Does anyone have any comments or questions about what was asked of them in the quiz?
- Were people surprised at their impact on the environment?
- Will this quiz cause people to think about how their actions may contribute negatively to the world?
- As the world's population continues to grow, and developing countries such as China and India become more industrialized, how will the world's average eco-footprint score change?

Closure**(5 Min)**

Ask all participants to share one change they will make in their lives to reduce their impact on the environment.

Reflection/Follow-up

- Contact a local water conservation group. Groups such as the Bronx River Alliance, the Astoria/Long Island City Waterfront Parks Alliance, East River Network, and the Bayside Anglers are organizations that deal with local water issues. An extensive list of similar groups and organizations can be found on: <http://www.waterwire.net>.
- Visit: <http://www.earthday.net> to learn more about Earth Day.
- Learn more about PLANYC, New York City's strategy to promote a green and more sustainable city at: <http://www.nyc.gov/html/planyc2030/html/home/home.shtml>.

How Large Is Your Eco-Footprint?

Food:	Points:	Your Score:
1. How much meat do you eat?		
a. Vegan (no meat or fish)	0	
b. Vegetarian (no meat or fish, but eggs or dairy)	1	
c. Meat 1 to 4 days a week	2	
d. Meat almost every day	3	_____
2. How much food is wasted in your household?		
a. Most is eaten	1	
b. Sometimes rotten or uneaten food is thrown away	2	
c. Uneaten food is thrown away most days	3	_____
3. Where do you get most of your food?		
a. Food is grown at home or bought from local farmer markets—none of my food is packaged in plastic	1	
b. Food is grown in the USA and bought from supermarkets—much of the food is packaged in plastic	2	
c. Food grown outside of the USA and bought from supermarkets—all food is packaged in plastic	3	_____
Travel:		
4) How many miles do you travel in a week?		
a. 0 miles	0	
b. less than 50 miles per week	1	
c. 50–150 miles per week	2	
d. Over 150 miles per week	3	_____
5. Do you bicycle, walk, use trains/subways and/or buses to get around?		
a. All of the time	0	
b. Most of the time	1	
c. Sometimes	2	
d. Rarely	3	_____
6. Do you own a car?		
a. No	1	
b. One small car (1600 cc or less)	2	
c. Medium-sized sedan	3	
d. Large car, SUV, truck or more than 1 car	4	_____
7. How often do you drive in a car with someone else, rather than alone?		
a. Always	0	
b. Very often	1	
c. Occasionally	2	
d. Almost never	3	_____

Travel (cont'd):**Points:****Your Score:**

8. Approximately how many hours do you spend flying each year?

- | | | |
|------------------------|---|-------|
| a. Never fly | 0 | |
| b. Less than 25 hours | 1 | |
| c. 25–100 hours | 2 | |
| d. More than 100 hours | 3 | _____ |

Housing:

9. How big is your house?

- | | | |
|-------------------------|---|-------|
| a. Small (1–3 rooms) | 1 | |
| b. Medium (4–7 rooms) | 2 | |
| c. Large (over 7 rooms) | 3 | _____ |

10. What power source does your house have?

- | | | |
|---------------------------------|---|-------|
| a. Some or all solar/wind power | 1 | |
| b. Only electricity or gas | 2 | |
| c. Wood/coal/paraffin | 3 | _____ |

11. How much electricity does your household use?

- | | | |
|-------------------------|---|-------|
| a. Up to \$25 per month | 1 | |
| b. \$25–\$50 per month | 2 | |
| c. \$50–\$75 per month | 3 | |
| d. Over \$75 per month | 4 | _____ |

12. How many of these waterwise activities—using water-efficient appliances such as a washer and dishwasher, recycle used water on house or garden plants, garden with indigenous plants, use a dual-flush toilet, have no swimming pool—do you do?

- | | | |
|-------------------|---|-------|
| a. All 5 of these | 1 | |
| b. 3–4 of these | 2 | |
| c. 0–2 of these | 3 | _____ |

13. Do you recycle paper; aluminum cans; plastic; glass; and make compost?

- | | | |
|-------------------|---|-------|
| a. All 5 of these | 1 | |
| b. 3–4 of these | 2 | |
| c. 0–2 of these | 3 | _____ |

14. How many children do you have?

- | | | |
|----------------|---|-------|
| a. None | 1 | |
| b. One | 2 | |
| c. Two or more | 3 | _____ |

NEW YORK CITY'S TRASH TALES

(60 MIN)

Objectives

Participants will be able to:

- Define environmental racism.
- Explain where NYC's trash goes.
- Understand the effect of waste transfer stations and trash disposal on community health.

Materials

- Four or five disposable cups
- One copy of The Path of The Traveling Soda Bottle hand-out (Hand-Out—ER1)
- Four or five copies of The Traveling Soda Bottle hand-out (Hand-Out—ER2), cut up and placed in each of the cups—a complete set in each cup (see Main Activity)
- Chalkboard and chalk or newprint, tape and markers
- Scrap paper

Key Terms (sources vary)

- *Environment*: the circumstances, objects, or conditions by which one is surrounded; the complex of physical, chemical, and biotic factors (as climate, soil, and living things) that act upon an organism or an ecological community and ultimately determine its form and survival; the aggregate of social and cultural conditions that influence the life of an individual or community. (<http://www.merriam-webster.com>)
- *Racism*: a belief that race is the primary determinant of human traits and capacities and that racial differences produce an inherent superiority of a particular race; racial prejudice or discrimination. (<http://www.merriam-webster.com>)
- *Environmental Racism*: the intentional or unintentional siting in poor neighborhoods and communities of color of hazardous waste sites, polluting industries, landfills, incinerators and other structures that can be harmful to human well-being. (Definition by Global Kids)

Warm-Up: One Day's Trash**(30 min)***Procedure**(15 min)*

1. Hand each student a piece of scrap paper.
2. Ask each student to make a list of everything that he or she threw away yesterday.
3. Remind students to be as detailed and thorough as possible. Lists should include everything from paper thrown away at school to napkins and leftover food to packaging from items they bought.
4. After students have finished, ask them to share one piece of garbage from their lists.
5. As they share, write their responses on the chalkboard and/or newsprint.
6. After each person has contributed one piece of garbage to the group list, ask the group to estimate how much their individual lists of garbage would weigh in pounds if placed in a bag.
7. Ask for volunteers to share the weight of their garbage lists.
8. Ask students to estimate how much all of the lists of garbage combined would weigh in pounds if placed in one bag.
9. Tell students that the average resident of New York City creates 6.1 lbs of garbage everyday (Kurutz, Steven, "Not Buying It," New York Times, June 21, 2007).
10. Ask students to use this figure to calculate approximately the amount of garbage their after school/service learning program produces everyday.

Note: This can be calculated by multiplying 6.1 lbs by the number of participants in your program. For example, 30 people x 6.1 lbs = 183 lbs.

*Processing**(15 min)*

- Was anyone surprised at how much trash they created yesterday?
- Do you believe that New Yorkers produce 6.1 lbs of garbage per day?
- Do you think New Yorkers produce more garbage than the rest of the United States? Than the rest of the world?
- On average, residents of the U.S.A. produce 4.5 lbs of garbage per day (Kurutz, Steven, "Not Buying It," The New York Times, June 21, 2007). Why do you think New Yorkers produce more garbage?
- Does anyone know where this garbage goes?

Segue

In the next activity, explain that you will examine where New York City's trash goes.

Main Activity: The Tale of the Traveling Soda Bottle**(30 min)***Procedure**(20 min)*

Note: Prior to this activity, find four or five empty, disposable cups. Cut up the phrases from the “Story of the Traveling Soda Bottle” handout for each cup and place them inside the cup.

1. Ask students if they know where their trash ends up.
2. Explain to students that, through a brief activity, we are going to answer the question, “where does our trash go?”
3. Divide participants into groups of five to seven people.
4. Hand each group a cup with cut up phrases from the Story of the Traveling Soda Bottle inside.
5. Tell students that inside each cup is a series of steps that garbage from New York City goes through on its way to the landfill.
6. On the word “go,” groups are to empty their cups and put the steps of the Story of the Traveling Soda Bottle in order from Step 1, “Purchase a soda,” to Step 13, “New Jersey ⇒ Pennsylvania or West Virginia.”
7. The first group to successfully recreate the story wins.
8. After every group has finished, read the full Story of the Traveling Soda Bottle to the group.

*Processing**(10 min)*

- Did anyone know that New York City garbage traveled to New Jersey, Virginia and/or Pennsylvania?
- Why do you think we ship our garbage to West Virginia and/or Pennsylvania?
- What was the last New York City borough your garbage truck visited?
- Why did each garbage truck travel to the South Bronx?

Note: Garbage trucks travel to the South Bronx to be processed at a waste transfer station and placed on bigger trucks or barges. There are 19 waste transfer stations in the Bronx, 23 in Brooklyn, 20 in Queens, six in Staten Island and only one in Manhattan.

- Does anyone live near a garbage truck depot or garbage transfer station?
- What effects might garbage trucks have on a neighborhood?
- Are there any similarities between the neighborhoods that have waste transfer stations?
- Do you think the racial and economic characteristics of a neighborhood affect where waste transfer stations are built? Discuss environmental racism.

Reflection/Follow up

- If your group has access to a computer lab, have students access the Citizens Committee for Children for New York on-line database. Follow the directions below:
 - Go to: <http://www.ccnnewyork.org>.
 - Once on the website, click on the “Keeping Track of New York City’s Children.”
 - Under the “Keeping Track of New York City’s Children” tab, click on “Community District Data.”
 - After clicking on, “Community District Data,” follow instructions to access statistical data by borough on asthma rates, street cleanliness, waste transfer sites, sanitation depots, and access to green space.
- Discuss what you find as a group.
- Brainstorm possible actions and projects that could be done on these issues.
- Organize a field trip to a waste transfer station and/or New York City Department of Sanitation Depot. Use the Citizens Committee for Children for New York on-line database (<http://www.ccnnewyork.org>) or the New York City Department of Sanitation website (<http://www.nyc.gov/html/dsny/html/home/home.shtml>) to find a waste transfer station or Department of Sanitation garbage truck depot. At these locations, you can ask students to make written observations about air quality, number of trucks, cleanliness, etc.
- Learn about organizations in New York City that are working on issues related to environmental justice. Visit the website of the New York City Environmental Justice Alliance at: <http://www.nyceja.org>.

The Tale of the Traveling Soda Bottle

Facilitator Handout ER1

1. Purchase a soda
2. Throw away the bottle
3. Soda bottle taken to basement
4. Soda bottle mixed with paper, metal, food and other waste
5. Soda bottle dragged out to the sidewalk
6. Soda bottle picked up by diesel garbage truck
7. 6th Avenue ⇌ Midtown ⇌ Clinton ⇌ Upper West Side ⇌ Central Park ⇌ Harlem ⇌ Third Avenue Bridge ⇌ South Bronx
8. Garbage truck idles in line
9. Hunt's Point Transfer Stations
10. Soda bottle loaded into large piles only feet from the sidewalk
11. 18-wheeler
12. North Bronx ⇌ George Washington Bridge
13. New Jersey ⇌ Pennsylvania <or> West Virginia

The Traveling Soda Bottle

Handout ER2

- Purchase a soda
- Throw away the soda bottle
- Soda bottle taken to basement
- Soda bottle mixed with paper, metal, food and other waste
- Soda bottle dragged out to the sidewalk
- Soda bottle picked up by diesel garbage truck
- 6th Avenue ⇒ Midtown ⇒ Clinton ⇒ Upper West Side ⇒ Central Park ⇒ Harlem ⇒ Third Avenue Bridge ⇒ South Bronx
- Garbage truck idles in line
- Hunt's Point Transfer Stations
- Soda bottle loaded into large piles only feet from the sidewalk
- 18-wheeler
- North Bronx ⇒ George Washington Bridge
- New Jersey ⇒ Pennsylvania <or> West Virginia
- Landfill



THE HEAT IS ON:

(95 MIN)

AN INTRODUCTION TO GLOBAL WARMING

Objectives

Participants will be able to:

- Use participants' creativity to explore climate change and global warming.
- Define and explain global warming.
- Identify major effects of climate change.

Materials

- Newsprint (ten sheets) and masking tape
- Markers, crayons, and/or colored pencils
- Global Warming Picture Match-up paragraphs & pictures (four of each set), prepared in advance (see Main Activity for instructions)
- Manila envelopes (four)
- Glue sticks (four)
- Scissors

Key Terms (<http://dictionary.reference.com>)

- *Climate change*: any long-term significant change in the weather patterns of an area; also used figuratively.
- *Global Warming*: an increase in the average temperature of the earth's atmosphere, especially a sustained increase sufficient to cause climatic change.
- *Fossil fuels*: coal, petroleum or natural gas.
- *Greenhouse effect*: the phenomenon whereby the earth's atmosphere traps solar radiation, caused by the presence in the atmosphere of gases such as carbon dioxide, water vapor, and methane that allow incoming sunlight to pass through but absorb heat radiated back from the earth's surface.

Warm-Up: What Does Global Warming Look Like?**(45 min)***Procedure**(25 min)*

1. Divide participants into equal groups of approximately five or six students.
2. Ask students if they have heard of global warming.
3. Tell students that the goal of this activity is to artistically depict global warming.
4. Hand each group a sheet of newsprint and multiple markers.
5. Inform students that they are to draw what global warming looks like on their newsprint. Allow students 15 minutes to work.
6. After 15 minutes, hand students masking tape and ask them to hang their drawings somewhere in the room.
7. When every group has hung the art, ask students to walk around the room and observe their classmates' work.
8. After students have seen all the artwork, ask a representative from each group to present their groups' drawings to the class.

*Processing**(20 min)*

- Based upon the drawings, how would you define global warming?
Note: Give the group the definition from the Key Terms section.
- How much have you heard about global warming?
- How did your group decide what to draw?
- Was there a leader(s), artist(s), etc. in each group?
- What was the central theme of the art?

Main Activity: The Science of Warming a Globe**(45 min)***Procedure**(25 min)*

1. Prior to the start of the activity, make four photocopies of the paragraphs and pictures in the Global Warming Picture Match-up handout (you should have 16 pictures and 16 paragraphs total).
2. Cut up the paragraphs and the photocopies so they look like puzzle pieces and put them in four separate manila envelopes.
Note: The handout explains global warming in four steps with corresponding pictures, so make sure to put only the cut up pieces from one hand-out—16 paragraph pieces and 16 picture pieces—in each envelope. Do not mix up!
3. Divide participants into four groups. Give each group newsprint, glue and a manila envelope.
4. Tell participants that in their groups they must: (1) put together the pieces of the puzzle to form four pictures and four paragraphs that explain global warming; (2) match up the paragraphs with the corresponding picture; and (3) put the pictures in order.

5. They should glue both the combined paragraph pieces and picture pieces on the newsprint.
6. Give groups 20 minutes to do this activity.
7. After 20 minutes, reveal the correct pairings to the entire group.
Note: This can be done by reading the proper responses aloud or by allowing a group to present its pairings in the proper order.

Processing*(20 min)*

- What was that experience like?
- After participating in that activity, do you have a better sense of how global warming works?
- Do you think that the average person is aware of global warming?
- What could be some of the effects of climate change?
- Why is it important to be aware of global warming?
- What can you do about global warming?

Closure**(5 Min)**

Have participants imagine that they are speaking before a group of politicians who create policies and legislation on the environment. What is one thing that they would say to these politicians about global warming? Have them take turns stating their responses in a circle.

Reflection/Follow-up

- Visit Solar 1's solar-powered classroom on the East River. Solar 1 is a "green" energy, arts and education organization that raises awareness and action on climate change, alternative energy and environmental conservation. For more information on Solar 1, visit: <http://www.solar1.org>.
- Research new legislation on climate change and global warming.
- The New York City Department of Environmental Protection will facilitate workshop and/or presentations at schools. For more information about the DEP, visit: <http://www.ci.nyc.ny.us/html/dep>.

Resources

- United Nations Environmental Programme: <http://www.unep.org>
- Environmental Defense: <http://www.environmentaldefense.org/page.cfm?tagid=1344>

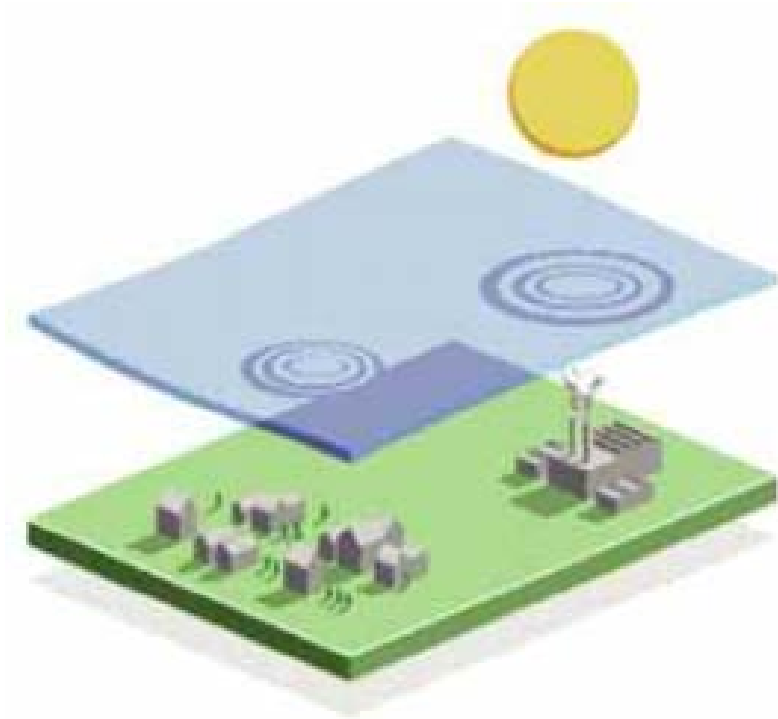
Global Warming Picture Matching:

Fog, carbon dioxide and methane form a natural blanket of air around the Earth. However, the burning of fossil fuels and deforestation has led to a massive increase in the amount of carbon dioxide released into the atmosphere. We are also releasing larger quantities of other greenhouse gases, such as methane and nitrous oxide.

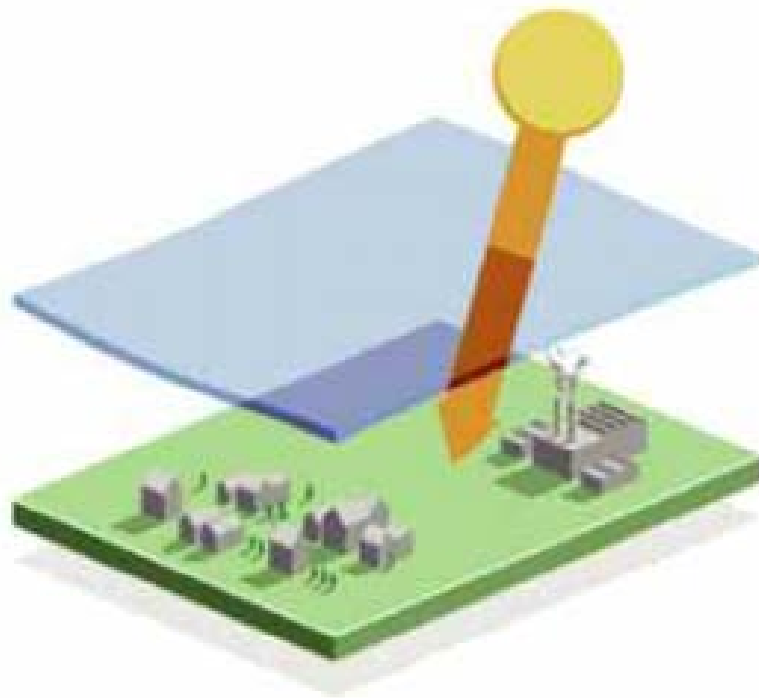
The surface of the earth is heated by the sun. As it warms up, it reflects heat back into the atmosphere.

About 70% of the sun's energy is radiated back into space. But some of the infrared radiation is trapped by greenhouse gases, which warm the atmosphere and reflect heat back down to Earth.

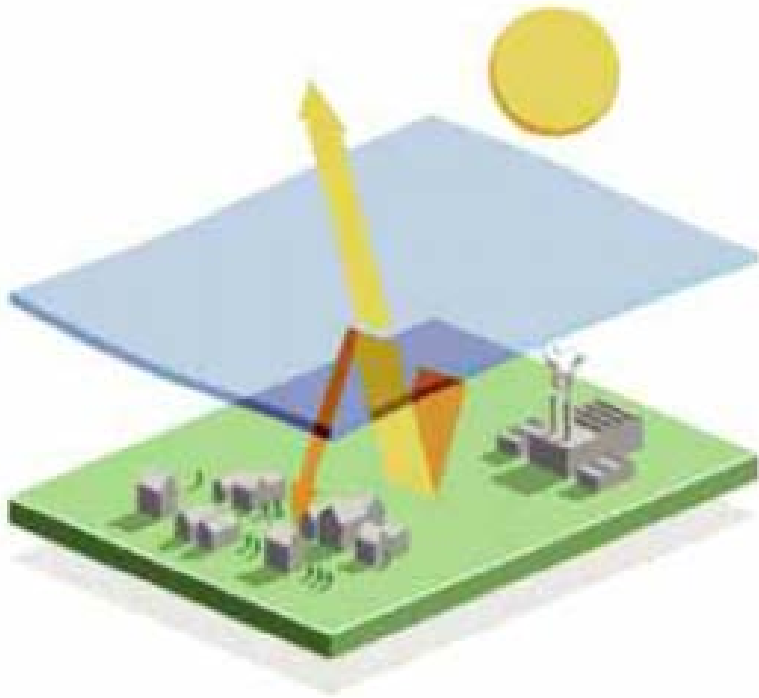
As a result of the greenhouse effect, the Earth is kept warm enough to make life possible. But some scientists say that increased emissions of greenhouse gases are disturbing the balance of this complex system, causing global warming. In the last 100 years, the average global temperature has increased by about 0.4 to 0.8° C.



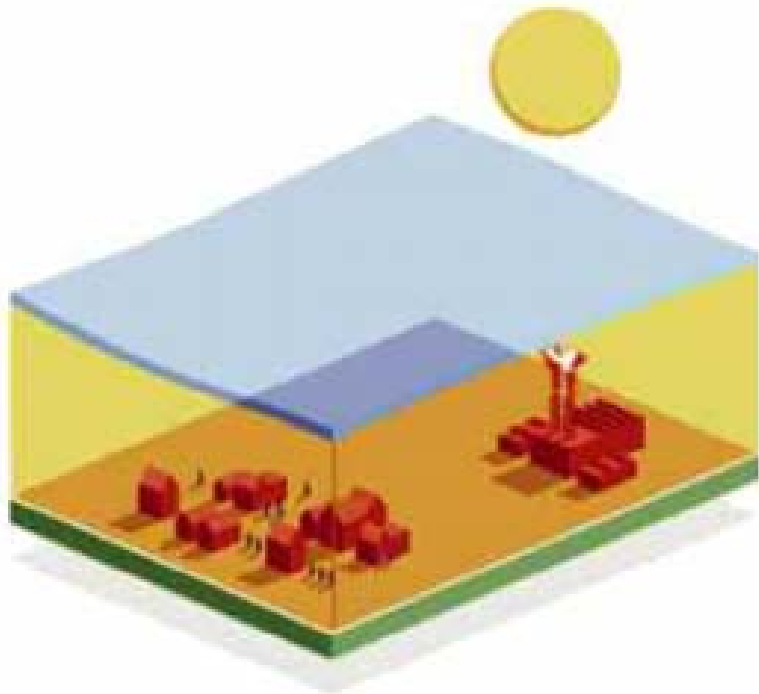
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Source: http://news.bbc.co.uk/1/hi/english/static/in_depth/sci_tech/2000/climate_change/greenhouse/anim/ghouse_2.stm



RECYCLING AND SUSTAINABILITY

(80 MIN)

Objectives:

Participants will be able to:

- Define sustainability.
- Explain the link between recycling and environmental sustainability.
- List facts and figures that support recycling.
- Understand the role art can play in activism and service learning.

Materials Required:

- Paint, crayons and/or colored markers
- Copies of the Recycling and Sustainability Fact Sheet (one per group)
- Chalkboard and chalk or newprint, tape and markers
- Stapler, glue, and/or tape
- Lots of empty bottles, cans, used paper or tossed items/materials no longer of use, acquired prior to the workshop by participants or staff, for the recycling sculptures

Note: Advanced preparation is required—ask youth to start bringing in materials the week before this workshop. Also, the week before, ask the school or host site if the sculptures can be displayed.

Key Terms (sources vary)

- *Recycle*: to treat or process (used or waste materials) so as to make suitable for reuse: recycling paper to save trees; to undergo reuse or renewal; be subject to or suitable for further use, activity, etc. The industry will recycle and become profitable once more. (<http://www.dictionary.com>)
- *Sustainability*: the ability to provide for the needs of the world's current population without damaging the ability of future generations to provide for themselves. When a process is sustainable, it can be carried out over and over without negative environmental effects or impossibly high costs to anyone involved. (<http://www.sustainabletable.org/intro/dictionary/>)

Warm-Up: Brainstorm**(10 min)***Procedure**(5 min)*

1. Write the word “RECYCLING” on the chalkboard or newprint.
2. Ask students the first word that comes to mind when they hear the word “recycle.” Ask a participant to write the group’s responses.
3. Write the word “SUSTAINABILITY” on the board.
4. Ask students the first word that comes to mind when they hear the word “Sustainability.” Have the volunteer record these responses.
5. If students are not familiar with the word sustainable, read them the definition.
6. Draw a line between “RECYCLING” and “SUSTAINABILITY” and ask students to describe how these two terms are related.

*Processing**(5 min)*

- How many people recycle at home? Why or why not?
- Does the school or host site recycle?
- What is important about recycling and sustainability, particularly in an urban environment?
- What might be some barriers?

Segue

Explain that along with recycling, reducing waste and reusing items can help promote sustainability and subsequently, reduce landfills, greenhouse gases, and other forms of pollution. Creativity can help us all think of new ways to use items, and the next activity will explore that further.

Main Activity: Recycled Art Work**(60 min)***Procedure**(50 min)*

Note: The youth will be creating artwork/sculptures with materials that they have been collecting.

1. Divide students into groups of three or four.
2. Tell students that this activity will challenge them intellectually and artistically.
3. Explain to students that they will be sculpting art work from recyclable or discarded goods.
4. This sculpture will include facts and figures about recycling and sustainability.
5. The goal of the sculpture is to educate themselves and others about the importance of recycling and reusing goods.
6. These art pieces will be displayed at the school or host site if possible.

7. Hand each group cans, bottles and any other recyclable or discarded goods you have collected.
8. Distribute the Recycling and Sustainability Fact Sheet as well as scissors, tape, glue, etc., to each group.
9. Students must cut-up these facts and include all of them in their sculpture.
10. Tell students they have 50 minutes to create a sculpture. Challenge groups to be as creative as possible; however, do not allow groups to cut aluminum cans open because this could be dangerous.
11. Remind students that this sculpture should reflect the importance of environmental awareness and sustainability.
12. When students are finished, ask each group to present its sculpture.

*Processing**(10 min)*

- How does your artwork convey the environmental awareness message?
- In what ways did you incorporate the facts and figures?
- How did you decide what to create?
- Do you feel that art is an effective way to create change and/or raise awareness?
- How do you feel your peers will embrace the sculptures?
- Do you think this will help people be more conscious of their recycling habits?

Closure**(10 min)**

Explain that recycling is only one piece of sustainability. Mayor Michael Bloomberg is committed to making New York City a “green” city. His administration has introduced a plan, PLANYC 2030, to build more green spaces, decrease the city’s carbon emissions, and adapt environmentally sustainable practices where applicable. In this closure, ask students to name one way to make New York areas more environmentally sustainable. For example, a law could be passed that made it illegal for stores to keep their front door open when their air-conditioning is on. For follow-up, try to find answers for the following:

- How can we make the subways more environmentally-friendly and sustainable?
- How can we make taxi cabs more environmentally-friendly and sustainable?
- How can we make public schools more environmentally-friendly and sustainable?
- How can we make apartment buildings more environmentally-friendly and sustainable?
- How can we make office buildings more environmentally-friendly and sustainable?
- How can we make restaurants more environmentally-friendly and sustainable?

This research, or responses to these questions, can be shared in a follow-up session. Students can then use this information to come up with ideas for service projects.

For more information on PLANYC 2030 GreeNYC, go to:
<http://home2.nyc.gov/html/planyc2030/html/greenyc/greenyc.shtml>

Reflection/Follow-up

- To go see recycling and sustainable composting in person, contact the New York City Compost Project at: <http://www.nyccompost.org>.
- The Department of Sanitation in New York City organizes drives to collect old electronics, clothing and other items so they can be reused and recycled, avoiding increased landfill matter. To get tips and learn more about how to reduce waste, go to: <http://www.nyc.gov/html/dsny/html/collection/dontthrowaway.shtml>

Resources:

- <http://www.recycling-guide.org.uk/facts.html>
- <http://www.usu.edu/recycle/factsFigures.htm>
- <http://www.moab-solutions.org/RecyclingFactoids.html>
- http://www.clearwater-fl.com/gov/depts/solid_waste/docs_pub/facts.asp
- <http://www.chevroncars.com/learn/wondrous-world/recycling-facts>

Recycling and Sustainability Fact Sheet

- 1 recycled can saves enough energy to power a television for 3 hours.
- 1 recycled glass bottle saves enough energy to power a computer for 25 minutes.
- 1 recycled plastic bottle saves enough energy to power a 60-watt light bulb for 3 hours.
- 60% of garbage thrown away can be recycled.
- On average, 16% of the money you spend on a product pays for the packaging, which ultimately ends up in the garbage.
- Glass is 100% recyclable and can be used again and again.
- Glass that is thrown away and ends up in landfills will never decompose.
- It takes 24 trees to make 1 ton of newspaper.
- Plastic can take up to 500 years to decompose.
- Americans throw away enough aluminum to rebuild the entire U.S. commercial air fleet every 3 months.
- The manufacture of recycled paper requires 7,000 less gallons of water per ton compared to non-recycled paper.
- Recycling a four-foot stack of newspapers saves the equivalent of one 40-foot tree.
- The United States throws away enough office and writing paper annually to build a 12-foot wall across the country
- Americans throw away more than 600 pounds of paper products per person per year.
- Burning 10,000 tons of waste creates one job; landfilling 10,000 tons of waste creates six jobs; recycling 10,000 tons of waste creates 36 jobs.
- Half of all polyester carpet manufactured in the U.S. is made from recycled soda bottles.
- Recycled plastic is also made into plastic lumber, clothing, flower pots, insulation for sleeping bags and ski jackets, car bumpers and more.
- We use about 392 cans per person per year.
- Aluminum recycling is so efficient that it can take as few as 60 days for a can to be collected, melted down and made into a new can sitting on a grocery store shelf.
- Recycled aluminum is made into cans, pie pans, house siding, small appliances, lawn furniture; in fact, almost everything aluminum.
- For every 2,000 pounds of glass that is recycled, we save more than 2,000 pounds of other resources (1,330 pounds of sand, 433 pounds of soda ash, 433 pounds of limestone, and 151 pounds of feldspar).
- In the United States, the amount of steel that is discarded and not recycled every year is enough to build all the new American-made cars.
- Americans use 4 million plastic bottles every hour, but only 25% of plastic bottles are recycled.
- Recycling one ton of paper saves:
 - 17 mature trees
 - 7000 gallons of water
 - 380 gallons of oil
 - 60 pounds of pollutants



WATER, WATER EVERYWHERE?

(75 MIN)

Objectives

Participants will be able to:

- Understand global water shortage.
- Analyze personal water use.
- Develop ways to conserve water.

Materials Required

- Copies of The Water Quiz handout (one per participant)
- Copies of the Personal Water Chart handout (one per participant)
- Pens/pencils

Key Terms

- *Developing countries*: a nation where the average income is much lower than in industrial nations, where the economy relies on a few export crops, and where farming is conducted by primitive methods. In many developing nations, rapid population growth threatens the supply of food. Developing nations have also been called underdeveloped nations. Most of them are in Africa, Asia, and Latin America. (The New Dictionary of Cultural Literacy, Third Edition Edited by E.D. Hirsch, Jr., Joseph F. Kett, and James Trefil. Copyright © 2002)

Warm-Up: Water Quiz**(30 min)***Procedure**(15 min)*

1. Inform students they are going to take a brief quiz.
2. Reassure students this quiz does not count towards any grades.
3. Hand out copies of The Water Quiz.
4. Give students ten minutes to complete the quiz.
5. When students have completed the quiz, tell them the answers will be reviewed as a group.
6. Ask a volunteer to read the first question and the corresponding answers.
7. Ask the participants to raise their hands when the answer they chose is read aloud. After the choices are read, give the correct answer, providing any additional information that is on the answer key.
8. Repeat and continue until all ten questions have been read.

*Processing**(15 min)*

1. What did people think of the quiz?
2. Did any answers surprise you?
3. Does anyone have any comments about a particular question on the quiz?
4. How do you think water shortage or lack of clean water affects people?
5. Do people have access to safe water supplies in New York City?
6. Is water free in New York City?

Segue

How much water do you think you use in an average day? How do you think you compare to the average resident of the United States?

Main Activity: Personal Water Charts**(30 min)***Procedure**(15 min)*

1. Tell participants that in this activity, they will chart their personal water usage for a week.
2. Ask students to begin thinking about every activity last week in which they used water (i.e., showering, washing clothes, drinking, and cooking).
3. Hand out the Personal Water Chart worksheet.
4. Ask students to carefully and accurately fill out the worksheet, which documents their water usage for the week. This should take approximately 15 minutes.
5. After filling in the worksheet, ask students to add up their total water usage.
6. Divide this total water usage by seven to discover how much water participants use on average per day.

*Processing**(15 min)*

1. Is anyone shocked at his or her average daily water use?
2. Does anyone think his or her average water consumption should be higher or lower?
3. Does anyone disagree with the estimated use of water per activity (i.e., does it really take 50 gallons of water to shower)?
4. Should we be concerned about our personal water use?
5. Does New York City have enough water to sustain its population?
6. Does anyone know where New York City tap water originates?
7. How does wasting water contribute to pollution, global warming and other environmental issues?

Closure**(15 min)**

Ask student to reflect in a journal on what a day without water would be like. Ask them to imagine that they did not have access to clean drinking water from a tap and instead, had to retrieve their own water as in many developing countries. They can read about similar experiences of children around the world at:

<http://www.unicef.org/progressforchildren/2006n5/map/water/index.html>

Reflection/Follow-up

- Contact a local water conservation group. Groups such as the Bronx River Alliance, the Astoria/Long Island City Waterfront Parks Alliance, East River Network, and the Bayside Anglers deal with local water issues. An extensive list of similar groups and organizations can be found at: <http://www.waterwire.net>.
- Take students to see the major waterways of New York City. The New York City Parks Department maintains a variety of parks, paths, and beaches along coastal New York City. For more information on parks, paths, beaches and events, visit: <http://www.nycgovparks.org>.
- If you are feeling adventurous, take students kayaking on the Hudson River for FREE! Information can be found at: <http://www.downtownboathouse.org>.

Resources

- Water Partners International: <http://water.org>
- New Internationalist: <http://www.newint.org/issue354/facts.htm>

THE WATER QUIZ

1. TRUE or FALSE: 1 in 10 people do not have access to safe drinking water.
2. How many gallons of water do you need to flush a toilet?
 - a. 10 gallons
 - b. 8 gallons
 - c. 15 gallons
 - d. 6 gallons
3. TRUE or FALSE: About 20% of the world's population faces water shortages.
4. How much water does the average resident of the United States use every day?
 - a. 50 gallons
 - b. 75 gallons
 - c. 100 gallons
 - d. 150 gallons
5. TRUE or FALSE: The average African family uses 5 gallons of water a day.
6. How much of the Earth's water is drinkable?
 - a. 10%
 - b. 1%
 - c. 5%
 - d. 20%
7. TRUE or FALSE: Globally, the leading cause of death for children under 5 years old is diarrhea resulting from ingesting waterborne parasites.
8. A person can live up to a month without food. How long can the average person live without water?
 - a. 2 days
 - b. 12 days
 - c. 7 days
 - d. 5 days
9. TRUE or FALSE: By 2025, 1/3 of the world's population will be affected by water shortages.
10. TRUE or FALSE: Former United Nations Secretary General Boutros Boutros-Ghali has said the next major global conflict will be fought over water.

The Answers

1. False. 1 in 4 people lack access!
2. D. Utilizing new technology, new toilets are much more water efficient, using 6 gallons of water rather than 10-12 gallons common in most of our toilets.
3. True. 20% of the world's population in over 30 countries face water shortages.
4. D. On average, residents of the United States use between 100–176 gallons of water per day.
5. True.
6. B. 97% is undrinkable seawater and 2% is locked up in the polar icecaps.
7. True. Globally, there are 4 billion cases of diarrhea worldwide each year and 2.2 million avoidable deaths—that's a death every 14 seconds. Most diarrhea deaths occur in the Developing World, and just being able to wash one's hands with soap and water can reduce diarrhea by 35%.
8. C.
9. False. By 2025, 2/3's of the world's population will be affected by water shortages.
10. True.

Source: <http://water.org/waterpartners.aspx?pgID=916>



Image Source: <http://www.newint.org/issue354/facts.htm>

Service Project Ideas

- Contact the AP of science in the school and offer to make a presentation about ecological footprints. During these presentations, each student can have the opportunity to measure his or her eco-footprint.
- The U.S. government has not signed the Kyoto Protocol, an international agreement to lower greenhouse gas emissions. Research the pros and cons of Kyoto and ask participants to write a letter to his or her U.S. Congressional Representatives stating their opinions on the issue. Organize a campaign in the community through letter writing or petitions to take action on global warming.
- Conduct a Global Warming Awareness Day. Ask students to create flyers and/or posters with facts and statistics about climate change that they can hang in their schools or community. Facilitate peer education workshops on the topic, and bring in guest speakers from environmental agencies to speak. Screen “An Inconvenient Truth.”
- Initiate a comprehensive recycling program at the school or host site. Most schools only recycle paper because of the time required to separate garbage into different recyclable categories. Ask the custodial staff how you can assist in organizing a recycling campaign. You can make signs designating certain trash receptacles as recycling only or build cardboard tops for garbage cans that allow only certain types of goods to be thrown away. For example, if you carve a circle in a piece of cardboard, it is clear that only cans or bottles can be placed in this particular receptacle.
- You can also initiate a cell phone and printer cartridge recycling program. Old cell phones are a growing problem as they fill up landfills and the heavy metals used to fabricate them can be poisonous. Organizations such as Funding Factory pay for each cell phone or cartridge handed in, and Collective Good will donate the proceeds to a charity. For more information on implementing this type of program, please refer to these websites:
<http://www.recyclingforcharities.com>
<http://www.collectivegood.com>
<http://www.grcrecycling.com>
<http://www.fundingfactory.com>
- Support proposed legislation that focuses on environmental awareness, recycling and/or sustainability or encourage representatives to introduce new bills. Currently, there is a bill in front of the New York State Assembly and Senate that will apply the 5-cent return on aluminum cans, glass bottles and plastic soda bottles to all plastic bottles, including water bottles, which have become a large landfill problem. Plastic bottles are also made from petroleum, a non-sustainable resource.

Once you find bills on the local or state level that participants would like to support, the group can begin to educate peers and community members about this important legislation. Participants can create flyers about the legislation and pass them out in their community, make and hang posters, and/or set up a meeting with their City Council representatives. During this meeting, students can thank their representatives for supporting their legislation or offer reasons for their Council person to support this particular law.

- Work with the school's chemistry/science teacher to test water from different sources, i.e., bottled water, tap water, water from stream/river water, ocean water, rain water, etc. Have students chart their results and analyze what substances they find. Have students research the effects of bottled water on the environment. Disposable plastic water bottles are one of the biggest polluters. New York State has been debating whether to expand the "bottle bill" to require a 5-cent deposit for these items, as is currently required for soda cans/bottles, as a way to reduce the problem. Ask students for ideas on a service project that would address this issue.
- Organize a water awareness campaign. Students can create posters (on the computer or by hand) that focus on global, national, or local water consumption. These posters, for example, can focus on international water statistics or reminders to turn off the water when you are brushing your teeth.

Chapter 17

Human Rights and Children's Rights

Introduction

Workshops:

Hunger in a World of Plenty

Juvenile Justice System and Children's Rights

Having No Place to Call Home

Crisis in Darfur, Sudan

War and Peace

Labor Rights 101

Service Project Ideas



Introduction

In this thematic unit, through interactive experiential learning activities, youth will be able to think critically on a variety of issues ranging from genocide to global hunger to the juvenile justice system from a human rights framework as outlined by the Universal Declaration of Human Rights and the Conventions on the Rights of the Child.

Every human being is born with rights. The rights of children under the age of 18 are outlined in the Conventions on the Rights of the Child, which was adopted by the United Nations in 1990. The Universal Declaration of Human Rights guarantees rights for every human being and was adopted in 1948 by the United Nations. Both of these fundamental documents have been internationally recognized.

When young people become aware of their rights, they will be better prepared to make informed decisions that respect human dignity and speak up for themselves and their community. To reach this end, human rights education should be included in school curricula and in youth programs. It is a topic that young people can relate to and understand, yet it is noticeably absent in most school curricula. Related topics, such as civil rights and women's rights, are often covered in schools, and represent values that are generally accepted in America. However, schools often have not had the time or resources to connect these rights to a more universal, human rights framework.

By examining issues of international human rights, students gain an understanding of how these rights relate to those that their own country provides them: the right to vote, the right to express themselves, the right to happiness and so on. It is important that students understand the importance of international human rights, that they are educated in the various endeavors to secure these rights for all, and that they are aware of how to further the promotion of these rights both in the United States and around the world.

In Section D: Core Lessons and Workshops, you will find an introductory workshop on human rights, which will familiarize participants with the Universal Declaration of Human Rights. That lesson will provide the foundation for exploring other human rights issues in this unit such as hunger, child labor, war, genocide, juvenile justice, and homelessness.

Human rights can provide a powerful framework for your program, and an empowering perspective for the youth. Though this unit specifically addresses human rights issues, other chapters include workshops which fall under the category of human rights concerns as well. HIV/AIDS, education, environmental racism, poverty, and other topics can be used to explore the question underlying the examination of human rights issues: how can we create a just, equitable and peaceful world that respects the dignity and rights of all human beings?



HUNGER IN A WORLD OF PLENTY

(80 MIN)

Objectives

Participants will be able to:

- Identify some root causes of global hunger.
- Examine statistics and facts on global hunger to better understand how it affects communities across the globe.
- Identify ways in which the problem of hunger can be addressed.
- Review some programs that provide domestic food security (i.e., food stamps, soup kitchens).

Materials

- Cookies (enough for the entire group and a little bit left over)
- Group number sheets, prepared by folding the pages on the dotted line and posted so that only the group name and number side is showing (one per group, see Main Activity).
- Newsprint, tape and markers
- Copies of the Universal Declaration of Human Rights for each participant (see Section D: Core Lessons and Workshops, Chapter 14 – Leadership Skills and Frameworks for document).

Key Terms (sources vary)

- *Food security*: access by all people at all times to enough food for an active, healthy life. Food security includes at a minimum: 1) ready availability of nutritionally adequate and safe foods; and 2) an assured ability to acquire acceptable foods in socially acceptable ways.
(http://www.worldhungeryear.org/fslc/faqs/ria_074.asp)
- *Food insecurity*: the United States Department of Agriculture (USDA) defines food insecurity as the measure of lack of access, at all times, to enough food for an active, healthy life for all household members; limited or uncertain availability of nutritionally adequate foods. (America's Second Harvest—The Nation's Food Bank Network, "Hunger in America 2006: A Report on Emergency Food Distribution in the United States in 2005: Executive Summary"
http://www.hungerinamerica.org/export/sites/hungerinamerica/about_the_study/FinalHungerStudyExecutiveSummary.pdf)
- *Food stamp*: a government-issued coupon that is sold or given to low-income persons and is redeemable for food. (<http://www.merriam-webster.com>)

**Warm-Up: When I'm Hungry...****(15 min)***Procedure**(5 min)*

1. Begin by asking participants to stand in a circle.
2. Give students 15 seconds to think about how they feel and act when they are extremely hungry.
3. After 15 seconds have passed, explain that when they hear "go," they will play out how they feel and act when they are extremely hungry and will interact with each other in their roles for one minute. When they hear "freeze," they must stop where they are.
4. Begin the process described above. After you say "freeze," ask students to stay in their position and observe each other's positions and expressions.

*Processing**(10 min)*

- As you looked around the room and at each other, what did you notice?
- What types of feelings and behaviors did people act out?
- What is the difference between being hungry and people who are living in chronic hunger?
- Write the definition of food security and insecurity on newsprint. What do you associate with these words?
- Who does chronic hunger affect and where are some places you believe it exists?
- What is the impact of living in hunger?
- Do people have a right to food?

Segue**(10 min)**

Explain that today's workshop will address global hunger and human rights. Distribute copies of the Universal Declaration of Human Rights and ask students to read it over. Which articles in the UDHR are related to the topic?

Main Activity: Global Realities, Local Realities, Part 1**(25 min)***Procedure**(15 min)*

1. Before the workshop begins post the "Group" number sheets around the room and make sure to fold them as directed.
2. Divide participants into four groups. Assign them number 1, 2, 3 or 4.
3. Ask each group to stand near the sheet of paper with its corresponding group number written on it.
4. Once everyone is in the proper place, explain that they represent the global community. Tell each group that they will receive their food supply for the entire day.
5. Give Group 1 enough cookies so that each person has at least one, if not more.



6. For Groups 2, 3 and 4, give each group unequal amounts at your discretion but ensuring that there is NOT enough for each member of the group.
7. Have each of the groups respond to the following questions on newsprint:
 - How are you going to distribute the cookies and why?
 - Will anyone be without food? If so, what will they do for food?
 - What circumstances may have led to your group receiving the amount of food that it got?
8. Distribute newsprint and markers to the groups.
9. After ten minutes, have groups share their responses.
10. Distribute the left over cookies to everyone and invite them to eat the cookies during processing.

*Processing**(10 min)*

- What happened in the activity?
- Once the food was distributed, did anyone share the food?
- How did it feel to be with or without food?
- Were there enough cookies so that each person could get at least one?
- Why is food access a fundamental human right?

Main Activity: Global Realities, Local Realities, Part 2**(30 min)***Procedure**(15 min)*

1. Ask each group to unfold the “Group” sheet piece of paper to reveal what the large number on the piece of paper represents.
2. In their groups, have them read the facts out loud and discuss.
3. Ask them to present the key concepts or information to the group at large.

*Processing**(15 min)*

- What new information did you learn? Are any of the facts surprising? What are some of the root causes of hunger? Have the different groups summarize the real life examples or read some facts related to these different areas: natural disasters such as drought, flood, climate change, war, extreme poverty, environmental degradation and desertification.
- How does the unequal distribution of cookies relate to global hunger?
- Who does global hunger affect?
- What are the parallels between the hunger issues here in New York City and around the world?



- Can the global hunger crisis be solved by just supplying people with food? What needs to happen? Explain that food security does not simply involve providing food aid to those who need it. More importantly, it's about reinforcing people's ability to produce their own food, or to have the adequate means to acquire it from those who produce it, over a sustained period of time.
- How does global hunger relate to human rights? What other rights may be violated as a result of lack of access to adequate food?
- What are ways that this is being addressed locally?
- How can we get involved? Brainstorm ideas for possible service projects or areas that they would like to research further.

Points to touch upon:

- Causes of global hunger include: war and conflict, natural disasters, policy, poverty, and discrimination, which can make it very difficult to secure food.
- Chronic hunger is a local and global issue. Group 1 has information on local stats and the other groups have information on other global communities.
- Dispel common myths related to chronic hunger, such as: it is the fault of the person or family that they are suffering from chronic hunger; there is NOT enough food produced in the world for everyone; or only the homeless go hungry.
- Hunger will not be solved just by supplying individuals with food, but also goes hand-in-hand with addressing causes of poverty. Solutions relate back to addressing issues related to the causes of hunger and to those areas.
- Some local programs to address hunger in New York City include summer free food programs for children, food stamps, food banks, and soup kitchens.

Reflection/Follow-up

- If students are interested in learning more, have them visit the World Food Programme's website and view their interactive hunger map. Advise students to type in, under search, "interactive hunger map." The webpage highlights countries and regions where the World Food Programme is working in and students can click on a region to learn more about some causes of hunger.
Website: http://www.wfp.org/country_brief/hunger_map/map/hungermap_popup/map_popup.html
- To understand the differences between a food bank, kitchen, shelter, etc., visit America's Second Harvest—The Nation's Food Bank Network's document, "Hunger in America 2006: Executive Summary" (<http://www.hungerinamerica.org>). Inside this study are definitions that can be found in the section "Terms." The direct link is: http://www.hungerinamerica.org/export/sites/hungerinamerica/about_the_study/FinalHungerStudyExecutiveSummary.pdf
- Ask students to research local efforts encouraging people to use food stamps and participate in other food programs. Have them research how to get an application and evaluate whether the process discourages or facilitates people receiving food stamps. Learn about and assess the city's response to hunger.



Resources:

- New York City Human Resources Administration/Department of Social Services:
<http://home2.nyc.gov/html/hra/html/home/home.shtml>
- Bread for the World:
<http://www.bread.org>
- America's Second Harvest—The Nation's Food Bank Network:
<http://www.secondharvest.org>
- Food First/Institute for Food and Development Policy:
<http://www.foodfirst.org>
- World Food Programme:
<http://www.wfp.org>
- Action Against Hunger UK:
<http://www.aahuk.org>
- Human Rights Watch:
<http://hrw.org>
- UNICEF:
<http://www.unicef.org>
- New York City Coalition Against Hunger:
<http://www.nyccah.org>

Group 1

38 Million

fold here

In 2005, 38 million people in the United States qualified for the Food Stamp Program.

Source: "Trends in Food Stamp Participation Rates: 1999-2005" from USDA Food and Nutrition Service, 2007 in *Bread for the World*, <http://www.bread.org>, "Hunger Facts Domestic"

Of this number, 25.7 million people took part in the Food Stamp Program.

Source: "Food Stamp Program Annual Summary" from USDA Food and Nutrition Service, <http://www.fns.usda.gov/pd/fssummar.htm>

Food stamps are one way to increase people's access to food. For example, individuals may receive coupons that they can use at certain stores to purchase food. To access food stamps one needs to meet eligibility requirements.

Source: Food Stamp Program, <http://www.fns.usda.gov/fsp/>

Around the world, there are different resources to help increase people's access to food, though these vary from country to country. Not every country has a food stamp program, soup kitchens, etc. In some areas, families may not be able to grow enough food or earn enough money to buy food and are left with few options.

Source: "Are We on Track to End Hunger? Hunger Report 2004" *Bread for the World Institute*, 2004 in "Hunger Facts: International"

Real Scenarios:

Global hunger affects us all—including New Yorkers. During 2006, an average of 1.3 million New York City Residents, including over 400,000 children, lived in households facing food insecurity. This is an increase of 1.4% from the previous three-year period. These numbers suggest that there will be a need for an increase in emergency food. Furthermore, New York City's emergency food programs estimated an 11% growth in need from 2005-2006. Because these agencies were unable to obtain enough money, food, staff, and volunteers to meet these growing needs, nearly half (46%) were forced to ration food by turning people away, reducing portion sizes, and/or limiting hours of operations. The fastest growing population that uses emergency food programs is working families.

Source: *New York City Coalition Against Hunger*, <http://www.nyccah.org/node/28>, Jan. 2007

New York City is working to improve access to Food Stamps and increase enrollment of eligible populations who might not apply due to a lack of understanding about the program, fear of applying for a government benefit or lack of knowledge about obtaining needed documentation. The Human Resources Administration has made access to food stamp support more convenient for low-income working New Yorkers who cannot apply during traditional office hours by extending office hours. Currently at least one food stamp office in each borough is open until 6 pm and on Saturdays and people using soup kitchens or pantries can now apply on site.

Source: http://nyc.gov/html/hra/html/family_independence/food_stamps_article.shtml

Group 2

5 seconds

fold here

Every 5 seconds a child dies because he or she is hungry.

Source: "FAO State of Food Insecurity in the World 2006," 2006 in World Food Programme, "Hunger Facts," <http://www.wfp.org>

In 2005, around 10 million children died before their 5th birthday. Almost all of these deaths occurred in developing countries, 3/4 of them in sub-Saharan Africa and South Asia, the two regions that also suffer from the highest rates of hunger and malnutrition.

Source: "State of the World's Children 2007—Women and Children: The Double Dividend of Gender Equality," UNICEF, 2006 in Bread for the World, <http://www.bread.org>, "Hunger Facts: International"

Child poverty is more prevalent in the United States than in any other industrialized nation. The U.S. spends less than any industrialized country to respond to child poverty.

Source: Mishel, Lawrence, Bernstein, Jared, & Sylvia Allegreto. "The State of Working America 2006/2007," The Economic Policy Institute. 2007. In Bread for the World, <http://www.bread.org>, "Frequently Asked Questions"

Globally, enough wheat, rice, and other grains are produced, that if distributed evenly, it would supply every human being with 3,200 calories a day, which is above the calorie intake needed.

Source: Food First/ Institute for Food and Development Policy, <http://www.foodfirst.org>, "12 Myths about Hunger," 2006

Real Scenarios:

Policies and discrimination can impact people's access to food. In the 1990s, North Korea experienced a famine that killed between 500,000 to three million people. Those most vulnerable were children and the elderly. In response to the famine*, the government unofficially permitted the private sale of grain. Restrictions on the freedom of movement were relaxed, so that people could move around to secure food or find the money to buy it (some went to China). Also, private farmers' markets were allowed and more food aid was allowed in. This helped to ameliorate the situation.

In October 2005, North Korean leader Kim Jong Il told the World Food Program to stop providing emergency food aid to North Koreans by the end of 2005, raising concerns that there would be another famine. He also announced the revival of the Public Distribution System, where the state distributes grain. There are concerns that even if North Korea can deliver enough food to all of its citizens that it will do so unfairly: it first feeds the elite class (i.e., high-ranking military, intelligence, police, and other law-enforcement officials) and then give smaller rations to the general population (often rations that are less than the minimum needed to keep a person healthy).

Source: Seok, Kay. "North Korea is headed toward another famine." Human Rights Watch: <http://hrw.org/english/docs/2006/05/04/skorea13315.htm>, 2006

*Famine—an extreme scarcity of food. (<http://www.merriam-webster.com/>)

Group 3

1 billion

fold here

In 2004, almost 1 billion people lived below the international poverty line, earning less than \$1 per day.

Source: "World Development Indicators 2007," *The World Bank, 2007 in Bread for the World*, <http://www.bread.org>, "Hunger Facts International"

The current world population is 6.52 billion.

Source: "Key Development Data and Statistics," *The World Bank*, <http://web.worldbank.org/WBSITE/EXTERNAL/DATASTATISTICS/o,,contentMDK:20535285~menuPK:1390200~pagePK:64133150~piPK:64133175~theSitePK:239419,00.html>

854 million people, mainly in developing countries, are chronically hungry or acutely undernourished. The majority of those who are malnourished live in developing countries, and 524 million of them live in South Asia. A quarter of them live in sub-Saharan Africa.

Source: "Facts & Figures," *World Food Programme*, http://www.wfp.org/aboutwfp/facts/hunger_facts.asp

One challenge is that many people are too poor to buy food that is available and/or to produce food for themselves and their families.

Source: "What Causes Hunger," *World Food Programme*, http://www.wfp.org/aboutwfp/introduction/hunger_causes.asp?section=1&sub_section=1

Hunger and poverty claim 25,000 lives every day.

Source: "Facts & Figures," *World Food Programme*, http://www.wfp.org/aboutwfp/facts/hunger_facts.asp

Real Scenarios:

According to information from 2004, Niger and Mali were faced with a major food crisis. Lack of rain and a plague of locusts resulted in insufficient harvest and little pastureland for cattle. As a result market prices rose by 80% and made access to food a huge obstacle for families. Three million people were affected by this food crisis.

Source: "Action Against Hunger Special Dossier *The Shame of Hunger*," *Action Against Hunger UK*, 2005. http://www.aahuk.org/documents/Hungerintheworld_000.doc

Group 4

146 Million

...fold here

Natural disasters, including, but not limited to, floods and earthquakes, can make food security a challenge.

Natural disasters can destroy crops, towns, and homes.

Source: "Action Against Hunger Special Dossier The Shame of Hunger," Action Against Hunger UK, http://www.aahuk.org/documents/Hungerintheworld_000.doc, 2005

In 2005, over 90,000 people were killed in natural disasters.

Source: "2005 Disasters in Numbers," International Strategy for Disaster Reduction, <http://www.unisdr.org/disaster-statistics/pdf/2005-disaster-in-numbers.pdf>

Since 1992, food crises that can be attributed to human causes (i.e., war, conflict) have more than doubled, rising from 15% to more than 35%. Conflict can displace people from their homes and make it challenging to secure food.

Source: "What Causes Hunger?," World Food Programme, http://www.wfp.org/aboutwfp/introduction/hunger-causes.asp?section=1&sub_section=1

In times of war, soldiers will sometimes starve opponents by seizing or destroying food and livestock systematically. Sometimes wells and fields will be mined or contaminated, which will harm the population and their land.

Source: "What Causes Hunger?," World Food Programme, http://www.wfp.org/aboutwfp/introduction/hunger-causes.asp?section=1&sub_section=1

Real Scenarios:

In 2004, a tsunami hit Southeast Asia. In Aceh, Indonesia alone, 400,000 people were displaced. The main source of revenue for Aceh's population before the tsunami was agriculture: 80% of the population depended on it as a source of income.

Source: "Action Against Hunger Special Dossier The Shame of Hunger," Action Against Hunger UK, www.aahuk.org/documents/Hungerintheworld_000.doc, 2005.

A current example of a conflict that has resulted in food insecurity is the conflict in Darfur, Sudan. The conflict has uprooted more than 1 million people and brought about a major food crisis. In 2006, according to a joint assessment between the United Nations Food Programme and Agriculture Association, UNICEF, and the World Food Programme, 70% of war-affected Darfurians were food insecure. The remaining 30% of the war-affected Darfurians explained that they required some form of assistance and that they spent less than 50% of their income on food and relied less on food aid. Approximately 60% of highly food insecure households mentioned that food insecurity was the primary barrier to cultivating land, raising livestock, and taking part in activities that would generate income.

Source: "What Causes Hunger," World Food Programme, http://www.wfp.org/aboutwfp/introduction/hunger-causes.asp?section=1&sub_section=1
UNICEF, "Massive aid effort contains growth of malnutrition in Darfur," http://www.unicef.org/media/media_36222.html



JUVENILE JUSTICE SYSTEM AND CHILDREN'S RIGHTS

(90 MIN)

Objectives

Participants will be able to:

- Define and understand the general purpose and components of the juvenile justice system.
- Analyze any racial and gender disparities in the juvenile justice system and how children's rights may be violated.
- Understand how editorial cartoons can be used to advocate for an issue or express opinions on how to improve the juvenile justice system.

Materials

- Examples of political and editorial cartoons handout (from <http://www.about.com>), obtained prior to the workshop by typing in "political cartoons" and "editorial cartoons." Choose a few examples of each and make copies for each participant (see Main Activity).
- Copies of Conventions on the Rights of a Child (one per participant) Download at: <http://www.unicef.org/crc>
- Copies of Fact Sheet: Glimpses of the Juvenile Justice System (one per participant)
- Paper
- Markers, colored pencils or crayons
- Tape

Key Terms (sources vary)

- *Juvenile Justice System*: juvenile justice is the description given to the courts, laws, personnel and agencies that administer the laws to persons younger than legal age. (American Justice, Vol. II) The upper age of juvenile court jurisdiction in delinquency matters is 17 in most states. (http://ucl.broward.edu/pathfinders/Juvenile_Justice.htm)
- *Conventions on the Rights of the Child*: applies to every child under the age of 18 based on the belief that every young person under age 18 has rights and responsibilities. The CRC is the most widely ratified human rights treaty in the world, which legally binds signatory nations to protect children's rights. (<http://www.unhchr.ch/html/menu3/b/k2crc.htm>)
- *Universal Declaration of Human Rights (UDHR)*: a landmark document adopted by the United Nations General Assembly in 1948, which outlines individual rights and freedoms for all. Though non-binding, the UDHR has acquired universal acceptance and has served as the foundation for human rights legislation around the world. (<http://www.un.org/Overview/rights.html>)

Warm-Up: Brainstorm Juvenile Justice System**(30 min)***Procedure**(10 min)*

1. Note: There may be participants in the group who have been detained or have family or friends in detention or incarceration. Be sensitive to the fact that this may be a difficult topic for some as you are conducting the activity and adjust accordingly.
2. Introduce today's topic: Juvenile Justice System. Read the definition below out loud and ask for a volunteer to write on the board.

Juvenile Justice System—Juvenile justice is the description given to the courts, laws, personnel and agencies that administer the laws to persons younger than legal age.

3. Ask students the following series of questions and have a volunteer record their responses:
 - What institutions and individuals are included in the juvenile justice system?
 - Why do youth end up in the juvenile justice system?
 - In your opinion, is it beneficial for a youth to be placed in the juvenile justice system? Is it harmful? Explain your answer.
 - What needs to exist for the system to operate? Explain that in order to operate, the system needs: detention centers, staff in jails, laws that apply to minors, government, courts, public funds, social workers, police, youth workers, teachers, mental health professionals, probation officers, counselors, community-based organizations—basically, anyone and anything that comes in contact with youth in the system.

*Processing**(20 min)*

- What are your thoughts on the list?
- What is the purpose of the juvenile justice system? (i.e., rehabilitate youth back into society) How is this done? (i.e., youth receive intensive support services, counseling, education and other services to rehabilitate them)
- Why aren't youth placed into the adult justice system when they come into conflict with the law and what is the benefit of having a separate system for them?
- Who are the key decision-makers for a youth in the juvenile justice system?
- Distribute copies of the Conventions on the Rights of a Child.
- Have participants read aloud any articles they feel apply to juvenile justice issues. Highlight Article 37 in particular, which outlines detention of children and their rights.

Segue

Explain that the United States juvenile justice system was established on the principle that youth are fundamentally and developmentally different than adults and more responsive to intervention. This is the goal but there are many challenges facing the juvenile justice system in the United States and around the world, as well as situations where the respecting of children's rights are being questioned. This next activity will explore this further.



Main Activity: Juvenile Justice & Children's Rights

(50 min)

Procedure

(35 min)

1. Before the workshop, visit <http://www.about.com> and type in “political cartoons” and “editorial cartoons.” Print out examples in preparation for today’s workshop.
2. Distribute copies of Fact Sheet: Glimpses of the Juvenile Justice System handout, and review it as a group.
3. Once the group has gone through the fact sheet, ask participants: What do these statistics show? What types of conditions may youth in the juvenile justice system face? What aspects would they like to change or see reformed?
4. Distribute a handout with examples of political/editorial cartoons and have participants read through it. Discuss how the artists express their opinions or biases on issues through their cartoons.
5. Divide participants into pairs.
6. Using the Fact Sheet: Glimpses of the Juvenile Justice System, examples of political/ editorial cartoons, and Conventions on the Rights of a Child, tell participants to create a political/editorial cartoon in pairs that expresses a message on the juvenile justice system.
7. Suggested elements to include in their cartoon:
 - What is the message that your cartoon will express about the juvenile justice system?
 - Who is involved?
 - Why are they involved?
 - How are they feeling?
 - How might factors such as their sex, race, economic status, etc. play a role?
 - How are children’s rights being respected or violated in your cartoon?
8. Give them 15 minutes to create the cartoon. Allow more time if needed. It does not have to be a well-drawn cartoon. Emphasize that it’s the message that is important.
9. Once 15 minutes have passed, ask if any pairs would like to share their cartoon.
10. Choose as many groups to share as time permits.

Processing

(15 min)

- What was it like creating a political/editorial cartoon?
- What messages were behind your cartoon?
- How did factors such as race, sex, location and where they were placed affect the portrayal of the juvenile justice system in the cartoons?
- Were any children’s rights violated in the cartoons? Were any respected?
- If at all, how common is youth incarceration in our communities? Why is prevention, as well as an effective juvenile justice system, important for the community’s future? What are some ways to prevent youth from entering the juvenile justice system in the first place?
- How can we share what we learned today with our community?

**Closure****(10 min)**

Ask students to stand in a circle and share their ideas on something they learned today and how they will share that with others.

Reflection/Follow-up

- Ask participants to reflect further on ways in which society should deal with juveniles who get into trouble. Discuss the pros and cons of rehabilitation vs. punishment. What is effective rehabilitation and who should be involved? What is effective punishment?
- Ask participants to research programs and policies in New York City that deal with juvenile justice issues such as:
 - New York City Department of Juvenile Justice (DJJ), which provides Non-Secure Detention (NSD) and Secure Detention for alleged Juvenile Delinquents (JDs) and Secure Detention for alleged Juvenile Offenders (JOs) whose cases are pending, along with post-adjudicated juveniles awaiting transfer to state facilities. DJJ detains youth in structured and secure settings. While in detention, residents receive an array of services, such as education, health services, recreation, and case management: <http://www.nyc.gov/html/djj/home.html>
 - Vera Institute of Justice: http://www.vera.org/section5/section5_1.asp
 - The Dome Project: http://domeproject.org/programs_jj.html
 - Prison Moratorium Project. PMP has videos and guest speakers available to speak to groups: <http://www.nomoreprisons.org>
 - Ellen Baker Center, Books Not Bars Campaign: <http://ellabakercenter.org>
 - Youthline for information on prevention programs: 1.800.246.4646 or 311
- Learn about Youth Courts, where youth are trained as jurors, judges and attorneys and handle real-life cases regarding their peers. The goal of the Court is to use positive peer pressure to ensure that young people who have committed minor offenses pay back the community and receive the help they need to avoid further involvement in the justice system. Arrange a visit to the Red Hook Community Justice Center to hear actual cases: <http://www.courtinnovation.org/index.cfm/fuseaction/Page.viewPage/pageId/581>

Fact Sheet:

Glimpses of the Juvenile Justice System

Why are youth kept separately from adults?

- According to the U.S. Department of Justice, the juvenile court system is based on the principle that youth are developmentally different from adults and are more responsive to intervention. Although attempts to separate youth from adults have been occurring since the 1800s, it was formalized in the late 1960s and early 1970s through the Juvenile Delinquency Prevention and Control Act of 1968 that required juvenile “offenders” be separated from adult offenders. In the 1990s, state laws changed and it became easier to transfer juveniles in the juvenile justice system to the criminal justice system.

Source: U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention, “1999 National Report Series: Juvenile Justice Bulletin,” Shay Bilchik, <http://www.ncjrs.gov/pdffiles1/ojjdp/178995.pdf>

- In the New York City juvenile justice system, juveniles receive an education as well as medical and mental health services. To learn more visit the New York City Department of Juvenile Justice: <http://www.nyc.gov/html/djj/html/health.html>.
- In the United States, since 1990, the incarceration of youth in adult jails has increased 208%, according to the National Council on Crime and Delinquency.
*Source: Letter from the U.S. Department of Justice to Wisconsin Governor Jim Doyle Re: Investigation of the Taycheedah Correctional Institution. (May 1, 2006). http://www.usdoj.gov/crt/split/documents/taycheedah_findlet_5-1-06.pdf in Campaign for Youth Justice, *The Consequences Aren't Minor: The Impact of Trying Youth as Adults and Strategies for Reform* http://www.campaign4youthjustice.org/Downloads/NEWS/National_Report_consequences.pdf, March 2007*

- The U.S. Department of Juvenile Justice tracked the following percent changes in youth incarceration (defined here as ages 0–17) based on race as follows:

Period: 1980 – 2000

White: 8%

Black: 25%

American Indian: 85%

Asian: 160%

The total change: 14%

Source: U.S. Department of Justice, <http://ojjdp.ncjrs.gov/ojstatbb/nr2006/downloads/chapter1.pdf>, “Juvenile Offenders and Victims: 2006 National Report,” National Center for Juvenile Justice, 2006

- The U.S. Department of Juvenile Justice predicts that the Hispanic population in juvenile detention will increase. “The growth in the U.S. juvenile population (ages 0-17) between 2000 and 2020 will be far greater for Hispanic (58%) and Asian (59%) juveniles than for Native American (16%), black (9%), or white (7%) juveniles.”
Source: U.S. Department of Justice, http://ojjdp.ncjrs.gov/ojstatbb/nr2006/downloads/NR2006_HL.pdf, “Juvenile Offenders and Victims: 2006 National Report: Report Highlights”.

- In a report on the juvenile justice system in New York State (excluding New York City), 11% of the population was black, but they made up nearly 29% of the arrests in 2004. This is often referred to as “disproportionate minority contact” (DMC).
Source: The Vera Institute of Justice, http://www.vera.org/publication_pdf/388_744.pdf, “Widening the Lens: A Panoramic View of Juvenile Justice in New York State,” Feb. 2007.

- According to the New York City Department of Juvenile Justice for the Fiscal Year 2006 (July 1, 2005 through June 30, 2006), the percentages of juveniles admitted by gender are 18% female and 82% male.
Source: New York City Department of Juvenile Justice, <http://www.nyc.gov/html/djj/html/numbers.html>, “Youth Population Overview (FY 2006): Admissions by Gender”

- Officials reported more than 2,800 sexual violence allegations in juvenile facilities in 2004. Three out of ten were substantiated. Girls were more likely than boys to be sexually victimized.
Source: U.S. Department of Justice, http://ojjdp.ncjrs.gov/ojstatbb/nr2006/downloads/NR2006_HL.pdf, "Juvenile Offenders and Victims: 2006 National Report: Report Highlights".
- Two in ten young people who re-enter into the system having had previous custody experience had increased the seriousness of their offending. Other youth returning to live with a single parent may benefit from programs that help them to supervise their children. 71% of these youth expressed multiple types of emotional problems and could benefit from mental health services upon their return home.
Source: U.S. Department of Justice, http://ojjdp.ncjrs.gov/ojstatbb/nr2006/downloads/NR2006_HL.pdf, "Juvenile Offenders and Victims: 2006 National Report: Report Highlights".

What does the juvenile justice system look like globally?

- In Iran, 24 child offenders have been executed in Iran since 1990, eleven of whom were under 18 at the time of their execution. In many cases, authorities waited until the child offender turned 18 before executing them.
Source: Amnesty International, "Iran Continues to pass death sentences on child offenders," <http://web.amnesty.org/web/web.nsf/print/9E496DEB862DB504802573070056FA66>
- Ten countries since 1990 are known to have executed 58 prisoners who were under 18 years old at the time of the crime—Afghanistan (extrajudicially by the Taliban), China, Congo (Democratic Republic), Iran, Nigeria, Pakistan, Saudi Arabia, Sudan, the U.S. and Yemen. China, Pakistan, USA and Yemen have now raised the minimum age for execution to 18.
Source: Amnesty International, "Facts and Figures on the Death Penalty," <http://web.amnesty.org/pages/deathpenalty-facts-eng>, Aug 2007
- The U.S. and Iran have executed more offenders who committed crimes while under the age of 18 than the other 7 countries combined.
Source: Amnesty International, "Facts and Figures on the Death Penalty," <http://web.amnesty.org/pages/deathpenalty-facts-eng>, Aug 2007
- There are other ways to rehabilitate youth. There is one approach in which a social worker carries out a full screening process before the court appearance. The assessment is meant to evaluate whether the youth will respond positively to measures that are not based on punishment. If the assessment is positive and the juvenile admits to the offense and agrees to the plan, the prosecution normally will drop the case on the condition that the young person completes a "life-skills" course. Such a program has operated in Windhoek, Namibia and is run by a local non-governmental agency, in this case the Legal Assistance Centre.
*Source: Cantwell, N. "Juvenile Justice in Namibia," unpublished draft, 1996 in *Juvenile Justice, Innocenti Digest*, UNICEF International Child Development Centre, <http://www.unicef-icdc.org/publications/pdf/digest3e.pdf>*
- Youth courts, such as the Red Hook Youth Court in Brooklyn, are an alternative to the traditional system, where youth are trained as jurors, judges and attorneys and handle real-life cases regarding their peers. The goal of the Court is to use positive peer pressure to ensure that young people who have committed minor offenses pay back the community and receive the help they need to avoid further involvement in the justice system.
Source: <http://www.courtinnovation.org/index.cfm/fuseaction/Page.viewPage/pageId/581>
- In 2006, the Philippines passed into law a bill that will bring about the following changes to the juvenile justice system in the country: "provisions for child-sensitive proceedings;" not permitting the use of the death penalty; and minors will no longer be prosecuted for vagrancy.
Source: UNICEF, "Philippines Enacts Law on Juvenile Justice System," <http://www.unicef.org/philippines/archives/news/060405.html>, May 16, 2006



HAVING NO PLACE TO CALL HOME

(155 MIN)

(May be done in two sessions)

Objectives

Participants will be able to:

- Identify the factors which cause people to become homeless in the United States and globally.
- Dispel common myths and stereotypes regarding homeless people.
- Explore alternatives/solutions that help address the issue of homelessness.

Materials

- The video/DVD *Homeless to Harvard: The Liz Murray Story* which can be rented from a video rental store or purchased online through:
<http://www.amazon.com/Lifetime-Original-Movies-TV-DVD/b?ie=UTF8&node=13852011>
*Note: If you are unable to obtain this movie, alternatives are suggested at:
 Do Something: http://www.dosomething.org/tipsheet/movies_poverty*

- Copies of Homeless Questionnaire (one per participant)
- Copies of Some Stats on Homelessness (one per participant)
- Optional: Copies of quote in Icebreaker (one per participant)
- Chalkboard and chalk or newsprint, tape and marker

Note: This is a sensitive subject and it is important that a safe space and respectful dialogue on this issue occurs. There are many stereotypes regarding the homeless and it is important that the facilitator encourages the group to obtain the facts and examine their own biases towards the homeless if they exist.

Key Terms

- *Homeless*: 1) an individual who lacks a fixed, regular, and adequate nighttime residence; 2) an individual who has a primary nighttime residence that is: a) a supervised publicly or privately operated shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill); b) an institution that provides a temporary residence for individuals intended to be institutionalized; or c) a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings. (The United States Code, Title 42, Chapter 119, Subchapter I at: <http://www.hud.gov/homeless/definition.cfm>)

Warm-Up: Quote of the day**(10 min)***Procedure**(5 min)*

1. Inform the group that today the issue will be introduced through the use of a quotation.
2. Share the quotation aloud:

“People who are homeless are not social inadequates. They are people without homes.”
– Sheila McKechnie, homeless advocate, UK
3. Present the quotation on the wall or blackboard for students to be able to read it again to themselves, or have copies of it written up and copied for each participant.

*Processing**(5 min)*

- What are some reactions to this quotation?
- What do you think is the point of this quotation?
- Do you agree with what is being said? Why or why not?
- How do you feel society feels towards those who are homeless? Why?
- Is homelessness a human rights issue? What are some of the stereotypes or perceptions people have about the homeless? Where do these stereotypes come from?

Segue

Explain that homelessness is a complex and serious problem. It affects a wide range of people, and can happen to anyone. Tell them that you will be screening a film on homelessness today, but first, you would like for them to fill out a short questionnaire. Distribute the Questionnaire to everyone. When they have completed their worksheet, tell them to hold on to it. As they watch the film, if they find any informational relevant to the questionnaire, they should record/add it to their paper.

Main Activity: The Film *Homeless to Harvard: The Liz Murray Story***(140 min)***Introduction*

In April 2003, Lifetime Television premiered the Lifetime Original Movie, *Homeless to Harvard: The Liz Murray Story*. The movie, which is based on a true story about a New York City public high school student, was accompanied by an educational campaign to increase awareness about the issue of homelessness, dispel myths and stereotypes, and highlight the fact that children are often the invisible victims of homelessness. For more information on the educational campaign and toolkit on Homeless to Harvard developed by the National Alliance to End Homelessness, Girls, Inc. and Lifetime, visit:

http://www.naeh.org/section/data/data_and_research

*Procedure**(140 min)*

1. Screen the movie. You may show it in two parts.
2. When it is finished, lead a discussion using the following questions:
 - What are some reactions to the movie?
 - What surprised you? What could you relate to?
 - The story is based on a true story of a New York City high school student. Do you feel she is unique or is this problem more pervasive than we think?
3. Review what new information they added to their questionnaires and any other things they learned.
4. Distribute the fact sheet and review. How do rising housing and rental costs, or lack of affordable housing, play into homelessness?
5. How is homelessness viewed and addressed in other parts of the world? What are some ways that we could address this problem through service learning?

Closure**(5 min)**

Ask students to share one way they believe they may have changed. This may include learning something that they were not aware of before. Students may share attitudes or feelings that might have changed towards homeless people or how they became homeless.

Reflection/Follow-up

- What is the impact of homelessness on children? Ask them to reflect in their journals.
- Research housing costs in New York City and compare to other parts of the country. What percentage of income goes to housing in New York City? How does this vary by borough? How much subsidized or public housing is available for people? What strategies are being used to build affordable housing?
- Research statistics regarding homelessness in New York City and participants' own neighborhoods. Find out whether there are any shelters or homeless assistance organizations within the vicinity of the program. What is the community sentiment on the shelters?
- Learn about public policy on homelessness and the rights the homeless in New York City.
- Research what New York City government is doing around homelessness. How successful have the strategies been? What would the students do differently if they were the mayor? What would they do the same? (The Department of Homeless Services' website is a good place to start with this activity—see Resources).

**Resources**

- New York City Department of Homeless Services (DHS): <http://www.nyc.gov/html/dhs/>
 - Statistics on homelessness in NYC: <http://www.nyc.gov/html/dhs/html/statistics/statistics.shtml>
 - City Shelters: <http://www.nyc.gov/html/dhs/html/homeless/famserv.shtml#go>
- New York City Department of Youth and Community Development (DYCD): <http://www.nyc.gov/html/dycd/home.html>

In keeping with the federal Runaway and Homeless Youth Act (RHYA) of 1978 and current New York State RHYA regulations, DYCD funds programs that are designed to protect runaway and homeless youth and, whenever possible, reunite them with their families. In cases where reunification is not possible, these programs are designed to help youth progress from crisis and transitional care to independent living. Program activities and experiences are designed to assist youth in becoming healthy, caring, and responsible adults. The following activities are part of DYCD's services. For more info, visit: <http://www.nyc.gov/html/dycd/html/services-runaway.html>

- Do Something: http://www.dosomething.org/tipsheet/movies_poverty
- The Salvation Army: http://www1.salvationarmy.org/ihq/www_sa.nsf
- Covenant House: <http://www.covenanthouse.org>
- Shelter Partnership: <http://www.shelterpartnership.org/ResourceBank.htm>
- Coalition for the Homeless: <http://www.coalitionforthehomeless.org>
- Housing Works: <http://housingworks.org>
- National Alliance to End Homelessness: <http://www.naeh.org>

Homeless Questionnaire

Homeless to Harvard: The Liz Murray Story

What does the word “home” mean?

What does it mean to be a homeless person?

What are some factors that make people become homeless?

How many people are homeless in the United States? In the world?

What are the challenges for homeless people securing a job or furthering their education?

List a few things that become much more difficult to do when one becomes homeless.

What can I do to help the growing issue of homelessness?

Facts on Homelessness in the United States

Who are the homeless in the U.S.?

- In the U.S., more than 3.5 million people experience homelessness each year.
- 35% of the homeless population are families with children, which is the fastest growing segment of the homeless population.
- 25% are U.S. military veterans.
- 25% are children under the age of 18 years.
- 30% have experienced domestic violence.
- 20-25% suffer from mental illness.

Source: <http://www.studentsagainsthunger.org/hunger.asp?id2=15770>

Who are the homeless in NYC ?

- Children and their parents comprise 73% of the NYC shelter population.

Source: *Partnership for the Homeless*: <http://partnershipforthehomeless.org>

In 2003, the New York City Department of Homeless Services, the New York City Department of Housing Preservation and Development, the New York City Housing Authority and the Office of the Mayor asked the Vera Institute of Justice to conduct a series of research projects on homeless families. Some key findings from a survey conducted by the Vera Institute include:

- Almost half of all eligible homeless families came from 10 community districts in New York city, primarily located in the Bronx, central Brooklyn, and northern Manhattan.
- Most heads of homeless families reported having a relatively stable housing history before they entered shelter.
- The majority of the heads of households had work histories and educational levels that suggest that they are employable.
- Families struggled to maintain stability in the face of a range of destabilizing life events, such as losing a job.
- Almost half of all families experienced an informal or formal eviction.

Source: *Understanding Family Homelessness in New York City, September 2005*, Vera Institute of Justice, from NYC Department of Homeless Services: <http://nyc.gov/html/dhs/html/statistics/statistics.shtml>

- 90% of the people living in New York City shelters are Black and Latino, although only 53% of the overall population is Black or Latino.

Source: *The Partnership for the Homeless*: <http://www.partnershipforthehomeless.org>

What are some of the causes of homelessness?

The major cause of homelessness in the U.S. is the lack of affordable housing. This is caused by a low supply of inexpensive housing, and low incomes, which prevent households from being able to afford housing.

Source: *National Alliance to End Homelessness*: <http://www.naeh.org>

There are 34 million renters in the United States, and 22 percent of them earn “extremely low incomes,” according to the 1999 American Housing Survey (National Low Income Housing Coalition, 2001). The survey shows more than 14 million Americans spend over half of their incomes on housing while the U.S. Department of Housing and Human Development estimates that this figure should be between 25% and 30%.

Source: *National Coalition for the Homeless*, 1999

- Over half of the homeless mothers in New York City have been victims of domestic violence.

Source: *Partnership for the Homeless*: <http://partnershipforthehomeless.org>

Is homelessness permanent?

- In urban communities, people experience homelessness for an average of eight months.
Source: <http://www.studentsagainsthunger.org/hunger.asp?id2=15770>
- Average length of stay for a homeless family in Fiscal Year 2007 in New York City is 325 days.
Source: <http://nyc.gov/html/dhs/html/about/car.shtml>

What are the financial costs of homelessness?

- Cost to shelter a family for one year: \$36,000.
- Cost to shelter a single adult: \$23,000.
Source: The Partnership for the Homeless: <http://www.partnershipforthehomeless.org>

How does homelessness affect children?

- The school attendance rate for teenagers in homeless families is 51%.
- Two-thirds of homeless school children in New York City change schools during the year, and one in four repeats a grade.
- Homeless children are more likely to be under-immunized, have higher rates of nutritional deficiencies and chronic illnesses, and are more prone to injuries than children with permanent homes, according to the New York Child Health Project. Half of the children in shelters suffer from asthma.
- Both NYC-based and national studies show that homeless children witness more violence, have significantly higher rates of emotional and mental health problems, and are physically and sexually abused at two to three times the rate of other children.

Source: The Partnership for the Homeless: <http://www.partnershipforthehomeless.org>

Facts on Homelessness Around the World

Homelessness can be caused by a variety of factors. If you are a poorer person in a developing country that is suddenly ravaged by a war (i.e., a rebel group sacks and pillages your town) or devastated by a natural disaster (i.e., an earthquake, monsoon, or a hurricane) your chances of losing your belongings, your livelihood, or your home may dramatically increase. The chance of becoming homeless increases so much in these cases because if you are already living below the poverty line it can become harder to return to your previous standard of living.

- In Cambodia, 40% of the population lives below the poverty line. In the capital, Phnom Penh, there are more than 180,000 homeless people or people living in informal settlements (i.e., slums, rooftops, along roadsides and rivers)
Source: CIA World Fact Book, Cambodia: <https://www.cia.gov/library/publications/the-world-factbook/geos/cb.html>
- In France, an estimated 6.2 % of the population lives below the poverty line. In Germany 11% of people live below the poverty line.
Sources: CIA World Fact Book, Germany: <https://www.cia.gov/library/publications/the-world-factbook/geos/gm.html> and CIA World Fact Book, France: <https://www.cia.gov/library/publications/the-world-factbook/geos/fr.html>
- In France and Germany, 17% and 22%, respectively, of homeless people are under the age of 25.
Source: YouthXChange – Fact & Figures: Homeless in Europe: http://www.youthxchange.net/main/b236_homeless-p.asp
- In Liberia, 80% of the population live below the poverty line. The UN estimates that there are 249,000 people uprooted by war, impoverished and homeless in Liberia. Most of these people eat just one meal a day and have had to move at least twice in the past five years due to the civil war.
Source: CIA World Fact Book, Liberia: <https://www.cia.gov/library/publications/the-world-factbook/geos/li.html>
- The number of homeless in Western Europe, in general, is at its highest level in 50 years. The total number of homelessness in Western Europe is reminiscent to WWII levels.
Source: YouthXChange – Fact & Figures: Homeless in Europe: http://www.youthxchange.net/main/b236_homeless-p.asp



CRISIS IN DARFUR, SUDAN

(75 MIN)

Objectives

Participants will be able to:

- Identify various parties involved in the conflict in Sudan.
- Define terms such as genocide, ethnic cleansing and internally displaced people (IDP).
- Strategize actions they can take to address the issue.
- Explore the correlation between war and human rights violations.
- Examine some of the factors, terminology and emotions associated with genocide, displacement, loss and movement/migration.

Materials

- Newsprint, tape and markers
- Masking tape or string
- Darfur Sign for Take a Step Forward (see Main Activity: Take A Step Forward)
- Copies of Crimes Against Humanity in Sudan's Darfur Region (one per participant)

Key Terms (sources vary)

- *Ethnic Cleansing*: the mass expulsion and killing of one ethnic or religious group in an area by another ethnic or religious group in that area. (<http://wordnet.princeton.edu/perl/webwn?s=Ethnic+Cleansing&o2=&o0=1&o7=&o5=&o1=1&o6=&o4=&o3=&h=>)
- *Internally Displaced Person (IDP)*: persons or groups of persons who have been forced or obliged to flee or to leave their homes or places of habitual residence, in particular as a result of or in order to avoid the effects of armed conflict, situations of generalized violence, violations of human rights or natural or human-made disasters, and who have not crossed an internationally recognized border. (<http://www.ohchr.org/english/issues/idp/issues.htm>)
- *Militia*: a part of the organized armed forces of a country liable to call only in emergency. (<http://www.merriam-webster.com/dictionary/Militia>)
- *Sanction*: action by one or more states toward another state calculated to force it to comply with legal obligations. (<http://dictionary.reference.com/browse/sanction>)
- *Refugee*: a person who flees to a foreign country or power to escape danger or persecution. (<http://dictionary.reference.com/browse/refugee>)
- *Genocide*: the deliberate and systematic destruction of a racial, political or cultural group. (<http://www.merriam-webster.com/dictionary/genocide>)



Warm-Up: Bomb and Shield

(15 min)

Procedure

(5 min)

1. Have students stand up and form a circle.
2. As they are standing, inform them that they will look around the circle and select two people. These two people are not to know they have been selected. The selection is done in total silence.
3. Explain to them that the first person they will pick will represent a “bomb.” Clarify that a bomb is something that causes harm and damages things. The second person that they will pick will represent a “shield.” Clarify that a shield is something that provides protection and prevents harm from being inflicted upon them.
4. Now tell them that the object of the game is to protect themselves from the bomb with their shield. They must protect themselves from the bomb because inevitably at a given time the bomb will explode. In order to protect themselves they must be standing at a location where the shield is between them and the bomb by the end of the activity (30 – 60 seconds). They cannot grab or push their shield or bomb, but must move along in any direction that helps them accomplish their goal.

Note: It is possible that someone selects someone else to be their bomb, while that same person in return selects the first person to be their shield. In this case, one person is trying to get away from the other, while the opposite will be true for the other person. If this happens or is asked before the activity, simply let it happen and see what ideas participants are able to come up with for this situation.

5. Once these instructions have been provided, give students 15 seconds to select their “bomb” people. Remember this is to be done in silence and discreetly.
6. Next give them another 15 seconds to select their “shields.”
7. Tell them that they will have 60 seconds to get themselves into a position where they will be able to protect themselves. Say “GO” to begin.
8. Do count-downs, so participants will know how much time is left. Let them know when there is 30 seconds left, 15 seconds left and then count down from five. Then yell “FREEZE.”
9. After time is up have everyone stand exactly where he or she were when you yelled freeze. Then ask for a few people to share who they selected to be their “bomb” and their “shield” and also if they accomplished the goal of protecting themselves.

Processing

(10 min)

- How did it feel to do this activity?
- Was it easy or difficult to accomplish the goal? Why?
- Were there any strategies that helped to accomplish the goal?
- What are some things in real life that the bomb in this activity might represent? How or why?
- What are some things in real life that the shield in this activity might represent? How or why?



- Is there something that might be both “bomb” and “shield?”
- What are some basic shields all people should have, according to the Universal Declaration of Human Rights?

Segue

Tell participants that they are going to further explore the concepts of bomb and shield, and the struggles and challenges some people face to be protected from harm.

Main Activity: Take A Step Forward**(50 min)***Procedure**(20 min)*

1. Set the room up so that there is a piece of tape or a string across the floor on one side of the room, which students will stand behind.
2. On the opposite side of the room, post a piece of paper with the word DARFUR on it and clear the space in between the tape/starting line and the sign of any chairs or desks.
3. Ask students to stand behind the tape while facing the sheet with the word DARFUR.
4. Inform students that you will read several statements out loud and if any of the statements apply to them, they should take one step towards the sign.
5. Begin to read the statements below aloud and have students take a step forward if the statement applies to them or, in some cases, someone they know.
6. When you are done reading all the statements, ask students to notice where people are standing by the end and then take a seat in order to talk about the activity.

Take One Step Forward if...

- A. You or someone you know has been evicted from his or her home.
- B. You or someone you know has lost a personal item with a lot of sentimental value.
- C. You or someone you know has spent a day or more without being able to get food.
- D. Take TWO steps forward if you know what it means to be a refugee.
- E. You know a place in the world where rape has been committed by soldiers during a war.
- F. Take TWO steps forward if you know of one place in the world where ethnic cleansing or genocide has occurred.
- G. You know of one place in the world where there is currently a war occurring.
- H. You know of a time and place in history when the minority population controlled the government.
- I. Take TWO steps forward if you know one place in the world where children have been used as soldiers.
- J. You can name a time that the United Nations intervened in a civil war in a country.

Note: By the end of the activity, students should be closer to the side of the room with the word DARFUR on the wall. It is also okay if most of them are not closer to the word as this will indicate how well-informed students are on this topic.

*Processing**(30 min)*

- What did you think of the activity?
- Where were people standing at the end of the activity?
- Were there any statements that you were surprised to hear?
- Were there any statements that allowed almost everyone to take a step? If so, why?
- Were there any statements in which no one or very few people took a step? Why?
- What was the general theme that these statements had in common?
- Ask students if they have ever heard of Darfur and know where it is located. See what they know and list on the newsprint. Review the fact sheet. Points to touch upon:
 - o Darfur is a region in Sudan, on the continent of Africa.
 - o The major conflict in Darfur started in 2003. Two rebel groups, the Sudanese Liberation Army/Movement (SLA/SLM) and the Justice Equality Movement (JEM), with the support of ethnic groups called the Fur, Masalit and Zaghawa, wanted to gain more equality in the country and no longer be neglected by the government, who often ignored them. In response to this, the Sudanese government and a government-supported militia group called “Janjaweed” began fighting these two rebel groups. The civilian populations and ethnic groups that have been mainly targeted are those that support the two rebel groups, like the Fur, Masalit, and Zaghawa. The government has been accused of violently attacking Darfurians, as well as cutting off aid to their regions to starve them. Many people in the region have fled over the border to neighboring Chad for safety. Refugee camps have been set up in Chad and in areas of Sudan. Two million people have been forced to leave their homes and at least 400,000 people have been killed. The United States and others in the international community are calling this genocide (President’s Statement on Violence in Darfur, September 2004, <http://www.whitehouse.gov/news/releases/2004/09/20040909-10.html>).
- How much attention is the situation in Darfur, Sudan receiving in the media? Why do you think this is the case?
- How does it compare with media attention given to humanitarian crises in other parts of the world? Or to coverage of celebrities?
- What should U.S. foreign policy be regarding the crisis in Sudan?
- What can young people do if they wish to help address this situation? Tell them about the Save Darfur Coalition and how students groups are raising money all across the United States. For more info go to: <http://www.dosomething.org/> or <http://www.savedarfur.org>

Closure**(10 min)**

Going around the circle, ask students to share one thing they learned today or one word to describe how they are feeling at that very moment.

Reflection/Follow-up

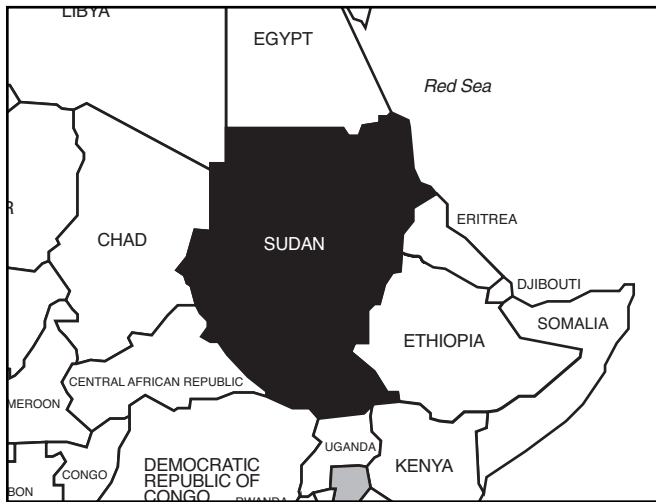
- Do some journal writing. After the Holocaust, the world said “never again,” however, there have been several cases of ethnic cleansing, genocide, and crimes against humanity since. Reflect on why this keeps happening and how it can be stopped.
- On a personal level, participants can reflect on what the bombs and shields are in their own lives. Ask them to identify what they are and how to ensure that they are able to avoid harm from their bombs.
- Take field trips.
- Visit The Museum of Jewish Heritage to learn more about cases of genocide (<http://www.mjhnyc.org>). This is a living memorial to the Holocaust that honors those who died by celebrating their lives—cherishing the civilization that they built, their achievements and faith, their joys and hopes, and the vibrant Jewish community that is their legacy today.
- UNICEF: Located in New York City and founded in 1947, the U.S. Fund for UNICEF supports the work of the United Nations Children’s Fund by raising funds for its programs and increasing awareness of the challenges facing the world’s children.

Resources

- On Darfur Genocide Info: <http://www.usmmm.org>
- Crisis in Darfur: <http://www.unicefusa.org>
- BBC News, Q&A: Peace in Sudan:
<http://news.bbc.co.uk/1/hi/world/africa/3211002.stm>
- Human Rights Watch Report, Sudan Darfur in Flames, Atrocities in Western Sudan:
<http://www.hrw.org>
- Save Darfur Coalition: <http://www.savedarfur.org>

Adapted from the Global Kids Power of Citizenry Curriculum

Crimes Against Humanity in Sudan's Darfur Region



The Sudan conflict—Africa's longest-running civil war—has pitted the Muslim north against Christians and animists in the south, leaving some 1.5 million people dead.

(Animists are people who believe that souls inhabit all or most objects; Animism attributes personalized souls to animals, vegetables, and minerals wherein the material object is—to some degree—governed by the qualities which comprise its particular soul.)

How did the Darfur rebellion begin?

- The conflict unofficially began in the arid and impoverished region in 2005 (there had been conflict prior to this date) after a rebel group began attacking government targets, claiming that the region was being neglected by Khartoum (the capital of Sudan).
- The rebels say the government is oppressing black Africans (the Fur, Masalit and Zaghawa) in favor of Arabs.
Source: BBC News, Darfur Conflict Zone Map: <http://news.bbc.co.uk/2/hi/africa/6213202.stm>
- Historically, there has long been tension between the two communities over land and grazing rights.
- There are two rebel groups, the Sudan Liberation Army (SLA) and the Justice and Equality Movement (JEM).
Source: Human Rights Watch Report: "Darfur in Flames: Atrocities in Western Sudan"

What is the Sudanese government doing?

- The government began mobilizing horse- or camel-mounted Arab militia—the Janjaweed—to tackle the insurrection.
- Now numbering several thousand, this proxy force often carries out attacks on villages and towns taken by rebels shortly after bombings by government aircraft.
- In joint ground attacks with the Janjaweed, the government has allegedly committed crimes of rape, murder (summary executions), and looting that constitute crimes against humanity, war crimes, and ethnic cleansing against the civilian Fur, Zaghawa and Masalit population. In the past two years, the campaign has killed thousands and displaced more than two million civilians, mostly farmers.
- The government says it has control of the region, but rebels deny this.
Source: Human Rights Watch Report: "Darfur in Flames: Atrocities in Western Sudan"

What has happened to the civilians?

- 70,000 people have been killed in the last two years and millions of people have been displaced.
- More than two million people have fled their homes and are living in makeshift shelters in Chad and in the far south of Sudan.
Source: Human Rights Watch Report: "Darfur in Flames: Atrocities in Western Sudan"
- For those who have fled, there is not enough food, water, sanitation or medicine, and a lack of basic items like soap, buckets for water, and materials to make shelter.
- Regarding health, there are high rates of malnutrition, bloody diarrhea, and waterborne diseases such as Hepatitis E (jaundice), and cases of respiratory diseases and pneumonia are increasing as the cold weather sets in.
Source: Medecins Sans Frontieres Activities in Darfur: <http://www.doctorswithoutborders.org/news/2004/12-01-2004.cfm>

What help are they getting?

- The United Nations refugee agency, the UNHCR, is flying in emergency aid to eastern Chad.
- The UN, along with NGOs (non-governmental organizations) like Oxfam and Amnesty International, is caring for refugees and maintaining camps. "We still have a long way to go in this race against time and the elements," said the UNHCR's Ron Redmond.
Source: BBC News, UN Drops Aid for Sudan Refugees: <http://news.bbc.co.uk/2/hi/africa/3496311.stm>
- Within Sudan, the UN food agency, the World Food Programme (WFP), has also begun flying in aid to northern Darfur.
- A report released by the New York-based Human Rights Watch has accused the Sudanese government of ethnic cleansing and crimes against humanity in the Darfur region of western Sudan.
- Aid workers want to bring in supplies by road along humanitarian corridors, which the government says are safe. However, there are fears that the roads remain subject to attack.
Source: Human Rights Watch Report: "Darfur in Flames: Atrocities in Western Sudan"

Is anyone trying to stop the fighting?

- The government and the two rebel groups signed a ceasefire in April of 2006 but this has not held. Two further agreements have been reached in Nigeria, brokered by the African Union, on banning military flights in Darfur and on humanitarian aid. Some 1,400 African Union troops are now in Darfur on a very limited mandate. The Sudan government has agreed in principle to a force of at least 3,000 and they should have been on the ground months ago, but Khartoum is resisting allowing them to beef up their powers to disarm combatants. It has agreed to let southern Sudan have its own government as part of a deal to end 20 years of conflict in that region. The government negotiator, Vice President Ali Osman Taha, is now turning his attention to Darfur and talks are due to resume in Nigeria.
Source: The Christian Science Monitor, "The African Union Moves a Quiet Revolution: <http://www.csmonitor.com/2005/0207/p09s02-coop.html>

General Sources/Information:

<http://news.bbc.co.uk/1/hi/world/africa/3211002.stm>

<http://news.bbc.co.uk/2/hi/africa/6213202.stm>

Human Rights Watch Report: "Darfur in Flames, Atrocities in Western Sudan"

U.S. Media Coverage of the Crisis in Darfur:

The American media has not done its job of broadcasting the devastation of the refugees in Sudan. Look at the following statistics from the American Journalism Review:

- Last year the three network nightly newscasts aired a meager total of 26 minutes on the bloodshed, according to the Tyndall Report, which monitors network news. ABC devoted just 18 minutes to Darfur, NBC five and CBS three. By contrast, Martha Stewart's woes received 130 minutes, five times as much.
- On average, five papers—The Dallas Morning News, The News & Observer, The Kansas City Star, The Orlando Sentinel, and The Cleveland Plain Dealer—have run 80 stories mentioning Darfur in the last two years and 240 mentioning Martha Stewart.

Source: American Journalism Review, "Déjà Vu," February/March 2005: <http://www.ajr.org/Article.asp?id=3813>



WAR AND PEACE

(60 MIN)

Objectives

Participants will be able to:

- Name some ways in which acts of war violate human rights.
- Explore different challenges in working towards peace.
- Discuss the importance of the Universal Declaration of Human Rights (UDHR), particularly in times of war, as well as the Geneva Convention.

Materials

- Copies of the Origin of the UDHR handout (one per participant)
- Chalkboard and chalk or newsprint, tape and markers (different colors)
- Scrap paper for each participant
- Pens, pencils, markers or crayons
- Glue
- Scissors

Note: There may be participants in the group who have family members or friends that have been deployed. Be sensitive to the fact that this may be a difficult topic for some as you are conducting the activity and adjust accordingly.

Key Terms (sources vary)

- *War*: a conflict carried on by force of arms, as between nations or between parties within a nation; warfare, as by land, sea, or air. (<http://dictionary.com>)
- *Conventional Warfare*: fighting between two states by the armed forces from each state following a legal declaration of war, as defined by international law. Combatants come under the Geneva Conventions concerning the treatment of prisoners of war and civilian populations and concerning the possession of territory after the war is over. (<http://www.politicalglossary.net>)
- *Chemical Warfare*: tactical warfare using incendiary mixtures, smokes, or irritant, burning, poisonous, or asphyxiating gases. (<http://www.merriam-webster.com>)

Warm-Up: Brainstorm on the Word War**(25 min)***Procedure**(10 min)*

1. Tell the group that they are now going to brainstorm around the word “war.” Write the word on a piece of newsprint or on the chalkboard.
2. Ask, “what’s the first thing you think of when you hear the word war?” Then write the responses to the word war. Ask a student to volunteer to be the recorder as you select students to respond.
3. Continue asking the following questions. For each round of questions, you (or the recorder) should connect the words to a word from the previous question by drawing a line between the two words (try to use different colors for each round of questions):
 - What do you first think of when you hear the word war?
 - Who is involved?
 - Who is affected?
 - What are some different types of war?
 - Why do nations or groups go to war?
 - What are some of the things people use in war?

*Processing**(15 min)*

- When do you think the first war occurred? What are some examples from history or the current day?
- Is it necessary at times to go to war?
- How has the nature of war and warfare changed throughout time?
- If it has changed, why?
- What are the tangible and unseen costs of war?

Segue

Explain that war is a heavy topic that affects people in different ways and that in the following activity participants will be able to learn about some of the actions, strategies and consequences of war, which spurred the creation of the Universal Declaration of Human Rights.

Main Activity: The Origin of the UDHR**(25 min)***Procedure**(15 min)*

1. Provide each student with the handout Origin of the UDHR.
2. Ask students to read the articles in pairs or small groups. The article focuses on the conditions and events that led to the creation of the UDHR. Several examples of human rights violations during World War II are detailed in the article.
3. Tell them to remain in pairs or small groups to fill out the worksheet.
4. Once time is up have students share their responses with the larger group.

*Processing**(10 min)*

- How was it reading this article and listing the human rights violations?
- What might be some long-term consequences due to these violations?
- Have these violations happened again? Where? How? When?
- What is the role of the Universal Declaration of Human Rights during the time of war?
- Are there other treaties or conventions that are supposed to guide how soldiers, countries and others act during times of war? Introduce the Geneva Convention regarding treatment of prisoners of war and civilians (<http://www.unhcr.ch/html/menu3/b/91.htm>) and how the relevance of the Geneva Convention has been debated in war on terrorism. More about this can be found at the Council on Foreign Relations website: <http://www.cfr.org/publication/11485/>
- What are some impacts that war may have on you right now?
- Is it possible to live in a world without war? If so, how? If not, why not? What are the challenges to building lasting peace?

Closure: A Word of Peace**(10 min)**

1. Ask students to stand in a circle.
2. Go around and invite students to share one word that signifies peace to them. In other words, one word that represents peace and that may be a person, place, thing or idea.

Reflection/Follow-up

How has the war in Iraq and Afghanistan affected you? Ask students to write in their journals. Do they know anyone who is serving in the armed forces? Do they understand what the war is about? How does military spending affect our domestic situation and funding? They can research to see how much money is being spent on the war.

Resources

- Universal Declaration of Human Rights (UDHR): <http://www.udhr.org> or <http://www.unicode.org/udhr/>
- Veterans For Peace: <http://www.veteransforpeace.org>
VFP is a national organization of men and women veterans of all eras and duty stations including from the Spanish Civil War (1936-39), World War II, the Korean, Vietnam, Gulf and current Iraq wars as well as other conflicts. See if one of the local chapter members can visit you school to participate in a panel discussion.
- Peace Action: <http://www.peace-action.org>
- War Resisters League: <http://www.warresisters.org>
- UNICEF: <http://www.unicef.org>
Located in New York City and founded in 1947, the U.S. Fund for UNICEF supports the work of the United Nations Children's Fund by raising funds for its programs and increasing awareness of the challenges facing the world's children.

The Origin of the UDHR

The 1948 Universal Declaration of Human Rights (UDHR) came out of a particular period of time: World War II, 1939–1945.

Before the start of the war there were a number of countries, particularly Germany and Japan, which were governed by dictatorships (countries in which the people had no say over the government). These governments were expansionist—that is, they wanted to expand their own territories by taking over other countries by force—and both were ruthless in their treatment of those who disagreed with them.

In 1939 Germany's seizure of other countries led to war, and Japan became involved in 1941. During the war there were millions of soldiers and civilians killed or maimed. The Nazi Party that ran the government of Germany created concentration and extermination camps for certain groups—communists, gypsies, Jews, homosexuals and political opponents. Some of the prisoners were used as slave labor under appalling conditions. Many were simply killed in mass executions, by shooting or poison gas. Millions more died from starvation, disease or brutal beatings.

Source: The History Channel, "World War II: The Conflict Brews:" http://www.history.com/minisite.do?content_type=Minisite_G-enericc&content_type_id=956&display_order=1&mini_id=1090

The Japanese military government under the Emperor was equally brutal to its opponents. Japanese troops tortured and executed millions of the inhabitants of the countries they seized to "liberate" them from the European colonial powers. They also took hundreds of thousands of captured troops, including thousands of Australian soldiers, and worked them as slave labor, with no medical treatment and inadequate food. Men, and many women, died in agony in these conditions.

Source: Stolen Years: Australian Prisoners of War: <http://www.awm.gov.au/stoloneyears/intro.asp>

The war ended in 1945 only after the destruction of millions of homes and lives by fighting and bombing, including the first and only use of atomic weapons at Hiroshima and Nagasaki. Countries were left devastated. Millions of people became homeless refugees, with no access to proper health care, education or food. There was civil war and revolution in many of the countries which now were freed from rule by European colonial governments, but which had not been prepared for self-rule by their colonial masters.

There was also a new tyranny imposed in many Eastern European countries, as the Soviet Union replaced Nazi control with their own totalitarian control. The "iron curtain" cut these countries off from democratic freedoms. The world was also shocked during the war crimes trials of many Nazi and Japanese leaders, as these men claimed justification for their brutal actions by the defense that "they were only acting under orders." The world demanded that people had to accept responsibility for their own actions, regardless of their rank.

In 1945 the United Nations was created, with a dream of securing peace and justice in the world by international co-operation. Part of the Charter of the UN—Article 55—called for the establishment of a set of universally accepted and observed basic human rights, so that people would never again have to go through the abuses that they had just suffered. U.S. First Lady Eleanor Roosevelt was instrumental in leading the effort to create universal acceptance of human rights.

So by 1948 those nations of the world that were part of the UN adopted a document which would set out for the first time a set of fundamental human rights for everybody. They drew from various historic documents, such as the United States Declaration of Independence (1776) and the French Revolution's Declaration of the Rights of Man and Citizen (1789). But for the first time this would be an international document created and agreed to by the nations of the world, and not just one nation's document. And so they created the Universal Declaration of Human Rights.

Source: Office of the High Commissioner for Human Rights: <http://www.unhcr.ch/udhr/miscinfo/carta.htm>

War and Human Rights Violations

Based on the background reading above, list at least five different situations where human rights were being violated during wartime:

SITUATION	HUMAN RIGHTS VIOLATION



LABOR RIGHTS 101

(80 MIN)

Objectives

Participants will be able to:

- Define and understand the importance of labor rights.
- Identify major areas covered in the Declaration on Fundamental Principles and Rights at Work (created by the International Labor Organization) including freedom of association, forced labor, discrimination, and child labor.
- Use critical thinking and cooperative group skills to explore and analyze labor rights issues and case studies from around the world.

Materials

- Copies of Putting Up a Wall on Organizing Rights at Wal-Mart (for 1/4 of group)
- Copies of Gender Equality and the Case of Domestic Workers in Peru (for 1/4 of group)
- Copies of Forced Labor: The Case of Brazil for (for 1/4 of group)
- Copies of Child Labor in Philippines for (for 1/4 of group)
- Copies of International Labor Standards & the ILO (one per participant)
- Chalkboard and chalk or newsprint, tape and marker
- Paper for final reflections or student journals

Key Terms (sources vary)

- *Labor Rights*: legal rights and human rights relating to the relationship between workers and their employers. These rights are “usually obtained under labor and employment law.” These rights cover a variety of areas such as: freedom of association, forced labor, discrimination, and child labor. (International Labor Organization: <http://www.ilo.org>)
- *Forced Labor*: work that somebody is made to do against his or her will, often as a punishment or to repay a debt. (<http://encarta.msn.com/encnet/refpages/search.aspx?q=Forced+labor>)
- *Child Labor*: work done by children or youth. Some forms of child labor occur under exploitative conditions (i.e., long hours, safety and health hazards, denial of education, low or no wages). The internationally recommended minimum age for work is 15 years and children under the age of completion of compulsory schooling, for their specific country, may not work. NOT all forms of child labor are exploitative. (ILO Convention No. 138: <http://www.ilocarib.org.tt/childlabour/c138.htm>)
- *Labor Union*: an organization of workers formed for the purpose of promoting its members’ interests such as wages, benefits, and working conditions. (<http://www.merriam-webster.com>)
- *Public Service Announcement (PSA)*: announcement that informs the public about safety and health information, community services or public affairs. Produced and programmed much like commercials, but usually not produced for profit. (<http://www.pbs.org/weta/myjourneyhome/teachers/glossary.html>)



Warm-Up: Brainstorm Labor and Rights

(20 min)

Procedure

(10 min)

1. Write LABOR on the board or on a large piece of paper.
2. Ask participants, "What words come to mind when they hear this term?"
3. Record responses on the board.
4. Ask participants to list words that come to mind when they hear the word "rights."

Processing

(10 min)

- What are labor rights? After soliciting responses, provide the definition from the Key Terms section if necessary.
- What issues are covered under the umbrella of labor rights? If participants struggle with this question, ask, "What are some of the labor conditions or issues people may be forced to endure that violate basic human rights?" Refer to the UDHR if necessary.

Points/issues to touch upon regarding labor rights and struggles:

- Child labor
- Equal pay between men and women
- Equal employment opportunities that do not change as a result of race, religion, color, etc.
- Forced labor
- Right to organize

Segue

(5 min)

Ask participants whether any of them have been employed in the past or currently and whether they have had to deal with any of the issues covered above. Explain that even if they have not had to deal with these issues yet, before they know it, they will be entering the workforce or they themselves may be an employer. Thus, it's important for them to understand the rights and responsibilities afforded to people. Explain that everyone will be participating in an activity that will help them to better understand labor rights from a global perspective and the Declaration on Fundamental Principles and Rights at Work from the International Labor Organization.

The Declaration on Fundamental Principles and Rights at Work from ILO and the ILO conventions cover four main areas:

- Freedom of Association
- Forced Labor
- Discrimination
- Child Labor

**Main Activity: Labor Rights Awareness Campaign****(45 min)***Procedure**(20 min)*

1. Ask the group if anyone has heard of a public service announcement (PSA) or seen a public service announcement before.
2. Read aloud the definition of a public service announcement.
3. Divide participants into four groups.
4. Tell participants that the group has been chosen to create a brief, one-minute newscast or public service announcement on labor rights.
5. Each group will have ten minutes to create a newscast or PSA for television, followed by a group presentation.
6. Give each group one of the case studies (Putting Up a Wall on Organizing Rights at Wal-Mart, Gender Equality and the Case of Domestic Workers in Peru, Forced Labor: The Case of Brazil, or Child Labor in Philippines) and the International Labor Standards & the ILO handout.
7. Tell students to use this information to create their PSA.
8. Each PSA should attempt to answer the questions at the bottom of their fact sheet:
 - Is a labor right is being violated? What might be the reason that this is occurring from the perspective of the employer?
 - How do you get the public to pay attention/care?
 - What facts would you include to show a labor right(s) violation(s)?
9. Tell participants that they have 15 minutes to prepare.
10. Have each group present its PSA and process briefly after each one by asking who, what, where, when and why? Ask which fundamental principle is being violated in each case study.

*Processing**(25 min)*

- How did it feel to do this activity?
- What is the purpose of organizations like the International Labor Organization (ILO)?
- Are conventions like those from the ILO effective?
- What parallels do you see between what is happening internationally and what happens in the United States and New York City?
- How do we as consumers benefit from cheap labor or labor rights violations? What responsibility do we have to address these issues, and do sacrifices need to be made?
- What might be some ways to address these issues?

**Closure****(10 min)**

1. Have students take out a piece of paper or their journal.
2. Write the following statement on the board or on a large sheet of paper and have the group finish the statement with their thoughts or draw pictures responding to it:

One thing that stood out about today's activity was....

Reflection/Follow-up

- Students interested in learning more about labor rights can visit the following websites to learn more:
 - o International Labor Organization: <http://www.ilo.org>
 - o Human Rights Watch: <http://www.hrw.org>
 - o BBC News: <http://www.bbc.com>
 - o WITNESS: <http://www.witness.org>
 - o Voice of Youth (VOY): <http://www.unicef.org/voy/index.php>
- Learn about child slavery and the chocolate industry:
<http://www.globalexchange.org/campaigns/fairtrade/cocoa/>
- Research Fair Trade and see whether any products in your community are fair trade-certified: <http://www.fairtradefederation.org>

Putting Up a Wall on Organizing Rights at Wal-Mart

Key Points:

Wal-Mart has been taking measures to prevent their workers from forming unions.* Such measures have included:

- Managers in Wal-Mart stores receive instructions on how to keep unions out. These instructions can be found in the “Manager’s Toolbox,” a guide to managers on “how to remain union free in the event union organizers choose your facility as their next target.”
- There exists a Wal-Mart Union Hotline where managers call if workers try to organize.
- Workers hear of the terrible consequences of union formation and see videos dramatizing the message.
- Some workers have reported that surveillance cameras haven been repositioned to watch union supporters.

To Answer in PSA:

1. What labor right is being violated?
2. What might be the reason that this is occurring from the perspective of the employer?
3. How do you get the public to pay attention/care?
4. What facts would you include to show that there have been labor right(s) violation(s)?

*Source: Human Rights Watch, <http://hrw.org/english/docs/2007/05/01/usdom15797.htm>, originally released May 1, 2007

Gender Equality and the Case of Domestic Workers in Peru

Key Facts:

Globally, many women are still facing challenges to achieve gender equality in areas such as the workplace. In Peru, nearly all domestic workers are women or girls. Survey findings from 2005 in Lima from the Centre for Social Research include:

- 82% saw no problem with domestic workers laboring seven days a week.
- Only 26% said that those who lived-in should receive a salary.
- 40% of domestic workers have health care, even though the law requires health care for full-time domestic workers.
- There are individuals and organizations working to address workers' rights. Casa de Panchita was started in 1998 for domestic workers. One of their goals is to make domestic workers aware of their rights.

To Answer in PSA:

1. What labor right is being violated?
2. What might be the reason that this is occurring from the perspective of the employer?
3. How do you get the public to pay attention/care?
4. What facts would you include to show that there have been labor right(s) violation(s)?

Forced Labor: The Case of Brazil

How does forced labor happen in Brazil?

Forced labor is work that somebody is made to do against his or her will, often as a punishment or to repay a debt. Forced labor can take many forms and people can become tied to forced labor in different ways such as human trafficking and debt bondage.

Source: International Labor Organization, "Forced Labour." http://www.ilo.org/global/Themes/Forced_Labour/lang-en/index.htm

One form of human trafficking in Brazil involves luring poor workers away from their families with promises of high wages on large farms, ranches, and other rural businesses. This modern-day slavery is especially prevalent in the states of Maranhao and Tocantins.

Source: <http://www.cabrini.edu/communications/brazil/SlaveLabor/SlaveLabor.html>

Brazil was the last country in the Americas to abolish slavery, in 1888, just before it became an independent republic. Before that, for more than 350 years, millions of African slaves had been shipped in to work on sugar plantations and other large agricultural estates or fazendas. Modern-day Brazil is plagued with similar practices. These modern slaves are to be found mostly in the vast Amazon region of the north of the country, which is still frontier territory that the state cannot always control or police properly.

Source: <http://news.bbc.co.uk/2/hi/americas/4536085.stm>

Key Facts:

- The International Labor Organization estimates that at least 12.3 million people around the world are involved in forced labor.

Source: International Labor Organization, "Forced Labour." http://www.ilo.org/global/Themes/Forced_Labour/lang-en/index.htm

- An example of some of the conditions that those involved in forced labor may face were revealed when in one routine inspection of labor conditions in 2006 in Brazil officials discovered 197 farm workers were forced to live in tents without water, electricity or pay.

Source: International Labor Organization, "Forced Labour." http://www.ilo.org/global/Themes/Forced_Labour/lang-en/index.htm

- In 2003, Brazil launched the "National Plan to Eradicate Slave Labor." Only about 60% of this plan has been implemented.

Source: WITNESS, "Bound by Promises: Contemporary Slavery in Rural Brazil." http://www.witness.org//index.php?option=com_rightsalert&Itemid=178&task=story&alert_id=54

- In May 2005, the ILO partnered with the Ethos Institute for Social Responsibility to create a National Pact, in which public and private enterprises agreed to not buy products made by slave labor.

Source: International Labor Organization website, http://www.ilo.org/global/About_the_ILO/Media_and_public_information/Press_releases/lang-en/WCMS_069168/index.htm, originally released May 2, 2005

To Answer in PSA:

1. What labor right is being violated?
2. What might be the reason that this is occurring from the perspective of the employer?
3. How do you get the public to pay attention/care?
4. What facts would you include to show a labor right(s) violation(s)?

Child Labor in the Philippines

Key Points:

- In the Philippines, more than 60% of working children (ages 5-17) work on farms in the country, according to a 2001 survey.
*Source: International Labor Organization:
http://www.ilo.org/global/About_the_ILO/Media_and_public_information/Press_releases/lang--en/WCMS_082995/index.htm, originally released June 11, 2007.*
- About five million families depend on seasonal contracts to work on sugarcane plantations.
*Source: International Labor Organization:
http://www.ilo.org/global/About_the_ILO/Media_and_public_information/Press_releases/lang--en/WCMS_082995/index.htm, originally released June 11, 2007.*
- More than 200 million children in the world today are involved in child labor,* doing work that is damaging to their mental, physical and emotional development.
Source: International Labor Organization: http://www.ilo.org/global/Themes/Child_Labour/lang--en/index.htm

Featured Story of a Child Worker in Agriculture in the Philippines

Rudy dropped out of high school at age 15. Rudy has seven siblings and chose to work so that his younger siblings wouldn't have to quit school and start working. He started to work on his father's farm.

*Source: International Labor Organization:
http://www.ilo.org/global/About_the_ILO/Media_and_public_information/Press_releases/lang--en/WCMS_082995/index.htm, originally released June 11, 2007*

To Answer in PSA:

1. What labor right is being violated?
2. What might be the reason that this is occurring from the perspective of the employer?
3. How do you get the public to pay attention/care?
4. What facts would you include to show a labor right(s) violation(s)?

* Child labor: work done by children or youth. Some forms of child labor occur under exploitative conditions (i.e., long hours, safety and health hazards, denial of education, low or no wages). The internationally recommended minimum age for work is 15 years and children under the age of completion of compulsory schooling, for their specific country, may not work. NOT all forms of child labor are exploitative.

Source: ILO Convention No. 138: <http://www.ilocarib.org.tt/childlabour/c138.htm>

International Labor Standards & the ILO

Who and What Is the ILO?

The International Labor Organization (ILO) is an agency of the United Nations that develops international labor standards and oversees their application in law and practice. The ILO's membership consists of its member states. On behalf of their member state, individuals representing government, employers, and workers serve on the decision-making bodies of the ILO.

What are International Labor Standards?

International labor standards set the minimum requirements for just labor practices. These standards are in the form of conventions and recommendations.

Key ILO Conventions (from Declaration on Fundamental Principles and Rights at Work)

No.29—Forced Labor Convention (1930): Requires the suppression of forced labor in all its forms. Certain exceptions are permitted, such as military service, convict labor properly supervised, and in emergencies such as wars, fires and earthquakes.

No.87—Freedom of Association and Protection of the Rights to Organize Convention (1949): Establishes the right of all workers and employers to form and join organizations of their own choosing without prior authorization, and guarantees the free functioning of organizations without interference by the public authorities.

No.98—Right to Organize and Collective Bargaining (1949): Provides for protection against anti-union discrimination, for protection of workers' and employers' organizations against acts of interference by each other, and for measures to promote collective bargaining.

No.100—Equal Remuneration Convention (1951): Calls for equal pay and benefits for men and women for work of equal value.

No.105—Abolition of Forced Labor Convention (1957): Prohibits the use of any form of forced labor as a means of political coercion or education, punishment for the expression of political or ideological views, workforce mobilization, labor discipline, punishment for participation in strikes, or discrimination.

No.111—Discrimination (Employment and Occupation) Convention (1958): Calls for a national policy to eliminate discrimination in access to employment, training and working conditions, on grounds of race, color, sex, religion, political opinion, national extraction or social origin and to promote equality of opportunity and treatment.

No.138—Minimum Age Convention (1973): Aims for the abolition of child labor, stipulating that the minimum age for admission to employment shall not be less than the age of completion of compulsory schooling.



Service Project Ideas

- Launch a public awareness campaign to inform the community that if they have been discriminated against, they have the right to file a complaint with the New York City Commission on Human Rights at their main office in Manhattan or one of their community centers. For more information, go to: <http://nyc.gov/html/cchr/home.html>

To further get involved on issues related to hunger and poverty, explain to students that they can volunteer. To find a local soup kitchen visit New York City's Coalition Against Hunger's website: <http://www.nyccah.org>. On this website one can type in a ZIP code to find places that need volunteers. It is advisable to call the place BEFOREHAND for volunteering details and information.

Other organizations that accept volunteers:

- o The Food Bank For New York City: <http://www.foodbanknyc.org>
- o City Harvest: <http://www.cityharvest.org>
- Conduct public outreach to educate people on how to obtain Food Stamps if they are in need. The New York City Human Resources Administration/Department of Social Services has information at: http://home2.nyc.gov/html/hra/html/questions_answers/food_stamps.shtml
- Conduct a service project at one of the family shelters in New York City. The focus could be beautification, a clothing drive, toys for tots at holiday time, or playgroups.
- As a group, host a community screening of a documentary on the juvenile justice system. Some suggested documentaries:
 - o *Juivies*: This documentary explores the juvenile criminal-justice system, and the increasingly controversial practice of sending youth offenders through the adult system. The film compares their crimes and sentences, explores their feelings about the experience of juvenile hall vs. adult prison, and examines the media's role in affecting public opinion about youth offenders and how they should be handled. Visit HBO's website to learn more: <http://www.hbo.com/docs/programs/juivies/index.html>
 - o Another documentary is through PBS's *Frontline* program on the juvenile justice system. To learn more about it and/or purchase it: <http://www.pbs.org/wgbh/pages/frontline/shows/juvenile/>

Reenact certain scenes from the film and perform them before other classes. Or create their own scenarios addressing the issues of stereotypes of the homeless.

- Students can research more about crimes against humanity and genocide and organize a human rights awareness day at the school. Contact guest speakers from human rights organizations and screen films which document these types of abuses such as *Hotel Rwanda* and *Sometimes in April*. Create a large map which details countries in which there has been ethnic cleansing and genocide and create petitions to send to policy makers and the United Nations. The day can end with a "Dance for Darfur" to raise money for refugees and victims of the conflict.



- Organize a “Day of Peace” in the school, where students lead workshops, panel discussions, and dialogue on promoting peace in our schools, communities and world and stopping violent conflict. Think of community building activities, films to screen, guest speakers, and artists that could enhance the day.
- Students who would like to raise awareness on labor rights can do a mini-art project. They can draw pictures, make signs, and/or create a collage to educate the community about labor rights. These projects can then be displayed around the school. The posters can address the four areas covered in the workshop: 1) Freedom of Association; 2) Forced Labor; 3) Discrimination; and 4) Child Labor. Students can research domestic policies and anti-discrimination laws for workers.
- Learn about child slavery and the chocolate industry. Go to: <http://www.globalexchange.org/campaigns/fairtrade/cocoa/>. Join the campaign to pressure the cocoa/chocolate industry to stop exploiting children in Ivory Coast and other West African countries. Students can gather petitions signatures, hold workshops in their schools, and conduct public awareness around child slavery and chocolate during Valentine’s Day. Students can learn how some chocolate is certified as “Fair Trade” and is not produced by child slaves.
- Research Fair Trade (<http://www.fairtradefederation.org>) and see whether any products in your community are fair trade-certified. Students can outreach to grocery stores to encourage them to carry Fair Trade products and create an education campaign for consumers.
- Start a school youth court. See <http://www.youthcourt.net> for more information.

Chapter 18

Violence Prevention

Introduction

Workshops:

Conflict Resolution

Choice of Tactics: Dealing with Conflict

When Love Hurts: Teen Relationship Abuse

KABOOM! (Armed Planet)

Gun Violence and Gun Control

Service Project Ideas

Introduction

War, gangs, relationship violence, child soldiers, police brutality and child abuse are ways that violence permeates the lives of youth on many different levels, both locally and globally. Too often, it is the norm and accepted as part of life.

Whether it's in video games, action movies, the nightly news or music videos, images of violence saturate the media our youth see and the debate rages as to what influence this has on youth when another school shooting occurs. As adults are left shaking their heads helplessly, it is time to empower youth to address these issues in a way that has relevance for them.

Why is gang culture such a powerful draw for young people? What types of positive opportunities for youth are missing from our educational and community sectors? How much does our society spend on prevention of violence and is it enough? What policies create the conditions that breed the potential for violence to be used and which policies prevent them? Lastly, what double messages do the leaders, role models, and adults give to our youth about how to deal with conflict and differences, and how can peer influence be used to promote peaceful resolution of conflict on a local or school level or in the world?

These are important questions to explore as the participants seek to address violence and conflict in their Teen ACTION Service Learning programs. In this unit, you will find workshops that can provide a springboard for discussion of possible projects on a range of issues such as gun violence, teen dating abuse, nuclear weapons, conflict resolution, and gang violence.



CONFLICT RESOLUTION

(65 MIN)

Objectives

Participants will be able to:

- Understand the importance of resolving conflict in constructive ways
- Explore basic conflict resolution concepts such as “win-win” situations and negotiation.
- Examine the challenges to rebuilding after conflict when violence is used.

Materials

- Scrap paper
- Chalkboard and chalk or newsprint, tape and markers
- Staplers
- Paper clips

Key terms (<http://www.dictionary.com>)

- *Conflict*: to come into collision or disagreement; be contradictory, at variance, or in opposition; clash.
- *Violence*: rough or injurious physical force, action, or treatment.
- *Resolution*: the act of resolving or determining upon an action or course of action, method, procedure, etc.

Warm-Up: Brainstorm**(10 min)***Procedure**(10 min)*

1. On a piece of newsprint or on a chalkboard, write the word “CONFLICT.”
2. On a different piece of newsprint or on a chalkboard, write the word “RESOLUTION.”
3. Ask participants what comes to mind when they hear the words “conflict” and “resolution.”
4. As participants begin to reply, ask a volunteer to record the words and/or phrases on the newsprint or chalkboard.
5. Review the brainstorm by reading the answers out loud.

Segue

Emphasize that conflict is a normal part of everyday life. Sometimes, conflict is automatically associated with violence, but conflict is simply a disagreement or clash. Conflict and violence are not the same thing. How one responds to conflict varies, and violence is only one way. Tell participants that today’s workshop is going to examine conflict resolution and that they will be participating in some activities that explore how people deal with conflict.

Main Activity: Make War with Your Paper**(20 min)***Procedure**(10 min)*

1. Hand a piece of scrap paper to each participant.
2. Ask participants what is “war?” Once a few participants have answered, tell the entire group that they are to make “war” with their paper.
3. After approximately one minute, ask participants to stop. Ask participants to briefly take a look at their individual sheet of paper.
4. Place the tape, paperclips, markers and staplers in the middle of the circle where they can be accessible to all participants.
5. Tell the participants that they must now make peace with their paper, using if they desire, the materials you have placed in the middle of the circle.
6. After two minutes stop the activity, and ask participants to make an assessment of their own individual papers. Gather all the participants back in the circle.

*Processing**(10 min)*

1. What did you think of this activity?
2. Was it easier to make war or peace with your paper? Why?
3. How did it feel to be told to make peace with your paper, after you had made war with it?
4. Do you believe people think about what the rebuilding process will be like after conflict or war? Think of examples from your life, history, school and the world.

Segue

Explain to the participants that making war with their paper demonstrated the ease with which things can be destroyed as the result of conflict, and that repairing or peace building requires time and skill. This next activity will look at this in more detail.

Main Activity: Tug of War**(25 min)***Procedure**(5 min)*

1. Divide the group into two separate groups: Group A and Group B.
2. After all students have been assigned to a group, tell participants to form two lines, so that the As are in one line and the Bs are in the other, facing each other.
3. Place a line of masking tape on the floor between them.
4. Tell each group that the object of this activity is to get their opponent over to their side of the line. Don't tell them how or why; just remind them that no one should get hurt!

Note: Facilitators need to make sure that this is a safe exercise and monitor carefully.

6. After a few minutes, stop the students and see what the results are.

*Processing**(20 min)*

- Who was able to get his or her person over to their side of the line? How did this happen?
- Who was not able to get their person over their side of the line? Why not?
- Were there any pairs where both sides were successful? If so, how did you do this?
- Explain that in your instructions, the goal was to get the opponent over to the other side. However, you did not say that everyone had to remain on his or her side in order to be successful. No rule said people could not cross over and then return the favor. Why might people have not realized this?
- In the cases where both people managed to get the opponent across, who won? Both did, so this is called a win-win solution. In a win-win solution, both parties have their needs met, and there is no loser. What does it take to reach this type of solution? List some of these skills and qualities on the newsprint, such as negotiation, problem-solving, communication, thinking "outside the box," compromise, etc.
- Ask participants to think of some situations when they did not have a "win-win" solution, and only one person "won." How could it have been approached differently?

Closure**(10 min)**

Ask participants to identify one skill they would like to develop that would help them resolve conflicts in a more productive or effective way.

**Reflection/Follow-up**

- Ask participants to write in their journals regarding how a “win-win” approach could be used to resolve a personal and global problem. In their entry, they should specify what the needs of both parties are, and how they can be met through the creation of a “win-win” situation.
- Learn about the Peace Education Movement and obtain lessons from around the world. Visit <http://haguepeace.org>.

Resources:

CUNY Dispute Resolution Consortium: <http://johnjay.jjay.cuny.edu/dispute/>

Morningside Center: http://morningsidecenter.org/programs_conflict.html

Center for International Conflict Resolution: <http://www.sipa.columbia.edu/cicr/>



CHOICE OF TACTICS: DEALING WITH CONFLICT

(80 MIN)

Objectives

Participants will be able to:

- Explore ways in which personal, community, and global violence can be resolved.
- Discuss what factors influence the decisions that people make regarding conflict.
- Brainstorm ways in which violence can be addressed in their community and the world.

Materials

- Paper signs marked “AGREE,” “DISAGREE,” and “NOT SURE,” prepared in advance, for the Warm-Up.
- One set of index cards for each participant, prepared in advance. Each set should have one card marked “LOVE ’EM” and one card marked “LOATHE ’EM.”

Key Terms (sources vary)

- *Violence*: an act of aggression (as one against a person who resists); ferocity: the property of being wild or turbulent; a turbulent state resulting in injuries and destruction, etc. (<http://wordnet.princeton.edu>)
- *Conflict*: to come into collision or disagreement; be contradictory, at variance, or in opposition; clash. (<http://www.dictionary.com>)
- *Love*: a strong positive emotion of regard and affection. (<http://wordnet.princeton.edu>)
- *Loathe*: to feel disgust or intense aversion for; abhor. (<http://wordnet.princeton.edu>)

Warm-Up: Human Barometer**(25 min)***Procedure**(20 min)*

1. In advance, write the words “AGREE” and “DISAGREE” in large letters on opposite sides of the blackboard or on separate pieces of paper. On the opposite end of the room, post or write the words, “NOT SURE.”
2. Ask participants if they know what a barometer is (an instrument that measures atmospheric pressure). Explain that participants will participate in a human barometer of sorts, intended to measure the opinion of people in the room.
3. Explain that a series of statements will be read. Afterwards and without talking, participants must indicate their opinion on the statement by moving toward the corresponding sign. Tell them that you will be asking them to explain their opinion on each statement. If at any point during the activity they hear a convincing argument for a different position, they can move to a different sign if they wish, but should be prepared to explain why they decided to switch.
4. Read the statement below:

If someone hits you, you should hit him or her back.

After positions are registered, ask two or three people from each side why they agree with, disagree with, or are unsure about the statement. Remind participants that the human barometer measures their opinions.

5. Continue the process with the following statements.

War is often the only way to resolve international conflicts.

Owning a gun makes you safer.

Police have the right to use whatever force they deem necessary to uphold the law.

Power means you are physically stronger.

*Processing**(5 min)*

- How did it feel to participate in this activity?
- What was a common thread or theme throughout the statements?
- Which statements were most challenging for you and why?
- Why does violence play such a prominent role in our society?
- Did any of you change your opinions based on the arguments of your peers? Why?

Main Activity: Choose Your Own Adventure—Love ‘Em or Loathe ‘Em (45 min)*Procedure* (35 min)

- Tell participants they will now be doing an activity called “Love ‘Em or Loathe ‘Em.”
- Pass out one set of index cards to all participants. In the set, each participant will find one “Love ‘Em” card and one “Loathe ‘Em” card.
- Inform the participants that you will be reading a series of scenarios involving conflict situations. (You may ask for a volunteer to do this as well.)
- Explain that each scenario will end with a decision that needs to be made. The two cards that they have been given will represent the possible choices that they can make to resolve the situation presented in the scenario. Let the participants know that the “Loathe ‘Em” card will generally represent a more aggressive way of solving the conflict, and the “Love ‘Em” card will generally represent a non-violent way of solving the conflict.
- Tell the participants that at the end of each scenario, they will be allowed to vote and they can indicate to either “Love ‘Em” or “Loathe ‘Em” by holding up the respective card.
- Explain that once you count the number of votes, you will read aloud the appropriate conclusion based on what they chose: to “Love ‘Em” or “Loathe ‘Em.”
- Read the first scenario, stopping at outcomes. Then have participants vote and, after voting, read the chosen outcome.
- After the outcome is read, ask the students what they think of that outcome, and what they think would have happened if they had chosen the other route.
- If the participants would like, a volunteer may read the outcomes they did not choose at the end of this activity, after the processing. As an extension activity or if time permits, students may also develop role plays on these situations to present to one another.

Processing (10 min)

- What did you think of these scenarios? Were they realistic?
- What factored into your decision-making processes? What made you decide whether to “Love ‘Em” or “Loathe ‘Em?”
- In each scenario, you were given two options to resolve the situation. How many different ways can you resolve a conflict? What other options exist?
- How often do you think people really think through the different types of options or choices they have?
- What types of conflicts, and resolutions to those conflicts (either positive or negative), do you see around you?
- Earlier, we discussed how violence is given such prominence in our society and how it is seen by many as a way to assume power. What value do we place on the power of knowledge? Education? Love?
- How can positive alternatives to violence be promoted in our school and in our society? Brainstorm a list which can be used for possible service project ideas.

**Closure****(10 min)**

Poll the participants on their opinion as to which of the following is the best way of making lasting fundamental social change regarding violence in our society:

Do Nothing: Let the government or others take care of us, because that's their job.

Vote: Let your voice be heard in government.

Action: Organize a rally, protest, sit-in, letter writing campaign, etc.

Violent Revolution: Take it to the streets, clash violently with the armed forces.

Reflection/Follow-up:

- In their journals, students can reflect on a conflict situation in their lives where they chose a non-violent approach and the consequence was favorable. What did it take for them to be able to deal with the situation in this way?
- Research statistics on school violence and compare the data to that of other schools.
- Organize a trip to the United Nations to see the Courage for Peace exhibit.

Choose Your Own Adventure Scenarios:

Scenario 1. You are a youth of color in Brooklyn, NY. Recently, for no apparent reason, one of your peers has been giving you a hard time; making up rumors and teasing you. One day a particular peer of yours decides for some reason to “mush” (open-palmed slap to the forehead) you in the hallway. You are caught off guard and fall to the floor. All of your fellow students in the immediate area laugh at your expense. Many of them are urging you to retaliate.

- a. **LOATHE 'EM:** You immediately rise to your feet and you literally give this person an uppercut to the jaw. Furthermore, you realize that you are a lot stronger than this student and you deliver a harsh beating. The school police notice what is going on and only see that you are apparently beating another student. They intervene, spraying you with pepper spray. It burns. The other student suffers from a broken nose and two broken ribs, and you are expelled from school. Later, you come to find that that particular student has friends involved in a gang. They jump you. You get hurt very badly, and now you are afraid that at any moment they might jump you again.
- b. **LOVE 'EM:** You take a moment to think first before you act. You rise to your feet laughing. You aren't hurt at all, physically. You realize that the last thing you want to do is get sucked into violence, and instead, should be uniting with your peers to fight injustice and oppression. You take this opportunity to share this idea with your peers while they're all watching you. The student who struck you recalls an incident earlier in the year where two students fought and were pepper sprayed by school police and one of them had a serious asthma attack and nearly died. You all decide to organize a campaign to stop school police from using pepper spray against students.

Scenario 2. You are a single parent who just recently became a widow due to a violent incident that resulted in the loss of your spouse's life. You have two kids, and because you no longer have two incomes in your household, you have been forced to move into a more affordable neighborhood. You have heard many rumors of this neighborhood being very dangerous. In fact, one of your close friends has told you that the reason your apartment was vacant is because gang members killed the previous inhabitant. You are contemplating buying a gun to protect your two children.

- a. **LOATHE 'EM:** You purchase an unlicensed cheap firearm. Someone broke into your house. You heard the person come in through the kitchen window and immediately got the weapon and went into the kitchen. You turned on the light and startled the intruder and he pulled out a knife. You shot him and he died. Your kids were safe. Unfortunately, this intruder was a teenager who was also one of your children's classmates. Also, you may now have to spend a lengthy time in prison because you are being charged with murder and the unregistered weapon you purchased was used in a previous crime prior to your purchase. You do not have the money for bail and you are separated from your children while awaiting your trial.
- b. **LOVE 'EM:** Instead of purchasing a weapon, you decide to join a community organization that is seeking to uplift the neighborhood. Due to your experience living in a different neighborhood, you are able to offer many valuable alternative suggestions from an outsider's perspective. You work with others to organize a neighborhood watch and demand that your elected officials provide funding for youth violence prevention programs. A lot of your plans for development and community building are implemented and the crime rate goes down in the area and many other aspects of life are improved. The neighborhood becomes a lot safer.

Scenario 3. You are a white police officer patrolling an area comprised of mostly people of color with four of your fellow officers. You walk past a popular nightclub that is also suspected of harboring illegal activities. You notice two black men arguing and you think you hear one of them say something about a gun. You approach the two men involved in the altercation, telling them to freeze. The men see you approaching and you notice one of them reaching inside of his jacket.

- a. **LOATHE 'EM:** You open fire on the two men. In a state of panic, you fire your weapon until your ammunition is depleted. Between you and your fellow officers, a total of 91 rounds are exhausted. The man you saw going into his jacket was actually reaching for his wallet to prove that he was the club owner. Neither of the men were armed and they both died in the gunfire. You and your fellow officers are put on trial but after a short trial, you are acquitted. Though you were temporarily suspended from the police force neither you nor your fellow officers serve any jail time.
- b. **LOVE 'EM:** You approach slowly, calmly asking the man to remove his hand from his jacket. He agrees to do so. You ask them to state what problem they are having and if you can be of any service. Both men decline. You insist that they both stop arguing and go home for the night and they do so. As you leave the scene, one of your fellow officers makes an extremely offensive, racist comment to the men and to you about the incident. You report his behavior and he is later reprimanded by his superior. After this, you are given a very hard time by some of your fellow officers and have to deal with the repercussions.

Scenario 4. You are the leader of a country considered to be a threat to the United Nations. You are at war with one of your neighbors. You are developing nuclear weapons in order to keep your neighbors from invading you. The UN is demanding that you stop developing weapons of mass destruction and allow them to inspect your country. You are worried that the UN might support your enemies and aid in their invasion. Recently, security personnel from the neighboring country have withheld five nuclear scientists from your country, whom they view as threats to international security.

- a. **LOATHE 'EM:** You refuse the UN's demands and instead you decide on a nuclear strike against your neighboring enemy country in order to destroy their military capabilities and at the same time threaten the UN. Your recently developed weapons of mass destruction do an intense amount of damage. There is catastrophic loss of life. Another country responds by launching a nuclear strike against you in order to prevent you from any further bombings. The situation escalates when another country takes this an opportunity to reprimand that country for abusing its power by launching a nuclear strike against it. Chaos erupts.
- b. **LOVE 'EM:** You comply with the UN pending that the neighboring country releases your scientists, claiming that they were doing research on nuclear power for energy, not militaristic purposes. The UN tries to negotiate the release of the scientists but the neighboring country refuses and thinks the UN has betrayed them and not taken the concerns seriously. Eventually, a lengthy conventional war breaks out between the neighboring country and you. After years of fighting, your country is bankrupted and you are exiled from your homeland.



WHEN LOVE HURTS: TEEN RELATIONSHIP ABUSE

(75 MIN)

Objectives:

Participants will be able to:

- Define relationship abuse/dating violence.
- Discuss different forms of abuse in domestic or teen dating relationships (i.e., physical, sexual, verbal, psychological).
- Identify patterns and signs of abuse and violence in relationships.

Materials

- Paper and pencils/pens for all participants
- Post-it notes
- Trait Profiles, cut up and prepared in advance (one per group)
- Chalkboard and chalk or newprint, tape and markers
- Markers
- Copies of Fact Sheet on Relationship Violence (one per participant)

Note: During this workshop, be attuned to indications or suggestions that any of the participants have experienced abuse or are in an abusive household. If so, you should consult school personnel or a social worker immediately. Discuss with your supervisor mandated reporting requirements and be sure proper referrals and follow-up are given.

Key Terms (sources vary)

- *Domestic violence*: a pattern of behaviors involving physical, sexual, economic or emotional abuse, alone or in combination, by an intimate partner often for the purpose of establishing and maintaining power and control over the other partner. (<http://www.opdv.state.ny.us/publications/fatality/part3.html>)
- *Dating violence/relationship abuse*: a pattern of over-controlling behavior that someone uses against a girlfriend or boyfriend. Dating violence can take many forms including mental/emotional abuse, physical abuse and sexual abuse. (<http://www.womenslaw.org/teens.htm#1>)

Warm-Up: Three Things**(20 min)***Procedure**(5 min)*

1. Give participants a piece of paper and pen.
2. Ask participants to write:
 - Three things they want in a romantic relationship.
 - Three things that they would never tolerate within a relationship.
3. After a few minutes, ask participants to share their responses.

*Processing**(15 min)*

- What constitutes a good or healthy relationship?
- What constitutes a bad or unhealthy relationship?
- How and when do we learn the difference between what is acceptable or not within a relationship?
- Why do some people tolerate maltreatment or abuse in a relationship?
- Where do youth get their ideas of what a good/healthy relationship looks like?
- If participants have not mentioned the terms, introduce domestic violence, relationship violence and dating violence.

Segue

Inform students that this workshop will explore relationship violence, which can occur between heterosexual or same-sex couples.

Main Activity: Match Up—Trait Profiles**(45 min)***Procedure**(25 min)*

1. Break participants into five or six groups.
2. Hand each group one of the Trait Profiles.
3. Explain that their Trait Profile handout has the description of one of the traits that someone in an unhealthy romantic relationship may have. After reading the profile, each group should identify and describe what the opposite of that trait would be. Tell them that they should write out the description, and then, create a short one-minute skit that depicts a person with this characteristic. Each member of the group should play some part or role in the skit.

Note: If time allows, groups may present both the healthy and unhealthy romantic traits using role plays or skits.

4. After ten minutes, ask each group to present their skit, and read the profile they were given.
5. After each group has presented, have all participants join back into the larger circle.

*Processing**(20 min)*

1. What happened in some of the skits presented?
2. How did your group determine the best way to present the opposite trait in your skit?
3. Do you think people are aware that they are involved in a abusive romantic relationship when it is occurring? Why or why not?
4. What constitutes abuse? What types of abuse are there (i.e., physical, psychological, verbal, emotional, sexual, economic, financial, etc.)?
5. How might self-esteem play into whether someone gets into or stays in an abusive relationship? Note: It's important to note that anyone, regardless of race, ethnicity, income or gender, may find themselves in an abusive relationship, even someone with good self-esteem at the beginning of a relationship. It cuts across all demographics.
6. What are the reasons why some individuals in an abusive relationship may have a hard time getting out of the relationship? Discuss fear, financial dependency, psychological dependency, children are involved, nowhere to go, embarrassment, etc. Also, if someone grew up in an abusive household, she or he may think this type of behavior is "normal" or acceptable.
7. Distribute the Fact Sheet on Relationship Violence to participants and review. Discuss which facts surprised them and whether they feel relationship abuse is a problem among their peers. If so, what are some ways it could be addressed?

Closure: Hope Wall**(10 min)**

Ask participants to write down on a Post-it note one thing they hope for when entering into a romantic relationship OR one thing that is necessary for building a healthy relationship. Have participants place their Post-it notes on the board or wall, and read their responses out loud as they do so.



Reflection/Follow-up

- Research statistics and more information on domestic violence and teen relationship abuse. For more information go to:
http://www.nyc.gov/html/hra/html/family_independence/domestic_violence.shtml
- View award-winning public service announcements on teen dating violence produced by the New York State Office for the Prevention of Domestic Violence:
<http://www.opdv.state.ny.us/index.html>
- Organizations for more information:
 - G.E.M.S – Girls Empowering Mentoring Services:
<http://www.gems-girls.org>
 - National Youth Violence Prevention Resource Center:
<http://www.safeyouth.org/scripts/teens/dating.asp>
 - Love is not Abuse:
<http://www.loveisnotabuse.com>
 - Love is Respect:
<http://www.loveisrespect.org>
 - National Teen Dating Abuse Helpline:
1-866-331-9474
 - Center Against Domestic Violence:
<http://www.centeragainstdv.org/teens>
- Learn about the Clothesline Project, a grassroots project to raise awareness of violence against women and conduct a project at the school or in the community:
<http://www.clotheslineproject.org>

Trait Profiles

GROUP 1

Jealous and Controlling—The jealous partner will ask about your whereabouts and will question who you are with and what you are doing. In the beginning, the recipient partner may feel that this jealous partner is simply showing his or her concern for their well-being. This type of partner is quite manipulative. The jealous and controlling partner will be able to manipulate situations to make the recipient partner feel guilty. For example, if the recipient partner decides to hang out with friends and purchase something new for the event, the jealous and controlling partner may then question why things of this sort are not done for him or her. He or she may then accuse the partner of trying to be with someone else.

GROUP 2

Isolating—The isolating partner does not want their companion to be around friends or family. The isolating partner tells their companion that he or she is all that they will “need.” The isolating partner will convince or force them into thinking that there is no need for friends or family because he or she represents all these things and people to them. The isolating partner blames family members and friends for “causing trouble” in the relationship. They fear that family members and/or friends will try to influence their companion to end the relationship. The reality is that the isolating partner’s own insecurities serve as the underlying cause of his or her behavior.

GROUP 3

Blameless—The blameless partner is never responsible for things that occur within the relationship. The blameless partner may lack social skills and or aspirations. The blameless partner also manipulates their partner as well as others around them for their failures and might say something like, “If you would have come with me yesterday, I wouldn’t have gotten into trouble.” The blameless partner does not take ownership for his or her own actions.

GROUP 4

Verbally Abusive—The verbally abusive partner will try to berate their partner by any means necessary. Usually an abusive partner does so by using hurtful words. They may do so by insulting their partner's intellect or shortcomings. For example, they may call them stupid, dumb, worthless, retarded for not being able to answer a questions correctly, or for simply misplacing something, etc. They will also try to attack their partner's self-esteem, the abusive partner would do so because with the time the recipient partner will internalize these comments and begin to believe them. Once the recipient partner has internalized their abusive partner's verbal abuse, it then becomes easier for the abusive partner to control and manipulate their partner's actions.

GROUP 5

Extremely Moody—The excessively moody partner will be very impulsive. One minute they are very happy, the next they are very angry. Usually the recipient partner does know how or when to respond to their partner's actions. Usually the recipient partner may be afraid of their moody partner because they don't know when the person might overreact or respond negatively towards them.

GROUP 6

Violent—The violent partner uses physical force to obtain what they want. They can either threat to use physical force or actually use physical force. The violent partner also breaks and destroys things as an outlet for anger and a means of intimidation. Physical force can include punching, hitting, biting, choking or using blunt objects to strike their partner. The abusive partner feels the need to control and intimidate their partner. Some violent partners may immediately apologize after they have caused harm to their intimidated partner stating "it was a mistake" or that "they are sorry." For reasons ranging from emotional attachment to fear, individuals in a violent relationship may find it difficult to extract themselves from it.

Fact Sheet on Relationship Violence

- One in five teenage girls is physically or sexually assaulted by a dating partner, which means that approximately 30,000 teenage girls in New York City are victims of dating violence. When verbal and emotional abuse are included, the ratio rises to one in three. (Silverman, Jay G., Ph.D. et al., "Dating Violence Against Adolescent Girls and Associated Substance Use, Unhealthy Weight Control, Sexual Risk Behavior, Pregnancy, and Suicidality," *Journal of the American Medical Association* 572, August 2001)
- Nearly one third of 15–19 year old women murdered in New York City each year die at the hands of an abusive boyfriend or husband. (City of New York Teen Relationship Abuse Fact Sheet, 1998)
- A study of over 600 New York City high school students revealed that nearly one third of respondents interpreted violent acts as acts of love. (Worell, Kris, "When Teenage Relationships Become Abusive," *Atlanta Journal Constitution*, April 14, 1993, as cited by Toby Simon and Bethany Golden, *Dating: A Peer Education Manual for Reducing Sexual Harassment and Violence Among Secondary Students*. Learning Publications, April 1993.)
- In a study of 500 teens in New York City, between 17% and 23% of those interviewed had been intimidated, threatened, hit or slapped by their partner and 25% reported being verbally abused through insults, humiliation and embarrassment. Only 14% of these teens described themselves as being in abusive relationships. ("Domestic Violence Survey at Covenant House New York," *Covenant House Public Policy and Legislative Advocacy Notes*, Spring 1999)
- In New York City, nearly 80% of teenage girls who experience relationship abuse will continue to date their abuser, gambling that the abuse will stop. (http://www.preventchildabuseny.org/confo7/handouts/b1_dvteens_stats.pdf)
- Teens in all ethnic and socioeconomic groups and geographic regions experience relationship abuse. Relationship abuse can happen in same-sex relationships. Both male and female teens may be victims.

It is likely that teenagers involved in abusive relationships will repeat that pattern of violence in relationships throughout their lives. Such teens often rely on abusive partners to help define themselves. (Jay G. Silverman PhD, et al., "Dating Violence Against Adolescent Girls and Associated Substance Use, Unhealthy Weight Control, Sexual Risk Behavior, Pregnancy, and Suicidality." *Journal of the American Medical Association* 572, August 2001)

FOR MORE INFORMATION CONTACT:

- National Youth Violence Prevention Resource Center:
<http://www.safeyouth.org/scripts/teens/dating.asp>
- Love is not Abuse: <http://www.loveisnotabuse.com>
- Love is Respect: <http://www.loveisrespect.org>
- National Teen Dating Abuse Helpline: 1-866-331-9474



KABOOM! (ARMED PLANET)

(75 MIN)

Objectives

Participants will be able to:

- Identify key issues regarding nuclear weapons and the arms race.
- Understand which policies and treaties have been devised to limit destruction from weapons of mass destruction and evaluate their effectiveness.
- Debate the strategy of keeping peace through force via mutually assured destruction.

Materials

- World map placed on the wall or blackboard prior to the workshop
- Colored pushpins (eight)
- Eight Hints on Countries with Nuclear Weapons written on newsprint prior to the workshop, or copies for each participant (see Warm-Up)
- Country Profiles, prepared in advance (see Main Activity)
- Chalkboard and chalk or newsprint, tape and markers
- Crayons (at least 100)
- Optional: Information about Nuclear Non-Proliferation Treaty written on newsprint prior to the workshop (see Warm-Up, Step 2)

Key Terms (sources vary)

- *Nuclear Non-Proliferation Treaty (NPT)*: The NPT is a landmark international treaty whose objective is to prevent the spread of nuclear weapons and weapons technology, to promote co-operation in the peaceful uses of nuclear energy and to further the goal of achieving nuclear disarmament and general and complete disarmament. The NPT represents the only binding commitment in a multilateral treaty to the goal of disarmament by the nuclear-weapon states. Opened for signature in 1968, the NPT entered into force in 1970. A total of 187 parties have joined the NPT, including the five nuclear-weapon states. More countries have ratified the NPT than any other arms limitation and disarmament agreement, a testament to the Treaty's significance. (<http://www.un.org/Depts/dda/WMD/treaty/>)

continued on next page

- *Mutually Assured Destruction (M.A.D.):* an evolutionary defense strategy based on the concept that neither the United States nor its enemies will ever start a nuclear war because the other side will retaliate massively and unacceptably. (<http://www.airpower.maxwell.af.mil/>)
- *Weapons of Mass Destruction (WMDs):* nuclear, chemical and biological weapons. (http://www.nti.org/f_wmd411/f1a1.html)
- *Nuclear Weapon:* an explosive device whose destructive potential derives from the release of energy that accompanies the splitting or combining of atomic nuclei. (For example, those used in Nagasaki and Hiroshima during WWII.) (<http://dictionary.reference.com/browse/nuclear%20weapon>)
- *Chemical Weapon:* chemical substances that can be delivered using munitions and dispersal devices to cause death or severe harm to people, animals and plants. (<http://dictionary.reference.com/browse/chemical%20weapon>)
- *Biological Weapon:* a weapon of mass destruction that uses a biological agent or pathogen such as bacteria or a virus that is harmful to living beings and vegetation. (<http://dictionary.reference.com/browse/biological%20weapon>)
- *Cold War:* a conflict over ideological differences carried on by methods short of sustained, overt military action and usually without breaking off diplomatic relations; the ideological conflict between the United States and the Union of Soviet Socialist Republics during the second half of the 20th century. (<http://www.merriam-webster.com/dictionary/cold%20war>)
- *Terrorism:* the systematic use of violence to create a general climate of fear in a population and thereby to bring about a particular political objective. (<http://www.britannica.com/eb/article-9071797/terrorism>)
- *Doomsday Clock:* a symbolic clock face maintained since 1947 by the Board of Directors of the Bulletin of the Atomic Scientists at the University of Chicago. It uses the analogy of the human race being at a time that is a “few minutes to midnight.” where midnight represents destruction by nuclear war. (<http://www.doomsdayclock.org>)

Warm-Up: Doomsday Clock Countdown!**(25 min)***Procedure**(10 min)*

1. Prior to the workshop, place a large world map on a wall.
2. Introduce participants to the Nuclear Non-Proliferation Treaty. You may bullet some of these points on newsprint as you are talking or in advance.
 - a. Nuclear Non-Proliferation Treaty (NPT): an international treaty, opened for signature on July 1, 1968, to limit the spread of nuclear weapons. There are 189 states party to the treaty.
 - b. This means that 189 countries have agreed not to produce nuclear weapons. There are eight countries that are confirmed nuclear power states, meaning that they are known to the world to have tested nuclear weapons. Of those eight, six have signed the treaty and have also agreed to reduce the number of nuclear weapons in their arsenal. Two countries have not signed the treaty, yet they are known to have tested nuclear weapons, and one country signed the treaty, then violated it, and withdrew its signature. (Participants will find out more about these countries later.)
3. Inform the participants that they are a committee of the United Nations whose task is to inspect countries for nuclear weapons.
4. Hand out eight colored pushpins to the participants.
5. Inform the participants that the threat of a nuclear war is imminent with the Doomsday Clock (see Key Terms) reaching midnight in ten minutes, signifying the total destruction of the planet due to nuclear warfare.
6. Tell the participants that there are eight known countries to be “nuclear weapons states,” meaning that they are globally known to have nuclear weapons.
7. Inform the participants that as a group, they will have ten minutes to successfully identify those eight states by marking them with the pushpins on the map.
8. As participants successfully identify each country let them know that they have done so, and let them know likewise if they have made an error.
9. You may give the participants the following “Eight Hints on Countries with Nuclear Weapons.” This should be written on large newsprint next to the world map prior to the workshop, WITHOUT including the country names.

Eight Hints on Countries with Nuclear Weapons

- a. One of the countries is the only state to have detonated a nuclear weapon offensively in time of war. [United States of America]
- b. One of the countries created the largest explosion ever recorded in a test, while it was engaged in the Cold War with the United States of America. [Russia, formerly the U.S.S.R.]
- c. One of the countries witnessed the resignation of its prime minister due to the way he felt that he handled the war on terrorism. [United Kingdom]
- d. One of the countries’ former presidents, Jacques Chirac, announced in 2006 that the country would be willing to use nuclear weapons against a country that attacked via terrorist means. [France]

- e. One of the countries is the only one under the NPT to promise never to use nuclear weapons on a country that has none, and never to use them unless attacked first. [China]
 - f. One of the countries, in March of 2006, made a deal with the U.S. to have the Nuclear Suppliers Group sell them civilian nuclear technology when their prime minister, Manmohan Singh, signed a civil nuclear cooperation deal with George W. Bush. [India]
 - g. One of the countries is one of three countries that have nuclear weapons and have not signed the NPT. It began its nuclear weapons program after losing part of its territory to India in 1971 following a bloody civil war. [Pakistan]
 - h. One of the countries is the most recent to develop nuclear weapons and is currently engaged in talks with China, South Korea, the USA, Russia and Japan, aiming to find a peaceful resolution to security concerns. [North Korea]
10. After ten minutes announce that the doomsday clock has reached midnight.
 11. Determine whether or not the participants have successfully identified all of the correct countries.

Processing (15 min)

1. How was this activity?
2. Do you feel that this has made the world safer, figuratively?
3. Why do you think these eight countries have declared themselves to be armed with nuclear weapons?
4. Does anyone know of another country that has undeclared nuclear weapons? (Israel)
5. Who do you think should decide which countries are allowed to have nuclear weapons and which ones should not be allowed to have nuclear weapons?

Main Activity: Arms Race! (40 min)

Procedure (20 min)

1. Divide the participants into four groups placed in the four far corners of the room.
2. Give out a Country Profile to each group. (There are four profiles in total.)
3. Give the participants time to read the profile. Make sure that they understand their country's background information, position, and role.
4. Place a box or bucket containing the crayons in the center of the room.
5. Inform the participants that the crayons represent nuclear weapons and that they may engage in an "arms race" in order to obtain the nuclear weapons by having one participant from their group race to the crayons and bring as many back to their corner as possible.
6. Tell the participants they may not approach the crayons until you tell their group specifically that they can go to the crayons.



7. Begin the arms race by saying that group one may go.
8. Wait a few seconds and say that group two may go.
9. Wait a few seconds and say that group three may go.
10. Wait until there aren't many crayons left and say that group four may go.
11. After all groups have returned to their corners tell the participants that they must now determine how to reduce the threat of a nuclear war by removing some of the nuclear weapons (i.e., crayons). When you say go, they will do this by taking them away from countries who they believe are dangerous, or reducing the amount held by countries with a large stockpile of nuclear weapons, and placing them back into the bucket or box.
12. When doing this, participants should act according to the roles defined on their country's profile.
13. Say "go" and allow approximately ten minutes for the participants to interact.

Processing

(20 min)

1. How was this activity?
2. Is the world now safe?
3. How did you determine which countries should be in possession of nuclear weapons and which shouldn't be?
4. Do you think this was fair?
5. Why do you think that the groups got to start the race at the times that they did?
6. Why do you think that groups 1 and 2 wanted to inspect groups 3 and 4?
7. During the activity, did anyone think that no country should have nuclear weapons? What would have happened if no one went to take crayons?
8. How does this relate to real life? Why are countries once again concerned with the issue of weapons of mass destruction and nuclear proliferation?
9. Mutually Assured Destruction is a military strategy under which the use of nuclear weapons by one of two opposing sides will result in the destruction of both sides. This means that if one country launches a nuclear strike against another nuclear power, then they will inevitably completely destroy each other and possibly many others. Some people argue that this is an effective strategy in keeping peace, because it makes nuclear power states responsible for the fate of the world, while others argue that the threat posed by nuclear annihilation is not worth the risk involved in trying to maintain peace.
 - a. Do you think M.A.D. makes the world more dangerous by posing the threat of annihilation or makes the world safer due to that same threat? Is this strategy effective for dealing with more undefined threats, such as terrorist groups?
 - b. Do you think there can be any alternative strategies for maintaining peace?

Closure**(10 Min)**

Have participants vote as to whether nuclear weapons in the hands of the U.S.A. make the world safer or more dangerous, and discuss their reasoning.

Reflection/Follow-up

- Examine the Nuclear Non-Proliferation Treaty by visiting:
<http://www.un.org/Depts/dda/WMD/treaty>
- Distribute copies of 10 Reasons to Abolish Nuclear Weapons by the Nuclear Age Peace Foundation, to the participants. In it, there is an argument to dispel some of the myths regarding the use of nuclear weapons. Ask participants to reflect in their journal as to whether they agree or disagree with the points on the handout. (Handout available at: <http://www.wagingpeace.org/menu/issues/nuclear-weapons/start/10-reasons-abolish-nw.htm>)
- For teaching tips and lessons about controlling the proliferation of nuclear weapons, see: <http://www.usip.org/ed/npec/tguide.html>
- Screen “The Atomic Café,” an acclaimed documentary about the beginnings of nuclear warfare, which includes archival news footage and military training films.
- Have students research how much it costs to produce nuclear weapons and the environmental impact.

Resources

Abolition 2000: <http://www.abolition2000.org>

Peace Action: <http://www.peace-action.org>

Greenpeace: <http://www.greenpeace.org/international/campaigns/abolish-nuclear-weapons>

This workshop was adapted from the Global Kids Power of Citizenry Leadership Curriculum.

Eight Hints on Countries with Nuclear Weapons

- a. One of the countries is the only state to have detonated a nuclear weapon offensively in time of war.
- b. One of the countries created the largest explosion ever recorded in a test, while it was engaged in the Cold War with the United States of America.
- c. One of the countries witnessed the resignation of its prime minister due to the way he felt that he handled the war on terrorism.
- d. One of the countries' former presidents, Jacques Chirac, announced in 2006 that the country would be willing to use nuclear weapons against a country that attacked via terrorist means.
- e. One of the countries is the only one under the NPT to promise never to use nuclear weapons on a country that has none, and never to use them unless attacked first.
- f. One of the countries, in March of 2006, made a deal with the U.S. to have the Nuclear Suppliers Group sell them civilian nuclear technology when their prime minister, Manmohan Singh, signed a civil nuclear cooperation deal with George W. Bush.
- g. One of the countries is one of three countries that have nuclear weapons and have not signed the NPT. It began its nuclear weapons program after losing part of its territory to India in 1971 following a bloody civil war.
- h. One of the countries is the most recent to develop nuclear weapons and is currently engaged in talks with China, South Korea, the USA, Russia, and Japan, aiming to find a peaceful resolution to security concerns.

COUNTRY PROFILE: GROUP 1

The United States of America



The United States used nuclear weapons on Hiroshima and Nagasaki in August 1945, making it the only country that has ever used nuclear weapons during a conflict. As one of the five recognized nuclear weapons states under the Nuclear Non-Proliferation Treaty (NPT), the United States maintains a sizeable arsenal of nearly 10,000 nuclear warheads, of which nearly 6,000 are operational and the remainder are in reserve or inactive stockpiles.

According to the May 2002 Treaty of Moscow (the Strategic Offensive Reductions Treaty, or SORT) between the United States and the Russian Federation, both countries are required to reduce their strategic nuclear arsenals to 1,700–2,200 operationally deployed warheads by 2012.

The United States is currently engaged in a battle against global terrorism. After the terrorist attack on the Pentagon and the World Trade Center on September 11, 2001, the U.S. has determined that to prevent further attacks, especially by “rogue” states or terrorist organizations, it may need to take matter into its own hands by doing its own inspections or taking other steps to remove those hostile to the United States.

ROLE:

You must inspect Group 3 and Group 4 and determine how many nuclear weapons they possess.

You must get rid of some of your nuclear weapons. You may sell them to Group 3.

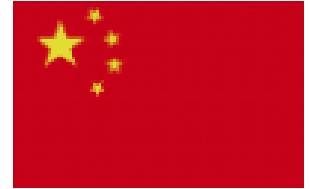
You will not sell weapons to Group 4 because they are hostile toward you.

You want to make sure Group 4 has absolutely no nuclear weapons.

You don't want Group 2 to inspect your nuclear weapons.

COUNTRY PROFILE: GROUP 2

The People's Republic of China



China's nuclear weapons program began in 1955 and culminated in a successful nuclear test in 1964. Since then, China has conducted 45 nuclear tests, including tests of thermonuclear weapons and a neutron bomb.

China is estimated to have about 400 strategic and tactical nuclear weapons, and stocks of fissile material (nuclear material) sufficient to produce a much larger arsenal.

China provided nuclear reactors and technology to several countries in the 1980s and early 1990s, including design information and fissile material that reportedly helped Pakistan develop nuclear weapons.

ROLE:

You will let anyone know how many nuclear weapons you have.

You want to demand that Group 1 reduce their number of nuclear weapons by at least half.

You will not provide weapons to Group 3 or Group 4.

COUNTRY PROFILE: GROUP 3

Israel



Forged by the experience of the Holocaust, and its geography defined within a hostile region, the modern state of Israel has developed a range of weapons systems to ensure its security. Based on the real or perceived threat from its Arab and other Middle Eastern neighbors, Israel continues to maintain a highly advanced military, a nuclear weapons program, and offensive and defensive missiles. There are unconfirmed allegations that Israel has sought chemical and biological weapons as well.

Israel has the most advanced nuclear weapons program in the Middle East. David Ben Gurion, Israel's first prime minister, clandestinely established the program in the late 1950s to meet the perceived existential threat to the nascent state. The program is allegedly centered at the Negev Nuclear Research Center, outside the town of Dimona. Based on estimates of the plutonium production capacity of the Dimona reactor, Israel has approximately 100–200 nuclear explosive devices.

Officially, Israel has declared that it will not be the first to introduce nuclear weapons in the Middle East, however, it has not signed the Treaty on the Non-Proliferation of Nuclear Weapons (NPT). Israel's possession of nuclear weapons and its policy of declaratory ambiguity have led to increased tensions in current Middle East peace discussions and arms control negotiations. In July 2004, however, Israel accepted a visit from International Atomic Energy Agency director Mohamed ElBaradei. Israeli officials continue to assert that they will address disarmament only after a comprehensive Middle Eastern peace is obtained, and to deny international inspection of the Dimona nuclear complex.

ROLE:

You want more nuclear weapons and will try to get them from Group 1.

You are threatened by many of your neighbors, so you cannot afford to disarm any of your weapons.

You will allow Group 1 to inspect your nuclear weapons, but no one else.

COUNTRY PROFILE: GROUP 4



North Korea

Since its origin in 1948, North Korea has generally maintained hostile relations with South Korea, Japan, and most Western countries. It has developed a capability to produce short- and medium-range missiles, chemical weapons, and possibly biological weapons. North Korea tested its first nuclear device on October 9, 2006. The Korean Central News Agency announced that the October 9 test was conducted at a “stirring time when all the people of the country are making a great leap forward in the building of a great prosperous powerful socialist nation.”

On January 10, 2003, North Korea declared its withdrawal from the NPT.

In early April 2005, North Korea shut down its 5MW(e) reactor in Yongbyon-kun and declared that the spent fuel would be extracted to “increase North Korea’s nuclear deterrent.” North Korea had been operating the reactor since late February 2003, so North Korean technicians should be able to extract enough plutonium from the spent fuel for one to three nuclear bombs.

ROLE:

You have just recently developed your nuclear weapons so you have very few and they aren’t very effective.

You want to obtain not only more nuclear weapons, but you also want nuclear material to use for cheaper energy for your country; hopefully you can obtain this from Group 2.

You do not want to let Group 1 into your country because they are one of the main reasons that you developed a nuclear weapon program. You think they are very dangerous because they have so many nuclear weapons.

You want Group 1 and Group 2 to reduce their number of nuclear weapons.



GUN VIOLENCE AND GUN CONTROL

(80 MIN)

Objectives

Participants will be able to:

- Form an opinion on gun control/gun violence.
- Contrast and categorize different types of gun violence and trafficking of hand-guns and other firearms.
- Brainstorm ideas to address gun violence in their communities.

Materials

- Gun Control Group Quiz
- Two signs (one labeled “TRUE,” the other labeled “FALSE”), prepared in advance
- Gun Law Scenarios
- Pens/Pencils
- Paper

Key Terms (sources vary):

- *Gun Violence*: gun violence is defined as including intentional injuries and deaths, psychological and emotional harm, and the damage to property and economic well-being from the deliberate misuse of firearms. Gun violence also includes the unintentional injuries and deaths, and psychological, emotional, and economic harms which could have been prevented with prudent care in the use of guns. Gun violence does not include the safe, lawful use of firearms for sport, hunting or target practice, law enforcement, or self-defense. (http://www.mppgv.org/facts&stats_content.htm)
- *Gun Trafficking*: illegal gun transfer, possession and transportation. (<http://www.cga.ct.gov>)
- *Gun Control*: efforts to regulate or control sales of guns. (<http://wordnet.princeton.edu/perl/webwn>)
- *Gun Rights*: movement to protect the second amendment rights of U.S. citizens to possess firearms. (<http://www.keepandbeararms.com/>)
- *Second Amendment*: “A well regulated militia, being necessary to the security of a free state, the right of the people to keep and bear arms, shall not be infringed upon.” (United States Constitution, Bill of Rights)

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- *National Rifle Association (NRA)*: founded in 1871, the NRA is the largest of at least 13 pro-gun groups in the United States, campaigning to defend the right to bear arms. (<http://news.bbc.co.uk/2/hi/americas/332555.stm>)
- *Saturday Night Special/Junk Gun*: traditionally, Saturday Night Specials have been defined as non-sporting, low-quality handguns with a barrel length of under three inches (for pistols, overall length of under six inches). “Junk gun” is a more recent term used to describe handguns which lack essential safety features. Both terms refer to a class of inferior handguns produced in quantity by a group of manufacturers located in Southern California and known as the “Ring of Fire” producers. Whatever name is attached to them, these handguns are not useful for sport or self-defense because their short barrels make them inaccurate and their low quality of construction make them dangerous and unreliable. They are, however, favored by criminals because of their low cost and easy concealability. (<http://www.bradycampaign.org/facts/faqs/?page=sns>)
- *Marketing*: the process or technique of promoting, selling and distributing a product or service. (<http://www.merriam-webster.com/dictionary/Marketing>)

Warm-Up: Group Quiz—True or False?**(30 min)***Procedure**(15 min)*

1. Prior to the workshop, post the “TRUE” and “FALSE” signs on opposite sides of the room.
2. Ask students the following statements. Tell them that they should move to the side of the room where they believe the correct answer is posted.
3. After participants have chosen a side, announce the correct answer and read the information provided. The quiz is taken from: <http://www.pbs.org/wgbh/pages/frontline/shows/guns/quiz/>

Statements:

1. *The National Rifle Association (THE largest pro-gun rights group in the U.S.) has supported a ban on the import of Saturday Night Specials.*

True. The group called the guns “miserably made, potentially defective arms that contribute so much to rising violence” in the February 1968 issue of American Rifleman. (See “Key Terms” for more on Saturday Night Specials.)

2. *In the United States there are more gun dealers than McDonald’s restaurants.*

True. While it seems like there is a McDonald’s on every corner, there are actually ten times as many gun dealers—a total of 124,000 in the U.S.

3. *Firearms are among the most strictly regulated consumer products in the U.S.*

False. Firearms are explicitly excluded from the jurisdiction of the Consumer Product Safety Commission. While at least four federal safety standards apply to products such as teddy bears, none apply to firearms.

4. *Federal laws successfully prevent felons and minors from obtaining guns.*

False. Federal laws do make it illegal for felons and minors to purchase guns. However, a 1996 national study showed that only 7% of people recently arrested said they had no access to guns. More than a third said they could get one in less than a week. According to a 1993 national study, 59% of sixth through twelfth graders said they knew where to get a gun if they wanted one, and two-thirds of these said they could get one within 24 hours.

5. *Illegal gun traffickers prefer high-caliber assault weapons.*

False. The ATF reports that the guns of choice for traffickers are cheap, easily concealable handguns.



6. *In the past few years, firearms-related violent crime has skyrocketed.*

False. While the decade from 1985 to 1994 saw a 60% increase in violent gun crime, data from the last two years suggests that the trend is slowing and gun-related crime is beginning to drop.

7. *In Texas, you can drive with an open beer between your knees and a loaded firearm at your side.*

True. While you can't legally drink while driving, it is not illegal to drive with an open container of alcohol in a car. A law officer must actually see you drinking to arrest you. With the proper permit you can carry a concealed firearm in your car and almost anywhere except churches, bars, jails, sporting events, and amusement parks. To obtain a permit to carry a concealed gun, an applicant must be 21 or over, pay an application fee, have no criminal history or mental illness and take a ten-hour training course. Twenty-eight other states have similar concealed-gun laws.

8. *The U.S. Supreme Court has held that the Second Amendment to the Constitution does not guarantee an individual's right to keep and bear arms.*

True. According to the American Civil Liberties Union, in the four cases where the court has addressed the issue, it held that the Second Amendment does not give a blanket right of individual gun ownership.

The Second Amendment to the Constitution states:

“A well regulated militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.”

“Since the Second Amendment. . . applies only to the right of the State to maintain a militia and not to the individual's right to bear arms, there can be no serious claim to any express constitutional right to possess a firearm.”

(<http://www.aclu.org/police/gen/14523res20020304.html>)

9. *More people are killed or injured by land mines throughout the world than are killed by firearms in the U.S.*

False. According to statistics from the Center for Disease Control, the numbers are about equal: every fifteen minutes, one person is killed by a firearm in the U.S., while every fifteen minutes one person is killed or injured by a land mine somewhere in the world.

10. *A Lorcin L-22 caliber pistol costs more than a Super-Soaker toy water gun.*

True. A Lorcin L-22 retails for about \$75 and a Super Soaker CSP-2000 toy water gun retails for about \$30. The Lorcin wholesales for \$44 and costs \$18 to manufacture, including parts and labor. The Super-Soaker wholesales for \$21.

*Processing**(15 min)*

1. What did you think of this activity?
2. What are some of the facts that you found surprising?
3. Some people assert that the Second Amendment gives them the blanket right to own and carry a gun. Many want little to no gun control, which requires licensing, background checks, etc. What do you think about that?
4. What are some of the risks associated with gun ownership? Why do people want to carry guns?
5. Has anyone heard of the word trafficking? What does it mean? How does this factor into the debate regarding gun violence and gun control?

Trafficking is a term to describe a transnational illegal activity, usually involving transporting drugs, small arms or people.

Main Activity: Gun Trafficking. You call the shots.**(40 min)***Procedure**(25 min)*

1. Break the participants into four groups.
2. Hand out one scenario to each group.
3. Ask each group to create a law based on the scenario they have been given.
4. Give the participants ten minutes to read and discuss their scenarios.
5. Have the groups present their scenarios and the laws they propose in response.
6. Have the groups provide feedback on the different issues they talked about individually.
 - a. What was your issue?
 - b. What was your group's task?
 - c. What did you decide? Why?

*Processing**(15 min)*

- What did you learn from this activity?
- Do you believe the laws you created violate the Second Amendment? Why or why not?
- When incidents of gun violence occur, who should be held accountable and why?
- What information should gun retailers check about their customers before selling guns? In the case of the Virginia Tech killings, it has been suggested that mental records be taken into account. Is this necessary? Why or why not?
- What factors contribute to gun violence, and is it a problem in your community?
- What role do governments have to play to ensure that communities, schools, and streets are safe?

- As in the example of China, should countries with a bad human rights record such as Sudan be allowed to import weapons? For example, inform students that an arms sale embargo against Sudan is in place but it only restricts the use of weapons purchased by Sudan from being used in the Darfur region.
- What impact would stricter gun control laws have on gun violence? Why is it so challenging to get stricter laws on the books?
- What do you think you can do as members of your community to address issues related to gun violence? What research would we need to do? Whom would we need to reach out to?

Closure**(10 min)**

If media and parental consent is available, it might be good to have participants listen to Pharoahe Monche's song, "When the Gun Draws," or watch the video, and discuss the issues in the song in relation to this workshop.

OR

Have participants discuss what the world would be like if they could imagine it without guns.

Reflection/Follow-up

- In their journals, ask participants to reflect on the impact of gun violence in their community. What factors contribute to gun violence?
- Screen the films "Bowling for Columbine" or "Cry Freetown" and discuss.
- Research gun-related crimes in New York City, comparing neighborhoods. Graph the results.
- Compare gun laws from state to state, and to other parts of the world.
- View public service announcements on gun violence by PAX at: <http://www.paxusa.org/psa/index.html>

For more information:

- New Yorkers Against Gun Violence: <http://www.nyagv.org>
- Brady Campaign to Prevent Gun Violence: <http://www.bradiycampaign.org/facts/faqs/?page=sns>
- PBS FRONTLINE's Hot Guns: <http://www.pbs.org/wgbh/pages/frontline/shows/guns>
- American Civil Liberties Union: <http://www.aclu.org/police/gen/14523res20020304.html>

This workshop was adapted from the Global Kids Power of Citizenry Leadership Curriculum.

GROUP ONE

NEW YORK USES TERROR LAW TO HIT STREET GANG

Juvenile Justice Digest, Feb. 14, 2005

New York City prosecutors have begun to use the state's anti-terror law against members of violent street gangs that engage in drive-by shootings and other types of extreme intimidation in the furtherance of crime.

Bronx District Attorney Robert T. Johnson employed the anti-terror law in the trial of Edgar "Puebla" Morales, 22, and four other members of the "St. James Park" street gang that has just begun.

The 70-count grand jury indictment cites the gang members for alleged acts of terrorism to further acts of conspiracy, murder, gang assault and other offenses.

The State Anti-Terrorism Statute raises the level of seriousness of specified crimes committed with "the intent to intimidate or coerce a civilian population."

"This case appears to be the first in which the Anti-Terrorism Statute has been used against members of an organized gang who sought to dominate a neighborhood through their criminal acts," Johnson said.

GROUP TASK:

1. Can gun violence perpetrated by gang members be classified as a form of terrorism?
2. List reasons why you believe street gangs should or should not be prosecuted under the anti-terror law.
3. If you were to create a law based on the information you've been given, what would it be?
4. Present a summary of your article and your arguments to the rest of the class.

GROUP TWO

Death penalty for Mynesha's killer?

Conor Fridersdorf, Staff Writer

Article Launched: 11/24/2005 12:00:00 AM PST

Should Mynesha Crenshaw's killer join the 642 inmates awaiting execution for their crimes in California? If he's convicted, the judge presiding over his sentencing might pose the following questions to her killer to better understand his character:

An 11-year old girl is dead because you felt a personal grievance justified opening fire on an apartment without knowing who was inside. According to your own moral standards, are San Bernardino residents, aggrieved by your crime, now justified in locking you inside an apartment and opening fire?

Witnesses say fellow gang members were present when you shot up the Cedarwood Apartments. If you repent of your crime and the lifestyle that led you to it, will you name all those present who failed to stop you, and all the crimes they've committed that you've witnessed or have reliable knowledge of?

The pain of Mynesha Crenshaw's death is eased only by the knowledge that it may bring a crackdown on gangs and violent crime in San Bernardino, a legacy that will save innocent lives in the future. Do you feel that you owe it to Mynesha's family and friends to explain exactly how your street gang works, how its criminal members can most effectively be jailed and how police might eradicate the gang entirely?

Some argue convincingly that the death penalty is not a deterrent for future crime. Yet gang members have been known to commit murder within prisons and to arrange murders from behind bars. Since whomever you intended to kill the night you murdered Mynesha is presumably still alive, what assurance can we have, short of putting you to death, that you won't attempt to arrange his murder even if imprisoned for life?

As San Bernardino residents respond to your crime, many are hoping to find its root causes. What would you identify as the root causes that led you to murder your victim? What circumstances surrounded your decision to join a gang in the first place?

GROUP TASK:

1. What are the reasons in support of the death penalty in cases such as the murder of Mynesha?
2. List the reasons against using the death penalty as a way of punishing violent gang members and preventing future killings.
3. If you were to create a law based on the information you've been given what would it be?
4. Present a brief summary of the article to the class followed by your arguments.

GROUP THREE

Court revives suit on gun marketing Firms can be sued over weapons used in '99 shootings

Bob Egelko, Chronicle Staff Writer
Friday, Nov. 21, 2003

A gun manufacturer can be held legally responsible for flooding the market with guns that end up in criminal hands and result in a deadly shooting, a federal appeals court ruled Thursday in a major but possibly short-lived victory for gun control advocates.

The 2-1 decision by the Ninth U.S. Circuit Court of Appeals in San Francisco, the first such ruling by a federal appeals court, revived claims against makers and distributors of the guns used by white supremacist Buford Furrow, who wounded five children and workers at a Jewish center in August 1999 and later murdered a postman.

The suit accuses manufacturers of deliberately making more guns than the legitimate market would support and selling them through channels that would reach a "secondary market" of private and under-the-table sales, scanty background checks and easy access to illegal buyers like Furrow.

Thursday's ruling could bolster San Francisco's appeal of a judge's decision in March to dismiss a suit by 12 California local governments, who seek damages from gunmakers for allegedly supplying an illegal gun market.

But such suits could run into a roadblock in Congress. Legislation to protect gun manufacturers from damage suits for harm caused by legally sold guns is nearing final passage and is supported by President Bush.

Thursday's ruling shows "precisely why Congress needs to immediately pass legislation that would block this kind of lawsuit that seeks to blame manufacturers for the actions of criminals," said Larry Keane, general counsel for the National Shooting Sports Foundation, a gun industry group.

Gun control supporters said the ruling should rebut claims that legislation is needed to protect the industry from frivolous suits.

GROUP TASK

1. What responsibility should gun manufacturers have for guns entering the illegal gun market?
2. If gun makers are not responsible for where the guns end up, who do you think should be?
3. List the measures that need to be taken to ensure that guns don't end up in the wrong hands.
4. If you were to create a law based on the information you've been given, what would it be?

Source: <http://www.sfgate.com/cgi-bin/article.cgi?f=/c/a/2003/11/21/MNG4S38oCH1.DTL>

GROUP FOUR

Legislator Proposes Having Teachers Carry Guns

Wisconsin Proposal Would Allow Teachers to Carry Concealed Weapons

Eric Horng, ABC news
Oct. 5, 2006

After the deadly school shootings in Colorado, Wisconsin and Pennsylvania, one legislator has proposed a plan that would actually put more guns in schools.

Wisconsin state Rep. Frank Lasee, R-Green Bay, said he would introduce a measure in the state legislature early next year that would give teachers and other school employees the option of carrying concealed guns after they have received extensive weapons training.

"I want to end the turkey shoots that go on in our schools," said Lasee, who represents constituents in suburban Green Bay, where a school shooting plot was recently foiled.

"I don't suggest [arming teachers] is the only answer or the silver bullet to solve all our school violence problems," Lasee said. "But it's part of the puzzle of making our schools a safer place for our children."

Lasee, who owns a gun himself, said his admittedly "controversial" proposal has so far received a lukewarm response from Wisconsin school officials.

Pete Pochowski, director of school safety for the Milwaukee Public School system, calls the measure an "overreaction" that would lead to more violence in the classroom.

"Just taking a course and shooting some bullets down-range every six months does not adequately prepare you for the potential risk of having that gun taken from you," said Pochowski, a former Milwaukee police officer.

GROUP TASK:

1. What is State Representative Frank Lasee proposing?
2. Explain why you agree or disagree with the proposal.
3. List other actions that can be taken to reduce violence in schools and ensure the safety of students and teachers.
4. If you were to create a law based on the information you've been given, what would it be?

Source: <http://abcnews.go.com/US/story?id=2532176@page>

GROUP FIVE

China tops list with £70m of exports in one year as military sales soar to blacklisted regimes.

Antony Barnett, The Observer
Oct. 15, 2006

The British government is exporting record levels of military equipment to 19 of the 20 states its own ministers and officials have just identified as 'major countries of concern' for human rights abuses.

The 20 countries were listed in the Foreign Office's annual Human Rights Report, which was launched by the Foreign Secretary, Margaret Beckett, last week. They include China, Burma, North Korea, Iran, Russia, Saudi Arabia and Zimbabwe.

But the government's arms export records reveal that concerns over human rights appear not to have prevented ministers from approving tens of millions of pounds of military sales to those same regimes.

For instance, on China the report stated: 'The Chinese authorities continue to violate a range of basic human rights. The use of the death penalty remains extensive and non-transparent; torture is widespread.' Yet, despite the existence of a European Union arms embargo, ministers approved strategic export licenses—which are needed to sell military items abroad—for China worth almost £70m between July 2005 and June 2006.

GROUP TASK:

1. In this article, the British government is being accused of exporting weapons to countries that abuse human rights. As a group, come up with a list of reasons why countries that violate human rights should or should not be allowed to buy weapons from other nations.
2. If you were to create a law based on the information you've been given, what would it be?
3. Present a summary of your article and conclusions to the rest of the class.



Service Project Ideas

- Organize a conflict resolution/peer mediation program at your site. For more info on peer mediation, contact EARS—Effective Alternative in Reconciliation Services—at: <http://www.earsbronx.org>, or Morningside Center at <http://www.morningside.org>
- Learn about the Clothesline Project, a grassroots project to raise awareness of violence against women, and conduct a project at the school or in the community: <http://www.clotheslineproject.org>
- Get involved in the efforts to prevent proliferation of nuclear weapons. There are many organizations that participants can get involved with, campaigning to hold nations accountable to the Nuclear Non-Proliferation Treaty. For a comprehensive list of organizations, go to: <http://cnsdl.miis.edu/cnsrd/results.asp?keyword1=Organizations>
- Ask social studies teachers in the schools to collaborate on a peer education project, which connects historical events, such as Nagasaki and Hiroshima, with modern day nuclear weapons issues.
- Participate in the Global Week of Acton Against Gun Violence, sponsored by International Action Network on Small Arms. To learn more, go to: <http://www.iansa.org>
- Do an awareness project that might include making a sculpture, installation piece, or mural highlighting gun trafficking, gun violence, and gun control statistics.
- Organize a Community Watch program with residents in the neighborhood. For materials and information, go to: <http://crimeprevent.com/docs/communitywatch/communitywatch.html>
- Promote better relations between members of the community and police. Hold a town hall meeting to address interactions between police and youth. Learn about the Civilian Complaint Review Board and how to report instances of police misconduct. Establish a relationship with the local precinct Community Affairs Officer and attend monthly meetings for community members. Inform peers of their rights and what to do when stopped by the police (see <http://www.nyclu.org/node/1046>).

Chapter 19

HIV/AIDS and Sexual Health

Introduction

Workshops:

Sexual Knowledge—Where Does It Come From?

STDs: Fact and Fiction

Teen Pregnancy

Sexual Choices

The Transmission of HIV/AIDS and STDs

International Policies:
HIV/AIDS Prevention and Intervention

Living with Death: HIV/AIDS and its Orphans

Media and Sex

Step by Step: Practicing Safer Sex with Condoms

Service Project Ideas



Introduction

With an estimated 40 million people living with HIV worldwide, this global pandemic has become the plague of our times. Young people under 25 account for half of all new HIV infections worldwide, and with the daunting numbers looming on the horizon, we must empower young people with the knowledge and skills necessary to protect themselves and their future.

While HIV/AIDS has understandably grabbed headlines, it is included here within the context of sexual health, responsibility and empowerment. Building healthy relationships, feeling empowered to make good decisions, having access to knowledge, and understanding the consequences of one's actions are key concepts when examining sexual health. Where do our attitudes about sex come from? Why do people engage in unsafe sex even if they know the potential risks? What is the reality for a teen parent and how does having a child affect his or her future plans? What prevents youth from getting the information they need to make sound sexual choices? How does media affect perceptions and attitudes about sex? What are the roles and responsibilities of parents, schools, peers and government? How do poverty and discrimination factor in local and global health issues?

There are no simple answers to these questions, but the goal of this unit is to encourage young people to explore them and get the facts. This chapter will educate participants about the options they have and empower them through facts, skills and strategies so that they realize the power of their choices. HIV and teen pregnancy are preventable. Consistent and accurate information about options will help youth to avoid risky sexual behaviors that can undermine their future.

Our approach in this curriculum is to frame the discussion within a contemporary, youth-cultural context. In this chapter, workshop topics range from proper usage of condoms, sexually transmitted diseases (STDs) and pregnancy prevention, to an exploration of sexual choices, and sexual knowledge. Young people are surrounded by images of sex and are often sent mixed messages. Our workshop on Media and Sex explores the mixed messages on sex that surround young people and encourages youth to examine the sources of the messages with a critical eye. Other topics covered in this unit include an exploration of the history of HIV/AIDS and the U.S. response to AIDS, which provide a historical and global context for the challenges our communities face.

Sexual health is an important topic, and one that must be addressed through the program in a sensitive, responsible way. There may be times when you feel it would be useful to bring in a guest speaker or linkage partner to deliver some of the content and you should always seek expertise if you need it. Whoever is conducting the workshops or lessons must be non-judgmental and allow the youth to fully debate the issues and express their challenges. It is important to let parents know that you will be discussing these issues, so that they, too, can be seen as partner in the program, and it may be necessary to obtain their consent.

Behind this unit is the message of hope and a demonstration to young people that they are a part of the collective effort to combat HIV/AIDS and promote healthy decisions around matters of sexual health.



SEXUAL KNOWLEDGE—

(135 MIN)

WHERE DOES IT COME FROM?

(May be done in two sessions)

Objectives

Participants will be able to:

- Identify the various ways they obtain their information on sex.
- Discuss different cultural attitudes towards sexuality.
- Understand how these attitudes and knowledge affect their view of sex and sexuality and the types of decisions they make.
- Learn a model for thoughtful decision-making when confronted with difficult choices.

Materials

- Newsprint, tape and markers
- Five questions about sex, written on five pages of newsprint—one question per page—prepared in advance (see Main Activity, Step 1).

Note: It is recommended that this workshop be conducted after the group has gotten to know one another. You may also use the Pass the Buck activity below to explore HIV/AIDS, or other topics.

Key Terms (sources vary)

- *Sexual Activity*: activities associated with sexual intercourse. (<http://wordnet.princeton.edu>)
- *Sexual intercourse*: is the act of inserting the erect penis of the male into the vagina of the female for reproduction and also for sexual enjoyment. Sexual intercourse is also defined as referring to any form of insertive sexual behavior, including oral sex, as well as anal intercourse. (<http://www.dictionary.com>)
- *Oral sex*: oral stimulation of another person's genitals. (<http://wordnet.princeton.edu>)
- *Negotiate*: a) to deal with (some matter or affair that requires ability for its successful handling); b) to arrange for or bring about through conference, discussion, and compromise. (<http://www.merriam-webster.com>)
- *Compromise*: a settlement of differences in which each side makes concessions. (<http://www.bartleby.com/am/>)
- *Cultural view*: an opinion based on the behaviors and beliefs characteristic of a particular social, ethnic or age group. (Definition by Global Kids Inc.)
- *Consequence*: something produced by a cause or necessarily following from a set of conditions. (<http://www.merriam-webster.com>)



Warm-Up: When Keeping It Real Goes Right . . . or Wrong! (15 min)

Procedure (10 min)

1. Have students sit in pairs.
2. Have the students think of a time they made a choice that had a positive or negative outcome.
3. Tell one person to share while the other listens for one minute, then switch.

Processing (5 min)

- What types of experiences did people share? Ask your partner's permission to share his or her story or share your own.
- When this decision was made, did you anticipate the outcome or think it through?
- In the situation you shared, is this typical of how you make choices? Describe.
- What is the process you go through when making a decision?
- Do others influence your choices? If so, who?
- What else might have an impact on what you decide to do?

Segue (10 min)

- Explain that often we make decisions without realizing what our choices are, or we make our decisions based on perceptions, information, misinformation, or our emotions.
- When it comes to sex, what influences our decisions? How do we learn about it? Ask for a participant to record some of the responses on newsprint. Tell them that in the next activity, they are going to explore what people and factors influence our ideas and decisions that we make as individuals, particularly around the issue of sex.

Main Activity 1: Pass the Buck (60 min)

Procedure (40 min)

1. In advance, write the following questions about sex on separate pieces of newsprint, one per page:
 - What have you been told by your parents/guardians about sex?
 - What have you been told by your friends about sex?
 - What have your teachers/school staff told you about sex?
 - What has television told you about sex?
 - What have you researched/learned on your own about sex?
2. Divide students into five groups, with an even number of boys and girls in each of the groups, if possible.
3. Hand each group a piece of newsprint with one of the questions on it.
4. Tell each group to reflect on the question and then, working together, write at least five answers to the question on the newsprint.

5. After giving them a few minutes to complete, have the groups pass their newsprint to another group, in a circular pattern.
6. Continue this process until every group has answered all the different questions.
7. Once this has been done, ask each group to read some statements on their newsprint.

*Processing**(20 min)*

- Was it easy to answer these questions? Why or why not?
- As you received the newsprint each round, did you find the responses that were already written down similar to your own?
- How do you think young people learn about sex? What are the main influences? How is sex defined? Note that sex occurs between heterosexual and same-sex couples.
- Does the information on sex young people learn from their families vary from person to person? Why or why not?
- What may influence a family to say different things about sex? Discuss how religion, culture, attitudes towards sexual orientation, and age might play a role.
- How does a person's attitudes or knowledge of sex affect his or her decisions around it?
- What is the best way to learn facts about sex? What role should school play?

Note: The workshop may be wrapped up at this point if the discussion has been lengthy; you may continue with the activity below in the next session.

Main Activity 2: Choices, Decisions, Consequences**(40 min)***Procedure**(20 min)*

1. Ask participants to think back to the opening activity (or previous session's warm-up if this is a two-part workshop), where they identified a choice or decision they made and talked about the outcome. Tell them you want to introduce a model, developed by City University of New York—Creative Arts Team, for effective decision-making. On the board or newsprint write:

*Choices**Decisions**Consequences*

Discuss the definitions of these three words with the participants.

2. Present the following situation: Mary is a teenager who has not had sexual intercourse but has been in a relationship for four months.
3. Put the participants into four groups and give each group a piece of newsprint and markers. Ask each group to list all the choices Mary has in this situation.
4. Ask each group to pick one decision for Mary and then think of the potential consequences. Have them record their answers.
5. Have each group present what they did.

*Processing**(20 min)*

- At first, did you feel Mary had very few choices? Did that change as you worked together or heard other groups?
- Do you think your answers to the questions would change if Mary were male? If Mary were lesbian?
- Can a decision have more than one possible consequence? Describe. What often determines what the actual consequence or outcome will be?
- Thinking about your own situations, whether we are talking about sex, education, health issues, relationships, etc., what will help you make better decisions and fully understand the types of choices you have?
- How will making better decisions affect our futures and ability to accomplish our goals?

Closure**(10 min)**

Ask participants to record in their journals a time when they had to make a difficult decision. Tell them to write what the dilemma was, and then use the “Choices, Decisions, Consequences” model to evaluate what options and outcomes were available to them. If they were able to go back in time, what would they do differently?

Special thanks to the City University of New York—Creative Arts Team for permission to use this model.

Reflection/Follow-up

- Ask participants to record in their journal the first time they remember someone talking to them about sex. What was the perspective of this person and what may have influenced that perspective? What was the purpose of the talk? To inform? To dissuade? To preach? To encourage? To explore? What impact did it have on you?
- Ask participants to use the “Choices, Decisions, Consequences” model on the situation they described at the beginning of the workshop and reflect on whether thinking it through more fully would have been useful.
- Have participants write a dilemma on a piece of scrap paper. Divide participants into groups and have them develop role plays which depict how the characters would address the situation, using the model.
- Interview peers to see where they first learned about sex, what information they received and whether it was accurate. Compile the results and graph.
- Visit a community health clinic that services the youth population, such as the Mt. Sinai Adolescent Health Center (<http://www.mountsinai.org>). Contact 311 for additional sites.

Resources

For a range of fact sheets on sexuality education, go to:

- Sexuality information and Education Council of the United States:
<http://www.siecus.org/pubs/fact/index.html>
- Planned Parenthood:
<http://www.plannedparenthood.org>



STDs: FACT AND FICTION

(85 MIN)

Objectives

Participants will be able to:

- Define and identify Sexually Transmitted Diseases and Sexually Transmitted Infections.
- Recognize which STDs are treatable and which are curable.
- Explain ways to prevent STDs.
- Identify testing sites in New York City.

Materials

- Chalkboard and chalk or newsprint, tape and markers
- Fact Sheet on STDs, one for each participant
- Starting line, made with masking tape on floor, prior to the workshop (see Main Activity)
- Ending line, made on chalkboard or with pages of newsprint (see Main Activity)
- Sticker dots or regular stickers
- Copies of free, confidential and anonymous STD and HIV/AIDS testing sites in New York City or download PDF at:
<http://www.nyc.gov/html/doh/html/std/std2.shtml>

Key Terms (sources vary)

- *Sexually Transmitted Disease (STDs)*: Sexually Transmitted Diseases are caused by bacteria or viruses usually transmitted by sexual activity with an infected person. With the exception of viral infections, i.e., genital herpes, genital warts, hepatitis, and HIV infection (AIDS), most STDs can be cured.
(New York City Department of Health and Mental Hygiene:
<http://home2.nyc.gov/html/doh/html/std/std1.shtml>)
- *Disease*: impairment of the normal state or functioning of the body as a whole or of any of its parts. (The Columbia Encyclopedia, Sixth Edition. 2001-05.)
- *Sexually Transmitted Infection (STI)*: an infection that can be transferred from one person to another through sexual contact. In this context, sexual contact is more than just sexual intercourse (vaginal and anal) and also includes kissing, oral-genital contact, and the use of sexual “toys,” such as vibrators.
(<http://www.medterms.com>)
- *Contract*: a) to bring on oneself especially inadvertently; b) to become affected with. (<http://www.merriam-webster.com>)

**Warm-Up: Huggy Bear****(20 min)***Procedure**(15 min)*

1. Ask for eight volunteers. Place a sticker dot on each volunteer's forehead.
2. Give the volunteers 20 colorful sticker dots or stickers. They should leave them on the sheet until it's time to use them later in the game.
3. Tell students that they will be playing a fun game.
4. Ask participants to walk around the room as if they are mingling at a party.
5. While the participants are mingling, stop the action by yelling, "Huggy Bear," followed by a number (i.e., "Huggy Bear 5").
6. After the number is called out, the participants must get into a group of that size so if "Huggy Bear 5" were called out, participants would have to huddle to get into a group of five people, with their arms linked or hugging each other.
7. Once in their groups, pose a question that participants will have to take turns answering to the other people in their group. Try to limit the time they have in their group to one minute for the entire group to answer the question.
8. Anyone who is not in a group can either sit out for a round or form a smaller group with the other participants were also left out.
9. If one of the volunteers with dots is in a group, the others in the group must get a dot and place it on their forehead or clothes.
10. Repeat this about four times using the questions below, or ones you create, changing the size of the group each time (i.e., Huggy Bear 3, Huggy Bear 6).
11. Huggy Bear Questions:
 - a. Tell the others in your group your name and favorite song and sing a little bit of it.
 - b. If you won one million dollars in the lottery today, how would you spend the money?
 - c. If you could meet one famous person, living or dead, who would you meet and what would you talk about with them?
 - d. What is one issue in your community regarding sexual health that you are concerned about?
12. At the end of Huggy Bear, have students count the number of dots they acquired during the activity.
13. Announce that each dot represents an STD.

*Processing**(5 min)*

- What is an STD or STI? Provide the definitions from Key Terms.
- Can anyone name a few STDs/STIs? What are some of the slang names for these STDs? Ask a volunteer to list on the board or newsprint.
- How did it feel to know you had an STD in the game?
- Can you trace back who gave you all the different dots from the dots you have?
- Did any of you intentionally try to contract an STD (get a sticker)?
- What could have prevented you from getting the STD in this game?

Segue

Now that we have explored how easily STDs are spread, let's learn more about the different types.

Main Activity: Race for Knowledge**(60 min)***Procedure**(40 min)*

1. Set up prior to workshop: if a chalkboard is available, divide the board into four equal-sized sections; if a chalkboard is not available, tape four pieces of newsprint on a sturdy wall side-by-side. In addition to this, you should put a line of tape across the floor horizontally; the tape should be at the opposite end of the room from the board or newsprint. This is the Starting Line. The board/newsprint is the Ending Line.
2. Divide the participants into four or five teams (try not to have more than six people per team). Give them each one piece of chalk or a marker.
3. Explain that they will all be participating in "Race for Knowledge." Follow the instructions below to explain:
 - You will ask a series of questions that will either be multiple choice or a straight knowledge-based question.
 - Once the team thinks they know the correct answer, a representative from the team will run up to the board to write the correct answer in their team's designated space. The first team with the correct answer written on the board or newsprint (as judged by the facilitator) will get a point. There are no points off for an incorrect answer. There are, however, five rules:
 - i. All the teams must confer behind the line of tape. Once they send someone from their team up to the board to write the answer, there can be NO communication between that person and their teammates. If they break this rule, their answer will be disqualified.
 - ii. If the question is multiple choice, the person writing the answer only has to write the correct letter (legibly).
 - iii. Also, if the question is multiple choice, no one can run to write his or her response until ALL CHOICES HAVE BEEN READ COMPLETELY (even if you know the answer immediately).



- iv. Everyone on the team must take a turn running up to the board before someone else on the team can go again.
- v. There is only one judge in the activity—the facilitator. If a team argues with the judge or berates other teams, they will receive a Hating Point (that means they have one point deducted from their total).
- Make sure that all the participants understand the rules of the game and then begin the Race for Knowledge, using the following questions. The correct answer is in bold and capital letters:

1. *What STD is known as the “silent” STD because there are rarely any visible symptoms?*

- a. Syphilis
- b. HIV
- c. **CHLAMYDIA** (answer)
- d. Vaginitis

2. *What STD has symptoms of yellowish or greenish discharge at times and is curable?*

- a. **GONORRHEA** (answer)
- b. HPV
- c. Chlamydia
- d. AIDS

3. *Sores in the genital area and around the mouth are common when an individual has contracted which incurable STD?*

- a. HPV
- b. Vaginitis
- c. **HERPES** (answer)
- d. Pelvic inflammatory disease

4. *This STD is one of the most commonly contracted STDs and some people will never know they ever had it.*

- a. Herpes
- b. Chlamydia
- c. **HPV—HUMAN PAPILLOMA VIRUS** (answer)
- d. Syphilis

5. *This STD is being called a pandemic because it is spreading throughout the world causing many deaths at an alarming rate, particularly in sub-Saharan Africa.*

- a. **HIV/AIDS** (answer)
- b. Chlamydia
- c. Syphilis
- d. Gonorrhea

6. *This is a syndrome caused by an STD. It is determined that a person has this syndrome after their immune system has been destroyed by this STD.*

- a. Syphilis
- b. **AIDS** (answer)
- c. Pelvic Inflammatory Disease
- d. Gonorrhea

7. *This STD is characterized by sores, mucous lesions, fever, rashes, and, in the late stages, can cause internal organ damage if untreated. It is curable through use of antibiotics.*

- a. **SYPHILIS** (answer)
- b. Gonorrhea
- c. Chlamydia
- d. Herpes

8. *Once you get an STD you can never get it again.*

- a. True
- b. **FALSE** (answer)

9. *Genital warts can be cured with antibiotics.*

- a. True
- b. **FALSE** (answer)

10. *You can only get HIV/AIDS through intercourse.*

- a. true
- b. **FALSE** (answer)

11. *Some people are able to control the progression of the HIV with drug combinations known as “cocktails.”*

- a. **TRUE** (answer)
- b. False



12. Name more than one type of barrier method used during intercourse or oral sex.

Answer: Male condom, female condom, finger condom, dental dam

13. Name three forms of birth control.

Answer: Oral contraceptive—the pill; Depo Provera—the shot (given once a month or once every three months); male condoms; female condoms; vaginal rings—NuvaRing; jelly; foams; spermicide; and diaphragm.

14. Name two ways to prevent contracting an STD.

Answer: Use a condom, get tested and also have your partner tested, or don't have sex.

15. The One Less campaign is geared towards having young women vaccinated with Gardasil, which is a vaccine created to prevent cervical cancer caused by what STD?

Answer: Human Papilloma Virus.

Processing

(20 min)

- Describe your experience playing the game. Was it easy? Challenging?
- Do young people talk or know enough about STDs? Why or why not?
- When and how do you think young people should learn about STDs and practicing safe sex? Why?
- Distribute the Fact Sheet. How many of these STDs are you familiar with? What are some common factors among the STDs? Highlight a common factor: many don't necessarily have visible symptoms.
- Why do you think some individuals avoid getting tested or treated for STDs?
- What can happen if an STD goes untreated? Refer to the Fact Sheet.
- How many of you have seen the One Less campaign? What is it about? Note: it is about Gardasil. It is a vaccine, for women only, that may prevent certain strains of HPV.
- If there is a vaccine to prevent an STD, should people be mandated to be vaccinated? Should we be encouraged? Why or why not?
- What are some strategies to combat the contraction of STDs in our communities?
- Ask participants if they know where they would refer someone who suspected she or he had an STD or wanted to get tested. Hand out the Testing Sites list and identify which site is closest to the program location.

Closure**(5 min)**

Ask participants to state one new fact they learned about STDs.

Reflection/Follow-up

- If you could pass on three pieces of information from today to all young people what would it be and why? Reflect in their journals.
- Visit a clinic that treats STDs. Meet with the health providers to learn first hand about the epidemic of some STDs in New York City.

This workshop was adapted from the Global Kids Power of Citizenry Leadership Curriculum.

Fact Sheet on STDs

from the Center for Disease Control and Prevention

Chlamydia

This disease is known as the “silent” disease. This is because many men and women infected with it have no visible symptoms. Some symptoms are discharge and pelvic pain and discomfort. Chlamydia can be contracted by intercourse, anal and oral sex. It is curable with antibiotics. If untreated, Chlamydia can cause Pelvic Inflammatory Disease and can also cause eventual sterility because it attacks the surrounding tissue, which may include the uterus and fallopian tubes, as well as the epididymis which carries sperm from the testes to the penis. In 2005, 976,445 Chlamydia infections were reported to the CDC from 50 states and the District of Columbia.

Gonorrhea

This disease is sexually transmitted. It can be contracted through intercourse, anal and oral sex. It can multiply in the reproductive areas as well as the anus, throat and mouth. Although many people infected with this STD do not have any visible symptoms, some of the symptoms may include burning during urination, yellow or green discharge and discomfort in the pelvic region. Gonorrhea is curable with antibiotics but it is recently becoming harder to treat because new drug-resistant strains of this disease are appearing throughout the world including, the U.S. It is also easier for someone with gonorrhea to contract and spread other STDs, such as Chlamydia. The CDC estimates that more than 700,000 persons in the U.S. get new gonorrheal infections each year.

Genital Herpes

This STD is caused by the herpes simplex virus type 1 and type 2 (HSV 1 and HSV2). Some of the symptoms include blisters and sores in the genital area, mouth, throat, and anus. It is treatable with medication but it is not curable. Transmission can occur during a visible outbreak of blisters and sores or when there is no outbreak in the infected area. Many people infected with herpes suffer from psychological distress due to their infection. Over 45 million people in the U.S. ages 12 and older are infected with herpes.

HPV (Human Papilloma Virus)

HPV is one of the most common STDs in the U.S. There are over 100 different strains that exist. Some have no symptoms while others may cause genital warts. Many people never know that they are infected with HPV because their body fights the virus. HPV is treatable in women by removing of lesions on the skin, medication to reduce genital wart outbreaks as well as by simply eating healthy and monitoring the abnormal pre-cancerous changes in the cervix. There is no HPV test for men and women are usually diagnosed based on an abnormal pap test. If certain strains of HPV go untreated it may cause cervical cancer. A vaccine, Gardasil, does exist to prevent specific strains from infecting women. About 50% of all sexually active men and women will contract HPV at some point in their lives.

Syphilis

This disease is known as the great imitator because it does not have any distinguishable symptoms from other STDs. It is contracted when there is direct contact with a syphilis sore. Some of the symptoms of syphilis depend on the stage of the infection. Some of these include sores, mucous lesions, rashes, fevers, and the internal damage of the late stage may include damage to vital organs and can lead to death if untreated. Syphilis is curable with use of antibiotics. It is easiest to treat in the early stages and takes longer to treat in the later stages. In the U.S., over 32,000 cases of syphilis infections were reported in 2002.

Pelvic Inflammatory Disease (PID)

PID is a general term that refers to the infection of the uterus, fallopian tubes, and other reproductive organs. It is usually the result of some sexually transmitted diseases such as Chlamydia and gonorrhea. If untreated, PID can lead to serious issues such as infertility or ectopic pregnancy, which is a pregnancy in the fallopian tube. Each year in the United States, it is estimated that more than one million women experience an episode of acute PID. More than 100,000 women become infertile each year as a result of PID, and a large proportion of the ectopic pregnancies occurring every year are due to the consequences of PID. Annually more than 150 women die from PID or its complications.

HIV (Human Immunodeficiency Virus)

Human Immunodeficiency Virus is a virus that kills your body's CD4 cells, which are helper cells in your body. This means that they help the body fight off infections and diseases. This virus is contracted by vaginal fluids, semen and blood coming in contact with cuts, sores, or by coming in contact with the lining in the penis, vagina, or mouth. It can also be transmitted through injection needles, blood transfusions, and from mother to child during birth or through breast milk. HIV is treated with various drugs and combinations of drugs known as "cocktails." There are many people living with HIV. Some people living with HIV/AIDS are often impacted by the side effects of the medication they are taking.

AIDS (Acquired Immune Deficiency Syndrome)

Acquired Immune Deficiency Syndrome is the result of HIV destroying a person's immune system. The body is extremely vulnerable to infections and diseases. The individual with AIDS may become very ill and even die. Many people with AIDS die due to very treatable infections such as pneumonia or flu. However, due to the body's inability to fight off the infection the result is often death. At the end of 2003, an estimated 1,039,000 to 1,185,000 persons in the United States were living with HIV/AIDS. The number of new AIDS cases in 2005 for adolescents and adults was 6,228 in New York State. Nearly half (49.95%) of people ages 18–64 have taken at least one HIV/AIDS test in their lives in New York State.

Free, Confidential and Anonymous NYC Department of Health Testing Sites for STDs

Minors do NOT need parental consent for examination and treatment.

For more information about services offered at the following locations and to make sure hours have not changed, call 311.

Manhattan	
<p>Central Harlem 2238 Fifth Avenue (137th Street) New York, NY 10037</p> <p>Travel Information: #2 train to 135th Street</p>	<p><i>STD Services, Emergency Contraception, Hepatitis B vaccine, Hepatitis A vaccine for high risk patients, Hepatitis C screening for high risk patients, & HIV Counseling and Rapid Testing:</i></p> <p><i>Monday thru Friday: 8:30 am – 4:00 pm</i></p> <p><i>Saturday: 8:30 am – 12:00 pm</i></p>
<p>East Harlem 158 East 115th Street (off Lexington Avenue) New York, NY 10029</p> <p>Travel Information: #6 train to 116th Street</p>	<p><i>Tuesday, Wednesday and Thursday: HIV Counseling and Rapid Testing only: 8:30am – 4:00 pm</i></p> <p><i>Monday and Friday: 8:30 am – 4:00 pm (no doctor services)</i></p>
<p>Chelsea 303 Ninth Avenue (28th Street) New York, NY 10001</p> <p>Travel Information: C or E trains to 23rd Street or #1 or #9 to 28th Street</p>	<p><i>STD Services, Emergency Contraception, Hepatitis B Vaccine, Hepatitis A vaccine for high risk patients, Hepatitis C screening for high risk patients, HIV Counseling and Rapid Testing:</i></p> <p><i>Monday thru Friday: 8:30 am – 4:00 pm (Intake closes at 12:00 p.m. the first Wednesday of every month for mandatory staff meetings)</i></p> <p><i>Saturday: 8:30 am – 12:00 pm</i></p>
<p>Riverside 160 West 100th Street (between Columbus and Amsterdam) New York, NY 10025</p> <p>Travel Information: #1, #9, B, C, to 96th Street</p>	<p><i>STD Services, Emergency Contraception, Hepatitis B vaccine, Hepatitis A vaccine for high risk patients, Hepatitis C screening for high risk patients, HIV Counseling and Rapid Testing</i></p> <p><i>Monday thru Friday: 8:30 am – 4:00 pm</i></p>
Bronx	
<p>Morrisania 1309 Fulton Avenue (E 169th Street off 3rd Ave) Bronx, NY 10456</p> <p>Travel Information: #55 or #15 bus to 169th Street and 3rd Avenue</p>	<p><i>STD Services, Emergency Contraception, Hepatitis B vaccine, Hepatitis A vaccine for high risk patients, Hepatitis C screening for high risk patients & HIV Counseling and Rapid Testing</i></p> <p><i>Monday thru Friday: 8:30 am – 4:00 pm</i></p>

Staten Island

Richmond

51 Stuyvesant Place (Wall Street)
Staten Island, NY 10301

STD Services, Emergency Contraception, Hepatitis B vaccine, Hepatitis A vaccine for high risk patients, HIV Counseling and Rapid testing.

Thursday: 8:30 am – 4:00 pm

*Monday, Tuesday, Wednesday and Friday: 8:30 am – 4:00 pm
Counseling and Rapid HIV Testing only. (no doctor services)*

Brooklyn

Bushwick Clinic

335 Central Avenue (between Linden St and Grove St)
Brooklyn, NY 11221

STD Services, Emergency Contraception, Hepatitis B vaccine, Hepatitis A vaccine for high risk patients, Hepatitis C screening for high risk patients, HIV Counseling and Rapid Testing:

By Bus: #52 bus to Central Avenue

Monday thru Friday: 8:30 am – 4:00 pm

Fort Greene

295 Flatbush Ave., Extension 2nd Floor
Brooklyn, NY 11201

STD Services, Emergency Contraception, Hepatitis B vaccine, Hepatitis A vaccine for high risk patients, HIV Counseling and Rapid Testing

Travel Information: #2, #3, #5 trains to Nevins Avenue or N, R, D trains to Dekalb Avenue

Monday thru Friday: 8:30 am – 4:00 pm

Saturday: 8:30 am – 12:00 pm

Queens

Corona

34-33 Junction Blvd. (Roosevelt/Northern)
Jackson Heights, NY 11372

Tuesday and Friday: 8:30 am – 4:00 pm STD Services, Emergency Contraception, Hepatitis B vaccine, Hepatitis A vaccine for high risk patients, HIV Counseling and Rapid Testing

Travel Information: #7 train to Junction Blvd. or #72 bus to 35th Avenue

*Monday, Wednesday and Thursday: 8:30 am – 4:00 pm
HIV Counseling and Rapid Testing only (no doctor services;
intake closes at 12:00 pm the last thursday of every month)*

Jamaica

90-37 Parsons Blvd. 1st Flr. (off Jamaica Ave.)
Jamaica, NY 11432

STD Services, Emergency Contraception, Hepatitis B vaccine, Hepatitis A vaccine for high risk patients, Hepatitis C screening for high risk patients, HIV Counseling and Rapid Testing:

Travel Information: E, S, J train to Parsons Blvd.

Monday thru Friday: 8:30 am – 4:00 pm

Saturday: 8:30 am – 12:00 pm

Rockaway

(Operated by Joseph P. Addabbo Health Center)
67-19 Rockaway Beach Blvd.
(Addabbo Health Center)
Queens, NY 11692

STD Services & Confidential HIV Counseling and Rapid Testing

Monday thru Friday: 9:00 am – 5:00 pm

Please note: Addabbo Health Center is not a DOHMH site, and may charge for emergency contraception.

Travel Information: A train to Beach 67th.



TEEN PREGNANCY

(130 MIN)

(May be two sessions)

Objectives

Participants will be able to:

- Identify ways to prevent pregnancy.
- Recognize options available to teens who become pregnant.
- Understand the physical, emotional and financial changes in the lives of teen parents.
- Understand the consequences of teen pregnancy on their future goals and dreams.

Materials

- Scrap paper
- Pens
- Colored markers or crayons
- Newsprint, tape and markers
- Family Feud Questions for the facilitator
- Know Your Healthcare Rights handout (one per participant)
- Teen Pregnancy Rates fact sheet (one per participant)

Key terms (sources vary)

- *Pregnancy*: containing a developing embryo, fetus, or unborn offspring within the body. (<http://www.merriam-webster.com>)
- *Abortion*: the termination of a pregnancy after, accompanied by, resulting in, or closely followed by the death of the embryo or fetus. (<http://www.merriam-webster.com>)
- *Adoption*: to take by choice into a relationship; especially to take voluntarily (a child of other parents) as one's own child. (<http://www.merriam-webster.com>)
- *Abstinence*: the act or practice of refraining from indulging an appetite or desire, especially for alcoholic drink or sexual intercourse. (<http://www.bartleby.com>)
- *Contraception*: deliberate prevention of conception or impregnation. (<http://www.merriam-webster.com>)

Warm-Up: Road Maps**(45 min)***Procedure**(25 min)*

1. Instruct students to split into groups of five. Give each group five sheets of newsprint and a package of markers.
2. Tell the participants that they will be drawing Road Maps. Road Maps are maps that show where you have been, where you are, and where you want to go. Much like a real road map shows you how to get from Point A to Point B, the personal road maps will show students how they got to where they are today, as well as where they want to go in life.
3. Explain to the students that as they draw their Road Maps, they should show some significant events from their past, current events or situations that they consider important, as well as their future goals and significant events they hope will occur.
4. Explain that every map should look different because all the participants are different, although there may be some similarities. Tell them that they can use words, pictures, symbols, or other ways to depict the events or situations on their Road Map and can be as detailed as they like.
5. Give the participants 15 minutes to create the Road Map. If more time is needed, this warm-up can be extended into a main activity, and the Family Feud activity can be done at the following session.
6. After 15 minutes, have the students share their Road Maps in their small groups.
7. Keep the students in their groups.

*Processing**(20 min)*

- How was it doing the activity?
- How did you decide which events or situations to choose for your Road Map?
- Was it interesting seeing what people have been through? Why?
- How does your past affect who you are now? Describe a situation when a decision you or someone else made had an impact on the direction of your Road Map.
- Was it exciting to think of what you want in your future? Why?
- What types of situations, decisions or events could alter your future goals?

Segue**(15 min)**

- Tell participants that there are many events that have brought us to where we are now and many decisions we make in the present or near future will affect our ability to realize our goals and dreams. Read the following statistic to the group:

According to Planned Parenthood, two in every five young women become pregnant by the age of 20.



- Ask participants to review their Road Map. Ask, “How would becoming pregnant or having a pregnant partner change your Road Map?” Solicit some responses and discuss as a group. Encourage participants to think about the choices, decisions and consequences that they would face, both before and after conceiving a child. Ask participants what are some strategies to keep their road maps from changing. If the discussion is lengthy, you may end the session at this point and continue the workshop/topic during the next session, but save the Road Maps. For closure, they may write in their journal how they could ensure that unwanted teen pregnancy would not alter the course of their Road Map. If time permits, continue to the main activity.

Main Activity: Family Feud

(60 min)

Procedure

(35 min)

1. Set up the room by placing a small table at the front of the room. Ask participants to help you set up a row of chairs on either side of the table so that everyone in the group has a place to sit.
2. Divide the large group into two equal teams and tell them that their team is their “family.” If there is an uneven number of students, ask for a volunteer to be the host or your assistant. Ask students to come up with a family name.
3. Tell participants that we will play the popular game show, “Family Feud.” Ask if anyone can explain the rules of Family Feud. If needed, explain or clarify the rules of the game, which are:
 - The object of the game is to guess the most popular answers to various questions asked by the host. For example, “Name some things you do in the morning.” Some possible answers are eat breakfast, shower, brush your teeth, etc. You will earn points for each correct answer.
 - When the game starts, a representative from each team will face off against each other at either side of the table while the host reads the questions. The first person to smack their hand on the table and give a correct answer gets the point and control of the imaginary board for their family.
 - If your family misses three guesses, control of the board is given to the other family.
 - While one family has control of the board, the other family can talk amongst themselves to come up with answers, but when your team has control of the board, you cannot help out the others on your team.
 - You get only one point per answer, regardless of where it ranks on the board.
 - Whichever family has the most points at the end of the game wins!
4. At the end of the game, pass out the fact sheets.

Note: 1) There are seven categories to choose from. You won't have time to go through all of them, so you can use your discretion to decide which ones to pick. 2) If the group is very large, you can divide them into three teams.

Category I: What are some ways to prevent pregnancy?

1. Condoms
2. Abstinence
3. Taking the pill, oral contraceptives
4. Masturbation
5. Vaginal rings, such as the Nuva ring
6. The patch
7. Female condom
8. Jellies, foams and spermicides
9. “Morning-After Pill,” i.e., emergency contraception
10. Comprehensive sex education

FYI: Teens in New York City can access birth control without parental consent.

Category II: Name some options if you become pregnant.

1. Having the child and raising him or her
2. Having the child and placing in adoption
3. Terminating the pregnancy/abortion
4. Having a family member raise the child

FYI: Teens in New York City can have an abortion without parental consent or notification. This is not true for most states.

Category III: Name some needs of a child.

1. Love/attention
2. Bathing/keeping them clean
3. Diaper changes
4. Feeding/bottles
5. Clothing/toys
6. Doctor visits
7. Guidance/teaching to walk and speak
8. Play



Category IV: Name some sacrifices teen parents make.

1. Time with friends
2. Going out when they want
3. Time in school
4. Money
5. Jobs
6. Relationships with others
7. Hobbies
8. Time with yourself
9. Sleeping late

Category V: Name some services available to teen parents.

1. LYFE program—some schools offer this free daycare in school as long as the teen parent keeps a certain GPA and attends workshops
2. Head Start program—focuses on helping teen parents by funding daycare for low income families from birth to three years of age
3. WIC (Women, Infants and Children)—provides staple foods for low-income families for children from birth to five years of age
4. TANF (Temporary Assistance for Needy Families)—provides grants for families that qualify
5. Child Care—New York State Parents' Connection
6. Child Health Plus (CHP) and Medicaid
7. The Mount Sinai Adolescent Health Center

All these agencies and services are available and located in New York City, and there are many more depending upon the borough and specific region.

Category VI: Name some ways to tell if you are pregnant or if your partner is pregnant.

1. Missed period
2. Enlargement or tenderness of breasts
3. Nausea/morning sickness
4. Dizziness
5. Cravings
6. Sensitivity to smell
7. Emotional sensitivity

Category VII: Name some common emotions that a teen feels if they suspect they are pregnant.

1. Fear
2. Anxiety
3. Stress
4. Worry
5. Anger
6. Denial
7. Sadness
8. Happiness

Processing

(25 min)

- What did you think of this activity? Why are the topics important?
 - Note: Teen pregnancy is a concern because 31% of women become pregnant at least once before the age of 20. Also, teen mothers are less likely to complete high school (only one-third receive a high school diploma) and only 1.5% have a college degree by age 30. Teen mothers are more likely to end up on welfare (see fact sheet).
 - Did you agree with the answers to the questions/statements? Why or why not?
 - Did you know many of the answers? Why or why not?
 - When do young people receive sex education? Do you think that this should be earlier or later?
 - What kind of sex education are you receiving? Is it abstinence only or is it comprehensive? Why do you think that is?
 - Did you, as participants, get a glimpse of what teen parenting may entail?
 - What are some challenges that teen parents may face? Do you think anyone is fully aware of all the challenges that parenting presents?
 - Even though being a teen parent is very challenging, do you think some teens romanticize it? Why or why not?
 - Are the challenges of a teen parent different depending on gender? Why or why not?
 - What are some of the reasons teens become parents?
 - According to a 2000 statistic, African-American and Hispanic women have higher pregnancy rates than white women (see fact sheet). Why do you think that is?
- Note: Address access to healthcare, access to comprehensive sex education, as well as religious and cultural norms and poverty.*
- What are some ways to prevent teen pregnancy? Aside from birth control, what are some other ways? Note: comprehensive sex education in schools at an early age and educating parents on how to have discussions about sex with their child. Most of all, they need to know their rights!



Closure

(10 min)

Teen pregnancy is not just an issue in the U.S. Let's look at the statistics from other countries. Using the fact sheet, why do you think teen pregnancy is an issue in Malawi and Nicaragua? What are the similarities and differences between the U.S. and these other regions?

Reflection/Follow-up

- Have students go back to their Road Maps. Have them write in their journals about how a pregnancy would change their Road Map. They may also want to reflect on ways to prevent any alterations to their Road Map. Have participants compare and contrast the way a pregnancy will impact a man and a woman. Have participants write what would be the same and what would differ due to gender, societal expectations, and family dynamics.
- If you have access to a computer lab, have students visit: <http://www.teenparent.org>. Under "Games and Activities," have students do the Baby Budget questionnaire. This will give them an idea of the financial requirements to have a baby as well as how much things cost. This includes things like: baby food, diapers, pads, and doctor visits.
- Learn about teen healthcare rights by visiting the New York Civil Liberties Union Teen Health Initiative at http://www.thi.nyclu.org/frames/thi_frameset.html
- Research high risk behaviors of New York City youth by examining the Youth Risk Behavior Survey on the New York City Department of Health's website: <http://www.nyc.gov/html/doh/html/episrv/episrv-youthriskbehavior.shtml>

Resources

- Advocates for Youth:
<http://www.advocatesforyouth.org/about/teenpregnancy.htm>
- National Campaign to Prevent Teen and Unplanned Pregnancy:
<http://www.teenpregnancy.org/about/default.asp>
- New York City Department of Education Health Education and Family Living:
<http://schools.nyc.gov/Offices/TeachLearn/OfficeCurriculumProfessionalDevelopment/HealthEducation/default.htm>

This workshop was adapted from the Global Kids Power of Citizenry Leadership Curriculum.

Know Your Healthcare Rights: Teens in New York

(Adapted from New York Civil Liberties Teen Health Initiative, with permission)

Family Planning/Birth Control

Minors can get birth control (like condoms, dental dams, diaphragms, and even prescription contraception like the pill or Norplant) without parental consent or notification.

Emergency Contraception (EC), or the “morning-after pill”

A minor can get it without a parent’s involvement. EC is a high-dose birth control pill that prevents pregnancy if taken shortly after unprotected sexual intercourse. It is effective if taken within 72 hours of sexual intercourse. EC is contraception; it cannot interrupt an already existing pregnancy, and is not the same as a drug known as mifepristone (RU-486), which is taken to induce abortion during the first nine weeks of a pregnancy.

Abortion

If under the age of 18 in New York State, a person can get an abortion without their parents’ knowledge or consent. New York law expressly forbids the release of a minor’s abortion records to her parents without the minor’s permission. Two methods of abortion are available for pregnancy termination: medical and surgical. A surgical abortion involves the use of surgical instruments to remove the contents of the uterus, and generally takes 10–20 minutes. A medical abortion involves taking pills to cause the uterus to force out its contents, and can take between one day and several weeks, depending on which drugs are taken. Those considering abortion can talk to their health care provider to decide which method of abortion might be best for them.

STI Testing and Treatment

Minors can obtain both testing and treatment for sexually transmitted infections (STIs) without parental consent. Under New York State law, a doctor cannot release information about a minor’s STI status or treatment to parents without the minor patient’s permission. However, under New York law a health care provider must report cases of gonorrhea, syphilis, and Chlamydia to state public health officials for statistical purposes. However, this reporting requirement is limited and medical records may not be re-disclosed to anyone else, including a parent, without the patient’s consent.

HIV Testing

A minor has the right to consent on his or her own to an HIV test. An HIV test can either be anonymous (at a Department of Health site) or confidential. The difference between the two types of tests is the degree of confidentiality associated with the results.

Anonymous testing means that the person being tested does not reveal his or her name; informed consent is given through use of a coded system with no linking of individual identity to the test request or results. Therefore, the results can never be traced to the individual. Anonymous HIV/AIDS testing sites can be located by calling the New York City Department of Health AIDS Hotline at 1-800-TALK-HIV or by calling the regional offices listed on the New York State Department of Health web site: <http://www.health.state.ny.us>. All other HIV testing is confidential and means that while the results will largely be kept confidential, they will be subject to reporting and contact notification disclosures.

Prenatal Care, Labor and Delivery Services

A pregnant minor may consent to medical, dental, health and hospital services relating to prenatal care. Labor and delivery services are also within the scope of the services to which a pregnant minor can consent. Once a child is born the minor parents can consent to all medical care for themselves and for their child. As with other medical services to which minors may consent, all information about prenatal care, labor and delivery services must remain confidential.

Sexual Assault Services

A person is sexually assaulted when anyone (including a stranger, acquaintance, date, spouse or family member) engages in any type of sexual activity with that person without his or her consent. This can be through use of physical force, emotional coercion, threats or manipulation. Also, a person may be incapable of giving consent by reason of mental impairment or physical incapacity (i.e., being drunk or having passed out). A sexual assault can be violent or non-violent, and it may or may not involve physical injuries.

Source: http://www.nyclu.org/thi/frames/thi_frameset.html

Teen Pregnancy Rates

Teen Pregnancy Rate for Girls Aged 15–19 by Race/Ethnicity, 2000 (Rate per 1,000)

	New York	U.S.
White	52	55
African-American	167	153
Hispanic	130	138

Number of teen pregnancies by age in New York (2000)

Girls 15–19	21,050
Girls 18–19	35,370

Source: <http://www.teenpregnancy.org>

- The United States has the highest rates of teen pregnancy and births in the western industrialized world. Teen pregnancy costs the United States at least \$9 billion annually.
- 31% of young women become pregnant at least once before they reach the age of 20—about 750,000 a year. Eight in 10 of these pregnancies are unintended.
- The teen birth rate has declined slowly but steadily from 1991 to 2005 with a decline of 35% for those aged 15 to 19.
- 23 states require that abstinence be stressed when taught as part of sex education; 10 states require simply that it be covered during instruction. (<http://www.guttmacher.org>)
- 18 states require that STI/HIV programs cover contraception; no state requires that it be stressed. (<http://www.guttmacher.org>)
- Teen mothers are less likely to complete high school (only one-third receive a high school diploma) and only 1.5% have a college degree by age 30. Teen mothers are more likely to end up on welfare.
- The children of teenage mothers have lower birth weights, are more likely to perform poorly in school, and are at greater risk of abuse and neglect.

Unless cited, source for the above is: <http://www.teenpregnancy.org>

Statistics from Malawi and Nicaragua:

Malawi

- 37% of 15–19-year-old women and 60% of males have had sex.
- 76% of women 12–19 years old and 80% of men in the same age group have not discussed sex with either of their parents.
- 14% of young women and 26% of young men have attended talks or lessons regarding sex education.
- 7 in 10 young women and 8 in 10 young men are currently in school, and similar proportions expect to complete secondary or higher education.
- 43% of young women and 56% of young men who are not in school state that financial difficulties are the reason they stopped attending school (having to pay school fees, purchasing school supplies, etc.).

Source: <http://www.guttmacher.org/sections/adolescents.php>

Nicaragua

- A quarter of all births—35,000 per year—are attributed to young women between ages 15–19.
- In 2001, 22% of women 20–24 years old obtained more than seven years of education in rural areas in Nicaragua. 71% of women ages 20–24 in urban areas obtained more than seven years of education.
- The proportion of 20–24 year olds who had a child during adolescence is more than twice as high among the poorest as among those in the highest socioeconomic category.

Source:
<http://www.guttmacher.org/sections/pregnancy.php?scope=other%20country%20specific>



SEXUAL CHOICES

(120 MIN)

(May be done in two sessions)

Objectives

Participants will be able to:

- Understand the connection between choices and outcomes.
- Analyze the process by which decisions are made, and how to make well-informed and thought-out decisions when another person is involved.
- Learn and practice such important life skills as negotiation, critical thinking and problem-solving skills.
- Recognize the importance of healthy and informed sexual choices.

Materials

- Bottle or pencil
- Newsprint, tape and markers
- Copies of Simple Questions handout (one per pair of participants)
- Copies of Questionnaire (one per pair of participants)
- Copies of Teen Sexual Choices Fact Sheet (one per participant)
- Optional: Write out two sets of questions on newsprint in advance (see Identifying Choices, steps 2 and 3)

Key Terms (sources vary)

- *Sexual Activity*: activities associated with sexual intercourse. (<http://wordnet.princeton.edu>)
- *Sexual intercourse*: the act of inserting the erect penis of the male into the vagina of the female for reproduction and also for sexual enjoyment. Sexual intercourse is also defined as referring to any form of insertive sexual behavior, including oral sex, as well as anal intercourse. (<http://www.dictionary.com>)
- *Oral sex*: oral stimulation of another person's genitals. (<http://wordnet.princeton.edu>)
- *Negotiate*: a) to deal with (some matter or affair that requires ability for its successful handling); b) to arrange for or bring about through conference, discussion, and compromise. (<http://www.merriam-webster.com>)
- *Compromise*: a settlement of differences in which each side makes concessions. (<http://www.bartelby.com/am>)



Warm-Up: Spin the Bottle or Pencil

(15 min)

Procedure

(10 min)

1. Have students sit in a circle.
2. Inform them that they will be playing Spin the Bottle.
3. The rules are: one person spins the bottle or pencil and the person it stops on must pair up with the person that spun it. However, they will not be pairing up to kiss, just to form a team!
4. Once everyone has paired up, inform them that they will have to fill out a chart filled with questions. They must agree on how to answer the question together, cannot skip any questions, and will have two minutes to complete the task.
5. After you have explained the rules, pass out the Simple Questions handout and a pencil to each pair.
6. Say “go” and begin timing. Stop the activity after two minutes have passed.

Processing

(5 min)

- Was that easy to do? Why or why not?
- Was it difficult to do knowing you had a time limit in which to decide on an answer?
- How did you make your decisions?
- Was there a compromise happening by both people at some point?
- Was one person more likely to just go along with any answer? Why was that?
- What are some of the outcomes when one person is dominant or assertive and the other is passive?
- How can you relate this activity to times in your life when you have to make a decision involving someone else and you didn't really want to go along with it?
- What would have made this activity easier or go more smoothly?

Segue

Tell participants that we are confronted with situations each day, when we must make decisions, some small and some large. Often, no one else is involved, but much of the time, our choices and decisions involve one or more people, and are made quickly or spontaneously. In the next activity, we will continue looking at decision-making, but with a different focus.

Main Activity 1: Questionnaire**(40 min)***Procedure**(25 min)*

1. Have students keep the same partner.
2. Inform them that they will have to fill out a questionnaire together, agreeing upon the answers.
3. These questions may be difficult to answer and they may not agree but they will have to fill it out completely as a team.
4. They will have 20 minutes to complete this questionnaire.
5. Inform them that this is not a race and to answer the question to the best of their ability.
6. After everyone finishes, lead the discussion of the answers and pass out the fact sheet.

*Processing**(15 min)*

- How was it to do this activity?
- How was the Questionnaire different from the Simple Questions chart activity?
- Was it easier to come up with answers? Why or why not?
- Is there only one answer to these questions? Why or why not?
- Was it helpful to do this with the same partner? How so?
- Did your gender (being a woman or man) affect the way you answered the questions?
- What role did communication play in the process of answering these questions? Was it easy? What were the skills you needed to be successful?
- Why do you think these questions were chosen for the questionnaire? How is it relevant and how do you translate this activity to your own life?
- How is the partnership between two people important to making decisions about sex or sexual activity?
- How empowered do you think most teens are to make solid, healthy, well-informed choices with their partners? Do you feel there is an equal partnership?
- Is it always easy to compromise or negotiate when it comes to sexual activity?
- Looking at the fact sheet, what are some choices teens are making about sex in the U.S.?

Note: the following statistics are specific to New York City teens, according to the NYC Department of Health. Source: <http://home2.nyc.gov/html/doh/html/pr2006/pr043-06.shtml>

- Many New York City teens are not getting the sexual and reproductive healthcare that they need to be healthy.
- Nearly 50% of all New York City public high school students have had sexual intercourse. One in ten reports having had sex before the age of 13.
- Only 8% of sexually active teens use birth control pills, the most effective means of preventing pregnancy.



- The New York City teen pregnancy count in 2004 was 90 per 1,000 females ages 15 to 19; however, there were significant disparities across the City. The rates by borough ranged from 62.2 in Staten Island to 127.6 in the Bronx; and rates by race/ethnicity ranged from 28.1 for non-Hispanic whites to 127.0 for non-Hispanic blacks.
- Adolescents are at increased risk of contracting sexually transmitted diseases; teen women (aged 15–19) account for about one-third of Chlamydia and gonorrhea infections in New York City, the highest rates of infection among all age groups.
- Infants born to adolescent mothers are at increased risk of low-birth weight and infant mortality. Adolescent mothers are less likely to finish high school than older mothers and more likely to live in poverty.
- How does this make you feel about your sexual health? Do these statistics affect you and your perspective on sex and sexual health? What accounts for the differences in New York areas?

Segue

Tell participants that we will be taking a closer look at the process of making decisions and at the obstacles to making healthy decisions. (*Note: You may also wrap up the workshop at this point and continue next session.*)

Main Activity 2: Identifying Choices (55 min)

Procedure (35 min)

1. Put participants into four to six groups of equal size, with approximately five people in each group.
2. Give half of the groups the following questions, either orally or on a piece of paper:

What are the choices you as an individual have to make regarding sexual activity?

What do you need to consider when making your decisions?

What influences you?
3. Give the remaining half of the groups these questions:

What are the choices you have to make with someone else regarding sexual activity?

What do you need to consider when making your decision?

What skills or information do you need?

What gets in the way of you making a healthy decision?
4. Tell the groups that they will have approximately 15 minutes to discuss the questions and come up with a short skit illustrating the types of choices and one decision. In the skit, the questions asked above should be addressed through interaction among the characters and everyone should play a role. The role play should last no longer than two or three minutes.
5. After the groups have prepared, create a stage area and have each group present. You can process after each skit or wait until the end, having each group identify the choices, decisions, and resulting consequences. (*Note: You may refer to the Sexual Knowledge workshop and the activity on Choices, Decisions, and Consequences.*)

*Process**(20 min)*

- Did these skits present scenarios that we see in our everyday lives?
- Did the characters feel comfortable with their decisions? Do you think they were empowered to make good choices? Why or why not?
- Were characters acting in a way where they were protecting their best interests, health and well-being? What are some examples when someone feels compelled to make a decision he or she is not comfortable with, but does it anyway?
- What obstacles may a person face when trying to make a healthy choice?
- How do power dynamics influence the kind of choices one makes?

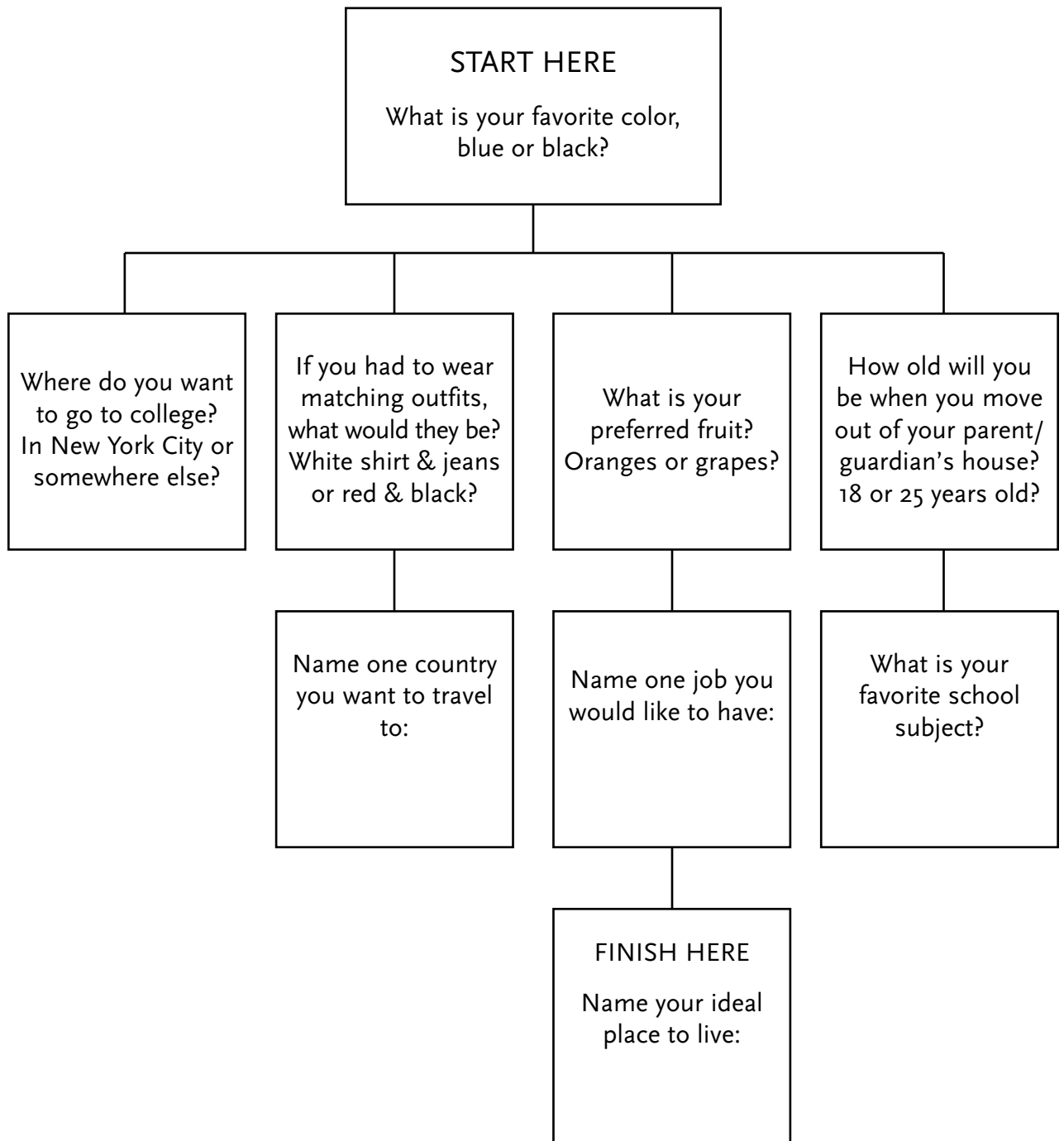
Closure**(10 min)**

Choose one question or idea you struggled with in this exercise. Write a reflection piece in your journal.

Reflection/Follow-up

- Reflect on a time when you made an empowered decision regarding your sexual health and a time when you might not have been comfortable with a decision you made. What influenced your ability to do so in both cases?
- For more information on life skills and adolescent sexual health, visit UNESCO at: <http://www.unescobkk.org/index.php?id=1599&type=98>
- For more information on problem-solving and negotiating skills for adolescents, visit the Palo Alto Medical Foundation at: <http://www.pamf.org/teen/parents/emotions/lifeskills/>

Simple Questions



Questionnaire

In YOUR opinion:

1. How should a person decide to have sex?

2. When should a person have sex, if ever?

3. What are some things that a person should know before they engage in sexual activity?

4. What are some reasons that a person has sex or engages in sexual activity?

5. What are some reasons that a person does not have sex or engage in sexual activity?

6. What are some possible outcomes after a person has sex or has some sort of sexual activity?

7. What percentage of teens do you think have had sexual intercourse in high school?

- A) 28% B) 54% C) 33% D) 37%

8. What percentage of teens in high school do you think have engaged in oral sex?

- A) 25% to 27% B) 50% to 55% C) 60% to 65% D) 15% to 20%

9. Every year, there are approximately 19 million new STD infections. What percentage of this 19 million are young people 15–24 years old?

- A) 35% B) 36% C) 45% D) 50%

Answer Key

(for the facilitator to guide discussion)

1. How should a person decide to have sex?

There is not one answer to this. An individual should know about STDs and pregnancy prevention, and should reflect upon why they want to have sex. They should analyze if it is something they want to do or if it is something they feel pressured to do either by their partner or friends.

2. When should a person have sex, if ever?

Again, there is not one answer. A person must make a conscious decision knowing all the possible outcomes of having sex as well as the emotional reasons they are choosing to do so. It is a decision that only they can make. They should be conscious of how their partner feels and whether or not they are ready. They should also practice safe sex.

3. What are some things that a person should know before they engage in sexual activity?

A person should take an STD test and so should their potential partner. He or she should discuss contraception such as condoms and birth control pills. A person should be aware of what they would do if pregnancy would occur and discuss their personal beliefs and options if there were to be a pregnancy. Possible places to obtain information are at your school, local Planned Parenthood or your guidance counselor or school nurse.

4. What are some reasons that a person has sex or engages in sexual activity?

To demonstrate love and intimacy, to have children, to solidify a marriage, to feel loved, to be close to another, to gain something, curiosity, experimentation, enjoyment, stress relief, because they can, to be rebellious, peer pressure, and many other reasons.

5. What are some reasons that a person does not have sex or engages in sexual activity?

He or she may not be ready, feel they are too young, want to wait until marriage or a committed relationship, they don't want to worry about the consequences or outcomes, are afraid, don't feel a need to show love or intimacy in that way, and many other reasons.

6. What are some possible outcomes after a person has sex or has some sort of sexual activity?

STDs, pregnancy, self-consciousness, feelings of inadequacy, a sense of fulfillment, a sense of feeling loved, a sense of intimacy, a sense of loss or emptiness, pain, and much more. Your experience will depend on your own circumstances.

7. What percentage of teens do you think have had sexual intercourse in high school?

D. 37%

8. What percentage of teens in high school do you think have engaged in oral sex?

B. Between 54% and 55% of teens 15–19

9. Every year, there are approximately 19 million new STD infections. What percentage of this 19 million are young people between 15 and 24 years old?

D. 50%

See fact sheet.

Teens Sexual Choices in the U.S. Fact Sheet

- In 2005, 37% of high school students have had sexual intercourse, and 14% of high school students had had four or more sex partners during their life.
- In 2005, 34% of currently sexually active high school students did not use a condom during their last sexual intercourse.
- In 2002, 11% of males and females aged 15–19 had engaged in anal sex with someone of the opposite sex; 3% of males aged 15–19 had had anal sex with a male.
- In 2002, 55% of males and 54% of females aged 15–19 had engaged in oral sex with someone of the opposite sex.
- In 2004, an estimated 4,883 young people aged 13–24 in the 33 states reporting to CDC were diagnosed with HIV/AIDS, representing about 13% of the persons diagnosed that year.
- Each year, there are approximately 19 million new STD infections, and almost half of them are among youth aged 15 to 24.

Source: <http://www.cdc.gov>

Statistics on Sexually Transmitted Diseases in the U.S.

- In 2005, 976,445 Chlamydia infections were reported to CDC from 50 states and the District of Columbia.
- CDC estimates that more than 700,000 persons in the U.S. get new gonorrhea infections each year.
- Over 45 million people in the U.S. ages 12 and older are infected with herpes.
- About 50% of all sexually active men and women will contract HPV (human papilloma virus) at some point in their lives.
- In the U.S., over 32,000 cases of syphilis infections were reported in 2002.
- The number of new AIDS cases in 2005 for adolescents and adults was 6,228 in New York State.

Source: <http://www.cdc.gov>

Teen Pregnancy

- 21,050 represents the number of teen pregnancies in 2000 among 15–17-year-old girls in New York State.
- 31% of young women become pregnant at least once before they reach the age of 20—about 750,000 a year. Eight in 10 of these pregnancies are unintended.

Source: <http://www.teenpregnancy.org>



THE TRANSMISSION OF HIV/AIDS AND STDs

(80 MIN)

Objectives

Participants will be able to:

- Dispel common myths about HIV/AIDS and sexually transmitted diseases.
- Discern how HIV can and cannot be transmitted.
- Discuss how alcohol and drugs affect safer sex practices.

Materials

- Newsprint, tape and markers
- Funny Jokes questions and answers (cut up in advance of the workshop and kept in pairs until you can count participants present). Put one slip in a paper bag or hat for each person, making sure there is a matching answer for every question (see Warm-up, Step 1).
- Paper bag or hat
- Myth-o-Meter, made from newsprint or drawn on chalkboard in advance of the workshop (see Main Activity, Step 1).
- Scissors
- Myth-o-Meter statements cut up in advance of the workshop
- Copy of Facilitator's Guide/Statements
- Know the Facts handout (one per participant)

Key Terms (sources vary)

- *Sexually transmitted diseases*: any of various diseases usually transmitted by direct sexual contact that include the classic venereal diseases (as syphilis, gonorrhea, and chancroid) and other diseases (as hepatitis A, hepatitis B, giardiasis, and AIDS) often or sometimes contracted by other than sexual means called also STD. (<http://www.merriam-webster.com>)
- *AIDS (Acquired Immune Deficiency Syndrome)*: a serious (often fatal) disease of the immune system transmitted through blood products especially by sexual contact or contaminated needles. (<http://wordnet.princeton.edu>)
- *HIV*: human immunodeficiency virus: the virus that causes acquired immune deficiency syndrome (AIDS); it replicates in and kills the helper T-cells. (<http://wordnet.princeton.edu>)

Warm-Up: HIV/AIDS... It Ain't A Joke**(20 min)***Procedure**(20 min)*

1. In advance, cut up Funny Jokes to divide the Questions from the Answers. Make sure Questions and Answers match the number of participants. Place Questions and Answers in a paper bag or hat, ensuring that joke with **** next to it is included.
2. Have students introduce themselves and name their favorite comedy.
3. Have participants pick either a Question or Answer from Funny Jokes out of the paper bag after they state their name.
4. Explain that the goal is to find the person with either the Question or Answer to your joke.
5. Give participants five minutes to find their match.
6. Once everyone is paired up, have each pair read their joke. Have the pair whose joke is marked with the **** read their joke last.

Segue**(10 min)**

Ask the participants to think about the last joke, which referred to venereal disease. Do people laugh when they hear about STDs or specific venereal diseases? Do people use STDs to tease others? Why? Are some STDs off limits when it comes to joking? What about HIV/AIDS? With 40 million people living with HIV/AIDS in the world, it is of course not a joke, and there are many myths, perceptions, and stereotypes when it comes to the topic. This next activity will further explore these factors.

Main Activity: Myth-o-Meter**(40 min)***Procedure**(20 min)*

1. Before the start of the activity, write the word "TRUE" on a piece of newsprint and the word "FALSE" on another. Post the pieces of newsprint a good distance apart and draw a line to connect them on the chalkboard or other pieces of newsprint. On the line, draw tick marks to indicate degrees (like a thermometer). This is your "Myth-o-Meter."
2. Before the start of the activity, cut out the true and false statements from the Statement Sheet below.
3. Tell participants that they are going to review a series of statements about HIV transmission in small groups. Their job is to judge the accuracy of each statement.
4. Break participants into small groups—pairs or threes—and divide up the statements among the groups.
5. After reviewing the statements, tell participants to tape their statements to the Myth-o-Meter either on the TRUE newsprint, the FALSE newsprint or somewhere along the line.
6. After all of the statements have been placed along the Myth-o-Meter, ask for volunteers to read some or all of the statements aloud.



7. As a large group, make changes (as necessary) to put each statement in the appropriate place.
8. Allow participants to ask questions and discuss why they placed certain statements where they did.
9. Elaborate by sharing some of the additional information provided with the statements below.
10. After the activity, post the newsprint in the room for participants to continue to view.

Processing

(20 min)

- Which, if any, of the statements surprise you?
- Did/do you disagree with the placement of any of the statements? Which one? Why?
- In reference to the statement, “People who are drunk are less likely to use condoms than people who are sober, and people who don’t use condoms are more likely to contract HIV,” what conclusion can you draw about how alcohol/drug use affects the transmission of HIV?
- What are some ways to prevent the transmission of HIV and other sexually transmitted diseases and infections?
- After doing this activity, you can see that certain groups (including women, those in the developing world and young people) have higher rates of infection. Why do you think that is the case?
- Why do you think young people are more susceptible to transmitting or acquiring HIV and other STDs or STIs?

Closure: Know the Facts Handout

(10 min)

1. Distribute copies of the Know the Facts handout. The Know the Facts handout is designed to help foster additional thought and dialogue about the issues raised in this workshop. The questions following each fact and category can be used for individual reflection, work in pairs, or general class discussion.
2. Participants should review the sheet as a group, in pairs or individually.
3. Ask participants to answer the questions aloud, write silent responses, or do them for homework.

Reflection/Follow-up

Use the lesson and follow-up worksheet to brainstorm ideas for a service project. The group can select one or two key concepts and create a community service project to address it.



Resources

- For statistics on HIV/AIDS:
<http://www.until.org/statistics.shtml>
- For resources for women and children:
<http://womenchildrenhiv.org>
- For information from the Center for Disease Control:
<http://www.cdc.gov/hiv/default.htm>
- For transmission information:
<http://www.cdc.gov/hiv/pubs/facts/transmission.htm>
<http://www.hiv.gov.gy/factsheet.php>
- Especially for teens:
<http://cdc.gov/HealthyYouth/sexualbehaviors/index.htm>
- Facts about confidential testing:
http://nyclu.org/rrp_minorsrights.html
- World AIDS Orphans:
<http://www.worldorphansday.org/en/index.php>

This workshop was adapted from the Global Kids Power of Citizenry Leadership Curriculum.

FUNNY JOKES

 (Cut these up prior to the workshop. Make sure the first joke is included.)

Q: **** Have you heard of that disease that you get from kissing birds? ****

A: **** Chirpes. It's one of those canarial diseases. I hear it's untweetable. ****

Q: Why was the teacher cross-eyed?

A. Because she couldn't control her pupils.

Q: Why do birds fly south?

A: Because it's too far to walk.

Q: Why do hummingbirds hum?

A: Because they don't know the words.

Q: Is it good manners to eat fried chicken with your fingers?

A: No, you should eat your fingers separately.

Q: Why do hens lay eggs?

A: If they dropped them, they'd break.

Q: Why do seagulls live near the sea?

A: Because if they lived near the bay, they would be called bagels.

Q: Which side of a chicken has the most feathers?

A: The outside.

Q: Why don't they play poker in the jungle?

A: Too many cheetahs.

Q: What is the difference between a cat and a comma?

A: One has the paws before the claws and the other has the clause before the pause.

Q: Where do dogs go when they lose their tails?

A: To the retail store.

Q: What do you get when two giraffes collide?

A: A giraffic jam.

Q. Why didn't the skeleton go to the party?

A. Because he had no-body to go with.

Q. Why is the math book so unhappy?

A. Because it's full of problems.

Statement Sheet

(Cut out each statement before the start of the activity.)

TRUE STATEMENTS

24.5 million people in Sub-Saharan Africa are living with HIV.

8.3 million people in Asia are living with HIV.

The presence of an STD increases a person's likelihood of acquiring or transmitting HIV.

People who are drunk are less likely to use condoms than people who are sober and people who don't use condoms are more likely to contract HIV.

By 2003, 15 million children under 18 had been orphaned by HIV/AIDS worldwide.

Only latex or polyurethane condoms provide a highly effective mechanical barrier to HIV.

In New York State, minors (anyone under 18 years old) have the right to confidential STD testing.

In New York State, a minor is entitled to anonymous HIV testing.

FALSE STATEMENTS

It is common for dentists to transmit HIV to patients when doing dental surgery.

A lot of people in sub-Saharan Africa have AIDS because there are so many mosquitoes there and mosquitoes transmit the disease.

Opening a condom with your teeth or a pair of scissors is okay.

If someone looks healthy, they probably do not have a sexually transmitted infection or disease.

Sexually transmitted infections or diseases can't be spread through oral sex.

An oil-based lubricant like Vaseline is a good lubricant to use before sex with a latex condom.

"Pulling out" or removing the penis before ejaculation is an effective way to prevent pregnancy.

Studies have shown that condoms do not fit men with big penises.

Lesbians cannot transmit or acquire HIV/AIDS.

Using a condom decreases your chance of transmitting or acquiring HIV by 100%.

Facilitator's Guide/Statements (alphabetically listed)

24.5 million people in sub-Saharan Africa are living with HIV.

True. According to UNAIDS.org, “Sub-Saharan Africa remains the worst-affected region in the world. In 2005, there were 24.5 million in sub-Saharan Africa living with HIV. Globally, 64% of all people living with HIV live in sub-Saharan Africa.”

8.3 million people in Asia are living with HIV.

True. According to a document prepared by the Elizabeth Glaser Pediatric Foundation (<http://www.pedaids.org>) with statistics from UNAIDS, “Latest estimates show some 8.3 million people were living with HIV in Asia at the end of 2005—more than two-thirds of them in India. An estimated 180,000 children were living with HIV in Asia in 2005. Approximately 930,000 people in Asia were newly infected with HIV in 2005, while AIDS claimed approximately 600,000 lives.”

A lot of people in sub-Saharan Africa have AIDS because there are so many mosquitoes there and mosquitoes transmit the disease.

False. Studies conducted by researchers at CDC and elsewhere have shown no evidence of HIV transmission through insects—even in areas where there are many cases of AIDS and large populations of insects such as mosquitoes. Lack of such outbreaks, despite intense efforts to detect them, supports the conclusion that HIV is not transmitted by insects.

An oil-based lubricant like Vaseline is a good lubricant to use before sex with a latex condom.

False. Oil-based lubricants can damage the latex and increase the chance for breakage.

By 2003, 15 million children under 18 had been orphaned by HIV/AIDS worldwide.

True. About 12 million of these live in sub-Saharan Africa, and it is expected that this number will have risen to more than 18 million by 2010. *Source:* <http://www.avert.org/aidsorphans.htm>

If someone looks healthy, they probably do not have a sexually transmitted infection or disease.

False. A lot of STIs and STDs do not have symptoms that are visible to the naked eye. In fact, many people who have infections and diseases don't know they have them because they “look” and “feel” healthy. Getting a test from a health care provider is the only way to know your status. You and your partner can get tested together and share the results.

In New York State, a minor is entitled to anonymous HIV testing.

True. A minor has the right to consent to—or to refuse—confidential HIV testing without parental involvement. However, positive HIV tests must be reported to the Department of Health. This does not require—or permit—parental notification without the minor's consent, except in extraordinary circumstances. Anonymous testing means the patient's name is not revealed and the test results cannot be traced to the individual.
Source: http://www.nyclu.org/rrp_minorsrights.html

In New York State, minors (anyone under 18 years old) have the right to confidential STD testing.

True. In New York, a minor may be tested and treated for an STD without a parent or guardian's consent. Some STDs must be reported to the Department of Health. STD test results may not be released to parents or guardians without the patient's permission.

Confidentiality requires that information about a patient's treatment generally may not be disclosed without his or her permission. Confidential health care for adolescents means a provider may generally not disclose medical records to anyone, including parents, without the patient's consent.

Source: http://www.nyclu.org/rrp_minorsrights.html

It is common for dentists to transmit HIV to patients when doing dental surgery.

False. There has been only one instance of patients being infected by a health care worker in the United States; this involved HIV transmission from one infected dentist to six patients. *Source: <http://www.cdc.gov>*

Lesbians cannot transmit or acquire HIV/AIDS.

False. Being heterosexual, bisexual, or lesbian is not the most important aspect in determining your risk—your behavior is. It is your behavior that will determine your risk level for contracting STI's. The risk of woman-to-woman sexual transmission of serious infections such as HIV is generally considered to be less common than in man-to-man or man-to-woman transmissions. But women who have contracted HIV are still at risk of transmitting that infection to other women if they participate in risky sexual behaviors. Lesbian women are at risk for many of the same STIs as heterosexual women. Lesbian women can transmit STIs to each other through skin-to-skin contact, mucosa contact, vaginal fluids, and menstrual blood. Sharing sex toys is another method of transmitting STIs. Many lesbians are under the illusion that they cannot contract STIs from another woman. The truth is, STIs are easily spread from woman to woman via unprotected sex.

Source: <http://www.ucc.ie/en/SIN/Welfare/Health/SexualHealth/LesbianSexualHealth/>

Only latex or polyurethane condoms provide a highly effective mechanical barrier to HIV.

True. There are many different types and brands of condoms available. However, only latex or polyurethane condoms provide a highly effective mechanical barrier to HIV. In laboratories, viruses occasionally have been shown to pass through natural membrane ("skin" or lambskin) condoms, which may contain natural pores and are therefore not recommended for disease prevention (they are documented to be effective for contraception). Women may wish to consider using the female condom when a male condom cannot be used.

Source: <http://www.cdc.gov/hiv/resources/factsheets/transmission.htm>

Opening a condom with your teeth or a pair of scissors is okay.

False. Using scissors, teeth or any other sharp object to open a condom is not okay. You may accidentally and unknowingly tear the condom and put yourself and your partner at risk.

People who are drunk are less likely to use condoms than people who are sober and people who don't use condoms are more likely to contract HIV.

True. Studies from both industrialized and developing countries indicate that HIV risk does not only arise from injecting drug use. Many substances—including alcohol—affect an individual's ability to make decisions and negotiate or demand safe sex, thereby increasing their risk of acquiring and transmitting the virus. People who are drunk are less likely to use condoms than people who are sober. In one South African study, the prevalence of HIV infection was far higher among men and women who consumed alcohol than among men and women who said they never drank. Studies among men in Europe, Mexico, Zimbabwe and Uganda have also shown a strong correlation between frequent use of alcohol and other drugs and unprotected sex.

Source: <http://www.hiv.gov.gy/factsheet.php>

“Pulling out” or removing the penis before ejaculation is one highly effective way to prevent pregnancy.

False. According to the Ohio State Student Wellness Center webpage: “Pulling out,” or having the male partner “pull out” his penis before ejaculation, is not considered safe sex. First, prior to ejaculation, there is pre-ejaculate fluid that does contain both sperm and sexually transmitted infections (STIs), including HIV, if the male is infected. Secondly, there are many STIs that do not require ejaculation to occur in order for the male to infect his partner. Not only does “pulling out” offer absolutely no protection against STIs, but it is not an effective method of pregnancy prevention, either, if that is a goal. Again, the pre-ejaculate fluid does contain sperm. Finally, there is the issue of self-control. In the heat of the moment, how certain are you that he will be able to “pull out” in time?” *Source: <http://swc.osu.edu/faqs.asp>*

Sexually transmitted infections or diseases can't be spread through oral sex.

False. According to the teen website SexYOUality@Scarleteen.com, “You can get STDs and STIs from oral sex, with both men and women. Nearly any disease you can catch from intercourse (vaginal or anal sex) you can get from oral sex, and with some STDs and STIs [like herpes simplex] it's easier to catch them orally. Just because a lot of people don't consider oral sex “sex” doesn't mean it's any safer (or that they're right).” *Source: http://www.scarleteen.com/sexuality/sex_oral.html. See also <http://www.cdc.gov>, and <http://www.teenpregnancy.org>*

Studies have shown that condoms do not fit men with big penises.

False. Condoms come in a variety of shapes and sizes. Sexually active individuals may need to try a variety of brands to find a good fit.

The presence of an STD increases a person's likelihood of acquiring or transmitting HIV.

True. According to the Joey Dipaolo AIDS Foundation website “An untreated STD can make it easier for a person not infected with HIV to become infected. We know that STDs that cause sores (i.e., herpes, genital warts) provide an opening on the skin that can make it easier for HIV infection to occur if the person has unprotected sex with an HIV positive person. We now also know that the presence of any STD can increase a person's chance of being infected with HIV. STDs can bring many CD4 cells into the genital area. (This is true for STDs that don't cause open sores, i.e., Chlamydia, gonorrhea and for those that do cause open sores, i.e., herpes, genital warts). Since there are more CD4 cells in the genital area and these are the cells that HIV is looking to infect, a person with an untreated STD who had unprotected sex with an HIV positive person can be at higher risk of HIV infection. One large study in Africa demonstrated that diagnosis and treatment of STDs in the general community decreased the rate of new HIV infections in that community.” *Source: <http://www.jdaf.org/aidsinfo/index.htm#11>*

Using a condom decreases your chance of transmitting or acquiring HIV.

False. You can greatly, but not totally, reduce your chance of transmitting or acquiring HIV if you use condoms for oral, anal and vaginal sex. Abstinence from all forms of sex is the only 100% effective way to prevent transmitting or acquiring HIV.

KNOW THE FACTS!

Spread the word!

- HIV/AIDS can infect and affect anyone and everyone.
- Only latex or polyurethane condoms provide a highly effective barrier to HIV.
- Sexually transmitted infections or diseases can be spread through oral sex.
- All 50 states and the District of Columbia allow minors to receive testing for STDs without the consent of an adult.
- 24.5 million people in sub-Saharan Africa are living with HIV.
- 8.3 million people in Asia are living with HIV.
- Abstinence is the only 100% effective way to prevent the spread of sexually transmitted infections and diseases.
- HIV is not transmitted by shaking hands or touching someone with AIDS.

SUBSTANCE USE/ABUSE AND HIV

Young people in the United States use alcohol, tobacco and other drugs at high rates. Both casual and chronic substance users are more likely to engage in high-risk behaviors, such as unprotected sex, when they are under the influence of drugs or alcohol. Runaways and other homeless young people are at high risk for HIV infection if they are exchanging sex for drugs or money. *Source: <http://www.thebody.com>*

How do drinking alcohol and/or doing drugs affect the choices you make? How does drinking or using drugs put you at risk for contracting sexually transmitted infections or diseases like HIV?

YOUNG WOMEN AND HIV

Heterosexual transmission. Young women, especially those of minority races or ethnicities, are increasingly at risk for HIV infection through heterosexual contact. Young women are at risk for sexually transmitted HIV for several reasons, including biologic vulnerability, lack of recognition of their partners' risk factors, inequality in relationships, and having sex with older men who are more likely to be infected with HIV. *Source: <http://www.cdc.gov/Hiv/resources/factsheets/youth.htm>*

What does the above statement mean to you?

Question for research and reflection: Where else in the world do you think women are particularly susceptible to contracting HIV/AIDS? Why is this the case?

YOUTH WORKING AGAINST THE SPREAD OF HIV/AIDS

- Youthink! is a website created by youth to address current global issues like the spread of HIV/AIDS. The following site offers information and advice for how you can help in the fight against HIV/AIDS: <http://youthink.worldbank.org/issues/aids/>
- Youth around the world have created films, radio broadcasts, web logs and group discussions to spread the truth about HIV/AIDS. What will you do?

Do you know of any youth groups or organizations working on HIV/AIDS related issues? What kind of things do they do?



INTERNATIONAL POLICIES: HIV/AIDS PREVENTION AND INTERVENTION

(85 MIN)

Objectives

Participants will be able to:

- Understand and analyze international policies and approaches to HIV/AIDS education and prevention.
- Examine United States foreign policy on HIV/AIDS and its implication on the global pandemic.

Materials

- Taboo Cards, cut up and stacked in a deck, prepared in advance of the workshop
- One copy of each Country Strategy, cut up in advance of workshop
- Timer or stopwatch
- Computer with internet connection (to watch online video) set to show PBS Frontline video. (Available at: http://www.pbs.org/frontlineworld/rough/2007/07/uganda_the_cond.html) (See Main Activity, Step 1)
- Newsprint, tape and markers
- International Prevention Strategies Fact Sheet (one per participant)

Key Terms (sources vary)

- *AZ; zidovudine*: an antiviral drug (trade name Retrovir) used in the treatment of AIDS; adverse side effects include liver damage and suppression of the bone marrow. (<http://wordnet.princeton.edu>)
- *Perinatal Transmission*: transmission of a pathogen, such as HIV, from mother to baby before, during, or after the birth process. (<http://www.amfar.org>)
- *President's Emergency Program For Aids Relief (PEPFAR)*: in his State of the Union address on January 28, 2003, President Bush announced the President's Emergency Plan for AIDS Relief (PEPFAR/Emergency Plan). The Emergency Plan is the largest commitment ever by any nation for an international health initiative dedicated to a single disease—a five-year, \$15 billion, and multifaceted approach to combating the disease around the world. The United States now leads the world in its level of support for the fight against HIV/AIDS. (<http://www.pepfar.gov>)
- *Policy*: a plan or course of action, as of a government, political party, or business, intended to influence and determine decisions, actions, and other matters. (<http://www.dictionary.com>)
- *Abstinence*: the act or practice of refraining from indulging an appetite or desire, especially for alcoholic drink or sexual intercourse. (<http://www.dictionary.com>)



Warm-Up: Taboo

(20 min)

Procedure

(10 min)

1. Have everyone introduce themselves including name, (family) nationality, and one place in the world he or she would like to travel to.
2. Divide participants into two groups, Group A and Group B.
3. Choose one person from Group A to pick a word from the Taboo word deck.
4. Participant has 60 seconds to try to get her or his team to guess the word or phrase without using the Taboo words. (*Note: participant may use gestures.*)
5. If the team cannot guess the word, the participant may choose another word but the clock cannot stop.
6. If they cannot guess in 60 seconds, Group B gets to guess.
7. Continue next card with Group B.
8. Alternate between groups until all words have been completed.

Processing

(10 min)

- What did you think of this activity?
- What was the most difficult part about expressing yourself without using certain words?
- What strategies did you use? Were they successful?
- What if you were an HIV/AIDS educator and you were told you couldn't use some of these words?

Segue

Explain to group that many countries have taken different approaches to prevent the spread of HIV/AIDS. Depending on the country leader or funding source, some prevention policies do not allow the discussion of safe sex or condoms and opt to promote abstinence only. Inform them that they are going to watch a video about Uganda's new abstinence-only approach.

Main Activity Part 1: Uganda: The Condom Controversy

(20 min)

Procedure

(10 min)

Watch *Uganda: The Condom Controversy* (nine minutes) at:

http://www.pbs.org/frontlineworld/rough/2007/07/uganda_the_cond.html#

Processing

(10 min)

- What did you think about this video?
- What were the different views on condom usage?
- What were the reasons the country decided to promote abstinence only? What role did the United States play?
- What has been the impact of PEPFAR on HIV/AIDS prevention?
- How many of you were aware of the U.S. foreign policy regarding HIV/AIDS education?

Segue

Explain that not every country has elected to use PEPFAR ABC approach referenced in the video segment. As HIV/AIDS is a global pandemic, countries around the world have developed different strategies to prevent the spread of the disease. The next activity will explore these strategies.

Main Activity Part 1: Cross Fertilization**(40 min)***Procedure**(25 min)*

1. Divide participants into four groups.
2. Distribute one of the Country Strategies handouts to each group.
3. Inform participants that they will now represent various countries that are part of the AIDS Control and Prevention Project (AIDSCAP). They will be engaging in a process called “cross-fertilization,” where countries gather to share ideas, materials, and strategies about preventing the spread of HIV/AIDS.
4. To demonstrate their country’s strategy to others, instruct participants to create a two minute HIV/AIDS prevention campaign based on each country’s strategy, choosing one of the following media: music/song, public service announcement, or newscast. Make sure each campaign includes which group is being targeted (i.e., IV drug users, mothers, general population).
5. Have each group present their campaign. Begin each presentation with “3... 2... 1... ACTION!”

*Processing**(15 min)*

- How was this activity?
- What similarities did the campaigns share?
- What were the differences?
- Do you think these approaches are realistic? Do you think they are effective?
- Are there any populations that they will not work on? Why? Why not?

Closure**(5 min)**

Have participants stand in a circle and each person share one thing they learned from this activity.

Reflection/Follow-up

Research more information on the HIV/AIDS pandemic by visiting UNAIDS website: <http://www.unaids.org>. As a group, create a map which highlights areas with the highest prevalence of HIV and AIDS.

Resources

- For local resources, visit: <http://www.aidsnyc.org>
- CARE: <http://www.care.org/getinvolved/advocacy/agenda/aids/index.asp>

TABOO CARD

DRUNK DRIVING

Taboo Words:

Alcohol
Car
Beer
Accident
Death

TABOO CARD

POISON IVY

Taboo Words:

Rash
Forest
Itch
Skin
Calamine Lotion

TABOO CARD

iPOD

Taboo Words:

Music
Listen
iTunes
Download
MP3

TABOO CARD

CONDOM

Taboo Words:

Sex
Pregnancy
Rubber
Protection
Glove
(Cannot mention brand names)

TABOO CARD

CELLULAR PHONE

Taboo Words:

Call
Talk
Text Message
Camera
Dial
(Cannot mention brand names)

TABOO CARD

PREGNANCY

Taboo Words:

Sex
Baby
Unprotected
9 months
Child/Children

TABOO CARD

SEXUALLY TRANSMITTED
DISEASE (STD)

Taboo Words:

Sex
Sexually Transmitted
Infection (STI)
HIV/AIDS
Burning
Herpes

TABOO CARD

WATER

Taboo Words:

Drink
Tap
Bathe
Ocean
Rain

TABOO CARD

MUSIC

Taboo Words:

Radio
Song
Video
BET
MTV

TABOO CARD

HIV

Taboo Words:

Sex
AIDS
Sexually Transmitted
Disease (STD)
Condom

TABOO CARD

EMPOWERMENT

Taboo Words:

Control
Strength
Choice
Authority
Encourage

TABOO CARD

CHOICE

Taboo Words:

Options
Decisions
Freedom
Right
Choose

Country Strategies

Thailand: 100% Condoms, But No Clean Needles

The government of Thailand made a pragmatic choice to emphasize condom use early on. The “100 Percent Condom” campaign—which included signs at every sex venue that said “no condom, no service, no refund,” upgrading health services for sex workers, and holding condom competition days at schools—is credited with reducing new infections from 140,000 in 1991 to just 21,000 in 2003. In 2004, UNAIDS found that only about 1.5% of Thais were HIV positive.

Although Thailand targeted the primary mode of transmission in the general population—unprotected sex—it hasn’t focused on transmission among injecting drug users. Heroin is widely available in Thai prisons, but clean needles are not. In 1988, a mass amnesty was granted to prisoners and the HIV prevalence rate among drug users shot up from 2% to 40% in just one year and has stayed about the same ever since. Today an estimated 35% to 50% of injecting drug users are HIV positive, and about 30% of new infections are related to injecting drug use (as compared to only 5% in 1990).

Source: <http://www.pbs.org/wgbh/pages/frontline/aids/past/prevention.html>

Britain: Needle Exchange

Needle-exchange programs are community-based initiatives that allow intravenous (IV) drug users to exchange used syringes for clean, sterile ones in an effort to stem the spread of HIV/AIDS, hepatitis B and other blood-borne pathogens. Needle exchange is a key way to reduce infection among the injecting drug user population. In the mid-1980s, HIV was spreading rapidly among drug addicts in cities like Edinburgh, where in just 18 months the prevalence rate jumped from zero to 56%. Sir Norman Fowler, Prime Minister Margaret Thatcher’s health minister, convinced the government to authorize needle-exchange programs. Transmissions among injecting drug users decreased dramatically.

Today, clean needles are widely available in the United Kingdom; 27 million were handed out in 2005 and HIV transmissions from injecting drug use accounted for only 6% of new infections that year. By contrast, in the United States, where federal funding of needle exchange programs is prohibited, injecting drug use was responsible for 22% of infections reported in 2003.

Source: <http://www.pbs.org/wgbh/pages/frontline/aids/past/prevention.html>

Brazil: Averting A More Serious Epidemic

At the beginning of the 1990s, Brazil had about 1.5% HIV prevalence, similar to South Africa. World Bank data predicted that by 2000, 1.2 million Brazilians would be infected. Instead, today there are 25,000 new infections per year in Brazil (compared to 40,000 in the United States) and 600,000 Brazilians are currently infected. Brazil's prevalence is only 0.6% today, while South Africa's is now over 15%.

What happened? In the early 1990s, Brazil began a massive and candid education campaign, which included flyers and billboards, educating sex workers about condoms, and starting needle-exchange programs. As a result, infection rates among injecting drug users and prostitutes stayed low, as did the rate in the general population. By the time treatment became available in 1996, Brazil had already achieved a low and stable prevalence rate, which made it feasible to provide a comprehensive treatment program.

Source: <http://www.pbs.org/wgbh/pages/frontline/aids/past/prevention.html>

Cuba: Preventing Mother-to-Child Transmission

For many years, abortion was basically the only option left open to women living with HIV who found out that they were pregnant. Although a small fraction decided to go ahead and have their babies, most yielded to the heavy pressure applied by health authorities. Now pregnant women living with HIV in Cuba are no longer under such heavy pressure to undergo an abortion, and perinatal transmission (transmission of HIV, from mother to baby before, during, or after the birth process) of the AIDS virus has been virtually eliminated through medical treatment administered to HIV-positive expectant mothers.

How they did it: Every pregnant woman is asked to have an HIV test. If a woman is found to be infected, she can decide to have an abortion or continue of her pregnancy under treatment of the antiretroviral drug AZT starting in the 14th week of pregnancy. Furthermore all deliveries from known HIV-positive women are by caesarean section as a standard of care. Finally all women are recommended to not breastfeed, but instead give replacement feeding to their children. This dietary supplement is guaranteed to every woman. These actions have had a strong support from the Cuban Mother and Infant Health program which ensures pregnant woman follow-up until the termination of pregnancy. International statistics show that by following these steps, the risk of perinatal transmission is reduced from over 30% to 8%.

Source: <http://ipsnews.net/aids2002>

FACT SHEET:

International Prevention Strategies

The Global Community is fighting to prevent the spread of HIV/AIDS. Below are examples of different approaches used worldwide.

Preventing Mother to Child Transmission

Antiretroviral drugs can save the lives of babies born to HIV infected mothers. Yet less than 10% of HIV-infected pregnant women receive any treatment to save the life of their infants. This means that as many as 1,800 infants are born each day with an ultimately fatal HIV infection. A single dose costing less than \$1, given to a mother and infant at the time of delivery, can reduce infection by 50%. Combinations of antiretroviral drugs when feasible, given for longer periods of time during pregnancy, are even more potent.

Needle-Exchange Programs (NEPs)

Needle-exchange programs, are community-based initiatives that allow intravenous (IV) drug users to exchange used syringes for clean, sterile ones in an effort to stem the spread of HIV/AIDS. In addition to providing clean needles, NEPs generally provide HIV/AIDS education, testing and condoms, as well as abuse treatment referrals.

According to Human Rights Watch, the U.S. is the only country in the world to ban the use of government money for NEPs. Despite the available evidence, a ban on federal funding for NEPs has been in place since 1989. Opponents argue that endorsing NEPs implicitly condones drugs.

100 Percent Condoms

Thailand's "100 Percent Condom" campaign includes: posting signs at every sex venue that say "no condom, no service, no refund," upgrading health services for sex workers, and holding condom competition days at schools. The campaign is credited with reducing new infections from 140,000 in 1991 to just 21,000 in 2003. In 2004, UNAIDS found that only about 1.5% of Thais were HIV positive.

Balanced Prevention and Treatment Approach

Brazil's approach is viewed internationally as the model program for the rest of the world. The comprehensive campaign consisted of prevention programs which made aggressive efforts to reach sex workers and MSM (men who have sex with men) with HIV information and instructions on how to use condoms and negotiate condom use with partners. Broader messages to the general population were conveyed through the mass media to "humanize" the disease and fight stigma and discrimination.

NEW PREVENTION TOOLS:

Scientists are continually testing new methods of preventing HIV transmission. Some of the most recent innovations include:

Post-exposure prophylaxis [PEP], or a short course of anti-HIV drugs, has been used for more than ten years to help protect health care workers who were accidentally exposed to the virus. PEP has been shown to reduce transmission in those people by about 79%, and some studies have looked at the effectiveness of using PEP after unprotected sex. But PEP is probably not feasible prevention for everyone: for greatest protection, the drugs have to be taken for four weeks. They often make people sick from side effects, and cost between \$600 and \$1,000.

For further information on PEP, visit the World Health Organization at:
<http://www.who.int/hiv/topics/prophylaxis/en/>

Microbicides, a gel or lotion that, when applied inside the vagina, will afford some protection from HIV are considered the most hopeful prevention tool for women who might not be able to make their partners wear condoms. In many countries, being a married woman is the leading risk factor for contracting HIV. In other countries, condom use by prostitutes is rare, because their clients won't tolerate it. For these women, scientists are trying to develop microbicides. Early versions of microbicides proved to inflame the vagina and actually made women more susceptible to infection, but researchers went back to the drawing board, and today, five microbicides are in clinical trials.

For further information on microbicides, visit:
<http://www.global-campaign.org>

*Sources: www.pbs.org/wgbh/pages/frontline/aids/past/needle.html and
<http://www.pbs.org/wgbh/pages/frontline/aids/past/prevention.html>*



LIVING WITH DEATH: HIV/AIDS AND ITS ORPHANS

(90 MIN)

Objectives

Participants will be able to:

- Understand how life expectancy rates have plummeted in many countries, particularly in sub-Saharan Africa, because of HIV/AIDS.
- Discuss the impact of HIV/AIDS on children who become orphans and the challenges they face.

Materials

- Newsprint, tape and markers
- Paper
- Pens
- Signs that say “30 YEARS” and “90 YEARS”, prepared in advance and posted (see Warm-Up)
- Life Expectancy Cards, cut up prior to the workshop
- Copies of AIDS Orphans Fact Sheet (one per participant)
- Copies of Role Sheets, one for each of the four groups
- World Map (to post for participants to reference during activity)

Key Terms (sources vary)

- *AIDS*: a serious (often fatal) disease of the immune system transmitted through blood products especially by sexual contact or contaminated needles. (<http://wordnet.princeton.edu>)
- *AIDS Orphan*: children who are under the age of 18 and have lost either one or both parents to AIDS. (<http://unaids.org>)
- *HIV*: human immunodeficiency virus: the virus that causes acquired immune deficiency syndrome (AIDS); it replicates in and kills the helper T cells. (<http://wordnet.princeton.edu>)
- *Life Expectancy*: the probable number of years remaining in the life of an individual or class of persons determined statistically, affected by such factors as heredity, physical condition, nutrition, and occupation. (<http://www.dictionary.com>)

Warm-Up: Life Chance Line Up**(20 min)***Procedure**(10 min)*

1. Before the warm-up activity, put a sign that says “30 YEARS” at one end of the room and a sign that says “90 YEARS” at the other end of the room.
2. Explain to participants that in this activity, they will not be able to talk. Pass out the Country Life Expectancy cards to each participant. (There are 32 cards. If there are more participants in the workshop, pair participants up and assign each pair one card).
3. Tell the participants to line up in order of the average life expectancy listed for the country on each card from lowest to highest with one end near the sign that says “30 YEARS” and the other end near the sign that says “90 YEARS.”
4. Give the participants five minutes to line up in order.
5. After participants have lined up, start from the “youngest” life expectancy and have each participant read the information on their cards.

*Processing**(10 min)*

- Why do you think different countries have different average life expectancies?
- What affects the average life expectancy?
- Did any of the numbers surprise you? If so, why?
- What are some African countries where the average life expectancy has not dropped because of HIV/AIDS? What are some non-African countries where the average life expectancy has dropped because of HIV/AIDS?
- How do epidemics like HIV/AIDS impact the average life expectancy of different countries?

Segue

- Explain that average life expectancy is calculated based on the recorded ages at which people in a country die. An average life expectancy of 45 does not mean that no one in that country reaches ages older than 45, but that there are as many people who die at ages younger than 45 as those who live to be older.
- In some countries, particularly in sub-Saharan Africa, AIDS has taken the lives of so many people that average life expectancy rates, calculated based on the entire population, have dropped by up to 25 years.
- Since 1981, 20 million people have died of HIV/AIDS worldwide. (Information from Avert: <http://www.avert.org/worldstats.htm>)
- The early death of adults has resulted in 15 million orphans (defined as children who have lost one or both parents) throughout the world with the highest amount in Africa.



Main Activity: Whose Children are These?

(60 min)

Procedure

(40 min)

1. Explain to the participants that they will now be doing an activity related to the impact of HIV/AIDS on children who become orphans.
2. Ask for three volunteers. Divide the remaining participants into four smaller groups of equal size. Send each group to a different corner of the room.
3. Distribute one role sheet to each group (Family A, Family B, Family C, and Homeless Orphans). Ask them to read their situation together.

While the groups are reading their scenarios, give each of the three volunteers one of the individual roles (Gang Leader, Drug Dealer and Brother Owner). Tell them that in the role play, they are to try to recruit kids primarily from the group of homeless orphans, but they can also try to lure kids from the families.

4. Begin the role play.
5. After 15 minutes, end the role play and ask participants to reconvene in a large circle.

Processing

(20 min)

- What was it like to do that activity?
- What role were you assigned and what did you have to do in the role play? (Get at least one member of each group and the participants with individual roles to share).
- What was it like to be an orphan? What challenges did you face in the role play?
- Why do you think many orphans are getting involved in illegal and harmful activities?
- What are the challenges that orphans face in staying in school?
- What things do orphans need after their parents have died? (Facilitator should write these responses on a piece of newsprint).
- What can the United States government do to assist AIDS orphans?

Closure: One Thing Learned

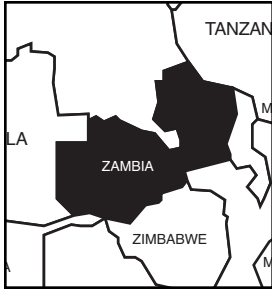
(10 min)

Have participants stand in a circle. Ask each to share one thing she or he learned during the workshop.

Reflection/Follow-up

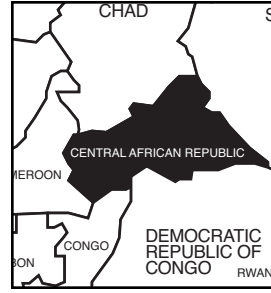
- Reflect on how the issue of AIDS orphans hits close to home. Research statistics on how many AIDS orphans are in the United States and whether attention is given to this issue.
- Learn more about AIDS orphans by visiting the following websites:
Avert: <http://avert.org/aidsorphans.htm>
Association François-Xavier Bagnoud: <http://www.FXBfoundation.org>

This workshop was adapted from the Global Kids Power of Citizenry Leadership Curriculum.



Zambia
(10 million)
Average Life Expectancy:
35 years*

** dropped more than 20 years due to AIDS*



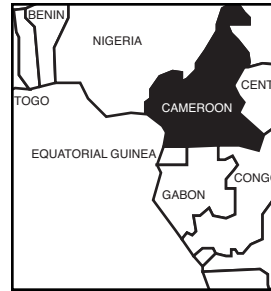
Central African Republic
(3.7 million)
Average Life Expectancy:
41 years*

** dropped more than 30 years due to AIDS*



Botswana
(1.5 million)
Average Life Expectancy:
30 years*

** dropped more than 30 years due to AIDS*



Cameroon
(16 million)
Average Life Expectancy:
48 years*

** dropped more than 15 years due to AIDS*



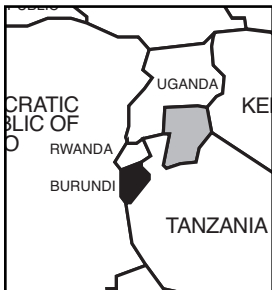
Ivory Coast
(17 million)
Average Life Expectancy:
43 years*

** dropped more than 15 years due to AIDS*



Burkina Faso
(13.5 million)
Average Life Expectancy:
44 years*

** dropped more than 10 years due to AIDS*



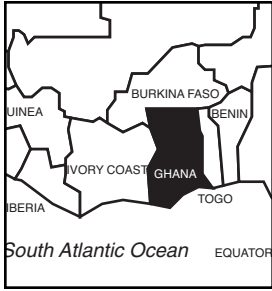
Burundi
(6 million)
Average Life Expectancy:
43 years*

** dropped more than 10 years due to AIDS*



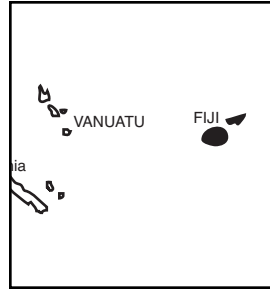
Ethiopia
(68 million)
Average Life Expectancy:
41 years*

** dropped more than 10 years due to AIDS*



Ghana
 (21 million)
 Average Life Expectancy:
57 years*

** dropped more than 5 years due to AIDS*



Fiji
 (1 million)
 Average Life Expectancy:
69 years



Finland
 (5 million)
 Average Life Expectancy:
78 years



France
 (60 million)
 Average Life Expectancy:
79 years



Guatemala
 (14 million)
 Average Life Expectancy:
65 years



Kenya
 (32 million)
 Average Life Expectancy:
45 years*

** dropped more than 20 years due to AIDS*



Lesotho
 (2 million)
 Average Life Expectancy:
37 years*

** dropped more than 25 years due to AIDS*



Malawi
 (12 million)
 Average Life Expectancy:
37 years*

** dropped more than 15 years due to AIDS*



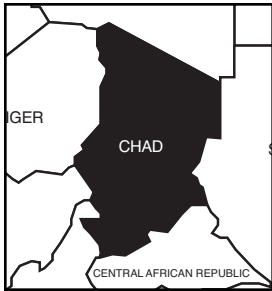
Namibia
 (2 million)
 Average Life Expectancy:
41 years*

** dropped more than 25 years due to AIDS*



Nigeria
 (137 million)
 Average Life Expectancy:
50 years*

** dropped more than 5 years due to AIDS*



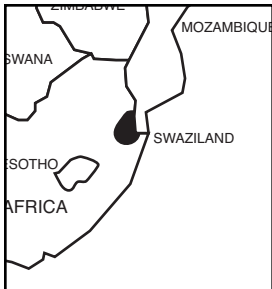
Chad
 (9.5 million)
 Average Life Expectancy:
47 years*

** dropped more than 5 years due to AIDS*



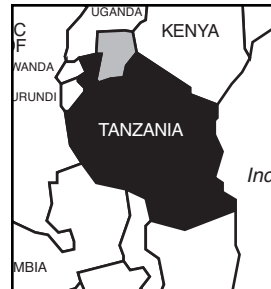
South Africa
 (43 million)
 Average Life Expectancy:
44 years*

** dropped more than 20 years due to AIDS*



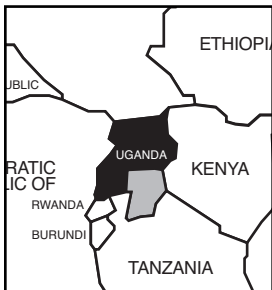
Swaziland
 (1 million)
 Average Life Expectancy:
37.5 years*

** dropped more than 20 years due to AIDS*



Tanzania
 (36.5 million)
 Average Life Expectancy:
45 years*

** dropped more than 10 years due to AIDS*



Uganda
 (26.5 million)
 Average Life Expectancy:
45 years*

** dropped more than 10 years due to AIDS*



Zimbabwe
 (13 million)
 Average Life Expectancy:
38 years*

** dropped more than 25 years due to AIDS*



Mozambique
(19 million)
Average Life Expectancy:
37 years*

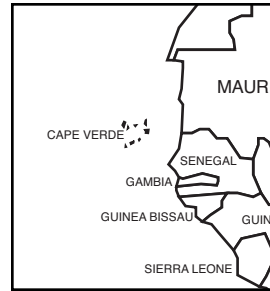
** dropped more than 10 years due to AIDS*



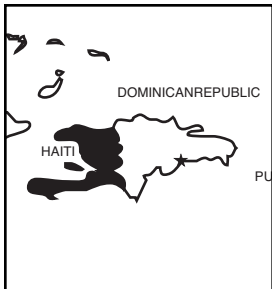
Senegal
(11 million)
Average Life Expectancy:
60 years



Sudan
(39 million)
Average Life Expectancy:
58 years

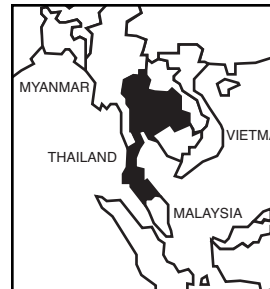


Cape Verde
(0.5 million)
Average Life Expectancy:
70 years



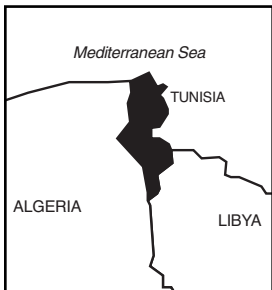
Haiti
(7.6 million)
Average Life Expectancy:
52 years*

** dropped more than 15 years due to AIDS*

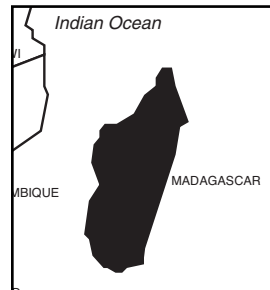


Thailand
(65 million)
Average Life Expectancy:
71 years*

** dropped more than 2 years due to AIDS*



Tunisia
(10 million)
Average Life Expectancy:
75 years



Madagascar
(18 million)
Average Life Expectancy:
57 years

FAMILY A

You are all members of Family A. The head of this family is Mama Bwino, a 70-year-old grandmother. Recently, three of her four children have died from sicknesses. Some say her children died of HIV/AIDS, but since it is a disease that no one likes to talk about, no one is sure. The children of these three adults who died are all living in the grandmother's two-bedroom home, along with her remaining child, Aunty Anna, who is 35 years old. There are more than ten people living in this small home. Aunty Anna is the only one who works and her teacher's salary provides for the little food that everyone eats each day. Aunty Anna is not married and has no children. Taking in any more children would result in greater hardship for the family and less resources for everyone. Already it is difficult to provide even one meal per day for the grandchildren and pay school costs for uniforms, books and supplies.



"Zambian Woman" © Monisha Bajaj, Reprinted with Permission

Assign each person in this group to be one of the members of Family A (grandmother, aunty, children, etc.). Turn your chairs in a circle facing one another so that no one else can get in the circle.

FAMILY B

You are all members of Family B. The members of this family are all orphans. The eldest, Lucy, is 19 years old and just finished high school. She wants to go to college, but her four younger brothers and sisters are depending on her financially since their parents both died last year. Lucy works part-time cleaning houses and has been applying to a church program to pay for books and uniforms so that her siblings can stay in school. Recently, some cousins who live in a village came to stay with Lucy and her brothers and sisters. They all sleep on the floor of the one-bedroom house that Lucy's parents left behind. This family relies on kind neighbors and Lucy's small income to pay for electricity, food, and other necessities. Already Lucy's family is barely able to provide for its members.



"Zambian Children" © Monisha Bajaj, Reprinted with Permission

Assign each person in this group to be one of the members of Family B (Lucy, younger sibling, cousin, etc.). Turn your chairs in a circle facing one another so that no one else can get in the circle.

FAMILY C

You are all members of Family C. In the Chilemba family, there is a nuclear family—father, mother, and four kids—as well as two cousins aged eight and ten years old that have come to live with in the Chilemba house because of being orphaned. Both Mrs. and Mr. Chilemba work full-time and all the kids currently go to school. The money they earn goes toward feeding the family, transportation, rent and costs for school (books, uniforms, school supplies). They are trying to save up for the children’s college education and to purchase the three-bedroom house they are currently renting, but the money they earn is just enough for their monthly expenses. These seven people are often visited by relatives and others who are in need of assistance, and while they try to offer help, it is already difficult for them to get by.



“Zambian Children” © Monisha Bajaj, Reprinted with Permission

Assign each person in this group to be one of the members of Family C (Mama Chilemba, Papa Chilemba, children, etc.). Turn your chairs in a circle facing one another so that no one else can get in the circle.

Homeless Orphans

You are all orphans under the age of fourteen. Due to different circumstances, such as land inheritance laws that don't allow women and children to inherit land or the inability to pay rent after your parents' death, you have nowhere to go. There are many dangers such as gang violence, drugs and prostitution on the streets. Most orphanages are full, so it is very difficult for you to get into one. You want to continue in school, but don't know how you will pay for costs such as books, uniforms and school supplies that are required for students.



"AIDS Orphans in Zambia" © Monisha Bajaj, Reprinted with Permission

You want to find a family that will take you in and you have cousins, aunts or uncles in Families A, B and C. Your job is to convince them to take you in and help you. If no one takes you in, you will be left on the street to fend for yourself.

Roles for Individuals

Assign these roles to three volunteers who will try to recruit the orphans during the role play. The facilitator can cut up these roles and give one to each of the three volunteers.

Gang Leader: You lead a notorious street gang mostly comprised of teenage boys. Your gang is mostly involved in street crime, robberies and vandalism. Since the police has been cracking down on your gang, you are recruiting new members by offering them money and food to join your gang. You also promise them a place to sleep.

Drug Dealer: You make money by selling drugs. You know this is bad, but you and your family have to eat. You need people to transport your drugs, and you are offering money to any kid willing to do this, a place to sleep, and extra pay for each week of work.

Brothel Owner: You run a brothel where you have 20 young women working for you as commercial sex workers (also referred to as prostitutes). Some of them are as young as 14. Lately, some of your workers have been getting sick and you worry that they may die. You are recruiting new workers, and offering money and food to any girl that wants to work for you. They will have a place to sleep in exchange for them working every night.

AIDS Orphans Fact Sheet

Definitions

- AIDS: a serious (often fatal) disease of the immune system transmitted through blood products especially by sexual contact or contaminated needles. (<http://wordnet.princeton.edu>)
- AIDS Orphan: Children who are under the age of 18 and have lost either one or both parents to AIDS. (<http://unaids.org>)
- HIV: human immunodeficiency virus: the virus that causes acquired immune deficiency syndrome (AIDS); it replicates in and kills the helper T cells. (<http://wordnet.princeton.edu>)
- Life Expectancy: the probable number of years remaining in the life of an individual or class of persons determined statistically, affected by such factors as heredity, physical condition, nutrition, and occupation. (<http://www.dictionary.com>)

Facts:

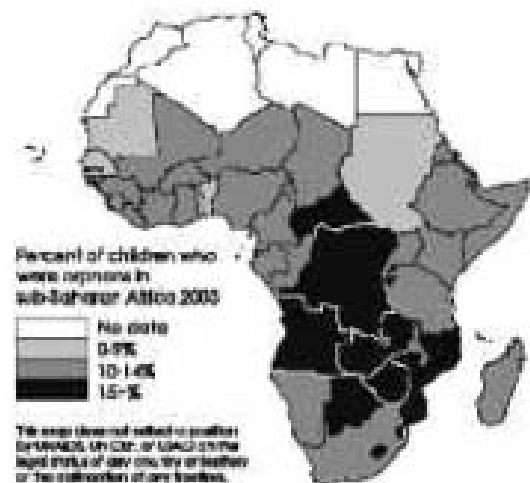
- As of 2003, the worldwide number of AIDS orphans was estimated to be 15 million.
- Sub-Saharan Africa alone is home to 12.3 million of these AIDS orphans.

AIDS orphans are more likely to drop out of school due to financial difficulties. In some countries like Kenya, up to 50% of orphans are not in school.

AIDS Orphans by Country

Country	Number of AIDS Orphans
Nigeria	1,800,000
India	1,200,000
Ethiopia	1,000,000
Zimbabwe	980,000
Dem. Rep. of Congo	930,000
South Africa	800,000
Kenya	650,000
Zambia	630,000
Malawi	500,000
Botswana	120,000

Figure 2. Rates of orphaning in sub-Saharan Africa are highest in central and southern Africa.



Sources: AVERT, an international AIDS organization: <http://www.avert.org>
Save the Children: http://www.savethechildren.net/new_zealand/teachers_resources/hiv.html
UNICEF: http://www.unicef.org.uk/press/news_detail.asp?news_id=308



MEDIA AND SEX

(70 MIN)

Objectives

Participants will be able to:

- Discuss the use of sex and sexuality in order to sell products.
- Analyze the impact of these images on them as young people.
- Discuss ways that the media targets specific populations.
- Develop media literacy and critical thinking skills.

Materials

- Poster board
- Chalkboard and chalk or newsprint, tape and markers
- Advertising images obtained from magazines or the internet (see Main Activity, Step 1 for suggested links to websites), placed on poster board (advance preparation required)
- Copies of Statistics on Teens and Television (one per participant)

Key Terms (sources vary)

- *Endorsement*: to approve openly; especially to express support or approval of publicly and definitely. (<http://www.merriam-webster.com>)
- *Advertise*: to call public attention to especially by emphasizing desirable qualities so as to arouse a desire to buy or patronize. (<http://www.merriam-webster.com>)
- *Media*: a means of public communication reaching a large audience. (<http://www.merriam-webster.com>)
- *Demographic*: a portion of a population or segments of human populations broken down by age, sex, income, or race. (<http://www.dictionary.com>)

Warm-Up: Who Sells What**(15 min)***Procedure**(5 min)*

1. Write, in columns, on the board or on newsprint:

CELEBRITY PRODUCT IMAGE DEMOGRAPHIC

2. Ask students to brainstorm celebrities who have endorsed a product. (Some examples are: 50 Cent for VitaminWater; P Diddy for Proactive; Bill Cosby for Jello; Ellen DeGeneres for American Express; Michael Jordan for Hanes and Nike; and LeBron James for Sprite.)

*Processing**(10 min)*

- Why do companies get celebrities to endorse their products?
- Does it make a person want the product more? Why or why not?
- What are some examples of using celebrities who are considered “sexy” to sell products? List these on the newsprint. (Some examples are: Beyonce for Calvin Klein; Catherine Zeta-Jones for T-Mobile; Jessica Simpson for Proactiv and Pizza Hut; Carmen Electra for Candies shoes and perfumes; and Halle Berry for Revlon.)
- Do you see more male or females being used to sell products using sex/sexual imagery? Why?

Segue

Every day, we are exposed to media images and advertising. Explain that in the next activity, they are going to examine some print ads and evaluate how that ad was designed and why.

Main Activity: What Is Being Sold?**(40 min)***Procedure**(20 min)*

1. Ahead of time, select advertisements from magazines that are overtly sexual or perpetuate stereotypes of male and female roles. You can also search online for the advertisements. Suggested links:

Provides a gallery of ads categorized by content: <http://www.genderads.com>

Jeans: <http://adsneeze.com/media/2007/03/diesel-jeans-1.jpg>

Shoes: <http://www.sunagency.ca/weblog/images/uploads/skechers.gif>

Perfume:

http://employees.oneonta.edu/farberas/arth/Images/ARTH200/Work_of_art/obsession_ad.jpg

Soap products: http://etniesgirl.com/site-images/news/article/Dove_Girls.jpg

Perfume for men:

<http://www.personal.psu.edu/users/b/l/bll165/twtpportfolio/images/obsessionmen.jpg>

Swim wear: http://www.bernalsgator.com/images/NIKE_SWIM-3.jpg

2. Place images on the center of newsprint or on poster board and place around the room.
3. Tell participants that you will give them 15 minutes to view the ads and write responses to what they see on the poster board around each image.
4. Some guiding questions to consider as they view the images:
 - What are they selling in the ads?
 - Who are they selling to?
 - How are people positioned in the image?
 - Who is in control or in power in the image?
 - What else is this image saying about the product?
5. Once the 15 minutes are up, ask students to sit down.
6. Review every image and ask them the guiding questions.
7. Ask for a volunteer to read out any additional comments that are noteworthy.

*Processing**(20 min)*

- What strategy is common to every advertisement?
- Are these images depicting reality or realistic situations?
- Why do you think sex is used to sell products? Is using sex to sell products an effective strategy?
- Is the media successful in making you feel a certain way about a product because of what is implied in the ads? Why or why not?
- How might these images and other images affect the way you view your own sex or sexuality?
- Do you think young people are exposed to these types of ads, either in print or on television, frequently? Pass out the Statistics on Teens and Television handout.
- Looking at the handout, what statistics surprise you?
- After reading these statistics, what can you conclude about sex and the media?
- What type of impact does advertising using sex have on youth?
- How can we be “media literate?” What steps can we take to better analyze what messages we receive?

Closure**(15 min)**

Create your own ad:

1. Place students into five groups.
2. Give each group an ad discussed earlier, along with newsprint and markers.
3. Have the groups create a new advertisement for the product being sold in the ad they received without using sex to sell the product.
4. The groups should present their final piece to the group.



Reflection/Follow-up

- Reflect in their journals what it was like to create a non-sexual ad. How ingrained is sexual imagery and advertising in our lives?
- Create a collage around images from magazines and focus on the way sex is used to sell products. Also address how it affects youth's ideas of sex and sexuality.
- Display it around the school or in the community.
- Advertisement Logs—Have students write how many advertisements were broadcasted while they watch their favorite show. They can also adapt it to record billboard or radio ads on their commute home. Use this table as a guide:

Time (i.e., 8pm to 9pm)	
Name of TV show	
Advertised product	
Target population	
Sexual content present	<input type="checkbox"/> Yes <input type="checkbox"/> No
What was used to sell the product (sex, status symbols, promise of an easier life, celebrity, etc.)	

- Obtain any of the DVDs on body image and advertising below and screen for the youth:

Killing Us Softly 3: Advertising's Image of Women. Dir. Sut Jhally. Perf. Jean Kilbourne. Video/DVD. The Media Education Foundation, 2000.

Slim Hopes: Advertising and the Obsession with Thinness. Dir. Sut Jhally. Perf. Jean Kilbourne. Video/DVD. The Media Education Foundation, 1995.

Tough Guise: Violence, Media & the Crisis in Masculinity. Dir. Sut Jhally. Perf. Jackson Katz. Video/DVD. The Media Education Foundation, 1999.
- Students can visit more websites on this topic, such as:

About-Face Organization: <http://www.about-face.org>

Adios Barbie: <http://www.adiosbarbie.com>

Commercial Closet Association: <http://www.commercialcloset.org>

Gender Ads: <http://www.genderads.com>

Girls Inc.: <http://www.girlsinitiativenetwork.org>

This workshop was adapted from the Global Kids Power of Citizenry Leadership Curriculum.

Statistics on Teens and Television

- Percentage of children ages 5–17 who have a TV in their bedroom: 52%
(BJK&E Media report, The New York Times, December 30, 1997)
- Hours per day that TV is on in an average U.S. home: 7 hours, 12 minutes
(BJK&E Media report, The New York Times, December 30, 1997)
- Number of minutes per week that parents spend in meaningful conversation with their children: 38.5.
*(American Family Research Council, "Parents Fight 'Time Famine' as Economic Pressures Increase," 1990.
<http://www.soundvision.com/Info/teens/stat.asp>)*
- Movies have an 87% likelihood of presenting sexual material.
(Sex on TV: Content and Context. The Kaiser Family Foundation, 5 February, 2001).
- The average American adolescent will view nearly 14,000 sexual references per year.
(Sexuality, Contraception, and the Media. American Academy of Pediatrics Committee on Public Education, January, 2001).
- 12–17-year-old young men are most susceptible and vulnerable to mass media sexual portrayals.
(Pornography: A review of scientific literature, Stan E. Weed, Ph.D. 17 October, 1997)
- 66% of children (ages 10–16) surveyed say their peers are influenced by television shows.
(Teens, Sex, & the Media. Media Scope. 2001)
- 40% of teenagers have gotten ideas for how to talk to their boyfriends and girlfriends about sexual issues from entertainment media.
(Teens, Sex, & the Media. Media Scope. 2001)
- Teens ages 13–15 rank entertainment media as the top source of information about sexuality and sexual health.
(Teens, Sex, & the Media. Media Scope. 2001)
- Teenagers who watch a lot of television with sexual content are twice as likely to engage in intercourse than those who watch few such programs according to a study headed by the RAND Corp. and funded by the National Institute of Child Health and Human Development.
(http://www.rand.org/pubs/research_briefs/RB9068/index1.html)



STEP BY STEP:

(60 MIN)

PRACTICING SAFE SEX WITH CONDOMS

Objectives

Participants will be able to:

- Understand that using a condom is necessary to reduce the risk of HIV/AIDS and pregnancy if one is sexually active.
- Learn the proper procedure for using a condom.
- Research teen pregnancy and HIV/AIDS infection rates in the United States and other countries.

Materials

- Chalkboard and chalk or newsprint, tape and markers
- Four to five envelopes with copies of “How to Use a Condom” cut up, one complete set for each group, prepared in advance. (See Main Activity, Step 1)

Key Terms (sources vary)

- *Abstinence*: the act or practice of refraining from indulging an appetite or desire, especially for alcoholic drink or sexual intercourse. (<http://www.dictionary.com>)
- *Safer Sex*: taking precautions during sex that keeps one from getting a sexually transmitted disease or from giving an STD to a partner. (National Institute of Health, <http://nlm.nih.gov>)

Warm-Up: Blocks & Barriers (5 min)*Procedure* (5 min)

1. Post a large sheet of newsprint in front of participants.
2. Ask participants the following question:
What gets in the way of someone using a condom when she or he is sexually active?
3. Record all of the answers on newsprint. When you have finished, summarize the answers by reading a selected few aloud.
4. Ask them why it is important to use a condom if one is sexually active and list these answers as well.

Segue (5 min)

Tell participants that whether they are gay or straight, practicing safe sex is crucial if they are sexually active. They will now have a chance to test their knowledge on safer sex practices. Abstinence is the most effective way of preventing pregnancy and the spread of HIV/AIDS and some STDs. But for those who are sexually active or may be thinking of becoming sexually active, it's important to use a condom properly every time sex occurs. While most young people learn that using a condom is an important tool in preventing teen pregnancy and HIV/AIDS infection, the proper procedure for condom usage is often not discussed. Explain that the next activity is designed to demystify that process so that whether they choose to remain abstinent or become sexually active, they will have potentially life saving information.

Main Activity: How to Use a Condom (45 min)*Procedure* (25 min)

1. In advance, cut up the “How to Use a Condom” steps into the nineteen individual steps. Put the cut-up steps into an envelope. Make enough envelopes for each of the small groups in this activity, approximately four or five sets.
2. Divide participants into smaller groups (i.e., four groups of five people each).
3. Ask each group to sit together in a circle.
4. Distribute one of the envelopes with the cut-up steps to all small groups.
5. Explain that each group is to work together to assemble the correct step-by-step procedure for how to use a condom. Groups have five minutes to unpack the envelope and put the strips of paper into order. They can work on any surface (i.e., floor, desk space).
6. Be sure to emphasize that each group member must be involved in this task.
7. After five minutes have passed, ask the groups to stop.
8. One group at a time should present their final step-by-step procedure. If you are short on time, read the answers out loud instead.

*Processing**(20 min)*

1. How did you do with the activity? How many of the nineteen different steps did you get right/wrong?
2. Was it difficult? Easy? Explain.
3. What did you know before? What steps were new?
4. Do you think young people who are sexually active follow these steps? Explain.
5. What step should occur before all of these steps? Explain that communication is key between partners. Also, no one should be pressured into becoming sexually active and if someone chooses to remain abstinent, that decision should be respected and supported.

Closure**(5 min)**

In their journals, ask participants to write about the skills needed to negotiate condom use with a partner.

Reflection/Follow-up

Ask participants to research the following items:

- What is the effectiveness rate of condoms in preventing pregnancy and reducing risk of HIV/AIDS?
- Find information on one other country where it is difficult to obtain or use condoms.
- Find statistics on the rates of teenage pregnancy and HIV/AIDS infection for youth in the United States and two other countries. What factors might influence the rates? What role does race, ethnicity and sexual orientation play in the rates?
- Every high school in New York City has a faculty member who is a designated condom distributor. Reach out to that person and see if he or she can speak to the group.

Resources

On HIV/AIDS:

- <http://www.plannedparenthood.org/sexual-health/std/aids-hiv.htm>
- http://www.knowhivaids.org/utility_phone.html
- <http://www.gmhc.org>

On abstinence:

- http://www.kidshealth.org/teen/sexual_health/contraception/abstinence.html

On teen pregnancy:

- <http://www.guttmacher.org/pubs/2006/09/12/USTPstats.pdf>

This workshop was developed by Global Kids for Safe Space's Safer Dayz HIV/AIDS Prevention Curriculum. Used with permission.

How to Use a Condom (Cut all steps into separate pieces.)

Obtain condom.

Check the expiration date.

Make sure that penis is erect.

Push condom to bottom of package and gently tear corner of package.

Remove condom from package.

Check to see which way condom rolls down.

Put a few drops of water-based lube into the tip of the condom.

Place condom on tip of penis.

Pinch tip of condom (to remove air from reservoir).

Roll down all the way to base of penis
(make sure to hold at tip while rolling).

Have intercourse/oral sex.

Man with condom on ejaculates.

Hold condom at base of penis.

Pull out erect penis.

Move away from partner.

Gently remove condom from flaccid penis;
make sure to NOT spill semen.

Tie condom in a knot near opening.

Dispose of condom in trash (NOT TOILET).

Do not use condom again.

Facilitator's Guide to How to Use a Condom

1. Obtain condom.

Ask: what should the condom be made of?

Answer: latex

2. Check the expiration date.

Ask: why?

Answer: a condom that is past its expiration date, even by a few weeks, may break.

3. Make sure that penis is erect.

4. Push condom to bottom of package and gently tear corner of package.

5. Remove condom from package.

6. Check to see which way condom rolls down.

7. Put a few drops of water-based lube into the tip of the condom.

Ask: what would happen to the condom if you were to use an oil-based lubricant?

Answer: it weakens its protection.

8. Place condom on tip of penis.

9. Pinch tip of condom.

Ask: why?

Answer: to remove the air from the reservoir.

10. Roll down all the way to base of penis (make sure to hold at tip while rolling).

11. Have intercourse/oral sex.

12. Man with condom on ejaculates.

13. Hold condom at base of penis.

14. Pull out erect penis.

15. Move away from partner.

16. Gently remove condom from flaccid penis; make sure to NOT spill semen.

17. Tie condom in a knot near opening.

18. Dispose of condom in trash, NOT TOILET.

Ask: why?

Answer: it has the tendency to plug up the pipes.

19. Do not use condom again.



Service Project Ideas

- Have students reach out to a local organization that focuses on comprehensive sex education and arrange for a guest speaker to come in and run an informational session for their group or class.
- Organize a sexual health awareness week. Create posters that display information about specific STDs and place around the school or community, along with info on where to get tested. Conduct workshops on teen pregnancy, HIV/AIDS or other topics.
- As a group, create an STD quiz. Set up a table at the school with the quiz. Award prizes to people who get 95% to 100% of the quiz correct.
- Have students research the New York City Liberty Union's Teen Health Initiative. It is an initiative that was started in 1997 regarding the reproductive rights of young people in New York City. This initiative also focuses on access to information and materials regarding their health and body. Students can also ask the NYCLU for small laminated cards that contain the student health care rights or brochures to distribute to their peers.
 - This link takes you to publications and cards with information pertaining to teen health rights: http://www.nyclu.org/thi/frames/thi_frameset.html.
 - This link takes you to current legislative decisions as well as recent actions by young people: http://www.nyclu.org/thi/frames/thi_frameset.html
- Meet with the school's peer negotiation teacher to see what types of skills are taught in that class and how those skills can be transferred to situations involving sexual choices. Have participants develop a lesson that can be conducted in that class.
- Create a survey to see how other teens feel about sex and sexual choices. Some possible themes being: Do teens feel they are well informed about sex, contraceptives, sexually transmitted diseases, or about making healthy sexual choices? Do they know where they can go for birth control or contraception? Students can then create a newsletter about what was found, resources for youth, where to get free or low cost birth control, and distribute it throughout the school or community.
- Organize an event for World AIDS Orphans Day. Collect donations for orphanages, distribute information, and do a letter writing campaign to elected officials to increase aid. Learn about this effort at: <http://www.fxb.org>
- Write letters to a company they feel is using inappropriate or sexually explicit ads to sell their products. The letter can include why they feel it is not right for the company to sexualize women and men and some other ways to reach their target population such as free giveaways or promotional items without sexual ads.

Chapter 20

Civic Participation and Social Change

Introduction

Workshops:

Civic Participation and Community Involvement

Voting

Working for Social Change, Part I:
What Was Accomplished

Working for Social Change, Part 2:
How It Gets Done

Media Literacy

Intro to Public Policy

Media for Social Change

Activism: A Lyrical Approach to Social Change

G.R.O.W.: GrassRoots Organizing Workshop

Service Project Ideas



Introduction

Young people have an enormous advantage over their elders in addressing issues that are important to them: they do not have the cynicism that dissuades some adults from trying to enact change. Rather, many youth see the world as a place that can be shaped, changed, and improved. This is a huge asset, and one that young people must use to their full advantage to strive for change that they feel is important.

The decisions reached in Washington, D.C., not to mention London, Tokyo, Riyadh and Buenos Aires, may all feel distant to American youth, but young people can help bring those discussions and decisions much closer to home, as more and more, our world is interconnected. Students in New York City need to understand what mechanisms for enacting social change have been successful in the past and constantly strive to find new, even more effective ones. Schools should play a large role in educating their students about their potential impact on policy decisions. Youth should be encouraged to be socially active by their schools and given the tools to work towards goals they feel are important, both on the local, national and international levels.

Too often, schools teach history solely by reading a textbook, and it is unusual that schools encourage their students not only to learn history, but also to make it themselves, through active civic participation. It is troubling that young people vote at a much lower rate than adults. Youth need to be aware of the importance of voting, of urging others to vote, of the importance of discussing key issues, and how to ensure their views and concerns are heard by policy makers and elected officials. In addition, it is important that youth not feel threatened to learn and reach out to others, out of fear of seeming not “cool.” Rather than ostracizing friends for seeming informed, young people must support one another so that those youth who are passionate about politics and world affairs are given a safe space to teach others about these issues and inspire them to take action.

These workshops will encourage youth to seize the power of idealism in order to best use their potential to make change in their own communities, as well as effect global change. This unit covers themes ranging from the history of social change movements to artistic expression as a means of activism. By participating in these workshops, students will learn skills necessary for organizing and participating positively in their own communities. The aim of many of these workshops is to empower students to examine social issues that matter most to them, both globally and locally, while providing them with insight as to how to best set and achieve their own goals as active agents in social change. Participants in this workshop series will learn how to:

- Understand their role in a long legacy of social activism
- Analyze and influence public policy
- Create grassroots organizing campaigns
- Effectively use modern media as a tool for social change
- And much more...



Improving our communities and world requires many steps and stakeholders; knowledge of the political system and how democracy works is key. Understanding how laws are made is a fundamental objective of civics education. Reviewing this with young people prior to or as you go through this section will enhance their understanding of how to use the many social change tools available to them and provide further context. Following are some excellent websites that can provide you with information on this and other concepts.

Federal Law:

<http://www.socialstudiesforkids.com/articles/government/howabillbecomesalaw.htm>

http://www.vote-smart.org/resource_govt101_02.php

<http://www.youtube.com/watch?v=mEJL2Uuv-oQ> (Schoolhouse Rock video)

New York State Law:

http://assembly.state.ny.us/member_files/017/20070111/

New York City Law:

http://lwnyc.org/TRY_nycbill.html



CIVIC PARTICIPATION AND COMMUNITY INVOLVEMENT

(90 MIN)

Objectives

Participants will be able to:

- Identify the multiple communities to which they belong.
- Determine what is in the best interest of their communities
- Determine the importance of civic participation in addressing community concerns.
- Discover the mechanisms and ways through which they can become civically engaged.

Materials

- Newsprint, tape and markers
- Post-it notes
- Pens or pencils for all participants
- Tape

Key Terms (sources vary)

- *Community*: a group of people with a common characteristic or interest in living together within a larger society. (<http://www.merriam-webster.com>)
- *Civic Participation*: engagement in society through democratic processes such as voting, community organizing, policy formation, participation in civic organizations, and volunteering. (Definition from Global Kids Inc.)
- *Social Change*: Any change in social relations that causes a change in a society or transformation of its social structure. (<http://www.anthro.wayne.edu/ant2100/GlossaryCultAnt.htm>)
- *Solidarity*: unity (as of a group or class) that produces, or is based on, community of interests, objectives, and standards. (<http://www.merriam-webster.com>)

Warm-Up: Active Listening**(30 min)***Procedure**(20 min)*

1. Divide participants into pairs, with each partner being either an “A” or a “B.”
2. Have person A in each pair to ask their partner, “Who are you?”
3. Give person B in each pair exactly one minute to answer the question.
4. Have person A listen to person B’s response without interrupting, as a practice in active listening.
5. After one minute, have person A ask person B the question, “Now, who are you really?”
 - If this will not work with your group, an alternative question could be: “What are some things that make you who you are?”
6. Allow the same one-minute active listening process as in the first question.
7. Have person B ask person A the question, “How did you get here today?”
8. Allow for the same one-minute listening procedure.
9. Have person B ask person A the question, “How did you get here from the day you were born?”
 - If this will not work with your group, an alternative question could be: “Can you describe where your family comes from as far back as possible?”
10. Again, allow for the same one-minute active listening procedure.

*Processing**(10 min)*

- Was this activity difficult?
- How did it feel to just listen without responding or interrupting?
- How did it feel to talk for one minute straight about yourself?
- Did anyone learn anything interesting about his or her partner?
- Did anyone talk about his or her community at all?
- What is meant when we talk about community? Define community as a group.
- How engaged do you feel in your community? What are some ways in which we do or can participate?



- Define “civic participation” (engagement in society through democratic processes). What might some of these processes be? Points to touch upon:
 - o Ways in which people engage in civic life and affairs
 - o Voting
 - o Joining a civic organization or community group, such as the Girl Scouts or Boy Scouts, youth groups like Global Kids or Aspira, and Rotary or Kiwanis Clubs.
 - o Organizing to change a problem in their community
 - o Volunteering
 - o Meeting with elected officials to express views
 - o Attending town hall meetings or community board meetings
 - o Expressing viewpoints and addressing issues through media such as blogs, online campaigns for action, letters to the editor, newsletters, art, etc.
 - o Learning how government and public policy works
 - o Doing community service projects
 - o Other?

Segue

Explain that every community has its own set of strengths, issues and ways of working. In the next activity, we will look further at the concept of community and what it means to be engaged.

Main Activity: Civic Participation Room

(45 min)

Procedure

(35 min)

1. Inform the participants that they will be creating a “civic participation room.”
2. Ask the participants to reflect on whether it’s possible to be part of more than one community and what might be some of the different communities to which they belong. For example, they might be part of the community of Brooklyn, but also the black community.

Note: If participants need extra help, tell them to think about race, gender, ethnicity, geography, age, social economic status, political belief, religion, labor, culture, etc.
3. They may jot down their responses on paper or share with a partner.
4. Ask them to share their responses out loud and as they do, ask for a volunteer to write each of the communities mentioned on its own piece of newsprint.
5. Have participants tape up each piece of newsprint around the room.



6. Tell participants to look around the room and ask them if they think all of their communities are represented.
 - a. If they are all represented, move on to step 7.
 - b. If they are not all represented, keep posting more newsprint until they are.
7. Hand out Post-it notes to participants.
8. Ask participants to look around the room at the many communities they are a part of and write on the Post-it notes issues or problems facing some of those communities.

Note: Allow participants as many Post-it notes as they need, as they may belong to multiple communities. Also, if an issue affects multiple communities, they may write the same issue as many times as needed.
9. Have the participants walk around the room and place their Post-it notes on the corresponding newsprint.
10. After they have finished placing the Post-it notes, have participants come back together.
11. Give participants another set of Post-it notes and have them walk around the room and write solutions and ways to address the issues and problems facing various communities, as well as ways in which people currently engage in or try to address those issues in the community.
12. After they have finished with their tours of the civic participation room,” call the participants back together.

Processing

(10 min)

- What do you think of the civic participation room you’ve created?
- Were there any issues that affected multiple communities?
- How could we grapple with multiple intersecting social issues? What’s the interconnection between many of the issues you identified?
- What were some steps that you suggested to address these issues?
- In real life, do you think you can effect these changes on your own? Why or why not?
- What are some ways in which you can engage in your community? What civic organizations or other groups exist for people in the various communities you identify with? Are they youth-friendly spaces? Why are the voices and participation of young people important? Refer to some of the concepts in the section introduction, such as idealism and energy.
- What possibilities does the Internet bring for building community and addressing community concern? Talk about the role social networking sites like MySpace and Facebook can play.

**Closure****(15 min)**

Have participants move to one of the communities they identify with, or one with which they feel they are in solidarity with the most. If they are standing next to a community by themselves, ask them to then move towards a group that could be a possible ally in addressing the issues faced by this community. In their different groups, have them discuss what next steps they can take most immediately to address the issues they face.

Reflection/Follow-Up

- Building upon the closing activity, ask participants to think of service project ideas they could implement to help address one of the issues an identified community is facing.
- Ask participants to write in their journals about positive interactions with members or organizations in their community, as well as negative ones. Do they feel that the contributions and voices of youth are valuable in addressing community issues?
- Take a neighborhood walk to see public gathering places, community-based organizations, and other venues where civic life is evident. Research whether any civic organizations, social institutions, block associations, youth groups, etc. are nearby.
- Attend a Community Board meeting. Community Boards are local representative bodies. There are 59 throughout the city and they meet once per month. At these meetings, members address items of concern to the community. Board meetings are open to the public, and a portion of each meeting is reserved for the Board to hear from members of the public. If there is a subcommittee on youth and education, see whether there are youth representatives and ask to be involved. For more information and a list: http://home2.nyc.gov/html/cau/html/cb/cb_main.shtml

Resources

For more information on youth and civic participation, go to:

<http://www.carnegie.org/sub/program/youthguide.html> for new strategies to engage youth

http://www.civicyouth.org/practitioners/state_ranks2002.htm for voting rates among youth nationwide



VOTING

(90 MIN)

Objectives

Participants will be able to:

- Explain the importance of voting.
- Describe some obstacles or factors that affect voting rates of participation.
- Understand the relationship between voter participation rates and political power as a voting block.
- Examine how disenfranchisement still occurs during elections.

Materials

- Copies of Voting Fact Sheet (one per participant)
- Pens and paper for each participant
- Two different colored pieces of paper
- Two copies of each piece of paper with the words “SCHOOL,” “PARK,” “GARBAGE DUMP” and “WASTE TREATMENT PLANT” written on them, prepared prior to the workshop (see Who’s Got the Power activity)
- Chalkboard and chalk or newsprint, tape and markers

Key Terms (<http://www.dictionary.com>)

- *Community*: a social, religious, occupational, or other group sharing common characteristics or interests and perceived or perceiving itself as distinct in some respect from the larger society within which it exists.
- *Vote*: a formal expression of opinion or choice, either positive or negative, made by an individual or body of individuals.
- *Election*: the selection of a person or persons for office by vote.
- *Democratic*: characterized by or advocating or based upon the principles of democracy or social equality; “democratic government;” “a democratic country.”
- *Income Bracket*: a category of taxpayers based on the amount of their income.
- *Demographic*: A portion of a population.
- *Voting Bloc*: any group of voters who intentionally vote the same way.



Warm-Up: Choose Your Fate

(20 min)

Procedure

(15 min)

1. In advance get two colored pieces of paper (i.e., yellow and blue).
2. Inform the group that one piece of paper represents homework and the other represents playing a game. Tell them you have already decided which is which but can't tell them. They have to choose one as a group. If they choose the piece that represents homework then they will do homework at the end of the workshop. If they choose the one that represents a game then they will play a game.
3. Tell them they have two decisions to make: the first is whether they want to play a game or do homework; the second is deciding which piece of paper they think represents what they want.
4. Tell them they have to come up with a decision as a group that will be fair to everyone.
5. No matter which piece of colored paper they choose, after they give you the decision, tell them that you had already decided to play a game anyway.

Processing

(5 min)

- How did you determine a fair way to decide?
- What are some of the ways we make decisions as a group in our families, communities, as a country? Ask for a volunteer to list them.
- Are all the methods democratic? Should they be?
- What are some of the pros and cons of the different ways we make decisions?
- As a country, how do we elect our leaders?

Segue

Not only do we vote or make decisions as individuals, but we also vote as groups. Politicians notice how many people from certain groups or demographics vote. For example, people can be grouped into a demographic category by age, race, gender, income level or location (region, state, neighborhood). They sometimes exercise their power as a demographic to form a “voting bloc.” In this next activity, we will look at the impact of voting rates on different communities, as well as how many people in a certain group or demographic vote.

**Main Activity: Who's Got the Power?****(50 min)***Procedure**(30 min)*

1. In advance write “SCHOOL,” “PARK,” “GARBAGE DUMP,” and “WASTE TREATMENT PLANT” on separate pieces of paper. Make two copies of each (you should have eight in total).
2. Ask for two volunteers. Tell the two volunteers they will be playing the role of politicians.
3. Divide the rest of the participants into four groups. Each group will be assigned a color and a group of people they represent.
4. Pass out the group profiles and have each group read out their profile and how many votes they have so that everyone can hear them. Make sure it is clear how many votes each group has.
5. Tell your two politicians that they each have two resources—a school and a park—and two facilities—a garbage dump and a waste treatment plant—and that they have to decide where to put them. These will be represented by the pieces of paper.
6. The two politicians have to put each resource in the area of one of the groups. Once they place all the resources, the groups will vote for which politician they prefer. The winner gets first dibs on choosing a game or a “go free” pass during a game.
7. Each group has a different number of votes, but they can choose as a group who to vote for. They will vote by writing the name of the candidates on a piece of paper and writing how many votes each get beside them.

Votes by Group:

- Red group—1/2 will vote
- Blue group—3/4 will vote
- Green group—3/4 will vote
- Yellow Group—1/2 will vote

*Processing**(20 min)*

- How did it feel to do this activity?
- For our politicians, how did you decide where to put resources?
- For the voters, how did you decide who to vote for?
- Do you think that politicians pay attention to how many votes they get from different groups of people? How do you think this effects how they make their decisions?
- Hand out the fact sheet and allow them a few minutes to skim it.
- Is there anything that surprises people on this sheet?
- Do you think it is fair that people who have been felons should not be allowed to vote anymore? Which communities does this affect the most?
- Is voting a privilege or a basic right?
- Discuss voting rates among youth and compare to other groups using the fact sheet. Why do youth have such low voting rates? Why should they be more engaged in this process?
- Ask participants to think of service project ideas that could address the importance of voting.

Closure**(20 Min)**

Play a game in keeping with the promise from the warm-up activity. One suggestion is “Big Wind Blows.” In advance, the facilitator arranges chairs in a circle. There should be one fewer chairs than the number of participants, including the facilitator. During the game, one person stands in the center of the circle, while everyone else sits. The person in the middle completes the statement, “The big wind blows for everyone who... (i.e., is wearing jeans).” All participants wearing jeans stand up and move to an empty seat in the circle. The person who doesn’t find an empty seat in time will be the person in the middle and will begin another round.



Reflection/Follow-Up

- Have the group research the voting rates in their borough, county and neighborhood if possible. Compare voting stats in their neighborhood with those of other neighborhoods in New York City.
- Register to vote.
- Rock the Vote: <http://www.rockthevote.com>
- Election Assistance Commission: http://www.eac.gov/register_vote.asp?format=none
- Find the local polling place, next election dates and other info.
- People for the American Way's Election Protection:
<https://electionimpact.votenet.com/pfawf/pollboothlocator/index.cfm>
- Contact the Board of Elections to borrow an actual New York City voting machine. Use for your school elections (check website for the office in your borough).
New York City Board of Elections: <http://www.vote.nyc.ny.us>
- Visit other resources on voting:
 - League of Women Voters: <http://www.lwv.org>
 - The Federal Election Commission: <http://www.fec.gov>
 - The Board of Elections of New York State: <http://www.elections.state.ny.us>
 - The New York City Voter Assistance Commission:
<http://www.nyc.gov/html/vac/html/home/home.shtml>
 - New York Democratic Party: <http://www.nydems.org>
 - New York Republican Party (GOP): <http://www.nygop.org>
 - New York Conservative Party: <http://www.cpnys.org>
 - New York Working Families Party: <http://www.workingfamiliesparty.org>
 - New York Independence Party: <http://www.ipny.org>
 - National Voting Rights Institute: <http://www.nvri.org>
 - Project Vote Smart: <http://www.vote-smart.org>

This workshop was adapted from the Global Kids Power of Citizenry Leadership Curriculum.

Red Group

You represent minority populations—only half of you will vote.

Among citizens, Hispanics voted at 44%, Asians and Pacific Islanders voted at 45%, African-Americans voted at 53% and Whites voted at 61% for voting age citizens.

Source: <http://www.census.gov/Press-Release/cb98-146.html>

Blue Group

You represent people in a middle to high-income bracket—3/4 of you will vote.

The voting rate among citizens living in families with annual incomes of \$50,000 or more was 77%, compared with 48% for citizens living in families with incomes under \$20,000.

Source: 2004. CPS November Voting and Registration Supplements, 1972 to 2004.

Green Group

You represent older people aged 55 to 74 with a college education—3/4 of you will vote.

The peak ages for voting were between 55 and 74; more than 7 out of every 10 citizens in this age group cast a ballot.

Source: <http://www.census.gov/Press-Release/cb98-146.html>

Yellow Group

You represent young people 18 to 24 years old.—only 1/2 of you will vote.

The voting rate among citizens 18 to 24 years old was 47% in 2004 up from only 36% in 2000. Compare this with a voting rate of 73% for citizens ages 55 to 74.

Source: 2004. CPS November Voting and Registration Supplements, 1972 to 2004.

Voting Fact Sheet

Why do or don't people vote?

- In 2004, nearly 5 million registered voters said they did not vote in the 1996 presidential election because they couldn't take off from work or school or were otherwise too busy. Many other countries give people the day off to vote or schedule elections on the weekend.
- Another reason increasingly cited for not voting is apathy, or not caring, about the political process: 17% of non-voting registered persons reported they did not vote in 1996 for this reason.
Source: <http://www.census.gov/Press-Release/cb98-146.html>
- The voting rate of citizens who had a bachelor's degree (78%) was about twice as high as that of citizens who had not completed high school (40%).
- 66% of employed citizens reported voting, compared with 51% of those who were in the labor force but not employed.

People who have lost the right to vote:

- In many states people convicted of felony offenses are not allowed to vote. 5.3 million Americans won't be allowed to vote because of this.
- 48 states don't allow prison inmates to vote, 33 states don't allow parolees and 29 states don't allow probationers. A large number of people, one third of the disenfranchised in all, are off parole and "free." These state laws hit minorities particularly hard. They deny 13% of African-American men the vote.
- In Florida, where many felons are barred from voting forever unless the governor personally decides otherwise, 8% of adults cannot vote—including one in four black men.
Source: <http://www.washingtonpost.com>, Wednesday, August 18, 2004; Page A19
- A Sentencing Project study that tracked released felons from 1997 through 2000 found that those who voted were less than half as likely to be rearrested as those who did not—or could not—vote.
Source: <http://www.time.com/time/nation/article/0,8599,1553510,00.html>

People have been intimidated and otherwise tricked out of exercising their right to vote:

The Republican Party has been found to attempt to intimidate African-American and Latino voters, who tend to vote Democrat.

There have been instances where they compile lists of minority voters and have "vote challengers" who question these people, asking for identification and checking for a criminal background.

In 2002 in Louisiana, flyers were distributed in African-American communities telling voters they could go to the polls on Tuesday, December 10th – three days after a Senate runoff election was actually held.

In 1998 in South Carolina, a state representative mailed 3,000 brochures to African-American neighborhoods, claiming that law enforcement agents would be "working" the election, and warning voters that "this election is not worth going to jail."

Source: [The Long Shadow of Jim Crow: Voter Suppression in America \(2004\), A Report by the PFAW Foundation and the NAACP, http://www.pfaw.org/pfaw/general/default.aspx?old=16368](http://www.pfaw.org/pfaw/general/default.aspx?old=16368)

Studies suggest that as many as 4 million to 6 million voters were disenfranchised in 2000, either because registration problems prevented qualified voters from casting ballots or because of errors caused by faulty, outdated technology. In Florida, the Civil Rights Commission found that black voters were 10 times as likely as whites to have their ballots rejected, a trend also found in other parts of the country.

In Maryland's 2002 gubernatorial election, anonymous flyers were distributed in black neighborhoods in Baltimore. The flyers gave voters the wrong date for Election Day and told them to be sure to pay parking tickets, overdue rent, and outstanding warrants in order to be eligible to vote.

Source: <http://www.washingtonpost.com/wp-dyn/articles/A33798-2004Aug25.html>



WORKING FOR SOCIAL CHANGE, PART 1: (90 MIN)

WHAT WAS ACCOMPLISHED

Objectives

Participants will be able to:

- Identify the rights of people living in the United States.
- Identify social and political movements that brought about the recognition of those rights.
- Discuss the relationship between the government and the people, and the need for an active citizenry.

Materials

- Chalkboard and chalk or newsprint, tape and markers
- Scrap paper
- Copies of the Bill of Rights for all participants
- Four sets of Rights Cards, grouped so that each set has the same scenario, prepared in advance. Each set should have enough cards for the participants in the group.

Key Terms (from <http://www.dictionary.com>)

- *Rights*: something to which one has a just claim.
- *Social Change*: social change refers to acts of advocacy for the cause of changing society in a positive way.
- *Social Movement*: large-scale informal groupings of individuals and/or organizations focused on specific political or social issues to carry out a social change.
- *Civil Rights*: rights that are bestowed by nations on those within their territorial boundaries, as opposed to natural or human rights which every human being is born with.
- *Bill of Rights*: a formal statement of the fundamental rights of the people of the United States, incorporated in the ten amendments to the Constitution, and in all state constitutions.

**Warm-Up: Brainstorm Rights****(25 min)***Procedure**(15 min)*

1. Write the word “RIGHTS” on the board or newsprint. Ask for a volunteer to be the recorder.
2. Ask the group to brainstorm: what are the rights of people living in the U.S.? What are they grateful they are able to do? Record on chalkboard or newsprint.
3. Divide the participants into two groups.
4. Ask each group to prioritize the rights they had brainstormed in order of importance using a piece of scrap paper. Tell them to share their responses.

*Processing**(10 min)*

- Did both groups get the same order? Why or why not?
- Was it hard deciding on the order? What influences what is important to us?
- What guarantees these and other rights? Introduce the U.S Constitution and the Bill of Rights as the document that protects the rights of those living in the United States.
- Were the rights listed here always recognized or was there a time when they were not?
- Are these rights always respected for everybody? Why or why not?
- What happened to make these rights recognized?

Segue

Explain that although the rights detailed in the U.S. Constitution are afforded to all residing in the United States, in many cases it took social movements and activism to ensure that they were recognized. This next activity will examine some specific movements in history.



Main Activity, Part 1: Can You Find the Missing Right? (30 min)

Procedure (20 min)

1. Divide the participants into four groups.
2. Hand out one set of “Rights Cards” to each group. Each card should have one “right” and a brief description of the movement that brought it about in the U.S.
3. Have the participants read them as a group.
4. Each group must then create a frozen picture of what life would be like without that right. A frozen picture is a silent snapshot, a picture frozen in time, that is created using poses or body sculptures. Each member of the group must play a role in creating the frozen picture. While presenting, they cannot speak or move. Tell them that by presenting their frozen picture, their group will convey the information on that card.
5. In addition to forming their “picture” using their bodies, tell participants that they should think of one line of dialogue their character would be saying or thinking during the moment the picture was taken. In their groups, they should figure out what order their characters will speak when presenting the picture.
6. Give them 15 minutes to prepare their frozen picture and lines of dialogue.
7. Create a stage area and have each group present by saying, “1, 2, 3, picture!”
8. As each picture is being presented, tell the group to hold the pose and ask the audience to share what they think is happening in the picture. After getting a few responses, tell the presenters to keep the pose but say their lines of dialogue in the order they chose.
9. Repeat the process until all groups have presented. If it is not clear exactly what happened in the pose, ask the group to provide the information after they present.

Processing (10 min)

- How was it to do this activity? Was it easy or hard?
- Is it hard to imagine not having this right?

Main Activity, Part 2: The Response (30 min)

Procedure (20 min)

1. Write “LAWS,” “COMMUNITIY RESPONSE,” and “YOUTH ACTIVISM” on the chalkboard or newsprint.
2. Tell each group to explain the movement that worked towards having the right on their card recognized. Their explanation should include three factors: law or laws that were changed or created, the movement that forced or helped this change, and the role of youth.
3. After each group presents, ask the rest of the participants which information should go in the different columns.



Processing

(10 min)

- How familiar were you with these rights and movements? What did you learn from reading the cards and presenting your pictures?
- What would you say to one of the people you learned about?
- How would your life be different if one of these movements did not exist?
- What remains to be done? Are there rights that we have that are not yet recognized, or not fully recognized?
- Do you feel you and your peers are fully aware and appreciative of the rights you have?
- What are some rights that people are fighting for today in your communities and the world? Think about rights for youth, immigrants, the poor, etc.
- What types of service projects or actions could be done to promote rights? What type of research would need to occur?

Closure

(5 min)

Have each participant share something that surprised them and something that inspired them.

Reflection/Follow-Up

- Have students write in a journal about the rights that they underuse. Tell them to write what they could do to be more engaged members of a democratic society.
- Have students research other social movements that interest them. Many organizations central to historic movements are still functioning. Students could visit or volunteer or ask a guest speaker to come in and talk about the work still being done.
- Have students do further research on the United Farm Workers movement and their current activities. Check their website (<http://www.ufw.org>) for ongoing campaigns or upcoming actions they can participate in.

Resources

Some organizations to check out:

American Civil Liberties Union: <http://www.aclu.org>

American Indian Movement: <http://www.aimovement.org>

National Association for the Advancement of Colored People: <http://www.naacp.org>

The Right to Fair Work Conditions*

Grape pickers in 1965 were making an average of \$0.90/hour, plus ten cents per “lug” (basket) picked. State laws regarding working standards were simply ignored by growers. At one farm, the boss made the workers all drink from the same cup—a beer can—in the field; at another, ranch workers were forced to pay a quarter per cup. No ranches had portable field toilets. Workers’ temporary housing was strictly segregated by race, and they paid two dollars or more per day for unheated metal shacks—often infested with mosquitoes—with no indoor plumbing or cooking facilities.

Farm labor contractors played favorites with workers, selecting friends first, and sometimes accepted bribes. Child labor was rampant and many workers were injured or died in easily preventable accidents. The average life expectancy of a farm worker was 49 years.

Source: http://www.ufw.org/_page.php?menu=research@inc=history/o3.html

Cesar Chavez grew up under hard conditions in Arizona and California. His father was swindled out of his land. Chavez attended 37 schools in his youth, some segregated, some not, and was not able to go to high school. When his father was injured and unable to work, he went to work in the fields. Later, he would go on to start the first farm workers union for Latino workers. Through strikes and boycotts, they forced grape growers to sign their first union contracts guaranteeing better working conditions, higher pay, and benefits for workers. Chavez fasted to draw attention to the cause and to maintain the non-violent nature of the struggle. He and farm workers also made a 340-mile march to California’s state capital. This movement also triggered other social movements for the rights of the growing Mexican and Latino population in the U.S.

For example, on March 3, 1968, more than a thousand Mexican-American students walked out of Abraham Lincoln High School and marched through the streets of East Los Angeles, California, to protest racist teachers and policies and to ask for classes on Mexican-American culture and history. Later in the day, several thousand more of them walked out of five other predominantly Mexican-American high schools. By day’s end, more than 10,000 had joined the strike.

* Source: Munoz, Jr., Carlos. *Making of the Chicano Movement Revisited—Lessons from the Chicano Movement of 1968*. Column, *Black Issues in Higher Education*, April 4, 1996.

The Right to Free Speech

The First Amendment guarantees that Congress won’t pass any laws that limit the right to free speech. It was among the ten amendments added to the Constitution in 1791. However, the 14th Amendment, added in 1868, broadens that to include the states. This means the government cannot stop people from speaking freely. Of course, there are many disagreements about what should and shouldn’t be included.

There have been many struggles around free speech, often when the U.S. is at war. One example was during World War I, with the passage of the Espionage Act, where 2,000 people were arrested for criticizing the war or the government and 900 were sent to jail. Also, during the Vietnam War, many student protesters were arrested for criticizing the war and some were suspended from their schools for speaking against the war.

The Right to Vote for Minorities

While the right to vote was guaranteed in theory for black males by the 15th Amendment (1870), many practices still prevented African-Americans from voting:

- Literacy tests when many African-Americans could not read;
- Poll taxes which must be paid in full in cash which they could not afford;
- The grandfather clause, which stated that for someone to vote their grandfather had to have been able to vote which was impossible for the children of slaves;
- Violence and intimidation; and
- The threat of losing their job.

A long grassroots struggle took place for the right to vote and desegregation. This movement consisted of:

- Sit-ins, a student movement where African-Americans students sat at segregated lunch counters until they were served or got arrested;
- Freedom rides, where African-Americans and whites rode together on buses through the south to challenge segregation laws;
- Protests and marches, mass protests were staged to show how many people supported the right to vote, as well as desegregation; and
- Boycotts, where for example in Montgomery, Alabama, they refused to use the city buses until African-Americans could sit anywhere they wanted.

Eventually the government passed the Voting Rights Act of 1965. This law prohibits the various means designed to deny the vote to people based on their race or color. This applies not only to African-Americans but also other groups of color such as Asians and Latinos.

The Right to Equal Education

Before 1954, schools in the southern U.S. were segregated. Obvious inequalities existed between white and black schools. Several class action suits were filed by parents in the Supreme Court which were combined into one case. The Supreme Court was unanimous in their *Brown vs. Board of Education* decision in 1954. The Supreme Court decision declared that the discriminatory nature of racial segregation “violates the 14th amendment to the U.S. Constitution, which guarantees all citizens equal protection of the laws.”

So by law, schools could not be segregated. But putting this law into practice took efforts on the part of the community and, of course, the first brave students to venture into what was previously an all-white school. In some cases, schools tried to resist this new law by blocking black students. Arkansas Governor Orval Faubus ordered his states' National Guard to block the school and, after much public pressure, the federal government had to intervene. These brave children went to school through angry mobs, sometimes escorted by police so they would not be attacked. This new law in 1954 was a cornerstone in the modern civil rights movement. In this case, parents used legal means to create a new law which sparked major social change and provided momentum for mass community activism.

Bill Of Rights

Note: The following text is a transcription of the first ten amendments to the Constitution in their original form. These amendments were ratified December 15, 1791, and form what is known as the "Bill of Rights."

AMENDMENT I

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

AMENDMENT II

A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

AMENDMENT III

No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

AMENDMENT IV

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

AMENDMENT V

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

AMENDMENT VI

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defense.

AMENDMENT VII

In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise reexamined in any Court of the United States, than according to the rules of the common law.

AMENDMENT VIII

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

AMENDMENT IX

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

AMENDMENT X

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.



WORKING FOR SOCIAL CHANGE, PART 2: (90 MIN) HOW IT GETS DONE

Objectives

Participants will be able to:

- Identify methods, techniques, and strategies for social change.
- Identify current social justice issues and assess the challenges faced by advocates.

Materials

- Pens and paper for all participants
- Chalkboard and chalk or newsprint, tape and markers
- Copies of the Social Justice Issue handout (one per participant)

Key Terms (<http://www.merriam-webster.com>)

- *Protest*: the act of objecting or a gesture of disapproval; a usually organized public demonstration of disapproval; a complaint, objection, or display of unwillingness usually to an idea or a course of action.
- *Boycott*: to engage in a concerted refusal to have dealings with a person, store or organization, usually to express disapproval or to force acceptance of certain conditions.
- *Sweatshop*: shop or factory in which employees work for long hours at low wages and under unhealthy conditions.
- *Immigration*: to come into a country of which one is not a native for permanent residence.
- *Civil Disobedience*: refusal to obey governmental demands or commands especially as a nonviolent and usually collective means of forcing concessions from the government.



Warm-Up: Me Myself and I

(30 min)

Procedure

(20 min)

1. Give each student a piece of paper and a pen.
2. Ask them to write five things they love to do. Tell them they have five minutes for this.
3. After five minutes, ask them to share what they wrote. Record responses on the board or newsprint.
4. Now ask, what if there was a law passed that banned all of these things? What would you do?
5. Write down their responses on a separate piece of newsprint or a separate section of the board.
6. Ask them, “what are some ways people have tried to create change in the government or institutions?”
7. Now ask them, “what are some challenges to doing this? Why is making change difficult? What would prevent people from working together to make society better?”
8. Write their responses on the board or newsprint.

Processing

(10 min)

- Was it hard to come up with ways to make a change?
- What would have to happen for you to try to organize together to force something to change?
- What are some examples of people trying to make changes in the world today?

Segue

In the next section we will explore methods and strategies used to effect change.

Main Activity: The Nuts and Bolts

(50 min)

Procedure

(40 min)

1. Divide the participants into three groups.
2. Hand each group copies of the “Social Justice Issue” handout.
3. Tell them they have ten minutes to read over their issue, discuss it as a group, and plan how they will take the action suggested.
4. After ten minutes, gather the large group back together.
5. Tell each group that they will imagine that they have the chance to recruit other participants into their cause/action.
6. Allow five minutes for each group to try to present their campaign.
7. After each presentation, ask the audience whether or not they would be willing to join the campaign based on the presentation given.

**Processing****(10 min)**

- How did it feel to do this activity?
- Describe what you thought about the different issues presented as well as the corresponding actions. Could you relate to them? Were the ideas for action realistic?
- Was it hard to get people involved in your campaign? What persuades people to join campaigns or movements to better society?
- Do you think any of these actions could make a difference?

Closure**(10 min)**

Have each participant think of one way they see people trying to better their community and the world today.

Reflection/Follow-Up

- Discuss how people have used a variety of strategies, including civil disobedience, to address injustice. Write the following definition on the board and ask them to think of the risks and benefits of using this strategy, as well as some examples.

“Deliberate, open, and peaceful violation of particular laws, decrees, regulations, military or police orders, or other governmental directives. The command may be disobeyed because it is seen as itself illegitimate or immoral, or because it is a symbol of other policies which are opposed. Civil disobedience may be practiced by individuals, groups, or masses of people as a collective means of forcing concessions from the government.”

Source: The Albert Einstein Institution in Massachusetts
(<http://www.fiu.edu/~fcf/glossary.html>)

- Research local efforts and organizations that are working towards promoting rights for marginalized groups. Contact them to see if a guest speaker can come in and address the group.
- Write an editorial to inform people about women’s rights in Saudi Arabia (optional).
- Learn more about current laws related to immigrants rights and contact your local representatives. For your Congressional Representative’s contact information, check:
<http://www.congress.org/congressorg/dbq/officials/?command=local>
Or call the U.S. Capitol Switchboard at (202) 224-3121 and ask for your senators’ and/or representative’s office.
- To find contact information for local media, go to <http://www.acorn.org>, click on “Take Action,” and then click on “Find Media Contacts” under Policy Tools. You can locate national and local media contacts with nothing more than your ZIP code. Also, refer to Chapter 11, Part III: Contact Information for New York City media.



Resources

- Global Exchange
<http://www.globalexchange.org>
800-497-1994
- United Students Against Sweatshops
<http://www.usasnet.org>
202-NO-SWEAT
- Sweatshop Watch
<http://www.sweatshopwatch.org>
510-834-8990
- Issues affecting New York City residents:
 - Urban Justice Center
<http://www.urbanjustice.org>
 - Urban Youth Collaborative
<http://urbanyouthcollaborative.org>
 - Ya-Ya Network/Youth Allies
<http://www.yayanetwork.org>

Immigrant Rights

Over one-third of undocumented immigrants have lived and worked in the U.S. for 10 years or more. They belong to 6.6 million families that include 3 million U.S. citizens. About 94% of the men have jobs. They add billions of dollars to the economy every year. The U.S. needs these people and yet they can be rounded up and deported, they are often exploited, and do not have the same rights as other workers. Families are often separated when one member is an undocumented worker, often the father, leaving the family without a source of income.

source: <http://www.aif.org>

You are a group of people who feel there must be a way for people to come to this country so that their rights will be respected and they will benefit from the work they do in a fair way without fear of deportation. You will stage a mass protest to show that many people feel that the rights of all workers and people should be respected. You must find a way to educate people and convince them to come to this protest. Be creative and have fun.

Challenges/Risks:

- Undocumented immigrants would be very willing to support this cause, but, many fear going to a protest and getting arrested and deported, or simply asked for ID and deported. They also may fear their employers might get back at them for protesting by firing them.
- Even people with every legal right may fear going to a protest. They worry that things might get out of hand, they may be arrested, or they may be abused by police.
- It is difficult to get the word out and convince people that their presence will make a difference.
- Many people think that immigrants who entered the country illegally should not be rewarded. They also feel they are putting a drain on schools and communities that are already overcrowded.

Sweatshops—Worker's Rights

What is a sweatshop, and where are sweatshops found?

A sweatshop is a workplace that violates the law and where workers are subject to:

- Extreme exploitation, including long work hours or the absence of a living wage;
- Poor working conditions, such as exposure to health and safety hazards;
- Arbitrary discipline, such as verbal or physical abuse; or
- Fear and intimidation when they speak out, organize, or attempt to form a union.

With tens of thousands of garment factories employing tens of millions of workers in nearly 200 countries, large corporations search the world for the lowest labor costs and ignore human rights. Unfortunately, sweatshops exist in every corner of the world, from China to Mexico, and Kenya to Turkey. Even in the U.S., sweatshops exist. In fact, the U.S. Department of Labor found that 67% of Los Angeles garment factories don't pay workers minimum wage or overtime.

Source: <http://www.sweatshopwatch.org>, U.S. Department of Labor 2000 Southern California Garment Compliance Survey Fact Sheet, August 2000.

Workers making jeans in Mexico say that sometimes they are forced to work all-night shifts and are prevented from leaving the factory by armed security guards.

Source: <http://www.globalexchange.org>

You are aware that there are consumers who want to make a difference. You have decided to target one particular company, say Nike for example, and get as many people as possible to stop buying, or boycott, their products until they pay their workers a fair wage. Because these companies can move their factories anywhere in the world, the goal is not to get them out of one country but to pay their workers a wage they can live on wherever they are. You must decide how you will educate people about the issue and convince them to participate in your boycott. Be creative and have fun!

Challenges/Risks:

- Many people might be unwilling to give up their favorite brand.
- People may feel that, with millions of people buying a product, their own boycotting will have no effect.
- People may feel that sweatshops are just a part of the way business is done and do not imagine a more fair way to do it.
- People may also feel that sweatshop workers still choose to work there and so it cannot be that bad. They would be worse off if they didn't have a job.

Student's Rights

A study done on education in New York State found that schools in New York City were being under-funded. New York City needs approximately \$4.1 billion to adequately educate its 1.1 million students. The inequality in funding for different school districts means that some schools get state-of-the-art technology and well-paid teachers and other schools get outdated text books and no access to computers at all.

Source: "New York Adequacy Study: Providing all children with full opportunity to meet the Regents Learning Standards" March 2004

As a group of aware students, you have decided to make your voice heard by having as large a protest as you can. You plan to make sure everyone hears your message of providing enough money for schools in New York City by inviting the press and getting the message out. This will put public pressure on politicians to deal with the issue. You must decide how you are going to educate others and convince them to get involved. Be creative and have fun.

Challenges/Risks:

- Because you are students you may not have much money to print flyers or make posters to get the word out about your protest. You must find ways around this problem.
- Though many students might support your cause, some of their parents might not feel safe letting their kids go to a protest. They might fear that things will get out of hand with a big group or police abuse.
- As young people, you have to make news reporters, politicians, and various stakeholders take you seriously and come to your event.

Women's Rights in Saudi Arabia

(optional)

Saudi Arabia is a kingdom that practices and enforces the strictest form of Islam in the world. In fact, the rules and practices do not come from Islam at all but from the society and rulers of Saudi Arabia. Unlike other countries that have a Muslim majority, in Saudi Arabia, women may not drive a vehicle, vote or stand in municipal elections, meet and talk to strange men in public, or leave home without a black cloak called an abaya.

They also need permission from a male guardian or husband to attend school, to work, to travel abroad, to marry, to divorce, or to check into a hotel. Because women cannot drive cars, they have to hire live-in chauffeurs, if they can afford it, or have their male relatives drive them around. This limits their ability to work and get an education.

Source: Idea of Women Drivers Puts Saudi Arabia in Uproar, by Donna Abu-Nasr, Chicago Sun-Times, Jun 3, 2005.

You are a group of people in Saudi Arabia who want to advance women's rights. Your group has to make a symbolic stand by breaking this law and having women drive. Of course, by breaking the law you will gather media attention and force a public debate around the issue. You also risk going to jail and very harsh penalties. You must decide how to explain the situation and convince the others to help you. The males in the group may support the females in this effort. Be creative and have fun!

Challenges/Risks:

- You may risk severe punishment by breaking the law. You may be imprisoned or fined and women participants may be forced to stay in their homes.
- Your neighbors, family members, and society in general may shun you for breaking a law and social norm they believe in.
- Female participants may face physical abuse from family members.



MEDIA LITERACY

(90 MIN)

Objectives

Participants will be able to:

- Explain how media influences our knowledge and opinions of events.
- Understand how access to different viewpoints and sources of information aids a democratic society.
- Evaluate whether concentrated control of media limits the discussions of crucial issues.
- Understand the importance of being more conscious and critical consumers of media.
- Develop media literacy and critical-thinking skills by comparing and contrasting how a news event is covered by different news outlets.

Materials

- Pen and paper for each participant
- Chalkboard and chalk or newsprint, tape and markers
- Copies of the three different Head Covering Ban in France articles (see activity instructions for preparation in advance of workshop)
- Copies of Optical Illusions pictures
- Money cards prepared in advance of workshop (see Money Talks activity)

Key Terms (<http://from dictionary.com>)

- *Media*: the means of communication, such as radio and television, newspapers, and magazines, that reach or influence people widely.
- *Media Literacy*: the process of accessing, analyzing, evaluating, and creating messages in a wide variety of forms.
- *Advocacy*: the deliberate process of influencing those who make policy decisions.
- *Hijab*: the headscarf worn by Muslim women, sometimes including a veil that covers the face except for the eyes.
- *Secular*: of or pertaining to worldly things or to things that are not regarded as religious, spiritual, or sacred; temporal: secular interests.
- *Propaganda*: information, ideas, or rumors deliberately spread widely to help or harm a person, group, movement, institution, nation, etc.

**Warm-Up 1: Telephone****(10 min)***Procedure**(5 min)*

1. Tell participants to sit in a circle.
2. Ask one participant to whisper a phrase or sentence into the ear of the person sitting beside him or her. You may give them the quote: “Be the change that you wish to see in the world,” if necessary, or any other phrase you may have. They may only say the phrase once as they pass it on.
3. Continue this process, passing on the phrase, until it reaches the last person in the circle.
4. Tell the last person to say out loud what phrase or sentence he or she heard. Compare it with the original phrase spoken by the first person.

*Processing**(5 min)*

- Was the original message the same as the last one? If so, why do they think they were successful? If not, why do they think the message was altered?
- What does this show us about passing on verbal messages?
- What does this show us about what we hear from others?

Warm-Up 2: Optical Illusions**(10 min)***Procedure**(5 min)*

1. Explain that the last exercise dealt with verbal communication and interpretation. Show the optical illusion images (see attached) to the students to discuss visual communication and interpretation.
2. Ask the students what they see.
Note: In each of the pictures, there are two distinct pictures one can see, depending on how he or she looks at it.

*Processing**(5 min)*

- What happened when you looked at the images?
- Did everyone see the same thing? Why or why not?
- What factors may influence how you saw the images?
- Is it possible that more than one perspective can be correct?
- Tell participants to keep these two icebreakers in mind as they continue through the workshop.

Segue

- Ask participants to think about the information they receive every day from the media. What are some of sources of their information?
- Ask a participant to list these on the board or newsprint. Examples include television, newspapers, radio, podcasts, websites, friends, advertising, etc.
- How do we determine what is valid? Do we question the perspective or bias of our news source? Is this something we think about?
- Tell the participants that the next exercise will examine how the same news story is told by different news sources.

Main Activity 1: Whose Story?

(40 min)

Procedure

(30 min)

1. Prior to the workshop, make copies of the different Head Covering Ban in France articles. For a group of 20, make 16 copies of version 3, two copies of version 1, and two copies of version 2. In other words, give roughly 80% of the students version 3, and divide the other versions among the rest. Hand out the different Head Covering Ban in France articles to the participants.
2. Ask them to read the brief news story and check whichever box they agree with after having read the article. Instruct them to make their decision based only on what is in the article, not on their own personal knowledge or feelings.
3. After the participants have made their choices, ask them to show which box they checked by raising their hands. Write the tally/numbers on the board.
4. Have volunteers read out the three different versions of Head Covering Ban in France.
5. After each article is read, ask participants to raise their hands to show if this was the article they read.

Processing

(10 min)

- Why did you vote the way you did?
- What was the perspective in your article? Who was the news source and how might this affect how they reported the event?
- Would you have voted differently if you had heard all the different perspectives first?
- How does media affect how we form our opinions? How does having a larger, broader reach impact public opinion?
- What is the role of journalists in helping the public sort out fact from propaganda?
- How can we be more analytical regarding what we read and hear?
- What is the role and importance of media in a democracy?



*Points to touch upon**

- Since 57% of Americans get their news from TV the opinions presented by a company like FOX could affect public opinion to a large degree.
- 28% of teens pay almost no attention to daily news and that an additional 32% are casually attentive to a single source only. Taken together, 60% of teens can be considered basically inattentive to daily news, as compared with 48% of young adults and only 23% of older adults. So teens are especially vulnerable to hearing only one point of view.*
- The need to critically examine news sources has only increased with the use of the internet for daily news.
- It is nearly impossible to be completely objective if you are a media outlet or journalist/reporter, though some sources are more balanced than others. It is important to use critical thinking when reading/watching/listening to the news, and if possible use different sources to get a balanced perspective and draw your own conclusions.

Segue

Now that we have seen what different sources of news can show we are going to look at the ownership of media.

Main Activity 2: Money Talks

(25 min)

Procedure

(15 min)

1. Hand out pens and paper to each participant.
2. Tell each student to come up with one sentence that expresses an opinion they have. It can be about anything. Tell them to write it down.
3. Hand out one “Money” card to each participant.
4. Tell them they are to repeat their sentence over and over again while holding up their “money” so that others can see it.
5. Anyone who has more money than another can make them repeat his or her sentence and drop the original sentence that the person with the smaller amount of money created.
6. Tell them to circulate in the room repeating their phrases and, if they can, getting others to repeat their phrases.

* Young People and News: A Report from the Joan Shorenstein Center on the Press, Politics and Public Policy. July 2007.

*Processing**(10 min)*

- What happened over the course of this activity? What did it sound like?
- How do you think this relates to the ownership of media in the U.S. and worldwide?
- Hand out the fact sheet on media.
- Looking over this fact sheet, are you surprised by any information? Why?
- How is media linked to civic participation and democracy? Explore ways in which media can serve democracy, as well as undermine it.

Closure**(5 min)**

Have each participant say one way they think media can be used to help better society or how they can become more media literate.

Reflection/Follow-Up

- Have students research different news sources to see what kind of bias or perspective they take. For example, one day, have them look at The New York Times, The Daily News, and The New York Post to see how each paper covers the same event.
- Read more about media conglomerates and media reform at:
<http://www.globalissues.org/HumanRights/Media/Corporations/Owners.asp>; and
<http://www.freepress.net>
- Write a letter to the editor if you feel an event was not covered properly or was biased.
- Watch the evening news coverage. Log how many minutes were spent covering:
 - Celebrities, fashion or entertainment
 - Local news
 - International news
 - Weather
 - Sports
 - Other items

Create a pie chart of results. Evaluate whether you think the news you watched is adequately keeping you informed about critical issues.

OPTICAL ILLUSIONS



OPTICAL ILLUSIONS



Source: <http://mathworld.wolfram.com/YoungGirl-OldWomanillusion.html>

Head Covering Ban in France 1

Report outrages France's Muslims

French Muslims have reacted with anger to an official report which recommends that Islamic headscarves in schools be banned. French Muslims say a hijab ban would be discriminatory. Muslims argued on Friday that they were being targeted by a new tool of discrimination.

Drawn up by a 20-member committee under former minister Bernard Stasi, the secularity commission report was handed over to President Jacques Chirac on Thursday.

The key proposal is that "conspicuous" religious insignia such as headscarves, Jewish skull-caps and "large" crosses be prohibited in the classroom.

Chirac will deliver his verdict on Wednesday, but judging from past pronouncements he seems likely to follow its recommendation to put the ban into law.

However, Muslims have questioned whether a law aimed primarily at the country's five million-strong community could do anything to improve social harmony.

The country's most-visited Islamic Internet site, Oumma.com, issued a blistering rejection of the proposed law, saying it exposed the hypocrisy of a nation supposedly wedded to the principle of free expression.

According to Oumma.com's editorial director Said Branine, ordinary Muslims who grew up in France feel deeply offended by the Stasi committee's recommendations.

"This is a law that targets Muslims. Up till recently there were two religions in France. Now there are three, but in typical French fashion the establishment is years, even decades, behind reality.

"France likes to boast of being 'exceptional.' It's rubbish. France is just archaic."

He added: "French Muslims are republicans, democrats, secularists. But we also have our Islamic identity transmitted from our parents. We are not going to give it up. To expect us to is a colonial frame of mind."

"How could the nation that forged the rights of man descend to such obscurantism? Our 200 year-old republic is shaken by a piece of clothing." Others warned that a headscarf ban would be self-defeating, encouraging the kind of "extremism" that France is trying to combat.

Source: <http://english.aljazeera.net/English/archive/archive?ArchiveId=42135>

- Yes, France should ban Muslims from wearing head coverings in school.
- No, France should not ban Muslims from wearing head coverings in school.

Head Covering Ban in France 2

Women vow to protect Muslim hijab

Muslim women have launched a Europe-wide campaign to protect their right to wear the hijab headscarf.

The international network Assembly for the Protection of Hijab, or Pro-Hijab, was formed in response to headscarf bans in France and parts of Germany. Pro-Hijab aims to reverse bans already brought in and prevent more “abuses of democracy” being imposed.

“As Muslims we are proud of the hijab, we are not oppressed,” said coordinator Abeer Pharaon.

The group, launched in London on Monday, wants to banish the “negative stereotypical image of the hijab which lies at the root of this discrimination” and to offer Muslim women a platform from which they can speak out.

The group has the support of a number of prominent groups such as the Muslim Association of Britain, National Assembly Against Racism, the Federation of Islamic Organizations in Europe and human rights group Liberty.

‘Lacked confidence’

MEP Caroline Lucas, Fiona McTaggart MP, and George Galloway MP and London Mayor Ken Livingstone have also supported the founding of the campaign.

Speaking at the launch Ms McTaggart gave an assurance the government would protect women’s rights to wear the hijab, and would not be following France’s example.

Student Rumaana Habeeb, 18, said the hijab allowed interactions between men and women to be free and safe.

“Relationships can then based on intellect and nothing else,” she said.

Source: http://news.bbc.co.uk/2/hi/uk_news/3805733.stm

- Yes, France should ban Muslims from wearing head coverings in school.
- No, France should not ban Muslims from wearing head coverings in school.

Head Covering Ban in France 3

Chirac Wants Head Scarves Banned in Schools

PARIS—French President Jacques Chirac asked parliament on Wednesday for a law banning Islamic head scarves and other religious insignia in public schools, a move that aims at shoring up the nation's secular tradition, despite cries that it will stigmatize France's 5 million Muslims.

Chirac said he also wanted to open the way for businesses to impose the same ban, warning that “fanaticism is gaining ground” in France. “Secularism is one of the great successes of the Republic [France],” Chirac said in an address to the nation. “It is a crucial element of social peace and national cohesion. We cannot let it weaken.”

For many French, the Islamic headscarf symbolizes Muslim militancy and fears that fundamentalists are making dangerous inroads in France.

But Muslims—for many of whom the scarf is a mark of modesty and a symbol of identity—say a ban is discriminatory and violates their freedoms. They warn it could provoke a backlash, pushing Muslims out of France's mainstream life and fueling militancy.

Chirac said he would push for a law to be enacted in time for the school year that begins next autumn. Islamic headscarves, Jewish skullcaps and large crucifixes would fall under the ban.

“They don't have a place in our public schools,” Chirac said. However, Chirac said the wearing of discreet items like a small pendant with the Star of David “remains possible.”

France's Muslim community—8 percent of the country's population—is the largest in Western Europe. France's Jewish community, about 1 percent of the population, is also Western Europe's largest.

The presidential panel said the law was a way for the country to grapple with what it described last week as fast-growing militancy.

“The question is no longer freedom of conscience but public order,” said the report by the 20-member commission, issued after six months of interviews with experts, religious leaders, teachers and school pupils.

“If you take the veil from Islamists, nothing is left. They are unmasked,” said Mohamed Abdi, who heads an association that fights for sexual equality within the Muslim community.

“The head scarf is the sign of humiliation, the mark of submission of the woman,” he said in a telephone interview.

Source: <http://www.foxnews.com/story/0,2933,106010,00.html>

- Yes, France should ban Muslims from wearing head coverings in school.
- No, France should not ban Muslims from wearing head coverings in school.

Money

Write or enlarge the amounts below to fit on a half piece of scrap paper. One amount is given to each participant.

\$50

\$250

\$50

\$300

\$100

\$300

\$100

\$300

\$100

\$300

\$100

\$500

\$150

\$500

\$150

\$1000

\$150

\$1000

\$150

\$1200

\$200

\$1200

\$200

\$1500

\$200

\$800

\$250

\$800

Media... Some More Information

Where do people get their information?

57% of Americans watch TV news

40% of Americans read a newspaper

36% of Americans listen to news on the radio

23% of Americans get news online

Young Americans are the most likely to get no news at all, with 27 percent of people under 30 reporting they get no news on an average day. Of those who do get news, half go to multiple sources.

Source: <http://www.pbs.org>

Who controls these sources of information?

General Electric: 2005 revenues: \$157.2 billion

General Electric media-related holdings include:

- Television networks NBC, Universal, and Telemundo, Universal Pictures and Focus Features
- 38 television stations in the U.S., and cable networks such as MSNBC, Bravo and the Sci Fi Channel

Time Warner: 2005 revenues: \$43.7 billion

Time Warner is the largest media conglomerate in the world, with holdings including:

- The WB Television Network, CNN, HBO, Cinemax, Cartoon Network, TBS, TNT, America Online, MapQuest, Moviefone, Netscape, Warner Bros. Pictures, Castle Rock and New Line Cinema
- over 150 magazines such as Time, Cooking Light, Marie Claire, and People

Walt Disney Company: 2005 revenues: \$31.9 billion

The Walt Disney Company owns:

- ABC Television Network and numerous cable networks including ESPN, The Disney Channel, SOAPnet, A&E and Lifetime
- 72 radio and 10 television stations
- music and book publishing companies
- production companies such as Touchstone, Miramax, and Walt Disney Pictures

News Corporation: 2005 revenues: \$23.9 billion

News Corporation, one of the largest media conglomerates in the world, owns:

- The Fox Broadcasting Company, television and cable networks such as Fox, National Geographic and FX
- 37 television stations
- Print publications including The New York Post, TVGuide and The Wall Street Journal
- Book publisher HarperCollins
- Film production companies 20th Century Fox, Fox Searchlight Pictures and Blue Sky Studios

Does ownership of media include a fair representation of minorities and women?

- Women own just 6% of all full-power commercial broadcast radio stations, even though they comprise 51% of the U.S. population.
- Racial or ethnic minorities own just 7.7% of all full-power commercial broadcast radio stations, though they account for 33% of the U.S. population.
- Women own 5% of broadcast TV stations, while people of color own just 3.3% of stations.
- Commercial stations have very few women and minorities at the top—in the positions of CEO, president or general manager.

Source: "Off The Dial: Female and Minority Radio Station Ownership in the United States", S. Derek Turner, Research Director, Free Press, June 2007

Who makes the rules?

- The Federal Communications Commission (FCC)
 - Regulates broadcasting, telephone, cable and satellite companies
 - Is charged with ensuring those who use airwaves serve the public interest
 - Enforces regulations and laws passed by Congress
- Congress
 - Enacts media laws
 - Appropriates funding for public broadcasting
 - Can overrule FCC decisions and regulations
- The Courts
 - Judge whether FCC regulations meet congressional mandates
 - Decide constitutionality of laws passed by Congress
 - Interpret First Amendment rights
- The President
 - Appoints FCC Commissioners, directors of the Corporation for Public Broadcasting and others
 - Sets policy goals for the FCC, proposes media-related budgets
 - Can veto legislation affecting media
- State and Local Governments
 - Decide which companies are allowed to provide cable and telecom services to a community
 - Negotiate contracts with cable companies that can provide public access TV channels
 - Can create (or block) community Internet projects providing high-speed access through a public entity

How might media companies influence those who make the rules?

- Big media companies spent more than \$615 million to lobby federal officials from 2000 to 2005.
- From 1995 to 2003, FCC employees were taken on more than 2,500 all-expenses-paid trips sponsored by media corporations and associations.
- Prior to relaxing media ownership rules in 2003, FCC officials met 71 times behind closed doors with the nation's major broadcasters. In stark contrast, officials held only five such meetings with consumer groups working on the issue.

Source: <http://www.freepress.net/guide/whatswrong5.php>



INTRO TO PUBLIC POLICY*

(90-120 MIN)

Objectives

Participants will be able to:

- Understand what a public policy is.
- Identify policy areas of interest and of importance to New York City youth.
- Identify the steps taken for developing a public policy to address an issue of public interest.
- Learn how to research public policy in New York City.

Materials

- Copies of What is Public Policy? handout (one per participant)
- Copies of Public Policy Worksheet handout (one per participant)
- Four sheets of paper
- Four pens
- Chalkboard and chalk or newsprint, tape and markers

Key Terms (sources vary)

- *Public Policy*: a system of laws, regulatory measures, courses of action, and funding priorities concerning a given topic promulgated by a governmental entity or its representatives. (<http://www.musc.edu/vawprevention/policy/definition.shtml>)
- *Policy Analyst*: someone who works to create public policy reports through research and analysis. (definition from Global Kids Inc.)
- *Policy Advocate*: someone who works to get a public policy changed or implemented. (definition from Global Kids Inc.)

* Gotham Gazette: a website focusing on NYC public policy news:
<http://www.ny.com/cgbin/frame.cgi?url=http://www.gothamgazette.com/&frame=/game/history.html>

**Warm-Up: Introduction to Public Policy****(10 min)***Procedure**(10 min)*

1. Ask for a show of hands from anyone who has ever heard the phrase “public policy.” Ask in what context they’ve heard it, or where?
2. Ask, what does it mean? (Public policies are laws made and enacted at different levels of government to address problems in society.)
3. Give examples of everyday public policies: public smoking bans, high-stakes testing, No Child Left Behind, recording incidents of hate crimes, the Patriot Act, Medicaid, etc.
4. Explain that in recent years, a more scientific approach has been taken to creating public policy. Policymakers in government can now get the advice of professionals who carefully research and document the pros and cons of policies they are considering. People who do this kind of work are called “policy analysts.”
5. Distribute the What is Public Policy? handout and read it together.
6. Explain that in this workshop they will get to be Policy Analysts and will be taken through two steps: 1) identifying an issue of public concern; and then 2) creating a public policy to address that concern.

Main Activity 1: Identifying a Public Issue**(45 min)***Procedure**(25 min)*

1. The group will be split into four to play a fun, competitive game, which will result in the creation of a list of public policy issues to be used in the next exercise.
2. Have the participants count off by four and then separate into four groups. Give each group one piece of paper and a pen.
3. Tell each group they will have five minutes to come up with a list of public policy issues that concern youth in New York City. The order of the issues does not matter but more is better. The issues can be at any level (i.e., local, citywide, state, national or international).
4. Emphasize the following two points:
 - They want to list public policy issues that they think the other groups will ALSO write down, so they need to pick the most popular issues, the issues they think others will also identify. This means they should not let the other groups know what they are writing.
 - They want to list ISSUES not POLICIES. For example, they would list “smoking kills people,” not “ban public smoking;” “police violence,” not “prosecute police who break the law;” and “teen pregnancy,” not “improve sex education.”
5. In five minutes, make sure each group has at least five issues. If not, give them some more time. Once their lists are created, the game can begin.
6. Start with one group and ask them to say what they think will be the most popular issue on their list. Write it on the board.



7. Ask each group to put up their hand if they ALSO picked the same public issue. (This can be a little tricky, as groups might pick a similar or related issue; it is up to the facilitator to decide or appeal to the other groups to make the final decision about whether or not it is the “same;” be liberal in your judgment.) For each group that identified the same issue, put a mark next to the issue. For example, if all four groups picked “violence,” it would get four marks. If only one group picked “violence,” it would only get one mark.
 - The number of marks is the point value of that issue. Every group that identified the issue earns those points. For example, if all four groups identified violence then all four groups each earn four points.
8. Record on the board the numbers of points earned by each team and keep a running tally during the game. Ask for a participant to assist with recording the point values and managing the score, while you manage the group and write issues on the board. Once the points are recorded ask the next group which issue they selected that they think will be the most popular. Once every group has offered at least one public issue round one will be over.
9. Play at least two rounds. You can play many more rounds, depending on the number of issues generated and the time available, but two rounds should be fine.
10. Add up all the points for each team. Each team will presume they are in competition with one another. Then add up the points for all the teams and put that number on the board, announcing, “Congratulations! You all win! In matters of public policy, we must all work together to make a difference. And you just created this excellent list of public policy issues.”
11. If there is time, ask the participants to look over the list on the board and see if there is anything missing. Add a few if relevant. Then circle the five that got the most votes and emphasize that these were the ones most popular in the room; seek affirmation that this list of the most popular issues makes sense.

Processing

(20 min)

- Pick one of the most popular issues to work with. Ask whether they know of any public policies to address this issue. Pass out the Public Policy Worksheet. If you know enough about current policies addressing the issue then use the worksheet to break down the policy; if you are not familiar with existing policies, then use the worksheet to make up a new policy to address the issue; or, use the issue of smoking and the example below about smoking bans.
- The six steps to be taken are as follows:
 1. What is the Policy Issue?
Smoking is a public health problem.
 2. What is the Public Policy response?
To ban smoking in bars and restaurants.

3. What are the costs? Benefits?

Costs are the negative result of a policy. These results must be measurable. For example, costs to the smoking ban may be a reduction in sales for bars and restaurants that cater to smokers.

Benefits are a positive result of a policy. These results must also be measurable. For example, a benefit to the smoking ban may be the number of lives saved due to the smoking ban.

4. Who will implement/regulate it?

Implementation is the act of actually putting the policy into action. Regulation is monitoring the policy to ensure that people comply with the policy. For example, the New York City smoking ban was designed at the local level. Therefore, the local New York City government is responsible for implementing/regulating the smoking ban by fining establishments that break the law.

5. Who does the policy affect? (Stakeholders)

Stakeholders are people who are affected either directly or indirectly by a policy. They have a “stake” in what the policy is. For example, restaurant owners and employees, tobacco manufacturers, and bar and restaurant patrons both who smoke and who do not smoke are stakeholders in the ban on smoking in New York City. Bar and restaurant owners are stakeholders because they may lose business if patrons are not allowed to smoke when going out. On the other hand, employees are stakeholders because they are the ones who deal with the smoking public and their health may be at stake due to their customers who smoke. Tobacco manufacturers are stakeholders because they may lose business due to a smoking ban. Bar and restaurant patrons who smoke are stakeholders because they may feel as if they are losing their rights to enjoy cigarettes when going out. Finally, non-smokers are stakeholders because they may feel like their health is at stake when they have to interact with smokers in a public place.

6. What are the outcomes/impact of the policy?

Outcomes are what immediately result from the policy formed and enacted. Impact is what the overall potential long-term results of the policy are. For example, in regard to the New York City smoking ban, the immediate outcome is a reduction of smoking in bars and restaurants. The long-term impact (results) of the ban could be a reduction of lung cancer among bar and restaurant employees as well as smokers.

Note: At this point, you may want to stop the activity and continue in another session. For the next session, ask them to think of an issue they are concerned about and research any public policy in existence. Discuss with them the role of the New York City Council and their charge to formulate policy and laws on the local level, as well as the New York State Assembly and Senate, which create state laws. They can research current and pending NYC laws and policies by going to <http://www.nycouncil.info/issues/search.cfm>

As you lead the participants through each step of the process, they will be learning how to understand what each of these steps mean. Tell them that they are learning how to be a public policy analyst.



Main Activity 2: Formulating Public Policy (30 min)

Procedure (20 min)

1. Split the group into thirds. Have each group pick one of the most popular public policy issues or assign them—make sure no one picks the same topic as another group.
2. Tell each group to work with the worksheets and answer all of the questions. Give them 15 minutes.
3. Come back together and have each group present their findings.

Processing (10 min)

- What was it like creating a public policy to address a public issue?
- What is a “policy advocate?” (A policy advocate is someone who works to make sure certain policies are implemented in society.)
- How does someone advocate for a policy? (Organize a protest, meet with a government official, create a petition, get elected to office, create an organization to do research, etc.)
- Why is it important for young people to understand public policies and the effect they have on their lives?

Closure (5 Min)

Ask participants if they would like to actually get involved in influencing public policy, and inform them that they can follow up by doing further research into public policy and advocacy groups in their communities. Tell them to research further the issues they were examining in the activity and search for current or pending local and state law. Ask them to think of what types of service projects they could do regarding formation of public policies and laws.

Reflection/Follow-Up

- Ask participants to keep a journal of how they see the effect of public policy in their everyday lives. For example, the ban on cell phones in schools, the prohibition of the sale of alcohol to minors, recycling, etc. Do they feel these laws are beneficial to society? Why or why not?
- Visit the City Council member that represents the neighborhood where the program is based. Prepare a list of questions for him or her on current policy issues being debated and his or her stance on the issues. Visit <http://www.nyc.gov> or call 311 to get the name and contact info for the City Council member.
- Arrange for a field trip to a City Council hearing, which is open to the public. For a calendar of hearings, go to: <http://www.nycouncil.info/rightnow/calendarpage.cfm>

This workshop was adapted from the Global Kids Power of Citizenry Leadership Curriculum.

What is Public Policy?

Public policies are laws and rules made and enacted at different levels of government: federal, state and local. Also, policies can be made at individual locations or organizations, like schools, where the administrators implement a school dress code policy.

Public policies are formed to address problems in society, to alleviate the burdens the problems may cause on a population, to regulate something (like trade), or to change something. Public policies are also made by evaluating existing policies or laws that address issues and by weighing the costs and the benefits of these current policies. This is especially important because analyzing both the advantages and disadvantages of existing policies can suggest what parts of the current policy should be kept or strengthened, and which parts should be changed.

Public policies affect everyone. This is why it is the job of policymakers to ensure that the public policies that are made will cause the least amount of harm to society, and will provide the most benefit.

A key part of public policy is implementation. For example, the administrators at a school can implement a policy that says that all kids must wear yellow to school, but if no one regulates or enforces it, how will it be followed? The same is true for policies that are created by the federal, state and local governments. When thinking about public policy, one must always think about who will provide the implementation and enforcement.

Public Policy is NOT...

Public policy is not an individual's perception of what they think a policy or society should be. There is a process that policymakers must go through in order to formulate policies and to enact those policies into law. However, because of the democratic process, the public can use their perceptions of what they want policy to be by influencing their elected officials.

For example, in New York City, many people saw smoking in bars and restaurants as a public health problem. Policymakers took this problem and enacted a law that banned smoking in these public spaces. They weighed the potential costs of what business owners would lose through this policy against the benefits society would gain and decided that this policy would be most beneficial to New York City citizens.

Public Policy Worksheet

- What is the policy issue? (A policy issue is something that creates a problem in society that a public policy is designed to solve.)
- What is the public policy response? (What are the details of the policy?)
- What are the costs? Benefits? (Costs are the negative results of a policy. Benefits are the positive results of a policy. These results must be measurable.)
- Who will implement/regulate it? (Implementation is the act of actually putting the policy into action. Regulation is monitoring the policy to ensure that people follow the policy.)
- Who does the policy affect (stakeholders)? Why? (Stakeholders are people who are affected by a policy. They have a “stake” in what the policy is.)
- What are the outcomes/impact of the policy? (Outcomes are what immediately result from the policy being enacted. Impact is what the overall potential long-term results of the policy are.)
- Is this issue a problem in other parts of the world? How? What do you know about it?



MEDIA FOR SOCIAL CHANGE

(90 MIN)

Objectives

Participants will be able to:

- Reflect on how various forms of media can be used to promote awareness of critical issues among youth.
- Utilize their own creativity to create youth-produced media messages on such issues as global warming, police brutality, and education.
- Realize the potential and resources they have for using media in their own service projects.

Materials

- Copies of the different Use Your Voice cards for each participant (see “My Story” activity)

Key Terms (sources vary)

- *Media*: vehicles that carry messages. Common media channels are televisions, radios, telephones, and newspapers. Less common media are building materials, paintings, sculpture, dance and other means of communicating ideas. (<http://www.pbs.org/weta/myjourneyhome/teachers/glossary.html>)
- *Advocacy*: the act or process of advocating or supporting a cause or proposal. (<http://www.merriam-webster.com/dictionary/advocacy>)
- *Op-Ed or Opinion Piece*: a page of special features usually opposite the editorial page of a newspaper. (<http://www.merriam-webster.com/dictionary/op-ed>)
- *Blog*: a website that contains an online personal journal with reflections, comments, and often hyperlinks provided by the writer. (<http://www.merriam-webster.com/dictionary/blog>)
- *Public Service Announcement*: Announcements that inform the public about safety and health information, community services or public affairs. Produced and programmed much like commercials, but usually not produced for profit. (<http://www.pbs.org/weta/myjourneyhome/teachers/glossary.html>)



Warm-Up: My Favorite PSA (25 min)

Procedure (15 min)

1. Have each person describe his or her favorite or most memorable public service announcement (PSA) or other form of media that was used to promote awareness or social change.

Note: to get them started, ask, what are different media forms? (i.e., a TV PSA, poster, song, book, play, or artwork.) For example, “The Truth” campaign, or the “Brain on drugs” PSA.

Processing (10 min)

- What made these PSAs effective or memorable?
- Were there any commonalities, or shared characteristics of the different PSAs people mentioned?
- Did any of the PSAs make you want to take action on the issue they were talking about? If so, what about it made you feel that way?

Segue

Tell the participants that media can be used to send a powerful message and reach people on a larger scale. It can be used to educate, call to action, provoke, and unite. As they design, plan, and implement their service projects, they should think about how media can be used to better the community and raise awareness on the issues they care about. It’s important for youth voices to be heard and the next activity will look at the intersection of social action and media.

Main Activity: My Story (50 min)

Procedure (30 min)

1. Divide participants into three groups.
2. Give each group a Use Your Voice card. Each card lists one issue and one form of media.
3. Tell students that they are going to use their form of media to create a story about and publicize their issue.
4. Give the groups ten to fifteen minutes to prepare.
5. Have each group present.

*Processing**(20 min)*

- How did it feel planning these different actions?
- What surprised you about each others' presentations?
- Do you feel like these are things you could actually do?
- What are some of the benefits of using the different forms of media such as radio, TV, print or the Internet?
- How can you use the media to promote social change in your own service project ideas? What resources and skills do you have as individuals and as a group?

Closure**(15 min)**

- Have each participant say one way they think media can be used to help better society.
- Have each student write about one issue they would like to work on and how they would like to use any form of media to do so.

Reflection/Follow Up

- Ask participants to reflect in their journals on what they think a “youth voice” in media means.
- Research the following organizations that promote youth-produced media.

Resources

- You can do any of the project ideas in the “My Story” activity. To find contact information for local media sources, visit the Acorn website at <http://www.acorn.org>, click on “Take Action,” and then click on “Find Media Contacts” under “Policy Tools.”
- Using the “Adbusters” model, you can send messages by slightly altering a real life advertisement. See their website for ideas: <http://www.adbusters.org>.
- Check out video/computer games that promote awareness and social action:
 - Global Kids’s Ayiti: <http://www.costoflife.org>
 - Breakthrough’s new video game on immigration: <http://breakthrough.tv> (Nov.2007)
 - UNICEF: http://www.unicef.org/voy/explore/rights/explore_3142.html
- Reel Action: <http://www.proscenia.net/reelaction/production.htm>
- BBC Training and Development: <http://www.bbctraining.com/onlineCourses.asp>
- New York Public Radio: <http://www.wnyc.org/radiorookies/youthmedia.html>
- RECYouth: http://www.nycgovparks.org/sub_things_to_do/crc/recyouth/recyouth_index.html
- Global Action Project: www.global-action.org
- DCTV: www.dctvny.org
- Children’s Pressline: <http://www.cplmedia.org/index.php>



- Visit your local cable community access station, learn about their special programs for youth, and how you can produce your own material for airing.
 - Manhattan: <http://mnn.org/en/yc>.
 - Queens: <http://www.qptv.org>
 - Brooklyn: <http://brooklynx.org/bcat>
 - Bronx: <http://www.bronxnet.org>
 - Staten Island: http://www.sictv.org/channel_57.htm
- Other sites to check out:
 - Ad Council: <http://www.adcouncil.org/default.aspx?id=15> (current campaigns)
<http://www.adcouncil.org/default.aspx?id=61> (historic campaigns)
 - Youth Noise: <http://www.youthnoise.com>
 - Youth Communication: <http://www.youthcomm.org>
 - DCTV: <http://www.dctvny.org>
 - Global Kids' Digital Media Initiative: <http://www.holymeatballs.org>



*Use Your
Voice Cards*

Global Warming

Climate change is among the biggest threats to the Earth today. We have the power to address its root causes and limit its impact on the planet. Without action, climate change will cause the extinction of countless species and destroy some of the world's most precious ecosystems, putting millions of people at risk. Without serious reduction in the amount of pollution and greenhouse gases irreversible damage may be done to the Earth. While global warming is a serious problem right now, it really threatens the future of today's youth who may have to deal with the consequences in their lifetime.

Your task:

Come up with an event to which you could invite the press. Give a brief description of the event, what it is and where it would be held, and the "talking points" you would use when talking to news reporters. These should be short points that clearly state the issue and your position.



*Use Your
Voice Cards*

Police Brutality

Each year, local and state authorities and the U.S. Justice Department receive thousands of complaints alleging assault and ill-treatment by police officers.

Inquiries into some of the country's largest urban police departments in recent years have uncovered systematic brutality. In some cases, police officers had covered up misconduct by fellow officers, hiding behind a "code of silence," in which police officers refuse to report or confirm misconduct by fellow officers.

Across the U.S., people who posed no threat have been beaten, kicked, punched, and shot by police officers. They have been hurt, or even killed, as a result of being placed in dangerous restraint holds which prevented them from breathing, given electric shocks by stun guns and other weapons, or subjected to excessive use of chemical sprays.

Your task:

Create a poster campaign about this issue. Come up with at least one image and some key phrases you would use on your posters. Remember these should be short, to the point, and attention-grabbing.



*Use Your
Voice Cards*

Public Education

Forty-eight million children attend public schools in the United States. That's nine in every ten U.S. kids. While many students attend great public schools that produce remarkable results, too many schools set low expectations and struggle to provide the basic resources students need to succeed.

Today's children are tomorrow's leaders, workers, taxpayers, voters, and fellow citizens. Democracy's strength lies in the ability of people to understand and participate in decisions that affect them, their families, and their society.

As Americans, we look to our system of public education to sustain and reflect the promise of democracy by giving all children, regardless of race or class or language ability, access to high-quality education. We must improve all public schools to better prepare our children—and America—to meet the challenges ahead.

Source: <http://www.givekidsgoodschools.org/main/learn.cfm>

Your Task:

Write a short opinion piece or “Op-Ed” for the local newspaper, or a blog entry about this issue.

An opinion piece is an article sent to the editor of a publication about an issue that its readers would find interesting. It often expresses an opinion about something that you hope to convince others about.

A blog is basically a journal that is available on the web. The activity of updating a blog is “blogging” and someone who keeps a blog is a “blogger.” Blogs are typically updated daily using software that allows people with little or no technical background to update and maintain the blog.

Source: <http://www.conceptwebsites.com/SEO/common-terms.htm>



ARTIVISM:

(90 MIN)

A LYRICAL APPROACH TO SOCIAL CHANGE

Objectives

Participants will be able to:

- Understand how lyricism and language has, and can be, used to promote social change.
- Lyrically express ideas that raise consciousness using spoken word and creative writing techniques.
- Gain confidence in his or her use of language and expression.

Materials

- Pens or pencils for all participants
- Lined paper
- Newsprint, tape and markers
- Index cards

Key Terms (sources vary)

- *Social Justice*: refers to concept of a just society, where “justice” refers to more than just the administration of laws. It is based on the idea of a society which gives individuals and groups fair treatment and a just share of the benefits of society. Different proponents of social justice have developed different interpretations of what constitutes fair treatment and a just share. (Definition from Global Kids Inc.)
- *Hip-Hop*: a cultural movement beginning in the Bronx, NY in 1973 encompassing emceeing, DJing, graffiti, and break dancing, as well as other loosely defined elements. Hip-Hop has evolved into a global phenomenon often used in many countries by marginalized youth to combat systems of oppression. (Definition from Global Kids Inc.)
- *Artist*: One who uses art as a tool of activism: a combination of the words “artist” and “activist.” (Definition from Global Kids Inc.)
- *Lyricism*: an intense personal quality expressive of feeling or emotion in an art (as poetry or music). (<http://www.merriam-webster.com/dictionary/lyricism>)

**Warm-Up: One Word****(30 min)***Procedure**(20 min)*

1. Hand out index cards and pencils to participants.
2. Tell participants that they have the opportunity to have the entire world pause and listen to them say what needs to be said to change society.
3. Emphasize that everyone, including their parents, teachers, police, siblings, government officials, children, world leaders, slaves, etc., will listen to them.
4. Inform participants that, however, they will only be heard long enough to utter a single word.
5. Have participants select that word and write it on the index card and keep it to themselves.
6. After all participants are ready, ask them to stand in a circle, and when you say “go,” have them share verbally the word on their index cards all at once.
7. Now, going clockwise, ask each participant to say his or her word individually until everyone has shared.
8. Next, tell the participants that they will continue to say their word but they will go several times before you move on to the next person. However, before they say it, you will call out a specific type of person. They should think about the emotion, inflection, and intent that would be used as they say it to the person, as well as any gesture but this should be done as quickly and spontaneously as possible. Each person will say their word to three imaginary people before you move on to the next.
9. Begin the process, call out some of the suggested people below:
 - parent
 - small child
 - teacher
 - homeless person
 - Buddha
 - worst enemy
 - rock star
 - basketball star
 - baby
 - entire world
 - ancestors
 - themselves
 - police officer
 - President of the U.S.
 - gang member
 - someone on a crowded subway
 - best friend
 - dictator
 - surfer
 - TV reporter
 - elderly person
 - deceased
 - the future



Processing (10 minutes)

- How did the meaning of the word change when said to different people? What did you notice?
- Do you think that words are powerful enough to incite social change?

Note: Do not spend too much effort processing this warm up so that attention can be focused on the following writing activity.

Main Activity: Free Write (40 min)

Procedure (30 min)

1. Hand out lined paper and a pencil or pen to participants.
Note: It might be beneficial for the facilitator to engage in the activity as well.
2. Have participants write for ten to 20 minutes based on the following prompts:
 - What makes you want to write or speak the word you chose? What does it mean to you? What is your motivation?
 - What or who keeps you from saying that word?
3. Allow participants to move about and write for ten minutes. If they need more time, give them a little more time.
4. If participants finish early, tell them to practice saying the word aloud to themselves.
5. After the time is up have the participants come back together.

Processing (10 min)

- How was it writing about your word?
- Did anyone discover any new feeling or insight while writing about it?
- Could you imagine performing your writing for an audience?
- Would anyone like to share his or her piece?

Closure (20 min)

Have participants share some of their pieces.

**Reflection/Follow-up**

- Discuss ways in which words, phrases, or poetry have been used as a valuable segment of social change movements:
 - South Africans singing and using radio during apartheid.
 - The use of slogans during protest such as “Power to the People.”
 - Influential speeches such as those of Martin Luther King, Jr.
 - Hip-Hop as it was used to bring attention to the struggles of inner-city youth.
- Ask students to reflect more in their journal about any ways in which spoken word, speeches, poetry, song lyrics, plays, or other word forms have influenced them.
- Have students go to the History Channels Famous Speeches website (<http://www.history.com/media.do>), where they can view famous speeches in history made by such people as Mahatma Gandhi and Robert Kennedy.
- Take students to see a spoken word performance (<http://www.poetz.com/calendar/>) or have them view selected performances online or on DVD, such as Def Poetry Jam (<http://www.hbo.com/defpoetry/video/index.html>), or artists like Suheir Hammad and Talib Kweli on YouTube.

This workshop was adapted from the Global Kids Power of Citizenry Leadership Curriculum.



G.R.O.W: GRASSROOTS ORGANIZING WORKSHOP*

(150 MIN)

(2 SESSION WORKSHOP)

Objectives

Participants will be able to:

- Identify some current international social movements.
- Analyze the differences and similarities between local and global struggles.
- Determine their roles in affecting international social change.
- Develop a grassroots campaign to address a social issue.
- Develop literacy and organizing skills.

Materials

- World map
- Post-it notes
- Pens or pencils for all participants
- Paper
- Newsprint, tape and markers
- Copies of the Grassroots Organizing Questionnaire (one per participant)
- Copies of the How to Create a One-Page Alert handout (one per participant)

continued on next page

* Organize to Win: A Grassroots Activist's Handbook: <http://www.britell.com/text/tgrassroots.html#2>
United States Student Association: Grassroots Organizing Weekend Training

Key Terms (sources vary)

- *Grassroots (organizations or movements)*: people or society at a local level, rather than at the center of major political activity. (<http://www.edu.gov.nf.ca/curriculum/teched/resources/glos-biodiversity.html>)
- *Social Movement*: a collective effort by a large number of people to try and achieve something, especially a political or social reform. (Definition from Global Kids Inc.)
- *Campaign*: a connected series of operations designed to bring about a particular result. (<http://www.merriam-webster.com/dictionary/campaign>)
- *Grassroots organizing*: a political practice to create social change. Grassroots organizing is based on the power of the people to take collective action on their own behalf, and in the U.S. usually involves one or all of the following tactics:
 - o Hosting house meetings or parties
 - o Having larger meetings
 - o Putting up posters
 - o Talking with pedestrians on the street (often involving informational clipboards) or other types of public outreach
 - o Gathering signatures for petitions
 - o Setting up information tables
 - o Raising money from many small donors for political advertising or campaigns
 - o Organizing large demonstrations
 - o Asking individuals to submit opinions to media outlets and government officials
 - o Holding get-out-the-vote activities, which include the practices of reminding people to vote and transporting them to polling places.

(Definition from Global Kids Inc.)



SESSION ONE

(75 MIN)

Warm-Up: Social Change Geography**(25 min)***Procedure**(15 min)*

1. Divide participants into groups of three.
2. Label each person in each group with a letter: either “A,” “B,” or “C.”
3. Place a large world map onto one of the walls of the room.
4. Hand out Post-it notes to each group.
5. Tell each group that person A should write a region-specific issue or problem on the Post-it note and place it on the map where it belongs. (Tell participants to be as specific as possible and to draw from their own backgrounds if they are from an immigrant family.) Provide examples for participants if needed, like AIDS in sub-Saharan Africa, sweatshops in Indonesia, genocide in Darfur, gang violence in Los Angeles, etc.
6. Tell each group that person B must think of a way in which the people of person A’s region can address the issue. Write this on a Post-it note and place it on the map next to group A’s Post-it note.
7. Tell each group that person C must think of a way in which he or she, as a New York City youth, can act on person A’s issue from the U.S. Write this on a Post-it note and place it in the U.S.
8. Combine these small groups into groups of six and have them share with each other the issues they put on the map. Have them collectively discuss their thoughts on the proposed ways to address these world issues.
9. Here are some guiding questions for the discussion:
 - What was your group’s issue?
 - Why do you think it is important?
 - Do you know of anything currently being done to address it?
 - How do you know about the issue?
 - What are the major problems facing people in that region?
 - How do these issues connect to or affect us?
 - Who could best be able to correct the problems involved?

*Processing**(10 min)*

- How did you decide on one particular social issue to put up on the map?
- Why did you put that social issue where you did?
- Do you think that the solutions that person B suggested were helpful?
- Do you agree with the ideas posed by person C?
- Have you ever heard of the term “grassroots?” What does that mean?

**Segue**

Provide the definition for grassroots organizing and discuss why grassroots organizing might be a useful tool for social change. Explain that they will explore this idea further with the following activity.

Main Activity: Introducing Grassroots Organizing (50 min)*Procedure (50 min)*

1. Combine participants into groups of six.
2. Tell the participants that they must develop a grassroots campaign to address one of the issues from the social issue map they have created.
3. Tell the participants that they must create the campaign as though they are the people of the region in which the social issue they have chosen is taking place.
4. First, they must select and research the issue, including who is involved, the extent of the problem, root causes, as well as any other relevant information.
5. Tell the participants that they should speculate on all of the resources, or lack thereof, facing their campaign in its geographical, cultural and political context.
6. Give them time to research as part of the session if computers are available or give as a follow-up assignment. Tell them to bring their information with them to the next session.

SESSION TWO (75 MIN)

**Main Activity (continued): (65 min)
Imagining a Grassroots Organizing Campaign***Procedure (40 min)*

1. Ask participants what their research experience was like.
2. Hand out the Grassroots Organizing Questionnaire to each group. Tell them to go through the questionnaire and answer the questions, incorporating any pieces of their research, and writing their responses on newsprint.
3. Distribute the How to Create a One Page Alert handout. Have participants create a flyer to advertise their campaign to the public.
4. After they have finished, ask them to present their work to the rest of the participants.

*Processing**(25 min)*

- What was it like creating a mock grassroots campaign?
- What obstacles did you face?
- How can you get further information about your issue and what you can do about it?
- Can you turn these into effective campaigns that could actually be carried out?
- How can alerts be effective in gaining the attention of other participants?
- What other tools or resources are available to you in terms of grassroots organizing? Discuss the role of the Internet, online petitions, list-serves, etc.

Closure**(10 min)**

Have participants discuss the creation of their own New York City-based grassroots campaign as part of the service learning project. What would be an issue for them to work on?

Reflection/Follow-Up

- Participants can get involved in one of many local grassroots organizations, they may start their own, or they can look for other resources for youth activism. There is also lots of work being done on global issues by smaller grassroots groups in the United States on such issues as the genocide in Darfur, sweatshops, and universal access to education.
- Here are some resources for youth-led activist movements on the web:
 - Youth Activism Project: <http://www.youthactivism.com>
 - The Free-Child Project—Youth-Led Social Activism: http://www.freechild.org/youth_activism_2.htm
 - Youth Action Net: <http://www.youthactionnet.org>
 - What Kids Can Do <http://www.whatkidscando.org>
 - Organize to Win: A Grassroots Activist's Handbook <http://www.britell.com/text/tgrassroots.html#2>
 - The Save Darfur Coalition is supported by numerous groups and individuals throughout the country. Dollars for Darfur is a high school fundraising effort which is using Facebook and MySpace to help organize events all around the country. To learn about all their different campaigns, go to <http://www.savedarfur.org>.

This workshop was adapted from the Global Kids Power of Citizenry Leadership Curriculum.

Grassroots Organizing Questionnaire

1. Where are you located?
2. What social issue are you attempting to address?
3. What are the goals of your campaign?
 - a. Ultimate Goal: The ultimate fundamental societal change you hope to accomplish.
 - b. Long-Term Goal: What long-term advances do you hope to make?
 - c. Short-Term Goal: What short-term victories do you want to make most immediately?
4. Who are the key players involved in the campaign?
 - a. Who are your adversaries: those who actively oppose your agenda?
 - b. Who are your constituents: those directly affected by this issue who will organize with you?
 - c. Who are your potential allies: those who aren't directly affected by this issue but may be able to stand in solidarity with your cause?
5. How will you get all the information you need to run a successful campaign?
6. Do you need monetary resources for this campaign? How will you get those and from where?
7. How will you motivate people to action?
8. What specific actions will you include in your campaign (petitions, protests, voting, etc.)?

How to Create a One Page Alert

Every campaign needs a basic call to action that clearly and dramatically summarizes your issue. You cannot have a serious campaign without one. Your alert must be compelling, well-written, accurate, and persuasive. It must contain a wealth of information condensed into one page.

Your alert should give a brief background explaining what you want people to do so anyone with no prior knowledge of the issue has enough information to:

- Grasp the issue;
- Know why it is important that they act; and
- Understand what specific action you want them to take: phone, write, fax, e-mail, attend a meeting, etc.

Your alert should include names, addresses and phone numbers so people know where to write and who to call.

The best minds in your campaign must be involved in crafting your alert because presentation is important. Once created, it can be revised slightly to serve a variety of needs: a press release, a meeting handout, or a poster to announce public meetings. If possible, get someone with graphic artist capabilities to choose the fonts and do the layout. It should be in black and white so it can be photocopied.

A good alert takes data and converts it into information, then takes that information and presents it as interesting information. Alerts highlight, from all the things there are in the world, the one thing you want people to pay attention to, and then it shows them how to think about that one thing. The principles governing the creation of an alert are like those of flower arranging: the final product is elegant, it stands alone, is complete, and needs nothing else to be understood.



Service Project Ideas

- Talk to the principal of an elementary school about establishing a reading buddy program, where high school students can visit and read aloud to the younger children. See if there are any special events at which you could volunteer.
- Volunteer during the next elections as an election worker, even if you can't vote. Call the New York City Voter Commission for more information at 311.
- Conduct a voter registration drive among students who will be eligible to vote in the next elections.
- Establish a relationship with a senior citizen center. Think about ways to conduct inter-generational sharing and learning. Interview the elderly about their community and how it has changed. Record their responses using a tape/digital recorder or by writing. Publish or create podcasts of their oral histories and submit them to a neighborhood historical society. Or, help with the annual holiday party there by making cards or small gifts for the seniors, performing for them, or helping to serve food.
- Have students raise awareness about current barriers to voting that disproportionately affect minorities, such as the disenfranchisement of felons (see “Voting” workshop in this curriculum).
- Make sure whatever products your school provides—like sweaters—are sweatshop-free.
- Write a letter to the editor if you feel an event was not covered properly or was biased.
- Watch the evening news coverage. Log how many minutes were spent covering:
 - Celebrities, fashion, or entertainment
 - Local news
 - International news
 - Weather
 - Sports
 - Other items

Create a pie chart of the results. Evaluate whether you think the news you watched is adequately keeping you informed about critical issues. Write a petition or letter to the news station, requesting that any changes be made if you are unsatisfied.

- Learn how to create your own media and have your voice be heard. Here are some online resources for creating media:
 - <http://www.proscenia.net/reelaction/production.htm>
 - <http://www.bbctraining.com/onlineCourses.asp>

- Organize a campaign for action to change or create public policy on an issue you are concerned about. For youth organizing tools, visit the following websites:
 - The Citizen’s Handbook, a quick guide to community organizing and community building activities: <http://www.vcn.bc.ca/citizens-handbook/>
 - Net Action’s self-guided training course takes you through how to be a virtual activist and use the Internet for outreach and advocacy: <http://www.netaction.org>
 - Students for Environmental Action Coalition (SEAC) supplies tools for campus organizing, such as organizing conferences, facilitating meetings and building a sustained community action campaign: <http://www.seac.org/resources/onlineresources>
 - Campus Activism posts a long list of resources by and for young people including youth activism papers, organizing tools, campaign flyers and much more: <http://www.campusactivism.org/listresource-1.htm>
 - Youth Noise’s Take Action describes how to be the solution and influence politics: <http://www.youthnoise.com/TakeAction>
- Have students further develop their work from the “Artivism” workshop in this section and perform it for their peers in a staged show, open mic, or slam, or perform guerilla poetry theater and hip-hop. There are several New York City youth organizations who use spoken and written word to develop the creative, literacy, and leadership skills among youth, using a socially conscious approach, such as Urban Word, Community Word Project and Teachers and Writers Collaborative.

<http://www.urbanwordnyc.org>

<http://www.communitywordproject.org>

<http://www.twc.org>



Chapter 21

Immigration and Diversity

Introduction

Workshops:

Exploring Stereotypes

Power & Privilege: Access and Opportunity

Addressing Homophobia

Refugees

Globalization and Immigration

Immigrant Rights

Service Project Ideas



Introduction

Apart from Native Americans, the population of the United States consists of immigrants or descendents of peoples who came here voluntarily or forcibly. This has led to a diverse population, and this diversity is seen perhaps most strongly in New York City. For example, in 2000, New York City was home to 2.9 million foreign-born residents. Further, 43% of those 2.9 million arrived in New York no longer than ten years ago. The city is truly home to immigrants. People here represent just about every country, ethnic group, gender, sexual orientation and economic background.

The appeal of New York City to immigrants originates in the unparalleled opportunities that America promises to its immigrant populations. America's diversity is a source of strength. However, tension often exists between the native-born and foreign-born populations. Prejudice, stereotypes, and lack of resources often pit one group against another, with little understanding of the values, dreams, and common struggles people share.

This unit deals with many of the themes related to diversity: prejudice, power, privilege, and immigration. Many of these issues are at the forefront of the lives of young people today and weigh heavily on their minds as they struggle to reach their potential. Discrimination due to race, gender, class, sexual orientation, and other factors continues to undermine democracy and equality in American society. The forces of globalization, civil strife or persecution in other countries, and poverty have brought the struggle for immigrant rights to the streets and our government.

The more youth understand about the dynamics of power and prejudice in the political, economic, and personal arenas, the better they will be able to understand the influence of these forces on their own lives. How do these factors affect their ability to access resources and exercise their rights? How do these power dynamics affect their interpersonal relationships, self-esteem, and perceptions of others? What are their responsibilities as citizens of the U.S. and the world? How can they help to foster respect and mutual understanding between different groups? With the deeper understanding that they will gain by exploring these issues, both in the classroom and through community service projects, youth will be more empowered to make informed decisions and healthier choices and to become more productive members of a diverse community and democratic society.



EXPLORING STEREOTYPES

(60 MIN)

Note: You may want to conduct the Diversity Is Our Strength workshop, in Section D: Core Workshops—Chapter 14: Leadership Skills and Frameworks, prior to this workshop.

Objectives

Participants will be able to:

- Name some common stereotypes about their own racial/ethnic group.
- Describe the impact of racial/ethnic stereotypes on their own lives.
- Explain how racial/ethnic stereotypes are created and reinforced.
- Discuss how they can work towards improving inter-group relations.

Materials

- Newsprint and masking tape
- Markers

Key Terms (<http://www.dictionary.com>)

- *Culture*: the behaviors and belief characteristics of a particular social, ethnic, or age group.
- *Stereotypes*: a conventional, formulaic, or oversimplified conception, opinion, or image.
- *Prejudice*: an unfavorable opinion or feeling formed beforehand or without knowledge, thought or reason.
- *Ethnicity*: ethnic traits, background, allegiance, or association.

Warm-Up: Name and a Movement**(10 min)***Procedure**(5 min)*

1. Ask participants to form a circle.
2. One by one, ask them to say their name and do one movement that they associate with their culture.

*Process**(5 min)*

- Why did you choose the movement that you did?
- Is what you chose something that was familiar to others? Was it stereotypical?

Segue

Tell them that perceptions of culture are informed by many factors: firsthand experience, stereotypes, the media, etc. The next activity will look at our own cultures and how others view us.

Main Activity: Concentric Circles**(45 min)***Procedure**(20 min)*

1. Divide participants into two groups.
2. Ask each group to join hands, forming two circles, one inside the other. Name the inner circle “group A” and the outer circle “group B.” Invite participants to drop hands.
3. Ask members of group A (inner circle) to turn and face the outside of the circle, so that every A is facing a B.
4. Ask the pairs to introduce themselves.
5. Explain that you are going to pose a question or request. The first question is:
What aspects of your culture make you proud?
6. Explain that partner A (inner circle) is to answer the question in 45–60 seconds, while partner B (outer circle) actively listens. Partner B cannot speak while A is talking. When you say “switch,” partner B will respond, while A listens in silence.
7. Allow the As to respond for 45–60 seconds.
8. Say “switch” and allow the Bs to respond for 45–60 seconds.
9. Ask the pairs to shake hands. Invite members of the outer circle to take one step to the right and to greet a new partner.
10. Read the additional questions below and repeat Steps 7–9 for each question.

When is being a part of your racial/ethnic group difficult?

What are things that people assume about your racial/ethnic group? Why?

What’s one thing that you want people to understand about your racial/ethnic group?

*Processing**(25 min)*

- How did you feel as you did the activity? Were there questions that were difficult to answer? Be specific.
- Do you ever discuss these issues openly with family, friends or others? Why or why not?
- Share some stereotypes of your racial/ethnic group. Only share what you feel comfortable discussing.
- Where do these stereotypes come from? Who or what reinforces them?
- Do you hear more negative or positive remarks about your racial/ethnic group? Explain.
- Do these stereotypes affect your life? How?
- Is it different when someone outside of your racial/ethnic group talks about your culture, than when a fellow member makes a similar comment? Explain.
- How does your racial/ethnic group interact with other groups?
- Is there tension between racial/ethnic groups in your community? Why?
- What can you do to help ease racial tension in your community? List the responses on newsprint or the chalkboard.

Closure: The Pulse**(5 min)**

1. Invite participants to stand in a circle holding hands.
2. Tell them that when they feel a light squeeze in one hand, they are to transmit the pulse using the opposite hand.
3. Ask participants to close their eyes.
4. Lightly squeeze the hand of a person on either side. When the pulse returns to you, the chain is complete. Ask them what this exercise symbolizes.

**Reflection/Follow-up**

- Have students write in their journal about a time they had misinformation or misperceptions about another ethnic/racial group, as well as a time they were stereotyped.
- Take a field trip to one of the many museums and sites in New York City which examine the culture and history of various ethnic groups, such as the Asia Society, El Museo del Barrio, African Burial Ground Monument and Caribbean Cultural Center.
- Learn about groups working to address bias, stereotypes, and address prejudice:
GLSEN (Gay, Lesbian, and Straight Education Network): <http://www.glsen.org>
World of Difference Institute: http://www.adl.org/education/edu_awod/default_awod.asp
Temple of Understanding: <http://www.templeofunderstanding.org>
American-Arab Anti-Discrimination Committee: <http://www.adc.org>
NAACP: <http://www.naACP.org>
National Council of La Raza: <http://www.nclr.org>

Resources

Colorlines Magazine: <http://www.colorlines.com>

Teaching Tolerance: <http://www.tolerance.org>



POWER & PRIVILEGE: ACCESS AND OPPORTUNITY

(70 MIN)

Objectives

Participants will be able to:

- Examine power and privilege, and how they are intertwined.
- View these concepts on a personal, domestic, and global scale.
- Discuss how they can be empowered to address the ways in which power and privilege leads to discrimination.

Materials

- Pieces of paper for all participants
- Pens or pencils for all participants

Note: This workshop covers many sensitive issues involving personal experiences and identity, and is better done in a supportive environment (i.e., with students who know each other well and where there is an atmosphere of peer support). Before this lesson, remind students of the group norms you created at the beginning of the service learning experience. As the facilitator, you should feel confident managing a discussion of this material. Take time after the workshop to check in with students individually.

Key Terms (<http://www.dictionary.com>)

- *Power*: a person or thing that possesses or exercises authority or influence.
- *Privilege*: a special advantage, immunity, permission, right, or benefit granted to or enjoyed by an individual, class, or caste.
- *Nationality*: the status of belonging to a particular nation by origin, birth, or naturalization. A people having common origins or traditions and often constituting a nation.
- *Race*: an arbitrary classification of modern humans, sometimes (especially formerly), based on any or a combination of various physical characteristics, such as skin color, facial form, or eye shape, and now frequently based on such genetic markers as blood groups.
- *Gender*: the condition of being female or male; sex.
- *Age*: a period of human life, measured by years from birth, usually marked by a certain stage or degree of mental or physical development and involving legal responsibility and capacity: the age of discretion; the age of consent.
- *Language*: a body of words and the systems for their use common to a people who are of the same community or nation, the same geographical area, or the same cultural tradition.



Warm-Up: Free Association

(15 min)

Procedure

(5 min)

1. Ask participants to find a partner. If there is an odd number of participants, ask someone to be the timekeeper.
2. Tell them to form two lines, with each partner in a different line, facing directly across from each other. Ask them to decide who is partner “A” and who is partner “B.”
3. Tell participants that you are going to call out a word. Partner A will have five seconds to say five words that he or she associates with the word that is called out.
4. After the five seconds are up, you will call out another word for free association. However, this time, they will switch and partner B will respond to the new word.
5. Continue going back and forth, calling out the listed words below until they have all been said.
 - Family
 - Music
 - Education
 - Fairness
 - Discrimination
 - Future
 - Power
 - Privilege

Processing

(10 min)

- What did you think of this activity?
- Describe which words were easy to free associate on and which were challenging.
- What are some common threads or links some of the words had for you?
- Ask the group to quickly brainstorm on the word POWER. Have a volunteer write some of the words people shared in the activity, as well as any other ones they may have.
- Who or what gives you power? What can limit your power?

Segue

Tell participants that in the next activity, they will explore power, how it’s obtained, and other aspects associated with it.

Main Activity: One Step Forward**(45 min)***Procedure**(20 min)*

1. Have participants stand in a horizontal line at the back of the room and hold hands.
2. Tell participants that you are going to say a statement out loud, and that if the statement applies to them, they are to take a step forward or a step backwards.
3. Part of the statement may have a fact attached to it. After the statement is read and the participants have taken a step, read the fact aloud.
4. If one participant has to move forward or backward and the person whose hand they are holding does not move, they are to let go of that person's hand.
5. Tell students that this is a silent activity and some of the statements may be quite sensitive, but that they are to continue respecting the guidelines.
6. Statements:

- Take one step forward if the color of a typical Band-Aid matches your skin tone.
- Take one step forward if you are in an after-school program.
- Take one step forward if you have access to the Internet either at home or school.

Fact: Of the estimated 6.3 billion people in the world, you are part of 19% that have access to the Internet. (<http://www.internetworldstats.com/stats.htm>)

- Take one step forward if you know where you are going to sleep tonight.

Fact: On October 4, 2007, the New York City Department of Homeless Services sheltered or served through outreach 35,865 adults and children. (<http://www.nyc.gov/html/dhs/downloads/pdf/dailyreport.pdf>)

- Take one step backward if you or anybody in your household has ever had to skip a meal.

Fact: More than 800 million people go hungry everyday. One in six live in extreme poverty, which is defined as living on less than one U.S. dollar a day. (<http://www.netaid.org>)

- Take two steps forward if you were born an American citizen.

Fact: Only an American-born individual can run for President of the United States. American citizens have one of the highest standards of living in the world. (UN Human Development Report 2006; <http://hdr.undp.org/hdr2006>)

- Take two steps forward if anybody in your household has finished college.

Fact: According to the U.S. Census, a college graduate can expect to earn \$2.1 million dollars throughout his or her lifetime.

- Take two steps forward if you were born male.

Fact: In 2004, women earned only 76.5 cents for every dollar a man made. (<http://www.workplacefairness.org>)



- Take three steps back if you are a black male who has thought about dropping out of high school.

Fact: In 2004, 72% of black male high school dropouts who were in their 20s were jobless and 60% of them will serve time in prison. (<http://www.nytimes.org>, “Plight Deepens for Black Men, Studies Warn,” March 20, 2006)

- Take one step forward if you have running water in your home.

Fact: 12 billion people lack access to clean drinking water around the world. (UN Human Development Report 2006; <http://hdr.undp.org/hdr2006/>)

- Take one step forward if you have been on an airplane.
- Take two steps back if you are of Middle Eastern or South Asian descent.

Fact: According to Amnesty International, racial profiling of citizens and visitors of Middle Eastern and South Asian descent, and others who appear to be from these areas, has substantially increased since September 11, 2001. (<http://amnesty.org>)

- Take two steps forward if you speak English.

Fact: Patients who do not speak English well, or do not speak it at all, receive less than optimal health care in the United States, according to the Journal of American Medical Association. (<http://jama.ama-assn.org>)

- Take two steps backward if you are under the age of 18.

Fact: If you are under the age of 18 you are not allowed to vote.

- Take one step forward if you don't need to use a wheelchair.
- Take one step forward if you are registered to vote.
- Take one step forward if you can read.

Fact: An estimated 21% percent of the world's 6.3 billion people are illiterate. (<http://www.mediaglobal.org/>)

- Take one step back if you know someone who cannot get legally get married to a person that she or he loves.

Fact: As of 2007, Massachusetts is the only state to legalize same-sex marriage. (<http://family.findlaw.com/marriage/same-sex-marriage-developments.html>)

Ask participants to look around and see where they are in relation to others. Ask them to sit down in a circle to discuss.

*Processing**(25 min)*

1. How did it feel to do this activity?
2. For those of you who were in the front, how did it feel? For those of you who were in the back, how did that feel? What did these two areas, and the space in between, represent to you?
3. What were some of the factors that determined whether you ended up ahead or behind or took steps backwards or forwards? Write responses on the board. Some factors which should be noted include race, gender, birthplace/country, age, sexual orientation, and socio-economic status.
4. What are some privileges that specific groups have? How do you see privilege manifested in our society? Do people in the power group often recognize their privilege?
5. What do you see as the relationship between power and privilege?
6. What is the relationship between power, privilege, and discrimination? If we are in a non-power or non-privileged group, does that mean you can't succeed?

Points to touch upon

- Power and privilege provide more opportunities and access for those in the dominant group. The privilege can range from the ease with which one can hail a cab because of race to the amount that a man makes as compared to a woman (women still earn about 25% less than men). Ask them to reflect on whether they would have more privilege if they were a different race or gender and discuss.
- Ask them how people have been able to overcome some of the ways in which power, privilege, and discrimination have affected people throughout history. What issues are people fighting for today?
- Though progress has been made, it's important to realize that the struggle to promote each access and opportunity continues today. What are the ways in which they can address this issue both on a personal level and a group one?

Closure**(10 min)**

Have participants write in their journals about what privileges they have as compared to people in other parts of the world, both in terms of political, social, and economic privileges.

Reflection/Follow-up

- Ask participants to record in their journals ways in which they are privileged, and ways in which they fall into a “non” privileged group. How does this affect their opportunities in life? The risks they face? The freedoms they have?
- Research issues where access is problematic and tied to privilege, such as the digital divide, access to fresh produce, hospital beds, or quality health care. Do a mapping project to visually represent neighborhoods who lack access to some of these items or suffer a disproportionate number of undesirable elements, such as waste transfer stations. See what the connection to economic status is.



ADDRESSING HOMOPHOBIA

(115 MIN)

(May be done in two sessions)

Objectives

Participants will be able to:

- Define the term homophobia and understand its pervasiveness.
- Explore discrimination against gay, lesbian, bi-sexual, transgender, transsexual, or questioning people from a human rights perspective.
- Examine global cases of prejudice and discrimination based on sexual orientation.
- Understand the pressures that LGBTQ youth face and the consequences.
- Brainstorm on how to create a safe space for all youth regardless of sexual orientation.

Note: This workshop covers many sensitive issues involving personal experiences and identity, and is better done in a supportive environment (i.e., with students who know each other well and where there is an atmosphere of peer support). Before this lesson, remind students of the group norms you created at the beginning of the service learning experience. As the facilitator, you should feel confident to manage a discussion of this material.

Materials

- Pen and paper for each participant
- Newsprint, tape and markers
- Copies of Scenarios. Make enough copies of each for one fifth of participants and group together in advance of workshop (see Main Activity)
- Copies of Heterosexual Questionnaire (one per participant)
- Copies of Ten Ways to Combat Homophobia (one per participant)
- Articles 1, 12, and 16 from the Universal Declaration of Human Rights, copied onto newsprint, prior to the workshop (see Main Activity)

Key Terms (sources vary)

- *Homophobia*: irrational fear of, aversion to, or discrimination against homosexuality or homosexuals. (<http://www.merriam-webster.com>)
- *Heterosexism*: discrimination in favor of heterosexual and against homosexual people. (<http://wordnet.princeton.edu>)
- *Prejudice*: an unfavorable opinion or feeling formed beforehand or without knowledge, thought, or reason. (<http://www.dictionary.com>)
- *Gender*: the behavioral, cultural, or psychological traits typically associated with one sex. (<http://www.merriam-webster.com/>)
- *Sexual Orientation*: The direction of ones sexual interest towards members of the same, opposite, or both sexes. (American Heritage Dictionary)
- *LGBTQ*: refers to lesbian, gay, bi-sexual, transgender, and questioning. (<http://www.advocatesforyouth.org>)

Warm-up: Brainstorm**(20 min)***Procedure**(10 min)*

1. Write the word “DISCRIMINATION” on the board.
2. Ask the students the following questions:
 - What is the first thing you think of when you hear the word discrimination?
 - What are some examples of discrimination?
 - What groups of people are discriminated against?

*Processing**(10)*

- Is homophobia a form of discrimination? Why or why not?
- Regardless of whether you believe homosexuality is okay, what are some ways in which people are discriminated against because they are LGBTQ?

Segue

Tell participants that this topic is a controversial one and some issues associated with it have been in the news lately: gay marriage, hate crimes, domestic partner benefits, and gays in the military. This workshop is not about refuting, rationalizing or validating anyone’s moral or religious beliefs. But it is important to keep an open mind and safe space as we explore this issue further from a human rights perspective, and we must remember our group norms and guidelines we established for this program. Our goal is to see how it may be possible to ensure that all people are treated humanely and free from harm or injury. To do that, we will examine this issue from a global perspective.

Main Activity: Scenarios**(60 min)***Procedure**(20 min)*

1. Introduce excerpts from the Universal Declaration of Human Rights by writing articles 1, 12, and 16 on the board or newsprint or by making copies of the text below:

Article 1: You have the same human rights as everyone else in the world, because you are a human being. These rights cannot be taken away from you. Everybody, no matter who they are or where they live, should be treated with dignity.

Article 12: No one has the right to intrude in your private life or to interfere with your home or family without good reason. No one has the right to attack your good name without reason. The law should protect you against such interference.

Article 16: All adults have the right to marry, regardless of their race, country or religion. Both partners have equal rights in the marriage, and their free and full agreement is needed for the marriage to take place. All families are entitled to protection by the state.



2. Ask for volunteers to read them out loud.
3. Divide participants into five groups.
4. Tell the students that you are going to hand out real life examples dealing with this topic. Give each group several copies of one of the scenarios. Tell them that after reading the situation, they will answer the following questions on newsprint:
 - Are human rights being violated in the scenario?
 - If so, how, and which rights in particular? (Refer to the UDHR)
 - How can this situation be addressed?
 - Is it possible to find a way that everyone's rights can be respected? What process needs to occur?

Give them ten minutes to answer the questions. Ask each group to pick a presenter or determine how they will share their responses to the group.

5. As each group shares, tell them to give a brief synopsis of the situation they examined.

Processing

(40 min)

- Had anyone heard of these scenarios prior to the workshop? Why or why not?
- What surprised you about the situation? What was your reaction as you read it?
- What caused the discrimination to take place? What influences were in play?
- How might you have felt if you were the victim of discrimination in this case?
- Explain that not only does discrimination based on sexual orientation prevent people from experiencing their basic human rights, it can lead to violence and even death.
- Review the Hate Crimes fact sheet. Discuss whether they feel this type discrimination is a problem in their school and communities. How do they see it manifested and why?

Segue

Explain that sometimes it is hard for us to understand how someone who has been discriminated against feels if they are different from us. Thank the participants for being respectful as they tackled what can be a challenging issue. Tell them that the next activity will further explore our own feelings and biases, as well as how others feel. This will be a silent activity so ask them to please not talk with their neighbor as they complete it.

Heterosexual Questionnaire**(30 min)***Procedure**(10 min)*

1. Hand out copies of the Heterosexual Questionnaire and a pencil to each student.
2. Tell them to answer the questions as best they can. Give them ten minutes.

*Processing**(20 min)*

- How did it feel to answer these questions?
- Did you feel the questions were fair or made sense?
- Why do you think we used this questionnaire today?
- Do you think it is fair that gays and lesbians are often subjected to these kinds of questions as well as to the type of discrimination we examined earlier? How does this affect people on a personal level? What might be some things they would be fearful of and how might discrimination from society at large affect the mental health of LGBTQ youth in particular? Note to facilitator: You may want to share the statistic that LGBTQ youth are two to three times more likely to attempt suicide than other young people. ([http:// www.lambda.org/youth_suicide.htm](http://www.lambda.org/youth_suicide.htm)) What do they think when they hear that statistic? Why is this rate so high? What factors are contributing to it?
- How can you be an ally to someone who is LGBTQ if you are straight? How can we maintain a safe space for all youth, regardless of sexual orientation?
- Brainstorm a list of ways. Ask for a volunteer to record the responses. What are some ways that you all can ensure a safe space for LGBTQ students in your school or this program? Review the Ten Ways to Combat Homophobia handout.

Closure**(5 min)**

Thank the participants for maintaining a safe space. Emphasize that respecting one another, regardless of race, ethnicity, gender, or sexual orientation is a key component of the service learning program and is vital to its success. Ask them to share one thing they thought or felt during the workshop or have them write in their journal.



Further Action/Resources

- Research the school policy regarding LGBTQ issues and see what might be missing. Start a group such as a gay-straight alliance at your school. To learn how to start one: <http://www.gsanetwork.org/resources/start.html>
- Contact one of the New York City-based groups that address issues related to LGBTQ youth, such as the Hetrick-Martin Institute (<http://hmi.org>), the Audre Lorde Project (<http://www.alp.org>), or the New York City Lesbian and Gay Community Services Center (<http://www.gaycenter.org>).
- View public service announcements by GLAAD, which focuses on fair, accurate and inclusive representation of LGBTQ people: http://www.glaad.org/publications/media_library/glaad_psas.php
- Check with local and national organizations to see what volunteer opportunities exist and learn about current policy debates.

Resources

Human Rights Campaign: <http://www.hrc.org>

New York Association for Gender Rights Advocacy: <http://www.nyagra.com>

Empire State Pride Agenda: <http://www.prideagenda.org>

GMAD (Gay Men of African Descent): <http://www.gmad.org>

GLSEN (Gay, Lesbian & Straight Education Network): <http://www.glsen.org>

National Gay & Lesbian Task Force: <http://www.nglftf.org>

P-FLAG (Parents, Families & Friends of Lesbians And Gays): <http://www.pflag.org>

SIECUS (Sex Information & Education Council of the United States):
<http://www.siecus.org>

Information on Latino/a Lesbian, Gay, Bisexual & Transgender Youth:
<http://www.ambientejuven.org>

Scenario: Bahamas

Tuesday, April 14, 1998 Published at 06:59 GMT 07:59 UK

Gay holidaymakers looking for a relaxing break could face local opposition. Hundreds of people in the Bahamas have staged a protest after a cruise ship carrying lesbian holidaymakers docked at the capital, Nassau. The demonstrators from a group called Save the Bahamas screamed and chanted as the women came ashore.

The cruise liner SS Seabreeze had sailed from Miami with about 800 mainly female passengers on board. In January, the Cayman Islands refused permission for a ship carrying hundreds of gay men to dock there. Homosexual acts are criminal offences in much of the Caribbean, but not everyone is against gay tourism. In fact, the Prime Minister of the Bahamas, Hubert Ingraham, has said his country will not discriminate against gay tourists. His view is shared by others in the Bahamas who fear that such protests will hurt the country's economy, which is heavily dependent on tourism. One passenger on the ship said they were becoming fed up with the opposition. "If they don't want our money, other countries will take it," she said.

Scenario: NAMIBIA

Tuesday, 20 March, 2001, 15:36 GMT

Homosexuals in Namibia have said they are afraid for their safety after President Sam Nujoma ordered the country's police to arrest them. President Nujoma has criticized homosexuality in the past, but in a speech on Monday he appeared to order police involvement for the first time. President Nujoma was addressing students at the University of Namibia when he said that: "The Republic of Namibia does not allow homosexuality [or] lesbianism here. Police are ordered to arrest you, and deport you and imprison you too." Members of Namibia's gay community say they are "appalled by the malicious and hateful comments made by the president." It is not a crime to be gay or lesbian in Namibia, but sodomy is against the law. It is unclear, however, what action the police can actually take.

Scenario: EGYPT

Wednesday, 18 July, 2001, 14:52 GMT 15:52 UK

More than 50 suspected homosexuals have pleaded innocent in Egypt in a court case which is expected to draw widespread criticism from human rights groups. Because Egyptian law does not expressly prohibit homosexuality, the men are being tried in a state security court for “propagating extremist ideas” and debauchery. They appeared in court handcuffed and dressed in white. Several swore and screamed as the charges were read out. “We’ve been detained without any evidence against us,” one shouted. The men were arrested in May during a police raid on a floating night club on the Nile. Their case has sent shockwaves through Egypt’s gay community, with most internet sites shut down out of fear of recriminations. It has also led to an angry anti-gay backlash, with newspapers publishing the names and workplaces of some defendants and one paper calling for them to face the death penalty. The two main defendants stand accused of “exploiting the Islamic religion to spread extremist ideas.”

They are also accused of practicing gay sex “as part of the group’s rituals in front of the remaining defendants and others with the aim of insulting the heavenly religions and sparking civil strife.” The remaining defendants are charged with “practicing debauchery with men.” If convicted, they could face five-year jail sentences.

Source: http://news.bbc.co.uk/2/hi/middle_east/1444831.stm

Scenario: IRAN

On Sunday, November 13, 2005, the semi-official Tehran daily Kayhan reported that the Iranian government publicly hung two men, Mokhtar N. (24 years old) and Ali A. (25 years old), in the Shahid Bahonar Square of the northern town of Gorgan.

The government reportedly executed the two men for the crime of “lavat.” Iran’s shari`a-based penal code defines lavat as penetrative and non-penetrative sexual acts between men. Iranian law punishes all penetrative sexual acts between adult men with the death penalty. Non-penetrative sexual acts between men are punished with lashes until the fourth offense, when they are punished with death. Sexual acts between women, which are defined differently, are punished with lashes until the fourth offense, when they are also punished with death.

Scenario: NIGERIA

19 January 2006

Nigeria's government is planning a specific ban on same-sex marriages, with five years in jail for anyone who has a gay wedding or officiates at one. Information Minister Frank Nweke told the BBC the government was taking the "pre-emptive step" because of developments elsewhere in the world. "In most cultures in Nigeria, same-sex relationships, sodomy and the likes of that, is regarded as abominable."

Justice Minister Bayo Ojo said the law would also ban "any form of protest to press for rights or recognition" by homosexuals, the AFP news agency reports. Archbishop Peter Akinola, the head of Nigeria's Anglican Church, has been a vocal opponent of same-sex marriage and allowing openly gay men to be priests. President Olusegun Obasanjo has publicly supported the country's Anglican leadership's stance on homosexuality.

"Such a tendency is clearly un-Biblical, unnatural and definitely un-African," he told a conference of Nigerian bishops in October 2004.

Five northern states are governed by Islamic Sharia law and mandate death by stoning for adultery, including gay sex.

Heterosexual Questionnaire

1. What do you think caused your heterosexuality?
2. When did you decide you were heterosexual?
3. Is it possible that your heterosexuality is just a phase you will grow out of?
4. Why do you insist on flaunting your heterosexuality? Why can't you just be who you are and keep it quiet?
5. Why do heterosexuals place so much emphasis on sex?
6. Why do heterosexuals feel so compelled to introduce others to their lifestyle?
7. A disproportionate majority of child molesters are straight men. Do you consider it safe to expose children to heterosexual male teachers, social workers, foster parents, etc.?
8. Even with all the societal support marriage receives, the divorce rate increases each year. Why are there so few stable relationships between heterosexual couples?
9. Considering the menace of over-population, how could the human race survive if everyone was heterosexual?
10. There seem to be very few happy heterosexuals. Techniques have been developed that might enable you to change if you really want to. Have you considered trying aversion or other therapies?

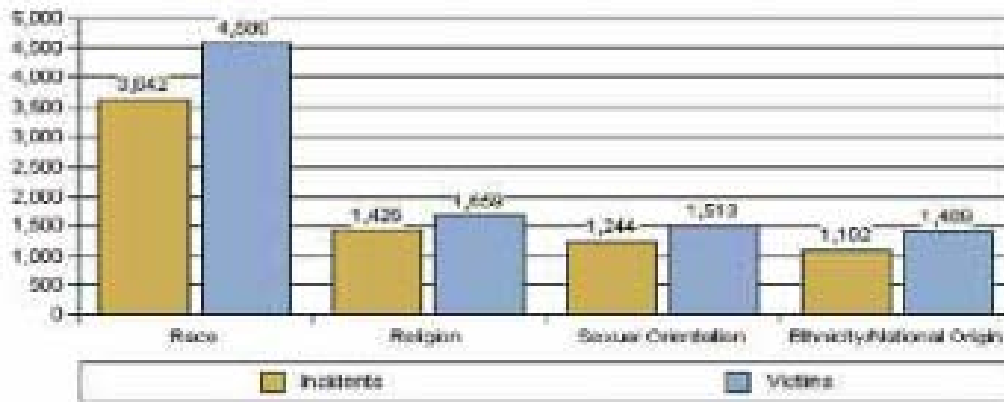
Hate Crimes Against LGBTQ Youth

Question: Isn't every crime a "hate crime"?

Answer: Every act of violence is tragic and harmful in its consequences, but not all crime is based on hate. A hate crime or bias motivated crime occurs when the perpetrator of the crime intentionally selects the victim because of who the victim is. A bias motivated crime affects not only the victim and their family but an entire community or category of people and their families. Source: <http://www.hrc.org>

Hate Crimes

Number of incidents and victims, by bias motivation, 2002



Source: "Hate Crime Statistics 2002," Uniform Crime Report, Federal Bureau of Investigation

- The vast majority of victims of anti-lesbian/gay violence—possibly more than 80%—never report the incident, often due to fear of being “outed.” Source: *New York Gay and Lesbian Anti-Violence Project Annual Report, 1996*.
- Over a third (37.8%) of youth who identified as LGBTQ experienced physical harassment at school on the basis of sexual orientation and more than a quarter (26.1%) on the basis of their gender expression.
- Nearly one-fifth (17.6%) of students had been physically assaulted because of their sexual orientation and over a tenth (11.8%) because of their gender expression.
- In 2004, 16% of all hate crimes were motivated by sexual orientation bias.
- Of lesbian, gay, bisexual and transgendered students surveyed, 83.2% report being verbally harassed because of their sexual orientation. 41.9% report being physically harassed because of their sexual orientation. Source: *The 2001 National School Climate Survey, © 2001 GLSEN (Gay, Lesbian and Straight Education Network)*
- Sexual minority youth were significantly more likely to have skipped school because they felt unsafe (13% vs. 3%), been bullied (44% vs. 23%), been threatened or injured with a weapon at school (14% vs. 5%), and to have experienced dating violence (35% vs. 8%) or sexual contact against their will (34% vs. 9%).
- These statistics underscore that anti-gay prejudice is a life-threatening problem confronting this country. Source: *Massachusetts 2005 CDC Youth Risk Behavior Survey, 2005 National School Climate Survey*.
- According to England’s NASUWT teachers’ union: 81% of primary school pupils identified the use of the word “gay” as “a means of attacking or making fun of someone.” By the time they find out that it means to be homosexual, they have already learned that it means something bad. Source: <http://www.BBC.com>

Ten Ways to Combat Homophobia

1. Don't Use Hateful Slurs and Speak Up When Others Do

Just like racial slurs, anti-gay terms are hurtful and create an atmosphere of hate and intimidation. If you hear someone use them just calmly explain why these terms are not acceptable and should not be used.

2. Acknowledge The Contributions of LGBTQ People

Many famous writers, actors, artists and politicians are and were LGBTQ such as, Cole Porter, Oscar Wilde, James Baldwin, Ellen Degeneres, Elton John, Langston Hughes, Bessie Smith and John Amaech.

3. Have Open Discussions

Homophobia will not disappear by ignoring it. Silence only aids ignorance so talk freely and do your best to dispel the myths and stereotypes surrounding homosexuality.

4. Educate Yourself

Learn more by reading, watching documentaries and having discussion with people who may have different viewpoints and experiences.

5. Be Supportive of Others

Because being LGBTQ is so stigmatized many people struggle with their own identity. Your acceptance and support can make all the difference for someone, especially when they first come out of the "closet".

6. Share Your Knowledge

Many people hold views based on fear and misinformation. Try to share what you have learned with others.

7. Recognize that Nobody Benefits from Homophobia

If people can be discriminated against because of their sexuality then other forms of prejudice will also exist. Anybody dedicated to living in a society without racism or sexism must also fight against homophobia.

8. Speak out Against Hate Crimes

Hate crimes affect not just the individuals involved but the whole community or group. They are a despicable form of violence that cannot be accepted in any form. Educate yourself and others around you and make sure any incidents are dealt with appropriately.

9. Form a Gay-Straight Alliance at Your School

A school group can be a great way to raise awareness and create a safe atmosphere. The Gay Straight Alliance Network has information on how to get one started at your school.

10. Volunteer

There are many organizations based right here in New York City and many more nationally. Adding your time and energy to a campaign can be a very effective and fun way to help.



REFUGEES

(85 MIN)

Objectives

Participants will be able to:

- Differentiate between a refugee and an economic migrant.
- Use real-life stories of refugees to explore what causes them to seek asylum as well as the challenges that they face.
- Discuss the responsibilities of countries to assist refugees, as per international treaties such as the 1951 Refugee Convention and the 1967 UN Protocol on Refugees.

Materials

- Copies of the Asylum Seeker handout (one per participant)
- Copies of the Refugee Fact Sheet handout (one per participant)
- Chalkboard and chalk or newsprint, tape and markers

Key Terms (sources vary)

- *United Nations High Commissioner for Refugees*: the agency is mandated to lead and co-ordinate international action to protect refugees and resolve refugee problems worldwide. Its primary purpose is to safeguard the rights and well-being of refugees. (<http://www.unhcr.org/basics.html>)
- *1951 Refugee Convention and 1967 Protocol*: The 1951 Convention was designed to protect mainly European refugees in the aftermath of World War II, and therefore contained a provision that the Convention only applied to persons who had become refugees before January 1, 1951. The 1967 Protocol removed the spatial and temporal restrictions of the original Convention, so that the protections provided by the Convention would apply to all refugees, regardless of where they were from or when they became refugees. (<http://www.interaction.org/refugees/convention.html>)
- *Internally Displaced Person*: persons or groups of persons who have been forced or obliged to flee or to leave their homes or places of habitual residence, in particular as a result of or in order to avoid the effects of armed conflict, situations of generalized violence, violations of human rights or natural or human-made disasters, and who have not crossed an internationally recognized border. (<http://www.ohchr.org/english/issues/idp/issues.htm>)

continued on next page



- *Refugee*: a person who is outside his/her country of nationality or habitual residence; has a well founded fear of persecution because of his/her race, religion, nationality, membership in a particular social group or political opinion; and is unable or unwilling to avail himself/herself of the protection of that country, or to return there, for fear of persecution. (1951 Refugee Convention)
- *Asylum Seeker*: a refugee who seeks permission to stay in another country is known as an asylum-seeker. Most asylum-seekers seek this permission by applying to be recognized as refugees as defined in Article 1A(2) of the 1951 Refugee Convention. (<http://www.hrea.org/learn/tutorials/refugees/glossary.html>)
- *Resettlement*: resettlement is a process through which a refugee who has fled persecution across a national border is screened and selected while in their region of origin for protection in a developed country. (Migration Policy Institute, Dec. 2003)

Warm-Up: Uprooted**(30 min)***Procedure**(20 min)*

1. Ask participants to form a circle.
2. Tell them to imagine that the government has issued a decree that all youth should be put in jail because they are considered an enemy of the state.
3. Tell students they will have to flee the country tonight and resettle in another part of the world.
 - Where would you go?
 - If you can only bring three things, what would they be?
 - What would you miss most about home?
 - How would you want to be received in your new country?
 - What would be some challenges?
4. Have students spend five minutes writing a story imagining what might have happened to them during the scenario, using the questions above as a guide. They may use their journals or scrap paper.
5. Have students share their responses in pairs or ask a few participants to share with the group.

*Processing**(10 min)*

- What was it like imagining and writing these stories?
- If something did happen where you were forced to leave your country, what would be the biggest challenges?
- In real life, what factors would force someone to leave their home against their will? Ask for a volunteer to record on newsprint. Possibilities include war, natural disaster, fear of persecution, famine, and civil unrest.
- Ask them if they know the term for someone who leaves his or her home because of fear of persecution because of race, ethnicity, religion, nationality, membership in a particular social group, or political opinion. Introduce the term “refugee.” Explain that the United Nations will also recognize people who have fled because of war or civil unrest as refugees. Explain that refugees are different than economic migrants/immigrants who come here for a better life or economic reasons, because unlike refugees, they can return to their homeland without fear of persecution and would receive the protection of their government. Refugees cannot.
- Can you think of some real-life situations where this is happening?
- What responsibility do other countries have to people in these situations?



Segue

Explain that currently, there are roughly 9.9 million people in the world who are refugees and millions more who are seeking asylum or are internally displaced people (people who are forced to leave their homes but remain within their country's border). And there are 25 million children in the world today who have been uprooted from their homes at some point during their lives. Dealing with refugees is not something new. Following World War II and the Holocaust, many countries signed a document, the 1951 Refugee Convention, stating that they would help refugees and asylum seekers.
(<http://www.unhcr.org/cgi-bin/texis/vtx/protect?id=3c0762ea4>)

Main Activity: Gatekeeper

(45 min)

Procedure

(35 min)

1. Tell the participants that when people are taken in by another country they have to be interviewed to see if they actually do need to be given asylum or protection from that country.
2. Divide participants into two groups.
3. Distribute the Asylum Seekers handout to all. Explain that they are special immigration agents who process asylum seeker cases.
4. Explain that no country can handle all the refugees in the world so the group must decide on four people to select. Give them time to decide on their own by checking off the boxes of those they would choose and then have them discuss and reach consensus on four people in each of their groups.

Processing:

(10 min)

- How was that experience?
- Was it hard to decide who would receive asylum? How did you make your choices?
- If the two groups chose different people, why do you think that was?
- What challenges do you think refugees in the U.S. might face? How does the public typically view them?
- Currently, Iraq has one of the highest rates of asylum seekers. What should the U.S. role be for Iraqi refugees?

Points to touch upon

- The 1951 Convention on the Status of Refugees is the key legal document in defining who is a refugee, their rights, and the legal obligations of states, according to international law. Refugees are afforded rights and protections under the Convention, such as the right to seek asylum if they are being persecuted; protection from being expelled or returned to the frontiers of territories where his life or freedom would be threatened on account of his race, religion, nationality, membership of a particular social group or political opinion; and they should not be penalized for having entered a country illegally if they have come directly from a place where they were in danger and have made themselves known to the authorities.
- To learn more, go to: <http://www.unhcr.org/protect/3c0762ea4.html>

Closure**(10 min)**

Have each participant say one thing they learned and one thing we as individuals or a group could do to help.

Reflection/Follow-Up

- Do more research on the number of refugees living in New York City. Graph the results by borough/neighborhood and make note of any agencies in the community who work directly with refugees.
- Visit <http://www.unhcr.org> to obtain UNHCR lesson plans, web videos, brochures and other materials, plus a wealth of information on the world refugee situation and the Refugee Convention. Ask a guest speaker to come in and speak to the group.

Resources

International Rescue Committee: <http://www.theirc.org>

Upwardly Global: <http://www.upglo.org>

New York City Community Response to Trafficking:
http://www.ecpatusa.org/community_response.asp

African Services Committee: <http://www.africanservices.org>

Asylum Seekers

The United Nations High Commissioner for Refugees (UNHCR) works to protect refugees and to refer people seeking asylum to countries that could accept them. Your job is to pick four of these people who will be given asylum.

Isiata Thorley, a 31-year-old woman from Sierra Leone. War struck her village in 2001. Isiata was buying her daily groceries in the open market when she heard gunshots. The Revolutionary United Front was attacking her village, just one skirmish in a brutal civil war that started in neighboring Liberia and spread to Sierra Leone more than a decade ago. She fled into the bush, where she lay in hiding from the rebels. There she found one of her sisters, her brother, and a cousin. They realized that the only way to save their lives was to cross the border to Guinea. After one month of walking over 150 miles through the bush, hiding from the rebels, and eating whatever they could find, Isiata and her relatives arrived in Guinea. But their struggles continued. They did not speak the local language, and they were attacked and robbed several times.

Source: <http://www.theirc.org>

Fatima is recently divorced. She was married to someone she did not like who was chosen by her parents. He was much older and did not treat her well. She chose to leave him and now her family will not take her back. She has a child and no place to live. Her community does not look well on women who divorce and she is feeling very alone and has no way to support herself.*

In 1987, civil war drove an estimated 20,000 young boys from their families and villages in south Sudan. Most just six or seven years old, they fled to Ethiopia to escape death or induction into slavery and the northern army. They walked more than a thousand miles, half of them dying before reaching a Kenyan refugee camp. **Mohammed** was forced to flee with his parents when his village was attacked seven months ago. He says that Janjaweed—as pro-government militia are called in this part of the world—arrived in the morning, firing their guns in the air. “We didn’t have any water or food. We knew that there were many people in Nyala and that we could get help,” Mohammed says. “It took us many days to walk here.”

Source: <http://www.theirc.org/news/latest/refugee-stories-mohammed.html>

Suleiman, Fatima, and their family are Palestinians living in Baghdad, Iraq. Seen as supporters of Saddam Hussein, many militias have issued calls for their supporters to kill any and all Palestinians found in Iraq. A note was posted on the family’s door warning them to leave the country. A few nights later, a bomb went off in their living room as the family slept upstairs. The family hastily left the country and headed towards Syria. When they arrived at the border, they were told that they would not be allowed entry into the country because they are Palestinian, and have since spent the past six months living in an impromptu camp set up for Palestinians in a no man’s land between the borders of the two countries.

Source: <http://www.refugeesinternational.org/content/article/detail/9683/>

Ronald is a homeless youth in Uganda. His mother died of AIDS and his stepmother abused him. He left home and has tried different jobs but his bosses did not pay him. He is cut off from his family and lives by begging in the capital city Kampala. He only went to 6th grade and has no real skills. He is also feeling sick and worries he too may be infected with HIV.*

Karim is a rural farmer in Algeria. Because of irregular weather, he has been having a hard time growing his crops. He has a large family to feed and is not making enough money selling his produce. He does not have any formal education and cannot find other work in his home country. He hopes to get to Europe where he could work and send money back home to his family.*

In Colombia, both rebels and government troops abuse villagers and if the villagers are seen to be helping one side, the other will punish them. **Jose** says, “We do not want to be part of the conflict. We do not take sides, neither for the guerrilla nor the paramilitary groups. Those violent people are fighting for the control over the coca business; if we refuse to get involved then we need to leave our houses. Last January they gave us eight hours to disappear, so they can loot our belongings, kill the animals, and take control of our land.”

Source: <http://www.refugeesinternational.org/content/article/detail/9988/>

* Source: composites compiled by Global Kids Inc.

Refugee Fact Sheet

By the close of 2006, there were an estimated 9.9 million refugees globally. However, there were 32.9 million people who benefited from the protection, assistance or other activities of UNHCR, though they may not officially be considered refugees for various reasons.

- Pakistan is the country with the single largest number of refugees followed by Germany.
- By April 2007, there were believed to be well over 4 million displaced Iraqis around the world, including some 1.9 million who were still inside Iraq, over 2 million in neighboring Middle Eastern countries, and around 200,000 further abroad.

The U.S. accepts many refugees but there are some problems with how they are sometimes treated:

- Some asylum seekers remain in detention while their asylum claims are processed, sometimes for many months or even years.
- Asylum seekers and refugees are often jailed together with criminals.
- Women, children and people with special medical or psychological needs may also be jailed while seeking asylum, causing renewed and unnecessary suffering.

One UNHCR Regional Representative says, “These often traumatized individuals—many of whom may have suffered torture or other abuses in their home country—should not have to overcome unnecessary obstacles to tell their stories. They should have access to legal help to navigate the complicated U.S. asylum system and should not be locked up in jails like criminals.”

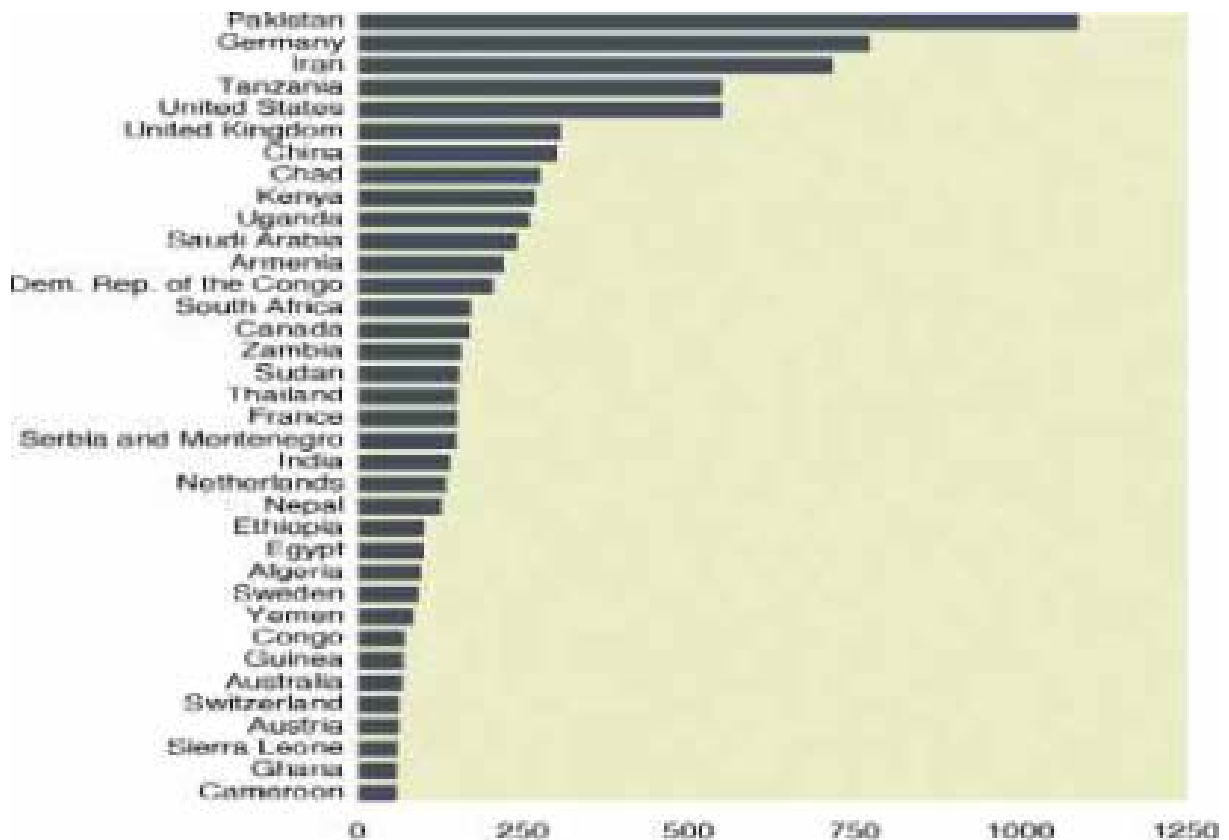
Source: *UNHCR 2006 Global Trends: Refugees, Asylum-seekers, Returnees, Internally Displaced and Stateless Persons*, <http://www.unhcr.org/news/NEWS/3af26c5fi.html>

How many people will the U.S. accept as refugees from different areas in 2007?

AFRICA	22,000
EAST ASIA	11,000
EUROPE	6,500
LATIN AMERICA & CARIBBEAN	5,000
NEAR EAST & SOUTH ASIA	5,500
UNALLOCATED RESERVE	20,000
TOTAL	70,000

Source: <http://www.cal.org/co/refugee/statistics/index.html>

Which Countries Host the Most Refugees?



Note:

- Numbers are from the end of 2005
- Many countries do not keep track of how many refugees are within their borders, so these numbers are estimates made by the United Nations High Commissioner for Refugees.

Source: <http://www.irr.org.uk/statistics/refugees.html>



GLOBALIZATION AND IMMIGRATION

(85 MIN)

Objectives

Participants will be able to:

- Discuss some of the reasons why people immigrate.
- Discuss how globalization and free trade have affected immigration rates and demographic changes.

Materials

- Copies of Globalization fact sheet (one per participant)
- Pen and paper for all participants
- World map
- Masking tape

Key Terms (sources vary)

- *Globalization (economic)*: the development of an increasingly integrated global economy marked especially by free trade, free flow of capital, and the tapping of cheaper foreign labor markets. (<http://www.merriam-webster.com/dictionary/globalization>)
- *NAFTA (North American Free Trade Agreement)*: the agreement, implemented on January 1, 1994, will remove most barriers to trade and investment among the United States, Canada, and Mexico. (<http://www.fas.usda.gov/itp/Policy/NAFTA/nafta.asp>)
- *Push Factors*: conditions in a location or region that encourage people to migrate from it. (<http://www3.newberry.org/k12maps/glossary/index.html>)
- *Pull Factors*: conditions in a location or region that encourage people to migrate to it. (<http://www3.newberry.org/k12maps/glossary/index.html>)



Warm-Up: Where I'd Like to Go

(15 min)

Procedure

(10 min)

1. Place a large map of the world on the wall.
2. Ask the students where they might like to move once they are done with school and why. They can mark the location on the map. Would they go because they want to or because they have to?

Processing

(5 min)

- How many participants would rather move to a different country or stay here and why?
- Many people in the world prefer to stay in their home country, so why do you think people immigrate to a foreign country? Have the reasons changed over the years?

Main Activity 1: We're All From Somewhere

(40 min)

Procedure

(20 min)

1. Have participants form two equal circles, one inside the other.
2. Have the inner circle turn around to face those on the outer circle.
3. Have them introduce themselves. Explain that those in the inner circle will be “Partner A” and those in the outer circle, “Partner B.”
4. Tell them you will give them some things to talk about. Partner A will start first and while A is speaking, partner B listens.
5. Tell partner A to tell his or her partner about how and why his or her family came to the United States. It could be their parents or their grandparents or further back. If anyone is unaware, she or he can state why others may come here. If he or she is Native American, describe whether ancestors had to move locations within North America due to settlers or whatever he or she may know.
6. When partner A is done, tell partner B to do the same.

Processing

(20 min)

- How did it feel to share your family's story?
- Were stories between partners similar or different?
- What were some of the reasons why people came to this country?
- Hand out the “Globalization” fact sheet and discuss as a group.
- Why do you think people immigrate to the United States today? Why do people gravitate to places like New York City?
- What are some of the ways that different trade policies have affected peoples' lives?
- How does this affect us in the United States and what do you think about these policies? What are the pros and cons?

Main Activity 2: In Their Shoes**(30 min)***Procedure**(15 min)*

1. Hand out pen and paper to all participants or ask them to take out their journals.
2. Ask them to imagine an immigrant living in the U.S. today. Have them write a first person narrative which describes why she or he came to this country and from where; what the challenges are that she or he is facing; what the daily life is like; what she or he misses; and one thing she or he would want the general public to know that they might not see on the surface. Keep in mind some of the information on the globalization handout.
3. Ask for some participants to share with the group, or you may put them in pairs to share with one another.

*Processing**(15 min)*

- How did it feel to do this activity?
- Was it hard to imagine yourself as someone else and create a story?
- Did this exercise change the way you feel or think about immigration or immigrants at all? How?
- How are immigrants portrayed in the media? How are they viewed in your communities?
- What are some of the challenges facing immigrants in the U.S. today?

Reflection/Follow-up

- Visit the website of the Mayor's Office for Immigrant Affairs (<http://www.nyc.gov/html/imm>) to learn about resources and services available for immigrants, as well as their legal rights.
- Have students interview recent immigrants in their school to better understand what life is like for them.
- Take a field trip to the Ellis Island Museum, or one of the following cultural institutions:
 El Museo del Barrio: <http://www.elmuseo.org>
 Museum of Chinese in the Americas: <http://www.moca-nyc.org>
 Franklin H. Williams Caribbean Cultural Center/African Diaspora Institute (CCCADI): <http://www.cccadi.org>
 Asia Society and Museum: <http://www.asiasociety.org>
 Lower East Side Tenement Museum: <http://www.tenement.org>

Globalization

Globalization: What is it?

Globalization is “the development of an increasingly integrated global economy marked especially by free trade, free flow of capital, and the tapping of cheaper foreign labor markets.” (<http://www.merriam-webster.com/dictionary/globalization>) This means that countries do away with certain trade barriers used to protect their economies. It can also include things like cultural diffusion, rapid exchange of information via new technologies and other ways in which the world is getting “smaller.”

What are these trade barriers?

If a country produces a lot of cotton, they may tax cotton imports from other countries—called imposing tariffs—so that their cotton can be sold cheaper. If it’s cheaper, more people will buy it and the farmer still makes money. For the same reason, a country may give money to cotton farmers, called subsidies, so the local goods can be competitive.

What happens when free trade programs are put in place?

The NAFTA Example:

The U.S., Canada and Mexico signed the North American and Central American Free Trade Agreement (NAFTA) in 1994. One result was that it ended subsidies on agricultural products in Mexico. The Mexican government could no longer financially support their farmers. However, the U.S. maintained their subsidies. This meant that corn grown on small farms without subsidies in Mexico had to compete in their own countries’ market with corn from huge U.S. producers. These U.S. producers receive \$10 billion from American taxpayers every year in agricultural subsidies.

Since they could not compete, over a million Mexican farmers lost their livelihoods while nearly everyone with a job in Mexico saw their real wages decline during the NAFTA decade. This is a large part of the reason why 6 million Mexicans made the dangerous journey to the U.S. Before 1994, immigration from Mexico to the US was decreasing.

Source: Public Citizen, <http://www.citizen.org/trade/immigration/>

Is this the only example?

There are many examples where countries are forced to compete in less-than-fair circumstances. The European Union subsidizes sugar and sells it cheaper than African producers, even though it costs more to produce.

Source: Oxfam International, http://www.maketrade4fair.org/en/index.php?file=issues_sugar.htm&cat=2&subcat=6&select=3

Other Sources: BBC, http://news.bbc.co.uk/2/hi/in_depth/business/2007/globalisation/default.stm



IMMIGRANT RIGHTS

(105 MIN)

(May be done in two sessions)

Objectives

Participants will be able to:

- Describe some of the challenges facing both documented and undocumented immigrants.
- Explain different viewpoints on immigration in the United States.
- Describe some possible solutions to the obstacles faced by different immigrant populations.

Materials

- AGREE, DISAGREE, and NOT SURE signs, prepared in advance (see Warm-up)
- Chalkboard and chalk or newsprint, tape and markers
- Copies of Stories for each group (see Main Activity)
- Copies of Immigrant Rights Fact Sheet (one per participant)
- Challenges and Obstacles for Immigrants information guide for the facilitator to review prior to workshop

Key Terms (<http://www.dictionary.com>)

- *Immigrant*: a person who migrates to another country, usually for permanent residence.
- *Undocumented*: lacking proper immigration or working papers.



Warm-Up: Human Barometer

(30 min)

Procedure

(15 min)

1. In advance, write the words “AGREE,” “DISAGREE,” and “NOT SURE” in large letters on newsprint, thus creating three signs. Post the “AGREE” and “DISAGREE” signs on opposite sides of the room, with the “NOT SURE” sign placed in the middle of the two.
2. Ask participants whether they know what a barometer is (an instrument that measures atmospheric pressure). Explain that participants will participate in a human barometer of sorts, intended to measure the opinion of people in the room.
3. Explain that a series of statements will be read (see below). Afterwards, and without talking, participants must indicate their opinion by moving toward the corresponding sign.
4. After positions are registered, participants should be given a moment to debrief within their various groups, followed by several representatives from each section reporting to the entire group as to why they agree or disagree.
5. As they hear the different options, they may move to another area in the room if they change their mind.
6. Continue the process with as many of the statements as you choose.

Note: A human barometer is not a debate, it is an opportunity for everyone to express an opinion. Ensure that individuals who have not yet spoken are called on as well, allowing for a range of viewpoints to be considered.

Barometer statements:

- If people who come here illegally have the same rights as someone who was born here, it's like they are being rewarded for breaking the law.
- The children of illegal immigrants should have all the rights of American citizens, otherwise they are being punished for something their parents did.
- No human being should be considered illegal.
- The fight for immigrant rights today is like the civil rights movement of the 1960s.

Process

(15 min)

- Immigration is a very controversial issue. Why are people so torn over it?
- What are the pros and cons of the arguments?
- Why is this an issue of particular importance to New York City?
- How many of you are immigrants or a child of immigrants? How do you feel about the issue?

Main Activity, Part 1: Frozen Pictures**(30 min)***Procedure**(20 min)*

1. Divide participants into five groups.
2. Hand out one of the Story scenarios to each group.
3. Tell them to read the stories
4. Explain to them that they will share the story their group just read with the others. However, they will do this by creating frozen pictures or body sculptures, depicting the main elements or points. Explain that the pictures will be created using their bodies and that everyone should have a part. They should also think of one line of dialogue that their characters would be saying or thinking the moment the “picture” was taken.
5. Give groups ten minutes to prepare their frozen pictures.
6. Have each group present one-by-one by saying “1, 2, 3, picture.” When each team presents their frozen picture, have the rest of the group talk about what they see. The group presenting must remain silent and frozen until you say “relax.”
7. Have each group explain any points that the audience did not understand after they present.

*Processing**(10 min)*

- How did it feel to read these stories?
- Did anything surprise you? Review some of the challenges faced by immigrants in the scenarios.
- What are some of the contributions immigrants make to this country? Do you feel this is well represented or known? Why or why not?
- Who are the most vulnerable types of immigrants? How does the issue of immigration and immigrants rights relate to human rights?

Note: You may want to end the workshop at this point and continue the following session.

Main Activity, Part 2: Overcoming Challenges**(40 min)***Procedure**(30 min)*

1. Have students brainstorm the challenges faced by immigrants in the United States. Make sure to include those faced by both documented and undocumented, or illegal, immigrants. Write the ideas on the board.
2. Refer to the Challenges and Obstacles for Immigrants sheet to guide their discussion and fill in gaps through questioning or presenting the information.
3. Keep the same groups as the frozen pictures exercise. Divide up the challenges among the groups, and have them come up with some possible solutions.



4. Their solutions must include at least:

- One new law;
- One community project; and
- One youth led or student project.

Processing

(10 min)

- How was this activity?
- Some of the problems are very hard to solve. Do you feel like some of the solutions you came up with would work?
- What types of projects or activities could we conduct around this issue?

Closure

(5 min)

Have each student say one way this workshop changed the way they think or feel about immigrants rights.

Reflection/Follow-up

- Ask students to reflect in their journals on what it must feel like to be an undocumented immigrant. How is this experience different than that of someone who has their papers?
- Research the process for obtaining a green card or applying for a work or tourist visa for the United States. Does your country of origin matter?
- For guest speakers or information, contact one of the many organizations in New York City that provide legal and other assistance for documented and undocumented immigrants such as:

NYU Law Immigrant Rights Clinic: <http://www.law.nyu.edu/clinics/year/immigrant/>

New York Immigration Coalition: <http://www.thenyic.org>

New York Coalition to Expand Voting Rights: <http://www.immigrantvoting.org>

New York Civil Liberties Union: <http://www.nyclu.org>

New Immigrant Community Empowerment: <http://www.nynice.org>

Challenges and Obstacles for Immigrants

for the facilitator

Many immigrants:

- Are barred from the opportunities that make a college education affordable—in-state tuition rates, state and federal grants and loans, most private scholarships, and the ability to legally work their way through college.
(<http://www.nclr.org/content/policy/detail/1331>)
- Face numerous obstacles, such as deportation and accessing emergency financial assistance after Hurricane Katrina.
- Have difficulty keeping children bilingual.
- Face bureaucracy, language barriers, and social stigmatization for newly arrived high school students.
- May not be able to obtain driver's licenses.
- Are often fearful of reporting crimes to the police, or abuses of their rights to any authority.
- May remain in visa backlogs for years, waiting to be reunited with their families.
(<http://www.nclr.org/content/policy/detail/1331>)
- For those crossing the border illegally, new walls and barriers mean they have to go a more dangerous route. Many have died trying to cross.
- Fear deportation and separation from family, thus experiencing constant stress.
- Want to learn English but the wait for free classes can be months long—if they exist.
- May not be able to organize as workers and can be exploited by their bosses.
- May not be aware of their rights and can be taken advantage of without their knowledge.

Story 1

A father from Honduras was imprisoned, then deported, after a routine traffic stop in Miami. He was forced to leave behind his wife, who was also detained by immigration officials, and his 5- and 7-year-old sons, who were placed in foster care. Not understanding what had happened, the boys, when they were taken to visit their mother in jail, asked why their father had abandoned them. Realizing that the only way to reunite his family was to allow his children to be expatriated to Honduras, the father resigned himself to this, only to get caught up in a custody fight with American immigration officials who have threatened to keep the boys permanently in foster care on the premise that their parents abandoned them.

Story 2

A father from Panama, a cleaning contractor in his 50s, had lived and worked in the United States for more than 19 years. One morning, he woke to the sound of loud banging on his door. He went to answer it and was greeted by armed immigration agents. His 10-year asylum case had been denied without notice. He was handcuffed and brought to jail.

Story 3

My husband is a resident of the U.S. He came to the United States when he was 12 years old from the Dominican Republic. He made a mistake in 1982 and served probation for 6 months on weekends. When he went to renew his green card a year later, he received a letter from immigration to review some papers. When he went to their offices, he was detained by ICE (Immigrant and Customs Enforcement). My husband is a hard working man. We paid taxes, own our home, and are involved in our community. I am desperate. We have 3 children and our oldest son even served our country. I hired a lawyer and paid him but he ignores my phone calls. My children and I feel in our hearts my husband is an AMERICAN even though his passport may say otherwise. What makes an American is not contained within a document, but depends upon an individual's relationship and loyalty to this country.

Story 4

Under his family's homemade shrine to the Virgin of Guadalupe, Alan Flores, 8, spoke softly about the morning last month when federal immigration agents entered his home.

It was part of a raid that has complicated, but not defeated, this city's novel plan to bring illegal immigrants out of the shadows.

The agents separated the children from the men. They placed Alan and three cousins, ages 7, 2, and 1, in a row on the living room couch. Then they asked the women, including Teresa Vara-Gonzalez, a housemate, if any of the children were theirs.

“Teresa said no, and that’s when they took her,” Alan said in Spanish last week, pressing closer to his mother, Norma Sedeño. “They took away Teresa, and my father and my two uncles. And then I got scared that they were going to come back and take away my mom.”

Story 5

I was brought into the United States illegally in 1976. My siblings and I were raised in the United States but unfortunately were deported in 1985. At that time my father decided to bring us back to the United States and somehow ended up staying until the present. There was no way of fixing our situation after the deportation and we all graduated from High School but with no hopes for future education. Luckily we had work permits and were able to work. The only way I was able to become legal was after I married my husband who is a United States Citizen. In 2000 I finally became a Permanent Resident after paying fines and waiting 20 plus years for this opportunity. I am now 33 years old and am finally attending College like I always dreamed. If only there would've been an opportunity for me to become legal younger I would now have a career. Nevertheless, I am pursuing my dream of becoming a teacher but for two of my siblings it is still a struggle because they have not had the opportunity to become legal in this "country of opportunities."

Immigrant Rights Fact Sheet

Does the Constitution apply to undocumented immigrants?

It is true that the Constitution does not give foreigners the right to enter the U.S. But once here, it protects them from discrimination based on race and national origin and from arbitrary treatment by the government. Immigrants work and pay taxes; legal immigrants are subject to the military draft. Many immigrants have lived in this country for decades, married U.S. citizens, and raised their U.S.-citizen children. Laws that punish them violate their fundamental right to fair and equal treatment.

Source: <http://www.aclu.org/immigrants/index.html>

Are undocumented workers really deported often?

Since early this year, the Department of Homeland Security and Immigration and Customs Enforcement (ICE), have harassed, arrested, detained and deported over 20,000 migrants under “Operation Return to Sender.”

Throughout the country, in cities and small towns, hundreds of workers are rounded up at their worksites and deported, as they were recently at an Oregon Del Monte plant. Uniformed ICE agents use Gestapo-type tactics to force their way into people’s homes without warrants.

Parents in Redwood City, California, were picked up as they dropped their children off at school. And people who “looked like a potential immigrant” were randomly questioned by ICE on the street in San Francisco.

Source: *Legalization, Not Guest Worker Programs, is the Solution, The New Challenges Facing the Immigrant Rights Movement* by Renee Saucedo and Todd Chretien, <http://www.counterpunch.org/saucedo07062007.html>

Is this the first time immigrants are facing legal problems?

Every wave of immigration into the United States has faced fear and hostility, especially during times of economic hardship, political turmoil, or war:

- In 1882, Congress passed the Chinese Exclusion Act, one of our nation’s first immigration laws, to keep out all people of Chinese origin.
- During the “Red Scare” of the 1920s, thousands of foreign-born people suspected of political radicalism were arrested and brutalized; many were deported without a hearing.
- In 1942, 120,000 Americans of Japanese descent were interned in camps until the end of World War II.

What dangers face immigrants?

Since 1998, at least 2,000 migrants have died crossing the border—that’s about one death a day. They risked their lives because our immigration system gave them no hope of finding a safe, legal way to enter the country.

Source: http://www.lawg.org/countries/mexico/water_bottle_general.htm

At least 62 people have died in ICE custody since 2004, according to a recent New York Times article. Deficient medical care has led to numerous avoidable deaths, and has caused unnecessary suffering for thousands of people in immigration detention. Immigrant detainees routinely experience long delays before treatment, are frequently denied necessary medication for chronic illnesses, and are often refused essential referrals prescribed by medical staff.

Source: <http://www.aclu.org/immigrants/detention/30437res20070710.html>



Service Project Ideas

- Brainstorm with participants to come up with ideas for service projects to address lack of access, discrimination, and power and privilege, such as a computer recycling for organizations that donate to youth who lack computers, or cell phone recycling for agencies that work with domestic violence victims and provide them with emergency cell phone service.
- Start a group such as a gay-straight alliance at your school. To learn how to start one, visit: <http://www.gsanetwork.org/resources/start.html>
- UNHCR lesson plans, web videos, brochures and other materials are available for use, plus a wealth of information on the world refugee situation and the Refugee Convention. Use the information and guest speakers to conduct a public awareness day or fundraise to help provide needed services for refugees. <http://www.unhcr.org>
- Contact the Women's Commission for Refugee Women and Children to see what volunteer opportunities may be available or whether you can assist with any of their advocacy campaigns or events. <http://www.womenscommission.org>
- Hold a special event celebrating the various ethnic and immigrant groups in school and community during New York City Immigrant History Week in April.
- Research their neighborhood's demographics and analyze shifts or changes in the population over the past 20 years. Conduct a photo documentation project where students capture examples of past and present immigrant groups in their community. Display at the local public library or in the school.
- Reach out to local community based organizations that work with immigrant populations and see what volunteer opportunities exist. For a full list, go to: https://a069-webapps3.nyc.gov/dsial/IMG_Listing.aspx or call 311.
- To raise awareness of the many people who die trying to cross from Mexico into the U.S., you can participate in the water bottle campaign. Go to: http://www.lawg.org/countries/mexico/water_bottle_general.htm
- Hold a cultural event with arts, food, or a film from some countries with large immigrant populations in your area.
- Hold a letter-writing campaign to your representatives. Writing a letter is good but getting many people to do so is even better. You can have a party with snacks and music where people write letters based on examples you provide. Debate how you feel the issue of illegal immigration should be handled and express your views to your elected officials.
- Advocate for the DREAM Act, S. 774 which would allow undocumented immigrants under the age of 16 to be eligible for federal funds for higher education, and pay in-state fees for college. It would also provide a path to citizenship for hardworking immigrant youth who were brought to the U.S. as young children and to pursue higher education or military service, enabling them to contribute fully to our society. For more info on this piece of legislation, check: http://www.nclr.org/section//dream_act_support/

Chapter 22

Improving School Environment and Education

Introduction

Workshops:

Fighting to Learn:
The Global Campaign for Education

Who's Sitting Together in the Lunchroom:
Inter-group Tension in Schools

No Child Left Behind:
The Impact of the NCLB on Communities

Duke it Out:
Dealing with School Conflicts Effectively

Youth Zone: Creating Youth-Empowered Spaces

Experiential Activity:
New York City Council Education Committee
Meeting Preparation and Field Trip

Be All You Can Be

Service Project Ideas



Introduction

This chapter aims to contextualize common youth experiences in the school system and provide the necessary tools for youth to become involved in school improvement. Exposure to students' rights, community-based organizations, and government agencies and the emphasis on positive youth development helps to create safe spaces that are respectful of youth needs and garners support for those already in existence. At the core of this chapter is the belief that by understanding the school system, students will be empowered within it and will be able to advocate for themselves and their communities.

Education reform is an ongoing process. The city, state and federal governments fund New York City public schools, so all play a role in deciding school procedures, policies, and requirements. Students need to make their voices heard so that schools can better fill their needs. Administrations may enact policies they think will be helpful to their students, but without consulting with their students beforehand, they may be depriving themselves of a useful body of individuals with important opinions that are grounded in experience.

New York City public schools are not performing as well as they should be. In 2006, the New York State Education Department issued statistics which revealed that only half of New York City's high school students graduated on time, as compared to the state average of 67%. (<http://www.nytimes.com/2007/04/26/nyregion/26graduation.htm>) There is a significant gap in achievement among racial/ethnic lines. In 2004, according to a New York City Council report from May 26, 2005, only 9.8% of Latinos and 9.4% of African-Americans obtained the more rigorous Regents diploma, compared with 37.5% of Asians and 36% of whites. Thus, the Council concluded that "the graduation data suggest our African-American and Latino children get a separate and fundamentally unequal education." (http://www.nycouncil.info/pdf_files/reports/graduation_report_final.pdf)

In New York City as part of Children First, reforms are being made to address these issues, including restructuring the Department of Education, "breaking down" large failing schools into smaller, more personal ones, creating accountability for school performance, and improving teacher training and instruction. Obtaining more state funding to address the immense needs of over one million school children in New York City has been a priority for advocates and elected officials alike.

Students must play a role in trying to pinpoint the cause(s) of this significant difference in graduation rates and contribute to the discussion as to how to improve New York City's high schools. They should be given ample opportunity to inform policy makers and their school faculty on some of the barriers which prevent students from succeeding in school and graduating. This chapter will help encourage students to make their voices heard in the dialogue concerning school reform and improvement directly in their own schools as well as system-wide.

On a global scale, the issues of youth in the U.S. education system is only a portion of the spectrum. However, engaging in such discussion will further students' ability to think about international issues. Thinking critically on global education issues also allows students to situate themselves in the global community and view education systems from a different angle.



Whether through interactive activities, action projects, research, or trips, by involving youth in the creation of positive, youth-focused spaces and providing the space to think critically about key educational policies that impact youth, communities will get closer to overcoming shared struggles in the education system. Ultimately, it will take all the stakeholders—parents, students, elected officials, educators, the private sector and others—to ensure that these obstacles can be overcome.



FIGHTING TO LEARN:

(80 MIN)

THE GLOBAL CAMPAIGN FOR EDUCATION

Objectives

Participants will be able to:

- Identify economic, political and social barriers to education.
- Discuss challenges to educational access in different parts of the world.
- Learn about the Global Campaign for Education and participate in its advocacy for greater educational opportunity worldwide.

Materials

- Three assembled Breaking the Cycle packs, prepared in advance (one on Honduras, one on Zambia, and one on Vietnam). Each pack has one country situation page, a corresponding information sheets (cut into four sections), and four arrows.
- Fighting to Learn Fact Sheet (one per participant)
- Newsprint, tape and markers

Key Terms (<http://www.dictionary.com>)

- *UNESCO*: United Nations Educational, Scientific, and Cultural Organization. An agency of the United Nations charged with instituting and administering programs for cooperative, coordinated action by member states in education, science, and the arts.

Warm-Up: Human Barometer on Global Education**(45 min)***Procedure**(30 min)*

1. In advance, write the words AGREE, DISAGREE and NOT SURE in large letters on newsprint, creating three signs. Post the signs AGREE and DISAGREE on opposite sides of the room. Put the sign NOT SURE in the middle.
2. When the activity starts, ask participants if they know what a barometer is (an instrument that measures atmospheric pressure). Tell participants that they are going to participate in a human barometer, which measures the opinions of people in a room.
3. Tell participants that you will read a statement. Participants are to decide if they agree with, disagree with, or aren't sure about the statement. Without talking, each participant is to register his or her opinion by moving toward the appropriate sign.

4. Read the first statement:

Education is a right, not a privilege.

5. After participants have established their positions, call on a few participants to explain why they agree or disagree with the statement.
6. Invite participants to move if they wish to change their position on the statement. Ask a few participants to share why they moved.
7. Repeat this process as you continue, using any or all of the following statements, depending on how much time you have available:

Rich countries should pay to educate children in poor countries.

It's more important for boys to attend school than girls when funding is limited.

If parents are poor, they shouldn't expect their children to get a good education.

In poor countries, children need to work more than go to school.

Note: If participants begin to debate each other, remind them that a human barometer is not a debate but an opportunity for everyone to express an opinion. Also, be sure to call on participants who haven't spoken so that a range of perspectives on the issue is considered.

*Processing**(15 min)*

- Were there any statements that were challenging to you?
- What factors do you think influence your opinions?
- How important is education for all and why?

Segue

Explain that there are many factors that prohibit children around the world from receiving an education. According to UNESCO, 104 million children between the ages six and eleven are not in school. Sixty percent are girls; nearly 40% of these out-of-school children live in sub-Saharan Africa; 35% live in South Asia. Explain that the next activity will familiarize them with some of the challenges children and youth face in other parts of the world. This information is on a fact sheet to be handed out later.



Main Activity: Breaking the Cycle

(30 min)

Procedure

(20 min)

1. Divide participants into three equal groups.
2. Give each group a Breaking the Cycle pack consisting of a country situation page, four information sheets, and four arrows. After reading the country situation page, ask the groups to decide on the order of the statements, indicating which circumstance leads to the next, by using the arrows. The sheets can be arranged in a line or in a circle according to what the groups think is correct. This can be done on the floor, on a table, or taped to the wall. Arrows should be placed in between each statement.

Note: the information sheets must be cut in fours because there are four pieces of information on each sheet.

3. Ask each group to think of three ways the cycle could be broken.
4. After the three groups finish, ask them to return to the larger group, share their situation, the order of the cycle they determined, and what interventions could be made to stop the cycle.

Processing

(10 min)

- What was your experience of this activity?
- How did you decide on the order of the cycle?
- How did you feel about the child's situation you were given?
- How did you decide at which point of the cycle to intervene?
- How important is education for all? Why is it important or not?
- Pass out the Fighting to Learn Fact Sheet and review with students.
- What contributes to children being kept out of school?
- What are the implications of not being educated? Does it matter?
- Are there other ways to influence leaders around the world to ensure that all children have a chance at education?
- What role can youth play in increasing education for all? What role can you play?
- How does today's topic relate to your own experiences or thoughts on access to quality education in New York City?

Closure

(5 min)

Have participants stand in a circle and state one way that they could give a young person who doesn't have it access to education.



Reflection/Follow-up

- Ask participants to reflect on what life would be like for them if they were forced to work at a young age and forego an education, or if their parents had to pay a fee for them to attend school and could not afford to. How would that impact their future goals and dreams? How might that affect the life choices they make, and their general health and well-being?
- Research New York City-based groups doing work around access to quality education, such as:
 - Urban Youth Collaborative: <http://urbanyouthcollaborative.org>,
 - Class Size Matters: <http://classsizematters.org> and
 - Campaign for Fiscal Equity: <http://www.cfequity.org>
- Learn more about the campaign to provide education for all at: <http://www.campaignforeducation.org>
- Research per pupil spending rates in New York City and compare to other areas of New York.

This workshop is adapted from the Global Kids Power of Citizenry Leadership Curriculum.

COUNTRY SITUATION 1: HONDURAS

- Individual profiled: Maria, unwed 48-year-old mother of 10 children. Her husband died and two of the children do not live at home.
- Main source of income: Coffee. Maria owns two small plots of land, where she grows coffee with the help of her children.
- Problem: Maria says she is unable to keep her youngest children in primary school as a result of the worldwide drop in coffee prices. Maria's 9-year-old daughter spends her days picking coffee to help support the family.

Maria in her own words:

“What would I say to the big coffee producers? I would ask them not to be so unfair with the prices—I would tell them that they should help poor producers. I would tell them that they have to find ways to be fair and to help us. Sometimes we can't even buy the really basic things that we need like clothes and medicine. There are so many things we would like to be able to have, at least I would like to buy a bicycle or some toys for my children. I would like to have better living conditions. I would like to be able to afford better food for the family. I would like to be able to buy meat, milk, cheese, and butter, at least once a week. But these are things that we go without because I can't make ends meet.”

Coffee production opens up in Asia and, due to lower prices paid to workers and the lower cost of living there, Latin American coffee growers are unable to compete with them.

cut here

Local coffee growers in Honduras have to work extra time and cut costs to be able to sell their product to international companies.

cut here

For some families who depend on growing coffee for survival, the costs of uniforms, books and not having two extra hands in the coffee fields is not worth it because the family has to eat.

cut here

Children who are unable to go to school because they have to work in the fields develop no new skills and are destined to have the same jobs as their parents and be dependent on the international coffee trade for survival.

COUNTRY SITUATION 2: ZAMBIA

- Individual profiled: Mary, a young girl in Zambia who, along with her younger siblings, lives with the threat of becoming an orphan due to her mother's illness.
- About 45% of Zambia's population is illiterate.
- Primary education is free, but secondary education is not free in public schools.
- Mary completed primary school and wants to go to high school in order to have a better future.
- Her mother lost her job because she was sick all the time, and her dad died a few years back. She fears that her mother may have HIV/AIDS and die soon, leaving Mary an orphan.
- The Problem: Mary's aunts and uncles are not rich and she doesn't know who can pay her school fees since any extra money right now goes towards her mother's medicines and medical treatment.
- Mary has started working as a maid in the home of a local family.
- She hopes to save up enough money to be able to go to high school, but the longer she stays out of school, the harder it will be to enter back in, especially since there are competitive exams that only about 50% of students pass in order to go on to the next grades.
- Mary worries about herself and her younger brothers and sisters, who she will have to look after if her mother passes away. The additional duties of cooking and cleaning for her siblings will make it difficult to work and go to school.

The President refused to remove fees for high school students to attend public schools because he said the government could not afford to pay for it.

cut here

Copper prices in Zambia dropped, and since that was the country's major industry, the government has less revenue to spend on things like education and health care.

cut here

There are not enough schools in Zambia for all students who want to attend. After 7th and 9th grades, students have to take an exam, and only 50% of those who pass will get to go on.

cut here

Students who cannot study have trouble finding jobs and end up working in low-paying jobs or dangerous conditions like in the copper industry.

COUNTRY SITUATION 3: VIETNAM

- Individual profiled: Oanh, a primary teacher from Vietnam who learned of unequal education for boys and girls in rural Vietnam.
- She went to visit an outlying village where few children, especially girls, are able to go to school.

Oanh in her own words:

“It had been raining for several days and we walked slowly on the mountain paths made slippery by rain. We really began to understand how difficult it was for girls and boys from this area to get to school. When we arrived in the village we went to Mr. Giang A Tra’s house. All his family members were there sitting around the fireplace. His young 9-year-old daughter brought water to welcome us. I asked what grade she was in at school. She said, ‘I have no chance of going to school. According to our custom, girls don’t go to school, it’s only for boys.’”

“I turned to her father to ask him why he didn’t send his daughters to school. He said, ‘According to our custom, it is not necessary for girls to go to school. They only need to know how to weave fabric and embroider as well as do farming to help their parents. They can get married with a good husband and receive a lot of silver, wine and meat if they know how to serve people well.’”

Schools are far away and few jobs exist for girls after finishing school, so parents focus on getting daughters married and teaching them farming and weaving, which they can do at home.

cut here

Mothers have not gone to school, so they may not see the necessity for their daughters to go to school. Girls are needed to help around the house and at the farms.

cut here

Since rural communities don't send their girls to school, the government doesn't invest a lot of money into building schools where they will not be used.

cut here

Since most teachers are men, parents are reluctant to send their girls far distances to learn from men who may take advantage of them and ruin their future chances for marriage, which through a dowry, they can get silver and other things the family needs.

Fighting to Learn Fact Sheet

Key Information from UNESCO's Global Monitoring Report on Education

- 104 million children between ages 6 and 11 are out of school—60% of whom are girls. Nearly 40% of these out-of-school children live in sub-Saharan Africa; 35% live in South Asia.
- Another 150 million children are at risk of dropping out of school before they finish primary school.
- One third of all children, and one in two in Africa, never complete 5 years of primary school—the minimum length of education needed to achieve basic literacy.
- More than 140 million young people, ages 15–24, are entering adulthood illiterate.
- Of every dollar rich countries give in development assistance, only about 2 cents goes to basic education.
- At least 86 developing countries are at risk of missing the goal of universal primary education by 2015.

Obstacles that keep many children out of school:

- *School fees:* In many poor countries, it can cost a month's wages or more to send one child to a government primary school. Enrollments doubled or tripled in Kenya, Uganda, Tanzania and Malawi after these countries abolished school fees. Yet at least 101 countries are still charging fees for primary education, according to the UNESCO Global Monitoring Report on Education for All (2003).
- *Child labor:* Because many families cannot afford school fees and need additional income, many children work in unsafe conditions instead of going to school. Many children spend their days at tedious and unhealthy jobs such as making bricks, collecting scrap metal, sewing footballs or begging in the streets. Yet 132 governments have signed ILO Convention 182, which calls for immediate action to ban the worst forms of child labor.
- *Poor quality:* Even those who are able to attend school cannot afford the basic supplies for learning. In addition, classrooms often lack the basic tools for learning, such as books and desks. Finally, poor communities often do not have properly trained teachers. Class size may be very large, or the school day may last only 2 or 3 hours. In these circumstances, even children who do attend school may still be missing an education, since they are unlikely to acquire functional literacy skills.

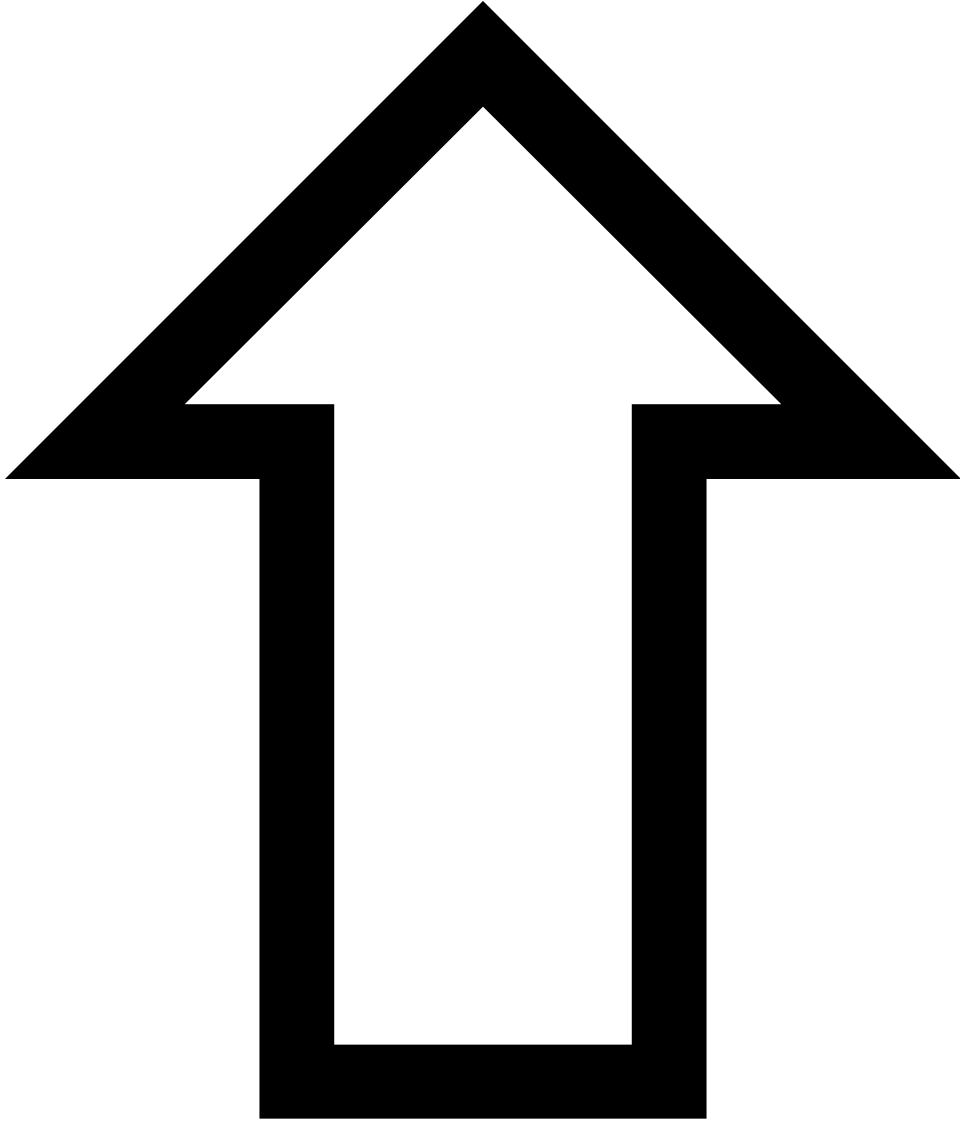
Many children face other social barriers and discrimination as well:

- *Discrimination against girls and women:* The majority of out-of-school children are female, partly because schools are physically unsafe, too far away from home, or lacking any female teachers.
- *Disability:* Many countries do not provide any help for children with disabilities to attend school.
- *HIV/AIDS:* In Africa and parts of Asia, AIDS is forcing children to drop out of school—either because they have lost their parents, because they have to stay home and care for sick relatives, or because they have to work to help the family survive.
- *Conflict:* Wars and civil strife destroy communities and uproot children. Refugee children frequently get no access to education.
- *Lack of relevance:* Some governments insist that all schools conform to a rigid academic format that is out of step with local cultures, languages and livelihoods. Parents may see this type of schooling as a threat to cherished ways of life.

Source: UNESCO Global Monitoring Report 2003:

http://portal.unesco.org/education/en/ev.php-URL_ID=23023&URL_DO=DO_TOPIC&URL_SECTION=201.html

For additional information visit the Global Campaign for Education, U.S. Chapter: <http://www.campaignforeducationusa.org>





WHO'S SITTING TOGETHER IN THE LUNCHROOM: INTER-GROUP TENSION IN SCHOOLS

(100 MIN)

Objectives

Participants will be able to:

- Discuss any inter-group tensions that exist within schools.
- Explore ways that groups separate themselves along culture, class, ethnic and racial lines.
- Identify strategies for making their school a caring community where there is respect for diversity.

Note: This workshop covers many sensitive issues involving personal experiences and identity, and is better done in a supportive environment, i.e., with students who know each other well and where there is an atmosphere of peer support. Before this lesson, remind students of the group norms you created at the beginning of the your program. Take time after the workshop to check in with students individually.

Materials

- Labels, colored dots or Post-it notes (about 20–30, enough for two-thirds of participants). Write X, Y or Z on each one in roughly equal numbers.
- Newsprint and tape
- Colored markers
- Copies of the Human Scavenger Hunt handout (one per participant)
- Pens/pencils for each participant
- Copies of XYZ Profile cards cut in half, with a half page per participant. (see Main Activity, Step 2 for instructions)

Key Terms (sources vary)

- *Inter-Group Tension*: tension or violence between individuals and groups related to characteristics such as race, color, religion, national origin, gender, sexual orientation or (dis)ability. (<http://www.stopbias.org/what.htm>)
- *Stereotype*: 1) a conventional or formulaic conception or image; “regional stereotypes have been part of America since its founding;” 2) a generalization, usually exaggerated or oversimplified and often offensive, that is used to describe or distinguish a group. (<http://dictionary.reference.com/browse/stereotype>)

Warm-Up: Scavenger Hunt**(20 min)***Procedure**(10 min)*

1. Distribute copies of the Human Scavenger Hunt and pens to participants.
2. Instruct participants to review the sheet which begins with, “find someone who...”
3. Tell them that the object of the game is to try to complete as much of the sheet as they can by having different people sign their paper if they fit the description of one of the items. (i.e., if the paper says, “find someone who... likes rap music,” they must walk around the room and find someone who likes rap to sign their paper). The participants must follow three simple rules:
 - They cannot sign their own paper.
 - They cannot get someone to sign their paper more than once.
 - They must find out the answer if a question is asked on the sheet.
4. Say “go” and give them five minutes to get as many signatures as possible.

*Processing**(10 min)*

- How many participants got all ten statements signed ? Nine? Eight? Seven? Six?... (Stop at this point).
- Review the answers on the scavenger hunt by asking participants who they found to answer each question starting with #1. Make sure that they tell you the answer given by the person who signed their paper.
- What do these questions have in common?
- What do we gain from doing an activity like this?

Main Activity 1: Student Profiles**(45 min)***Procedure**(30 min)*

1. Have participants get into five groups and distribute markers and newsprint to each group.
2. Tell participants to imagine that a friend is visiting from another country and is very intrigued by the diversity of the city because everyone looks the same in the friend’s region of the world.
3. Assign each group a different racial/cultural group and instruct them to draw a student/youth from that group to show your friend what a typical member of that group looks like.
 - Black
 - White
 - Latino
 - Asian
 - Middle Eastern



4. On their paper, they should also answer the following questions about their “typical student:”
 - Where do they hang out?
 - What type of music do they listen to?
 - What do they wear?
 - What do they do for fun?
 - What type of food do they eat?
5. After 15 minutes, have participants present their drawings to the group.

Processing

(15 min)

- What did you think of the images presented?
- Did anything in the drawings stand out or surprise you?
- Is there one “typical” look for any one group?
- How are our perceptions of a particular group shaped? Are our perceptions always accurate?
- What is a stereotype? *Note: Take a few responses, then give the group the definition listed in the “Key Terms” section. You may write the definition on the board or newsprint so all the group can see it.*
- Where do stereotypes come from?
- Why do stereotypes exist?
- Who benefits from stereotypes?
- What are the dangers of stereotypes?

Segue

Tell the group that they will continue to explore some of the issues discussed today further in the next activity.

Main Activity 2: X, Y, Z

(30 min)

Procedure

(15 min)

1. Prior to the start of the activity, make copies of the XYZ profile cards. Make as many copies as half the number of participants. Cut the form in half separating profile A from profile B.
2. Also, prior to the start of the activity, write the letter “X,” “Y” or “Z” on colored dots or labels. If you have neither of these, you can also use Post-it notes, although they do not adhere as well.
3. Combine two of the groups from the previous activity to form one group (i.e., the black and Middle Eastern group) and form another larger group with the remaining three groups (i.e., the Latino, white and Asian group).



4. The smaller group will now be called group A and the larger group will be called group B.
5. Ask group A to stay in the room. Ask group B go outside. Give each group their respective profiles and have them read them in silence.
6. Check on both groups to make sure that they understand the instructions. While checking on group B, randomly place the colored stickers/labels with “X,” “Y” or “Z” on participants’ tops so that they are in clear view. *Note: If they ask what the stickers represent, don’t tell them what they really mean.*
7. Bring group B back into the room. Ask both groups if they are ready to start, then begin the game by telling them to follow the directions on their profile.
8. After five minutes, call “freeze” and gather participants in a circle.

Processing**(15 min)**

- What happened during this exercise?
- How did it feel to be an X? A Y? A Z?
- What happened as you tried to negotiate your way into group A?
- How did it feel to be in group A? Have you been in a similar position in your own life?
- How, if at all, does this exercise relate to any issues in the school?
- In your school, who do you think represents Group A? The Xs? The Ys? The Zs?
- What makes people include or exclude others? What are ways in which these barriers can be broken?
- How does this activity relate to the “student profile” activity we completed?
- Who should be responsible for dealing with tensions between different groups in schools?
- Is it possible for schools to be caring communities where diversity is respected?
- What needs to happen to make this a reality?
- How do some of the issues we’ve discussed play out in other facets of our lives and in society?

Closure:**(5 Min)**

Have participants identify one thing that they, personally, can do to promote respect for diversity in their school.



Reflection/Follow-up

- Have students reflect in their journals on a time in their lives when they felt excluded because they were different. Conversely, ask them to write about a time when they were embraced even though they were different.
- Plan trips to one of the various cultural institutions throughout the five boroughs to expose the students to the rich cultural diversity around this city. Attached you will find a Cultural Excursion Worksheet. Give this to students to fill out immediately following the trip so that you can process their feelings about event and what they learned from it. For ideas for trips, consider contacting one of the following organizations:
 - African Burial Ground Project (Manhattan): <http://www.africanburialground.gov>
 - Bronx Museum of the Arts (Bronx): <http://www.bronxmuseum.org>
 - Brooklyn Academy of Music (Brooklyn): <http://www.bam.org>
 - Capoeira Foundation (Manhattan): <http://www.dancebrazil.org>
 - Caribbean Cultural Center (Manhattan): <http://www.cccadi.org>
 - The New York Chinese Scholar's Garden (Staten Island): <http://www.sibg.org/cg.html>
 - El Museo del Barrio (Manhattan): <http://www.elmuseo.org>
 - Hostos Center for the Arts & Culture (Bronx): <http://www.hostos.cuny.edu/culturearts/>
 - Jamaica Center for Arts & Learning (Queens): <http://www.jcal.org>
 - Museum for African Art (Manhattan): <http://www.africanart.org>
 - Museum of Chinese in the Americas (Manhattan): <http://www.mocanyc.org>
 - Museum of Jewish Heritage: A Living Memorial to the Holocaust (Manhattan): <http://www.mjhnyc.org>
 - National Museum of the American Indian—Smithsonian Institution (Manhattan): <http://www.americanindian.si.edu>
 - Queens Museum of Art (Queens): <http://www.queensmuseum.org>

This workshop is adapted from the Global Kids Power of Citizenry Leadership Curriculum.

Human Scavenger Hunt

Find Someone Who...

Was born the same month as you

Has parents from two different races or countries

Parent 1:

Parent 2:

Can name two cities in the Dominican Republic

City 1:

City 2:

Knows what the rainbow flag represents

It represents:

Has been stereotyped because of his/her ethnicity

Knows the capital of India

The capital of India is:

Has been made fun of because of their accent

Is good at math

Speaks more than one language

Can name three countries in Africa

Country 1:

Country 2:

Country 3:

Remember, you can not sign your own paper or get the same person to sign your paper more than once!

XYZ Profile Card

Group A

Profile: You represent the “IN” crowd in the school. You are the group of kids that everyone wants to be friends with.

Task: In a few minutes, you and your friends will be standing in a circle talking and joking when a group of students approach you using various tactics to try to be a part of your group. If you are an exclusive group, you can't let just anyone in your group, you must be selective. You allow people in your group based upon the letter that they have on the sticker/label on their shirt.

If they have an:

X: Let them in, no questions asked. They are good people, we like them.

Y: Let a few of them in, here and there, but use your discretion. Don't let everyone in.

Z: ABSOLUTELY NO Z's ARE TO BE ALLOWED IN THE CIRCLE NO MATTER WHAT THEY OFFER YOU!

NOTE: DON'T BE OBVIOUS. Don't let anyone know why you are or aren't letting them in, but act like you think a group of cool kids would act if everyone and anyone was trying to be a part of their group.

XYZ Profile Card

Group B

Profile: You represent the new kids in school. You may be freshmen or transfer students or new to the country, but it is your first week at school and you want to make friends with the popular kids in school because they have certain privileges that the other kids don't have.

Challenge: You know that this might require you to do things to make them notice you (i.e., offer them things, compliment them) When your group leader calls you back into the main room/meeting area, the “popular” kids will all be in a circle talking (i.e., in class or in the cafeteria).

Goal: Your goal is to get them to allow you to join their circle of friends using whatever strategy you deem necessary except for physical force.

Cultural Excursion Worksheet

Name of Student:	Date:
Name of Cultural Institution/Site:	
Name of Specific Event, Presentation or Presenter:	

Guiding Questions:

What is/are the cultural group(s) being represented in the institution/event?

What is the history behind the culture(s) being presented?

Was there any representation of struggle or tensions between this culture and another culture represented?

What mode of expression was used to explore the culture(s) presented?

What were your overall impressions of the institution/exhibit/excursion?

What feelings did it invoke in you, as a young person living in New York City?

Has this excursion changed how you view this/these cultural group(s)?



NO CHILD LEFT BEHIND: THE IMPACT OF THE NCLB ON COMMUNITIES

(90 MIN)

Objectives

Participants will be able to:

- Understand key goals and components of the No Child Left Behind Act (NCLB).
- Discuss the impact of NCLB in urban, suburban and rural schools.
- Identify components of the NCLB Act that they would support and/or change.

Materials

- Newsprint, tape and markers
- Copies of No Child Left Behind Act 101 (one per participant)
- Building blocks or Legos (two to three sets for the entire group). If you do not have these materials, participants can draw bricks (See Main Activity, Step 8).
- Scrap paper
- Copies of No Child Left Behind (NCLB) Worksheet for further action (one per participant)

Key Terms

- *No Child Left Behind Act (NCLB)*: an educational reform bill that was introduced by President Bush in 2001. The four main goals of the NCLB are: accountability for results, more choices for parents, greater local control and flexibility, and an emphasis on doing what works based on scientific research. (<http://answers.ed.gov>)

Warm-Up: What Makes a Good School?
(25 min)
Procedure
(10 min)

1. Divide participants into four groups by counting off in fours.
2. Distribute newsprint and markers to each group.
3. Explain that in their groups, they have five minutes to come up with a list of characteristics of a good school. Tell them to think about all the necessary components and players.
4. After groups have written their list, ask them to tape their newsprint to the wall.
5. Ask participants to look at the other groups' lists.

Processing
(15 min)

What were similarities and differences between the lists? How would you categorize some of these characteristics? For example, students may have written things like “safety” and “respect.” These could be grouped together under the category of environment. Or, they may have written “challenging” and “strong curriculum” and “good teachers,” which could be grouped together as academic rigor.

- Ask participants what the main function of schools should be. Explain that as learning institutions, schools vary in terms of academic rigor, safety, parental involvement, student empowerment, and other factors. Ask them if they are familiar with any federal education policy which was created to even out discrepancies among schools and aim to set higher standards. Introduce No Child Left Behind, an educational reform bill that was introduced by President Bush in 2001. The four main goals of the NCLB are: a) accountability for results; b) more choices for parents; c) greater local control and flexibility; and d) an emphasis on doing what works based on scientific research.
- Ask the participants to share some of the reasons why they think NCLB was written and passed. What problems or issues NCLB trying to address?
- Distribute and review copies of No Child Left Behind Act 101. Discuss the key points and note with NCLB, schools are now required to provide breakdown of data and student results by ethnicity/race, to show how different groups are performing.

Main Activity: Building Our Schools
(55 min)
Procedure
(35 min)

1. Explain that since its introduction in 2001, NCLB has generated some controversy and criticism as well as praise. This next activity will explore what the potential impact has been on different types of schools. Explain that these are just a couple of scenarios that could happen with NCLB, and real scenarios vary.
2. Ask students to stay in their groups and remember the number of their group.
3. Explain to participants that each group will build a school.
4. Tell students that they must draw students and books for their school.
5. Distribute markers, newsprint, and scrap paper to each group.



6. Give students a few minutes to draw a total of five students and five books per group.
7. Remind them that it does not have to be detailed—stick figure-type students are fine.
8. After students have finished with the drawings, give them a set of building blocks or Legos to create their schools. If you do not have Legos/blocks, have students begin drawing a school, brick by brick.
9. Tell them that while they are building, they must listen closely and follow instructions that will be given to each group.
10. Remind participants that the idea is NOT to build the largest building, but rather create a good school.
11. Distribute building blocks and, if necessary, hand out more scrap paper and markers.
12. While they are building, begin to read the instructions:
 - Every Group: Place your students in your schools.
 - Group 1: Your school has met all the requirements of the No Child Left Behind Act such as having highly qualified teachers, great parent involvement, and good progress in math and reading scores. Each person in the group is to draw two books and put them into the school.
 - Group 2: For the last couple of years, your school has been deemed failing: students have not performed well on standardized math and reading tests, there is a shortage of certified teachers because of low pay, and you have few resources, among other challenges. As a result of this, students are transferring out of the school. Remove two students from your school.
 - Group 3: You are a high performing school. Your students have consistently done well in the areas of math and reading, your teachers are highly qualified, you have good resources for students, and the parents are extremely involved. Each person is to draw one book and put them into the school.
 - Group 4: You found out that your school received money from the U.S. Department of Education, allowing you to create a new after-school tutoring program for failing students. To represent this new program, each person is to draw three books and place them into the school.
 - Group 1: Because parents continue to transfer students to the school each person in the group must draw one more student and add them to your school.
 - Group 2: There has been continued low parent involvement at meetings and an insufficient number of certified teachers. Because of this, three builders must sit out. The rest of the group may continue to build.
 - Group 3: You did not meet your “adequate yearly progress” (AYP) this year. Historically, students of color in your school have not performed as well as white students on standardized tests and the NCLB requires that everyone perform equally as well on them. One person must stop building and sit out for three minutes to come up with a plan on how to close the achievement gap. Once the plan is complete, draw a book.



- Group 4: The United States Army asked your school to release the names, addresses, and phone numbers of all the students enrolled at your school or risk losing government money. You have two choices: 1) withhold the names, forfeit all the books given to you, and take away two blocks from your building, or 2) allow them access and have two members stop building and start folding paper that represents student information for three minutes.
- Group 2: Your school has not met the “adequate yearly progress” (AYP) for several years in a row. The District has decided to close the school. Break up your building and start to create three new high schools.
- Group 1: Due to the student transfers, class sizes increased. To represent this change remove four blocks from your structure (or cross out bricks).

13. Yell “FREEZE.”

14. Have students take a moment to take a look at their school. Share with participants that their experiences in the activity are metaphors for ways in which NCLB has affected some schools.

Processing

(20 min)

- Would you categorize your school as an urban, suburban or rural one? (Note: Groups 1 and 4 represent suburban schools; Group 2 is an urban school; and Group 3 represents a rural one.)
- At the end of the activity, how many students and books did each school have?
- How would you describe the state of your school at the end of the activity?
- What were the ways in which NCLB had a positive impact? A negative one?
- How did the schools receive and lose resources?
- What were some challenges that schools were faced with that prevented them from achieving or meeting NCLB goals?
- Which of the four goals was most relevant for the school you were building? (It may be good to have students refer back to their No Child Left Behind Act 101 sheet.)
- At the end of the activity, how close were your schools to meeting the characteristics of a good school that you came up with in the warm-up?
- Are there any similarities between the issues your actual New York City school faces and those presented in the activity? Discuss how poverty, inadequate funding, low teacher pay, etc. have an effect on ability of schools to perform.
- What suggestions do they give for improving the quality of education?

Closure

(10 min)

Explain to students that the NCLB is up for reauthorization. What aspects of NCLB do they agree with? What aspects are problematic? Ask students if they could support or change one part of the NCLB, what would it be?

**Reflection/Follow up**

- In their journals, ask students to write on the qualities of a good school. How does his or her school fare? How would it be graded?
- To learn more about the four goals of the NCLB and proposed changes, have students conduct some Internet research and fill out the No Child Left Behind (NCLB) Worksheet attached to the end of this workshop.
- Learn how to access school reports and data. Visit the New York City's Department of Education webpage at <http://schools.nyc.gov>. On this website, individuals can access information on their school's performance as well as viewing others', thus allowing for comparison. On the homepage, choose students, "Tools and Resources," "Annual School Report Cards," choose the region of the school, choose the district, and select the name of the school.
- Research the New York City Department of Education's Children First agenda. How are some of its goals similar to the goals of NCLB? What are some of the reforms being made on the local level in New York City and what have the results been? What other reforms do they feel should be made?
- Read recent news articles from Time magazine:
<http://www.time.com/time/nation/article/0,8599,1665512,00.html>
<http://www.time.com/time/magazine/article/0,9171,1625192,00.html>

Resources

- Homepage for the National Education Association (NEA): <http://www.nea.org>
- Rethinking Schools: <http://www.rethinkingschools.org>
- U.S. Department of Education: <http://www.ed.gov/nclb>
- War Resisters League's "DMZ: Demilitarized Zone: A Guide to Taking Your School Back from the Military:" <http://www.warresisters.org/youth/organizingmanual1.html>
- New York City Department of Education:
<http://schools.nyc.gov/Offices/ChildrenFirst/default.htm>

This workshop is adapted from the Global Kids Power of Citizenry Leadership Curriculum.

No Child Left Behind Act 101

In January of 2001, President Bush announced his framework for education reform. Shortly after, he announced the passage of the No Child Left Behind Act which is based on four principles: accountability for results, more choices for parents, greater local control and flexibility, and an emphasis on doing what works based on scientific research.

- **Strengthening Accountability**—States are responsible for setting strong academic standards for what every child should know. This means administering exams in math and reading in every grade from 3 to 8 and at least once in high school. This also means that states will have to describe how they plan to close the achievement gap and make sure that all students, including those with disabilities, achieve academic success.
- **Improving Teacher Quality**—having “highly qualified” teachers in every classroom by the end of 2005-2006 school year. In addition, schools will be able to use federal funding to hire more teachers, increase teacher salary, or improve teacher training and professional development.
- **Increasing Parental Involvement**—Parents will have access to information on how their child’s school is performing, and parents will have the right to transfer their child to a better public school.
- **Strengthening Reading Programs**—New federal funding will be given to administer screening and diagnostic assessments to determine which students in grades K–3 are at risk of reading failure. It will also provide professional development for teachers in the essential components of reading instruction.

So what does this mean?

For failing schools:

A school can be deemed failing if they do not meet the requirements of the No Child Left Behind Act. A failing school, also known as a school that has not made Adequate Yearly Progress, or AYP, has to create a two-year plan to make AYP. If they do not do so after three consecutive years, they remain on the needs improvement list, and after an additional nine years, schools may face corrective action, restructuring, or complete takeover.

For passing schools:

A school can be deemed passing if they meet the requirement of the No Child Left Behind Act. Because NCLB states that parents, educators, and students have public access to a school’s performance and data, parents may choose to transfer their children to these passing schools from a failing one.

For parents:

Parents have the opportunity to gain access to their child's and other schools' performance data. Because data and information must be broken down by race, socio-economic status, and other factors, they can see whether specific student populations are being served well. If that school is failing they have the option to relocate their children to better performing schools. For low-income families of children attending failing schools, they must be offered supplemental education services, for example, free tutoring or additional academic support provided outside of the regular school day.

For students:

Students will have access to their school's performance. They can also expect the hiring of more qualified teachers, possible restructuring of science and reading exams, and an emphasis on testing in the areas of science and reading.

The military clause:

In Section 9528 of NCLB the Pentagon is granted access to directories of all public high schools (supplying them with student names, addresses and phone numbers) to facilitate contact for military service recruitment.

Any schools refusing to allow the military access to this information is faced with losing some or all of their federal aid. The only way for students and parents to counter the military's new powers is to actively opt out by signing a document stating that you would not like your child to be contacted.

Opportunities for change:

2007 is an important year for the No Child Left Behind Act, as it is up for reconsideration in Congress. This provides the opportunity to make improvements and changes based off its successes and failures over the last couple of years. This is also a chance for communities to take action and support bills that would improve schools and meet the needs of its population. In addition to addressing calls for increased funding, some proposed bills, if implemented, would affect how, among other areas:

- The adequate yearly progress (AYP) is calculated.
- A "highly qualified teacher is defined."
- The military accesses students' contact information.

For more information on the No Child Left Behind Act visit: <http://www.ed.gov/nclb>

For more information on the military clause visit: <http://www.unitedforpeace.org>

No Child Left Behind (NCLB) Worksheet

1. To learn more about the No Child Left Behind Act (NCLB), go to a search engine (such as yahoo.com or google.com) and type in "No Child Left Behind Act." Respond to the questions below.

What are the 4 main goals of the NCLB? What do these goals mean?

- a) _____

- b) _____

- c) _____

- d) _____

What are some of the pros and cons of the legislation in terms of how it's being implemented and its effects? What is good about it? What might be the drawbacks?

2. Visit the National Education Association (NEA) website: <http://www.nea.org>. Once on the main page, choose "Legislative Action Center" in the section for No Child Left Behind, select "Learn More" on the next page, review the bills supported by NEA, and answer the following question.

Find four proposed changes to the NCLB and summarize. Do any of your representatives support any of these bills? If yes, include that information.

- a) _____

- b) _____

- c) _____

- d) _____

Assess whether you agree or disagree with these proposed changes to NCLB. Record your responses below.



DUKE IT OUT:

(80 MIN)

DEALING WITH SCHOOL CONFLICTS EFFECTIVELY

Objectives

Participants will be able to:

- Identify key players involved in conflicts in their school.
- Discuss the root causes of conflict and violence.
- Brainstorm different techniques for dealing with minor conflicts.
- Compare the impact of violence in their school vs. violence in other schools.

Materials

- Chalkboard and chalk or newsprint, tape and markers
- Copies of What Can Be Done to Address School Conflicts and Violence handout (one per participant)

Key Terms (<http://www.dictionary.com>)

- *Conflict*: to come into collision or disagreement; be contradictory, at variance, or in opposition; clash.
- *Violence*: physical force exerted for the purpose of violating, damaging or abusing.
- *Diffuse*: widely spread or scatter.

Warm-Up: Push Your Buttons**(15 min)***Procedure**(5 min)*

Have participants stand in a circle and state their name and one thing that really gets them angry. Record their responses on the board or newsprint.

*Processing**(10 min)*

- Were there any common themes in the responses given?
- What do you do when someone or something gets you angry? How do you respond?
- Do you think that your typical response is the best or most effective response?
- What is conflict?
- How does conflict relate to what we were just discussing?
- Point out that although anger and conflict are different, anger is often times one of the root causes of many conflicts. It is important to remember that conflict is a part of life. We experience it at home, school, work and in the community. The key to dealing with conflict successfully is to see how it can be used for growth or understanding.

Main Activity: Conflict Fishbowl**(60 min)***Procedure**(50 min)*

1. Have participants think about the different types of conflicts that exist in the school setting (i.e., between two girls, between a boy and a girl, between a teacher and a student).
2. List these possible combinations on the board or on newsprint.
3. Set up the chairs in a circle and place two seats in the middle.
4. Ask for two volunteers. Tell the students that we will be recreating real life conflicts that play out in schools in a role-play. The role-play will be in a “fishbowl” format in which the two participants will act out their scene in the middle of the circle (or fishbowl) while everyone watches.
5. At any point, but usually at the height of the conflict, you should stop the action to ask the audience:
 - What do you see happening?
 - What are the participants doing that is contributing to the conflict?
 - Have them share ideas how this conflict can be diffused or lessened in intensity.
6. Have the group create the identity of the two individuals by reviewing the list of potential individuals involved in school conflicts. They should be as descriptive as possible (i.e., come up with their names, ages, gender, possibly ethnic/cultural identity and role in the school, such as student or staff).
7. The audience should also offer suggestions on what they think the nature of the conflict should be (i.e., two friends fighting over the affections of a female classmate, or a student in conflict with a teacher over a grade they received).



8. Once you have selected the conflict and the profile of the disputants, start the role play by having the audience say, “1...2...3...ACTION!”
9. After you have frozen the action at the height of the conflict and asked questions about the incident (Step 5), allow another member of the audience to replace either of the two characters and replay the scene using the suggestions that were given by the group.
10. Repeat this process with other scenarios that were listed on the board at the beginning of the activity. It would be good to see multiple conflicts (i.e., student vs. student, student vs. staff, inter-group conflicts) so that students can practice strategies for dealing with different situations.

Processing

(10 min)

- What did you think of the conflicts?
- How realistic were they?
- How did body language, tone of voice and facial expressions play into it?
- How did their reaction impact how the conflict progressed?
- On a larger level, how do you think that conflicts in school should be handled? (i.e., suspension, mediation, student court).
- Have you heard of alternative methods for preventing or resolving conflicts used at other schools?
- At this point, review What Can Be Done to Address School Conflicts and Violence handout.

Note: Explain that it's important to be able to employ different methods of handling conflict for different situations and circumstances. Choices, decisions and consequences are something to think about.

Closure

(5 min)

Have participants state one method of dealing with conflict that they learned in the workshop.

Reflection/Follow-up

- **Journaling:** Have students reflect upon the topic by writing a “dialogue journal” entry. Tell students to write about a recent conflict they were in, who was involved and how it was resolved. If it wasn't resolved, they should indicate why it was not. After all the students have written something, collect all of their entries and respond to them, creating a “dialogue journal” entry. Your feedback should not be punitive, but rather, encouraging positive ways of dealing with conflict and affirming them.
- **Research Project:** Since there is no magic bullet to reduce school conflicts and eradicate violence on school campuses, have students do research projects to try to explore the efficacy of the different options that are currently utilized by different schools. For suggestions see Resources and the What Can be Done to Address School Conflicts and Violence handout.



Resources

- Education World: http://www.education-world.com/a_lesson/00-2/lp2059.shtml
- Article on School Violence from the Constitutional Rights Foundation: <http://www.crf-usa.org/violence/school.html>
- For Educators: Linda Lantieri and Janet Patti, *Waging Peace in Our Schools*, Boston: Beacon Press, 1998.
- Article on school uniforms: <http://rcp.missouri.edu/articles/brunsmma.html>
- Article from Deprived of Dignity on developing a human rights framework when trying to address school conflicts: <http://www.nesri.org/Deprived%20of%20Dignity%2007.pdf>

What Can Be Done to Address School Conflicts and Violence

In recent years, there has been a collective effort among concerned parents, law enforcement and educators to address the growing trend of violence in schools. Various preventative as well as residual strategies have been suggested and implemented to try to curb youth conflicts with the overall goal of ending youth violence in school altogether. Here are some of the suggestions:

Discipline Codes, Suspensions & Expulsions

- Seeing a need for discipline, many schools are enacting discipline codes. The U.S. Department of Education suggests that schools set guidelines for behavior that are clear and easily understood.
- Some schools have started first-offender and rehabilitation programs for students who have been implicated in or suspended for violent assaults at school. These programs offer tutoring and conflict mediation training for the offender and his or her parents. In addition, students and parents may be asked to sign a contract to participate in joint counseling with school staff once the suspended student returns to school.
- Many school districts have adopted a zero-tolerance policy for guns. In the Los Angeles Unified School District, any student found with a gun is expelled. The policy seems to be weeding out students who are carrying guns. In its first year, about 500 students were recommended for expulsion. The following year the number increased to almost 600 students. The increase raises questions. Is it due to better enforcement? Or is the policy not stopping students from carrying guns?

School Uniforms

- Another policy rising in popularity is school uniforms. A recent study by the U.S. Department of Education suggests that school uniforms can help reduce theft, violence, and the negative effects of peer pressure caused when some students come to school wearing designer clothing and expensive sneakers. A uniform code also prevents gang members from wearing colors and insignia that could cause trouble and helps school officials recognize intruders who do not belong on campus.
- Across the country, the adoption of school uniforms is so new that it's impossible to tell whether it will have a long-term impact on school violence. Critics have doubts. And some parents, students, and educators find uniforms coercive and demeaning. Some students complain that uniforms turn schools into prisons.

Implementation of the "Whole School" Approach to Creating Welcoming Schools

- This approach stems from the philosophy that young people are valuable members of society and should be given the same rights and responsibilities as other members of the human family.
- Proponents of this philosophy suggest options like, students courts as a way to address conflicts. In student courts, offered at schools like Humanities Prep High School, a student can air a grievance with a student or staff person and have their issue heard in a school-based court and judged by a jury of students and teachers. It exemplifies democracy and empowerment.



YOUTH ZONE:

(90 MIN)

CREATING YOUTH-EMPOWERED SPACES

Objectives

Participants will be able to:

- Identify components necessary to feel safe in a school or after-school setting.
- Develop guidelines for creating their own youth-empowered space.
- Work collaboratively with their peers and with adults to create a youth-empowered physical space.

Materials

- Newsprint and tape
- Colored markers: four for Warm-Up, then enough for six groups to draw with. Alternatives are crayons or colored pencils.
- Blank paper (lined or unlined) (one sheet per participant)
- Envelopes (one per participant)
- Pens (one per participant)
- Copies of Youth-Empowered Spaces 101 (one per participant)

Key Terms

- *Youth Empowerment*: an attitudinal, structural, and cultural process whereby young people gain the ability, authority, and agency to make decisions and implement change in their own lives and the lives of other people, including youth and adults. (Vavrus, J. & Fletcher, A. (2006). *Guide to Social Change Led By and With Young People*. The Freechild Project)



Warm-Up: Defining a Youth-Friendly Space

(20 min)

Procedure

(5 min)

1. Tell the group that we are now going to brainstorm. Write the word “youth” on a piece of newsprint or on the chalkboard.
2. Ask, “What’s the first thing you think of when you hear the word youth?” Write the words around the word “youth.”
3. Continue asking the following questions. For each round of questions, you should connect the words to a word from the previous question by drawing a line between the two words (try to use different colors for each round of questions):
 - What are some things that young people care about?
 - What are some things that young people have to do in school or related to school?
 - Who are some people that young people interact with in school?
 - What are some of the problems that young people face in school?

Processing

(15 min)

- What do you notice about the words in the web?
- Are there similarities among the words that were listed? How so?
- About how much time do you spend in school?
- Does your class/your school reflect you as a young person?
- How often are you asked your opinion about things in the school (i.e., the classes, the teachers, problems in the school)?
- How much decision-making power do you have in the school (think of things like school rules, policies, governance)?
- Can you name examples of students being actively involved in all aspects of how their school is run?
- What does it mean to have a “youth-empowered space?”

Main Activity: Creating Youth-Empowered School Blueprints**(60 min)***Procedure**(40 min)*

1. Divide the participants into four to six groups. Give each group newsprint and markers (or crayons/colored pencils).
2. Ask the participants to imagine what schools would be like if they were created and run or governed by students. Have them think of what their youth-empowered school community would look like both inside and outside.
3. In their groups, they will draw a blueprint of this youth-empowered community.
4. Assign half of the groups to use the school as their youth-empowered community and the remaining groups to use the classroom as their youth-empowered community. Both groups should take the following into consideration:
 - Physical environment: what pictures/posters are on the walls, what supplies do kids have access to, resources (i.e. what types of books and magazines are in room).
 - Non-physical environment: the overall “feel” of the school/class, including philosophy, vision, motto, mission, guidelines and rules. Come up with at least three rules that students in your school must abide by, concerning how people in the environment interact with each other.
 - A written plan of steps that need to be taken to accomplish this in their school/classroom.
5. Please let participants know that they should draw their “ideal” vision of a youth-empowered school (i.e., what their school would look like in a perfect world), as opposed to the simply re-creating their existing school or drawing what they see in their communities.
6. In addition to this, they must also answer the following questions:
 - Who will make decisions in your school? (i.e., a council of students, an interdisciplinary council consisting of different members of the school community)
 - How will decisions be made in your school? (i.e., secret vote, majority rules)
 - How will conflicts be dealt with in your school? (i.e., student courts, suspension)
 - What input will students have in the curriculum and other aspects of their education? (i.e., control over their class schedule)
 - How will you orient new students to the culture and mission of your school-community?
 - How will you sell your idea of a youth-empowered space to teachers who are responsible for educating the students in the school?
7. Give participants 25 minutes to accomplish their task followed by group presentations.

*Processing**(20 min)*

- What was it like doing that activity?
- How did your group decide what a youth-empowered school/classroom looked like?
- How close are your real schools/classrooms to your youth-empowered ones?
- What steps do you need to take to create your youth-empowered school/classroom? Review Youth Empowered Spaces 101 for ways to get involved and examples.
- Are there any challenges or barriers to creating it? If so, what are they?
- What are the concrete steps that can be taken to overcome those barriers?
- What happens in a school/classroom when students feel either that their opinions are important or their voices are not heard?
- In creating a youth-empowered space, how do you get support from teachers and other school personnel who have to meet the needs of the city and the state?
- Why is it important to have a youth-empowered space?
- What might be some challenges?
- What are some ways that you can affect change in the school to make it more of a youth-empowered space?

Note: You have two options of what to do with this information. You can record their responses on newsprint and for a formal presentation to the principal(s) at a later occasion. Or, you can have the students make a large visual display outlining their ideas for making the school a youth-empowerment zone by having students write suggestions on index cards and having them post them up on a bulletin board in a central location. They could also decorate the board with pictures illustrating what they think a youth-empowered space looks like, including poems and artwork.

Closure**(10 min)**

Distribute a pen, a sheet of paper and an envelope to each participant. Tell participants that they are to write a letter to themselves describing what was discussed, what they learned and any feelings that came up during the workshop. After they write their letter, have them place it in a self-addressed envelope and collect them. Instruct them that you will mail the letters back to them in approximately six months to remind them of what was covered in the workshop.

Reflection/Follow-up

- **Research Project:** As a group project, have young people research schools, organizations and jobs that boast having a youth-empowered space. Begin this process by having them interview their peers regarding what they need in order to feel like a space represents them, their voice and their identity (i.e., what do they need to have ownership of the space). After they have done so, they can also search for organizations and schools that meet their criteria for a youth-empowered space and learn about how they became that way.

Youth-Empowered Spaces 101

Q. What mechanisms exist in schools to empower young people?

A. In recent years there has been a push to make schools more “student-centered” and to give students a voice. Some measures to ensure that youth are heard and not just seen include:

1. **School Leadership Team (SLT)**—This entity is a group of stakeholders who are responsible for contributing to the overall improvement of the school. The team is made up of parents, administrators (including the principal), teachers, school staff and at least two students. Community-based organizations are included on the team.
2. **Chancellor’s Student Advisory Council (SAC)**—A group of students who represent their peers and weigh in on key decisions at meetings for their school and larger educational meetings. This is exclusive to New York City public schools.
3. **Student Government**—In all schools, students can run for office (president, vice president, secretary and treasurer) for their individual class/grade and for the entire school.

Q. Who should students talk to if they feel disempowered in their school?

A. Speak to the Coordinator of Student Affairs (COSA) or principal of your school about how you can be a part of the SLT, SAC or run for office to learn about ways to make systematic change. You can also speak with another caring adult or ally in your school (possibly a staff member of a community-based organization in your school) to discuss organizing other students to try to take action in the school on a grassroots level to affect change.

Q. What are some ways that other schools have created youth-empowered spaces?

- o **YES:** The Youth Empowerment School (YES) in Oakland, CA is a school where students, staff and community have significant roles in the governance, planning, decision making, advising and processes of continual improvement that is embedded in the culture. On the school’s website, there is a link to a progressive, youth-centered website for students: <http://www.youthempowermentschool.com>
- o **Paulo Freire Freedom School:** The school is a free, public charter school, grades 6–8, which opened in Tucson, Arizona in August 2005 with a vision and mission inspired by the life and work of Brazilian educator and literacy pioneer Paulo Freire, as well as by the 1964 Mississippi Freedom School movement: <http://www.paulofreireschool.org>

Q. What are some organizations that either have or help to create youth-empowered spaces?

- o **Youth On Board:** A Boston-based non-profit organization that promotes youth voice and youth involvement in schools and community-based organizations: <http://www.youthonboard.org>
- o **The Door:** A comprehensive, multi-service youth-centered space in N.Y.C. where young people can access health care, legal services, mental health, food and social services as well as engage in recreational activities that are designed with their interests in mind: <http://www.door.org>



EXPERIENTIAL ACTIVITY:

(80 MIN)

NEW YORK CITY COUNCIL EDUCATION COMMITTEE MEETING PREPARATION AND FIELD TRIP

(time allocation excludes trip to New York City Council)

Objectives

Participants will be able to:

- Define and understand the role of the New York City Council and its committees.
- Experience how New York City residents and youth can participate in New York City government operations and civic affairs by attending public hearings.
- Research education issues and develop civic literacy skills while preparing for a visit to a New York City Education Committee public hearing.

Materials

- Pens or pencils
- Copies of City Council Human Scavenger Hunt (one per participant)
- Copies of Key Ideas for the City Council's Education Committee Meeting handout (one per participant)
- Newsprint, tape and markers (for four or five groups)
- Permission slips made according to site requirements (one per participant)
- Copies of directions and Education Committee meeting details (one per participant) See below for how to obtain meeting information and location. Directions to the meeting from your site can be obtained from: <http://www.hopstop.com>

Note: Before starting the workshop, visit New York City Council's website to preview upcoming meetings. Because meetings are held on an approximately monthly basis, it is a good idea to check periodically, as some topics may not be applicable to the students or more challenging for students to discuss. Be sure to obtain permission for students to attend. New York City Council: http://www.nyccouncil.info/issues/committee.cfm?committee_id=75&tsbdkey=9

Key Terms (sources vary)

- *New York City Council:* The law-making body of the City of New York. It is comprised of 51 members from 51 different council districts throughout the five boroughs. The Council monitors the operation and performance of city agencies, makes land use decisions, and has sole responsibility for approving the city's budget. It also legislates on a wide range of other subjects. The Council is an equal partner with the Mayor in the governing of New York City. (<http://www.nyccouncil.info/index.cfm>)
- *Legislation:* 1) the act of making or enacting laws; 2) a law or a body of laws enacted. (<http://www.dictionary.com>)
- *Public hearing:* a special type of public meeting which provides an opportunity for the public to make comments on a proposed piece of legislation, government decision or policy, or other pressing issue. (<http://www.epa.gov/r5water/uic/glossary.htm>)

**Warm-Up: City Council Human Scavenger Hunt****(30 min)***Procedure**(10 min)*

1. Introduce the workshop, which will focus on preparing students for a City Council Education Committee meeting. Explain that further details of the trip will be discussed at the end of the workshop.
2. Distribute copies of the City Council Human Scavenger Hunt and a pen to participants.
3. Instruct participants to review the sheet that says, “find someone who...”
4. Tell them that the object of the game is to try to complete as much of the sheet as they can by having different people sign their paper who fit the description of one of the items. (i.e., if the paper says, “find someone who... likes rap music,” they must walk around the room and find someone who likes rap to sign their paper).
5. The participants must follow three simple rules: They cannot sign their own paper they cannot get someone to sign their paper more than once; and they must find out the answer to the question being asked, if applicable.
6. Say “go” and give them five minutes to get as many signatures as possible.

*Processing**(20 min)*

- Did anyone get all questions signed?
- Did anyone have any signatures for numbers 1, 2, 4, 5, 7? If yes, please read out the answers. Read off the answers from the Answer Key for City Council Human Scavenger Hunt.
- As citizens/residents, how can we get involved to voice our opinion on the school system and educational policies?
- Describe what you know about the New York City Council. Describe what you think a public hearing is for. Review the definition of the City Council and public hearing found in the Key Terms section of this workshop.
- Review Key Ideas for the City Council’s Education Committee Meeting handout as a group.

Segue

Explain that the purpose of the next activity is to prepare students to think critically on the issue that will be presented at the Education Committee meeting and formulate questions on the topic. Also, the next activity is meant to link personal experiences and knowledge to the subject.



Main Activity: Brainstorm & Expressing Community Concerns (40 min)

Procedure (25 min)

1. Introduce the topic of the Education Committee meeting participants will be attending, which should be researched prior to the workshop.
2. Write the general topic on the board or on a large piece of paper.
3. Ask participants: What words come to mind when they hear this term?
4. Record responses on the board.
5. Divide participants into five groups.
6. In their groups, tell them to develop one or two questions related to the topic. What would they like to know?
7. They can base their questions off the brainstorm, personal experiences, the news, magazines, etc.
8. Have each group choose one person to present the question at the end of the activity. Choose a recorder who will write all the questions created by the groups.
9. Distribute newsprint and markers to each group and tell them they have ten minutes to devise their questions. They should be able to explain why their questions are important.
10. Have the groups present their questions.

Processing (15 min)

- How did the group come up with the question(s)?
- How are these questions relevant to you and/or your community?
- What additional information would you feel is important to know on this issue? Ask the recorder to write this down.
- Is this a question that anyone in the group would feel comfortable asking at an actual hearing? Would anyone want to give testimony at the hearing? How could we prepare for this as a group?

Note: Encourage the group to voice their opinions at the hearing. Understanding the issue in more depth will give them the confidence they need to speak in public. During the processing above, they identified what additional information they feel is important to know on the subject. Ask them to decide how they might get this information and who is responsible. If the group would like to provide testimony, have them create a draft of a written statement once they've conducted their research.

Closure (10 min)

1. Ask participants to stay in their groups.
2. In groups, each person is to share one thing that they are excited about for the City Council Education Committee meeting.
3. Distribute copies of the details (time, location) of the Education Committee meeting to each participant and/or decide on a mutually convenient location to meet (i.e., the location of the after-school program).

**Reflection/Follow-up**

- Ask students to reflect in their journal what democracy means to them. As young people, how engaged do they feel in the democratic process, especially if they can't vote? What are ways they can participate and why is it important?
- Students interested in learning more about the City Council and its upcoming meetings may visit their web site: <http://www.nyccouncil.info/>

To view upcoming meetings:

- On the main page select “Legislation” and a page should open with different issues. Choose “Education” to learn more about upcoming meetings and topics. There is also a section, “Upcoming Meetings,” where one can view the topics and learn about the location of the meetings.
- Another useful section is “More Information” where one can learn about the role of the Council.
- After students have attended the meeting, and if they are interested in taking action on the issues discussed, advise students to research more on the web. They can create a flyer with key ideas and raise awareness at school or in the community by distributing them. They may also set up a table at school and distribute flyers.

This workshop is adapted from the Global Kids Power of Citizenry Leadership Curriculum.

City Council Scavenger Hunt

Find Someone Who...

1. Knows the name of the New York City Schools Chancellor

Chancellor's name:

2. Knows the name of a City Council Member

Council Member's name:

3. Has an idea to improve New York City Schools

4. Has spoken with a representative of the government

Person they spoke with:

5. Knows where City Hall is located

City Hall Location:

6. Has more than 3 siblings

7. Has heard of the term public hearing and can define what it is

Definition of a public hearing:

Remember, you can not sign your own paper or get the same person to sign your paper more than once!

Answer Key for City Council Human Scavenger Hunt

1. The name of New York City Schools Chancellor is Joel Klein.

2. Some names of City Council Members through 2008:

Queens:

Joseph P. Addabbo, Jr.

Tony Avella

Leroy G. Comrie, Jr.

Dennis P. Gallagher

James F. Gennaro

Eric N. Gioia

Melinda R. Katz

John C. Liu

Manhattan:

Gale A. Brewer

Inez E. Dickens

Daniel R. Garodnick

Alan J. Gerson

Robert Jackson

Jessica S. Lappin

Melissa Mark Viverito

Bronx:

Maria del Carmen Arroyo

Maria Baez

Helen D. Foster

G. Oliver Koppell

Brooklyn:

Charles Barron

Bill de Blasio

Erik Martin Dilan

Mathieu Eugene

Simcha Felder

Lewis A. Fidler

Vincent J. Gentile

Sara M. Gonzalez

Letitia James

Staten Island:

Vincent Ignizio

Michael E. McMahan

5. City Hall is located in Manhattan near the Brooklyn Bridge.

7. Public Hearing: a special type of public meeting. The purpose of a public hearing is to provide an opportunity for the public to make comments on proposed legislation, government decision or policy, or other pressing issues.

Key Ideas for the City Council's Education Committee Meeting

What is City Council?

New York City Council is the law-making body of the City of New York. It is comprised of 51 members from 51 different Council Districts throughout the five boroughs. The Council monitors the operation and performance of city agencies, makes land use decisions, and has sole responsibility for approving the city's budget. It also legislates on a wide range of other subjects. The Council is an equal partner with the Mayor in the governing of New York City.

Source: New York City Council, "The Role of City Council:" http://www.nycouncil.info/tools/about_council.cfm

What is a committee?

Most of the City Council's legislative* work is done in committee. It is there that proposed legislation is initially debated and the members of other government branches and the public are given a chance to comment. One of the committees is the Education Committee where education laws are discussed.

Source: New York City Council, "The Committee System:" http://www.nycouncil.info/tools/about_council.cfm

What is a public hearing?

A public hearing is a special type of public meeting. The purpose of a public hearing is to provide an opportunity for the public to make comments on a proposed piece of legislation, government decision or policy, or other pressing issue. Any member of the public can speak at the hearing, as long as you sign in upon arriving at the hearing room. You may also fill out a card, which records whether you are for or against what is being discussed. When attending an Education Committee meeting, here are some areas to guide you through the experience.

Things to keep in mind:

- What are the Council Members discussing? What is the issue at hand?
- Who is testifying at the hearing? What is their point of view on the issue?
- What are some questions that other citizens have asked?

Point to touch upon when formulating a question:

- What is the issue?
- To your knowledge, what is being done or not being done?
- What are you asking the representative to do?
- What are your ideas on how to address the issue?

*Legislation: 1. the act of making or enacting laws. 2. a law or a body of laws enacted. *Source: Dictionary.com: <http://www.dictionary.com>*



BE ALL YOU CAN BE

(95 MIN)

Objectives

Participants will be able to:

- Understand how military recruiters have access to students in schools and to their contact information through the No Child Left Behind Act (NCLB).
- Assess the impact of the military recruitment provision in NCLB on schools, students, school administration, and parents.

Materials

- Scenes & Roles sheets cut out and kept in order
- Copies of Military Recruiters in Our Schools handout (one per participant)

Key Terms (sources vary)

- *Military Recruiter*: an official who enlists personnel for military service. (<http://wordnet.princeton.edu>)
- *G.I.*: a member or former member of the United States armed forces. (<http://www.dictionary.com>)
- *No Child Left Behind Act (NCLB)*: an educational reform bill that was introduced by President Bush in 2001. The four main goals of the NCLB are: accountability for results, more choices for parents, greater local control and flexibility, and an emphasis on doing what works based on scientific research. (<http://answers.ed.gov>)



Warm-Up: “Be All You That Can Be” **(30 min)**

Procedure *(20 min)*

1. Divide participants into four groups.
2. Ask them if they have heard the phrase “Be All That You Can Be” and whose slogan it was. Explain that it was a popular slogan used by the U.S. Army in its recruiting.
3. In their groups, they are to create a poster for this slogan. However, the poster will not be made of paper, it will be made with their bodies. In essence, they will be posing as people would be posing on a poster.
4. The poster should show all the different dimensions of the slogan “Be All That You Can Be,” whether they feel joining the army can be a positive or negative action, or both.
5. After ten minutes, have each group present their “poster,” giving each group a “1, 2, 3, picture” to form and hold their pose.
6. Quickly ask the audience the message of the “poster” being presented by each group after each one presents.

Processing *(10 min)*

- What were some themes or commonalities in the “posters”?
- How did you decide what to put in your image? What influenced how you felt about the slogan? Were there different views on joining the military?
- What experiences or contact do you have with military recruiters? What are the different methods or media that they use and where?

Main Activity Part 1: NCLB and Military Recruitment in Schools **(15 min)**

Procedure *(15 min)*

1. Tell students that today, the workshop will look at the issue of military recruitment, and specifically, its relationship to the No Child Left Behind Act. Refer to Key Terms for a description of NCLB.
2. Distribute a copy of “Military Recruiters in Our Schools” to each participant and ask for volunteers to read aloud. Ask participants to think of why the military might want to recruit in schools and what the benefits or drawbacks of this are to the different parties involved. If the school has an ROTC program, ask them to reflect on how they feel about this.

Main Activity Part 2: Military Recruitment Improvs
(45 min)
Procedure
(25 min)

1. Explain that using the Military Recruiters in Our Schools handout as a reference, the group will be improvising short scenes about military recruitment and the No Child Left Behind Act.
2. Tell participants that there will be three scenes and you will explain the background of each one. Improvising means that people come up with lines and act on the spot, according to the brief character profile they have been given.
3. Tell them that for each scene, different people will come up to be the actors and will be given roles. The rest of the group will be the audience.
4. At a key point in the improvisation when there is conflict, they will hear “freeze” and should stop acting. Then other volunteers from the audience will replace the actors and continue the scene.
5. Begin the first improvisation by asking for two volunteers and distribute the roles of Scene One. Once they are ready, read the background information.
6. *Scene 1:* The student just came home from a long day at school. Earlier, on the way to the college office, the student was approached by a military recruiter. The military recruiter spoke to the student about the benefits of enlisting. The student decided to join. The student will now talk with the parent about this decision.
7. Give the volunteers a “1, 2, 3, action” to begin the improvisation.
8. At a critical point, say “freeze” and ask for replacements to come up if needed and resolve the situation.
9. Discuss what happened with the group; identify the conflict, motivations and reasoning of each character, and the resolution reached.
10. Continue with the additional scenes, for as long as time (and interest permits), saying “freeze,” getting new or repeating volunteers to step in and take roles and to help resolve the situation.
11. *Scene 2:* On the way to work today, the parent was thinking about his or her high school-aged child. There were many thoughts running through the parent’s mind including: “How will my child ever be more disciplined?” and “How can my child become more focused and goal oriented?” The child is struggling in school and is not responding to the attempts that the parent and school have made to intervene. At this moment the parent decided that perhaps it would be a good idea to have the child enlist in military service. This way the child will be more disciplined and have access to money for college. “After all,” the parent thought, “it worked for me!” The parent will now talk with the child to discuss this decision.
12. *Scene 3:* The student received a phone call from a military recruiter and was upset that the military recruiter has access to his personal contact information. The student has heard of an opt-out form, but cannot remember having seen or signed it. The student is at school talking to friends about this experience with the military recruiter and about students’ options.

*Processing**(20 min)*

- What were the main struggles in the different scenes and for the different roles?
 - Scene 1:* the student and the parent: the student enlisting and the parent receiving this news (some parental concerns would be the student seeing combat, the reasons for joining, other options outside of enlisting, etc.).
 - Scene 2:* the parent and the student: the parent struggling with the child and disciplinary issues. For the child, struggling at school and the role he or she has in this decision.
 - Scene 3:* the student's knowledge of his or her rights and having access to this information.
- Does military recruitment relate to the overall goals and purpose of the No Child Left Behind Act? Why or why not?
- Should military recruiters be allowed into schools?
- If yes, to what extent and what would be the benefit? If not, why not, and what are the concerns? What is the affect on the learning environment?
- What about the pressure military recruiters are faced with to meet enlistment quotas? How might this affect how and whom they recruit?
- What opinions or suggestions do you have regarding the No Child Left Behind Act clause which grants military recruiters access to students' information?

Closure**(5 min)**

Ask students to stand in a circle and share one thing they learned today.

Reflection/Follow-up

- Ask students to journal on the concept of a volunteer army, as opposed to required military service, writing about the pros and cons of each.
- For more information and perspectives on the No Child Left Behind Act:
 - U.S. Department of Education: <http://www.ed.gov>
 - National Education Committee: <http://www.nea.org>
 - Rethinking Schools: <http://rethinkingschools.org>
- Learn about proposed changes to NCLB when it comes up for renewal in 2008, including H.R. 1346, the Student Privacy Protection Act, which would require that students authorize their information to be shared with military recruiters before the school can turn over the information. View an online petition created by Global Kids youth in the Human Rights Activist Program: <http://www.ipetitions.com/petition/GlobalKidsAtBryantHRAP/>



- Students who are interested in learning more about students' rights and would like to learn more about counter-military recruitment may visit the following websites:
 - New York Civil Liberties Union (NYCLU): <http://milrec.nyclu.org>
 - War Resisters League: <http://warresisters.org>
 - United for Peace and Justice: <http://www.unitedforpeace.org>
 - Another great youth-friendly resource is The New Yorkers' Guide to Military Recruitment in the five boroughs, which can be downloaded for free at: <http://counterrecruitmentguide.org>
- Students who are interested in speaking with youth activists on the issue of military recruitment can contact the Youth Activist Youth Allies Network (Ya-Ya Network). Students can also bring in a military recruiter or soldier to speak with the youth.
- Students who are interested in learning more about the armed forces can visit:
 - <http://www.goarmy.com>
 - <http://www.navy.mil>
 - <http://www.af.mil>
 - <http://www.usmc.mil>

Scenes & Roles

SCENE 1

Background: The student just came home from a long day at school. Earlier today, on the way to the college office, the student was approached by a military recruiter. The military recruiter spoke to him or her about the benefits of enlisting. The student decided to join. The student will now talk with the parent about this decision.

cut here

Role: Student

Duty: You are in high school and exploring your options after high school, such as job experience, training programs, college and associate degree programs.

cut here

Role: Parent

Duty: You are very involved in the life of the student and the decision-making process. You would like for your child to attend a post-secondary school program and get a good job.

Scenes & Roles

SCENE 2

Background: On the way to work today, the parent was thinking about their child (who is high school-aged). There were many thoughts running through the parent's mind: "How will my child ever be more disciplined?" The child is struggling in school and is not responding to the attempts that the parent and school have made to intervene. At this moment the parent decided that perhaps it would be a good idea to have the child enlist in military service. This way the child will be more disciplined and have access to money for college. "After all," the parent thought, "it worked for me!" The parent will now talk with the child to discuss this decision.

cut here

Role: Parent

Duty: You have noticed that your child (high school-aged) lacks discipline. Attempts to address this have failed. You would like for your child to enlist for military service to be more disciplined. You had joined and found it be a valuable experience in your life.

cut here

Role: Child

Duty: You are struggling at school and at home with your parents.

Scenes & Roles

SCENE 3

Background: The student received a phone call from a military recruiter and was upset about the military recruiter accessing this information. The student has heard of an opt-out form, but cannot remember having seen or signed it. The student is at school talking to friends about this experience with the military recruiter and about students' options.

cut here

Role: Student

Duty: You were contacted by military recruiters at home and are upset that they have access to this information. You would like to learn more about your rights as a student.

cut here

Role: Friend of student

Duty: You will be discussing your friend's experience with the military recruiter and will try to be supportive of your friend.

Military Recruiters in Our Schools

How'd they get there?

No Child Left Behind Act—In January of 2001, President Bush announced his framework for education reform. Shortly after, he announced the passage of the “No Child Left Behind Act” which is based on four principles that relate to the school system: accountability for results, more choices for parents, greater local control and flexibility, and an emphasis on doing what works based on scientific research.

In section 9528 of the No Child Left Behind Act military recruiters are required to be given the same access to secondary school students as they are given “to postsecondary educational institutions or to prospective employers of those students.” Postsecondary educational institutions include colleges, universities, technical institutions and associate programs.

If requested by military recruiters, schools are required to share students’ contact information (names, addresses and telephone listings) or risk losing federal funding. The only way for students to withhold this information is to sign an opt-out form and submit it to the principal or school administrators.

Currently, communities are asking that this requirement be changed to allow students who would like to be contacted by military recruiters to sign a form making their information available. To learn more about H.R. 1346, that would allow for this change, visit the National Education Association: <http://www.nea.org/lac/esea/o7nclb.html>

Sources: U.S. Department of Education, SEC. 9528. Armed Forces Recruiter Access to Students and Student Recruiting Information: <http://www.ed.gov/policy/elsec/leg/esea02/pg112.html#sec9528> and National Education Association: <http://www.nea.org/lac/esea/o7nclb.html>

What types of benefits do some GI's receive?

The Montgomery GI Bill, founded in 1944, is the centerpiece for military education benefits. When new recruits arrive at basic training they are enrolled into this program. Generally, this is the bill that provides recruits with money for educational and vocational programs. To receive benefits from this bill (worth over \$39,000), one must have:

- Served at least two years on active duty.
- Paid \$100 per month for a 12-month period, which is taken out of their paycheck. (This money is NOT refundable.)
- Finished high school or have an equivalency certificate before applying for benefits.

Source: Military.com, “Active Duty GI Bill User’s Guide:” <http://education.military.com/money-for-school/active-duty/gi-bill/active-duty-gi-bill-users-guide>

Other benefits for veterans include life insurance, veteran health care, disability compensation, pensions, employment and training.

Source: Military.com, “Understanding Veteran Benefits” <http://www.military.com/benefits/veteran-benefits>

Challenges to receiving the full GI Bill benefits...

- Over half of the veterans who sign up for educational benefits receive nothing.

Source: George Rachon, Department of Veteran Affairs quoted in: "Military Money for College: A Reality Check" by Sam Diener and Jamie Munro, 2005 from Youth Activist Youth Allies Network's "Military Myths Fact Sheet and Explanations"

- This is due to the fact that in order to get money for college under the G.I. Bill, one must complete his or her full period of enlistment and receive an honorable discharge. About one in four veterans receives a dishonorable discharge, one in three leaves early, and many decide not to go on to college later on. However, the military still keeps the money they have paid in.

Source: War Resisters League: <http://www.warresisters.org/leaflets.htm>

- 21% never get to use their money before the 10 year limit is up.

Source: Department of Veteran Affairs quoted in "GI Blues," Elizabeth Farrell, Chronicle of Higher Education, May 13, 2005 from Youth Activist Youth Allies Network's "Military Myths Fact Sheet and Explanations"

Alternative ways to access money for college and job training:

Many people enlist in the military because they want to find ways to pay for college. But it's important to know that there are a variety of sources that can help fund higher education. Begin by meeting with the college counselor at school for guidance and information on how to pursue your educational interests so that you can make an informed decision. Some resources include:

- Free Application for Federal student Aid (FAFSA): <http://www.fafsa.ed.gov>
- FinAid! Financial Aid, College Scholarships and Student Loans: <http://www.finaid.org>
- College Answer: <http://www.collegeanswer.com>
- FastWeb: Scholarships, Financial Aid and Colleges: <http://fastweb.com>

Source: Youth Activist Youth Allies Network's "Military Myths Fact Sheet and Explanations"

Service Projects Ideas

- Have students participate in an international campaign, such as the Global Campaign for Education, which conducts an annual Global Education Action Week each spring. (<http://www.campaignforeducation.org>)
- Students from different cultural, racial and ethnic groups can work together to create a Unity Wall at the school or host site in which all of their different groups are represented.
- Students interested in supporting changes to No Child Left Behind (NCLB) can visit the National Education Association's (NEA) website to sign petitions that relate to the Act. As a community action, they can then talk with friends, family, and others in their communities to sign the petition. They can organize a "teach-in" for the community and their peers to discuss the pros and cons of NCLB and steps to improve education.
- Research how the students' school compares to other schools regarding violence and conflicts. They can create surveys on issues pertaining to conflicts in their schools, have friends from different schools distribute them to their peers, collect and compare the data, and report their findings in the school newspaper, a blog or a culminating event, like an assembly to which they invite members of the community.

Possible questions to include on the survey:

- Do metal detectors make you feel safer in school?
- Are school uniforms an effective tool for curbing school violence?
- Do peer mediation and conflict resolution really work?
- Do school safety officers do a good job of making you feel secure at school?
- Organize a "Mix It Up" day to bring students of different ethnicities and backgrounds together, starting with mixing up where people sit in the cafeteria. For tools and tips on organizing participation in this nationwide initiative, go to Teaching Tolerance at: <http://tolerance.org/teens>.
- Advocate for a Youth Board Member: Students can try to create a youth-empowered space within their own after-school program. If the program is run by a non-profit organization, have them ask one of the staff members if there are any young people on the board of directors. If not, have them research the steps necessary to get young people on the board. Have them check out the website for Youth on Board as a resource: <http://www.youthonboard.org/site/c.ihLUJ7PLKsG/b.2039165/k.BE6D/Home.html>
- Have students raise awareness about their right to "opt-out," meaning to withhold their contact information from military recruiters. Make copies of the opt-out form for students to distribute in the lunchroom at school or in their communities. They can distribute information to students, parents, guardians, etc. One can find the actual forms and deadlines regarding opt-out forms on New York City's Department of Education page by typing in "opt-out forms" under "Site Search." Website: <http://schools.nyc.gov>

Another way to find opt-out forms is by doing a general search on the Internet and typing in "Opt-Out." Many community-based organizations post these forms on their website to be used by the public, and the form is supposed to be distributed to all high school students.

Chapter 23

Adolescent Sexual Health

Introduction

Workshops:

Time to Change: Nuts and Bolts of Puberty

Body Image: Love the Skin You're In

Road to a Healthy Future Human Board Game:
Abstinence as A Part of Comprehensive Sexual
Health

Understanding and Preventing
Sexually Transmitted Infections (STIs)

Relationships 101

Flirting or Hurting:
Understanding Sexual Harassment

Service Project Ideas



Introduction

One of the most exhilarating, yet awkward periods in a person's life can be the pre-teen years (approximately age 11 to age 13). Children experience a range of feelings, often ones that contradict one another, as they go through puberty and become young adults. Physically, socially, and emotionally, children undergo a series of transformations during which they may feel excitement, curiosity, apprehension, and uncertainty, often simultaneously. The familiar social landscape is often reconstructed as young people explore their sexuality and sexual identity, and begin to think more critically and analytically about the world around them and their role in it.

Young people are naturally inquisitive and interested in understanding what it means to become a young adult. Pre-teens have access to a wide variety of information providers to help them navigate through puberty. While some sources provide sound information, others may be misleading or cause them to feel confused. Some of these sources include friends, parents, other adults, television, and the internet. Young people are influenced by all forms of media and are exposed to a wide range of images and expectations as to what it means to change and grow up. They may feel pressured to act like an adult; others may tell them to ignore the changes that are occurring. It is important that the information conveyed to our pre-teens is sound and accurate and it should be acknowledged that they are experiencing a normally awkward time. As adults, we need to simultaneously let them be kids while respecting their desire to be treated seriously as young adults.

After-school programming can be a source of security, knowledge, and positive peer support for these young people. Discussing such topics as puberty, body image, sexual health and relationships is essential to a young person. These discussions lay the foundation for open communication and critical thinking around difficult topics important to the well-being of young people. Guidance from caring adults in their lives can make the transition from child to young men and women smoother. When teens have open discussions about their bodies, as well as their sexual health, they are more likely to make positive decisions. (<http://www.advocatesforyouth.org/publications/factsheet/fsbehsoc.htm>)

It can be positive for pre-teens and teens to have these discussions with their families. It is estimated that 51% of teens in the US have discussed sex and contraception with their parents (<http://www.advocatesforyouth.org/parents/research.htm>). However, this means that 49% are not having these discussions with the people who care for them most, leaving others to fill the void. As the facilitator of the Teen ACTION Program, you can provide the information and personal support needed, as well as a positive and secure environment that young people need for their development.

In this section, you will find workshops that are geared toward middle school aged youth. They are designed to help young people explore the questions, curiosity, and mixed feelings they may experience during adolescence. The workshops include a range of activities and age-appropriate material and are designed to help channel the tremendous energy, wonderful creativity and sometimes unpredictable behavior young people exhibit. As a facilitator, it is important to remember that somewhat scattered attention spans and moodiness are normal and to not take these behaviors personally or underestimate the contributions that the youth

exhibiting those behaviors have to offer. While they are often still concrete thinkers, middle-schoolers are developing their ability to think conceptually and will value opportunities to be challenged in these ways. You may find that a young person is uncomfortable talking about a topic, or that they want to see how comfortable or non-judgmental you are before they share their own thoughts, feelings or experiences. Keep in mind that part of adolescent development is to test boundaries and be inquisitive, so keep open the channels of communication and your ability to maintain an even keel. Middle-schoolers will help you become a better facilitator and sharpen your skill set for working with all types of young people. By empowering them to positively explore puberty and sexual health issues, you will receive their genuine trust and appreciation for what you do.

Sexual health is more than just understanding puberty and sex. Understanding how to form healthy and positive relationships is a critical component of well-being. Whether it is with peers, adults, or romantic partners, young people need to know that they should be treated with respect, and treat others that way as well. It is estimated that 81% of students will experience some form of sexual harassment at some point while in school, with 27% experiencing it often (<http://www.nycagainstrape.org>). Knowing that some of the typical middle and high school “hallway behavior”—such as commenting inappropriately on someone’s physical appearance or touching someone on their body without consent—could be sexual harassment, can help young people modify and challenge that behavior. Likewise, with an estimated one-third of high school and college aged youth experience violence in an intimate or dating relationship (<http://renew-inc.org>), knowing that verbal, physical, and emotional abuse in a relationship should not be tolerated can empower pre-teens and equip them with a healthy understanding of relationships.

This unit, and curriculum in general, uses a comprehensive sex education approach, which includes teaching abstinence along with information on how to prevent STIs, pregnancy, and HIV when youth do become sexually active. As a respected adult, you can help young people understand appropriate boundaries and standards for relating positively, and equip them with the decision-making skills and knowledge they need to have a healthy future.



TIME TO CHANGE:

(110 MIN)

NUTS AND BOLTS OF PUBERTY

Note: This workshop can be done in two sessions. It may also be done in single-sex groups if you feel that would be more constructive.

Objectives

Participants will be able to:

- Identify the types of changes that occur when a young person goes through puberty.
- Explore the different ways in which these changes may affect them physically, socially and emotionally.
- Discuss the ways in which they need to care of their bodies and practice good hygiene once puberty begins.
- Affirm that puberty is a normal part of their development.

Materials

- Newsprint, tape and markers
- Facts on Puberty Handout, one for each participant
- Puberty Cause and Effect Match Up Handout, one for each participant
- Facilitator Answer Key to Cause and Effect Handout
- Four cut out Hygiene Quizzes and copy of answer key for each participant
- Markers or crayons

Key Terms (sources vary)

- *Adolescence*: (1) the state or Process of growing up; (2) the period of life from puberty to maturity terminating legally at the age of majority. (<http://www.merriam-webster.com>)
- *Acne*: a disorder of the skin caused by inflammation of the skin glands and hair follicles; specifically: a form found chiefly in adolescents and marked by pimples especially on the face. (<http://www.merriam-webster.com>)
- *Ejaculation*: the act or process of ejaculating; specifically: the sudden or spontaneous discharging of a fluid (as semen in orgasm) from a duct. (<http://www.merriam-webster.com>)
- *Erection*: when the penis fills with blood and is rigid. (<http://www.medterms.com>)

continued on next page

- *Hormones*: natural chemicals made by many glands, which flow, along with blood, through the bloodstream; “They are messengers which help the body work properly.” (Taken from FLASH curriculum—Seattle and King County Public Health. <http://www.kingcounty.gov/healthservices/health/personal/famplan/educators/FLASH.aspx>)
- *Hygiene*: (1) also, known as hygienics, the science that deals with the preservation of health; (2) a condition or practice conducive to the preservation of health, as cleanliness. ([http://www.bartleby.com/61/.](http://www.bartleby.com/61/))
- *Nocturnal emission or wet dream*: an involuntary discharge of semen during sleep often accompanied by an erotic dream. (<http://www.merriam-webster.com>)
- *Ovum*: the female reproductive cell which, after fertilization (by the sperm), develops into a new member of the same species; an egg. (<http://www.biology-online.org>)
- *Pituitary gland*: the pituitary gland, in a person’s brain, will trigger the changes of puberty whenever it is programmed to do so. (<http://www.kingcounty.gov/healthservices/health/personal/famplan/educators/FLASH.aspx>)
- *Puberty*: the time of life when a child experiences physical and hormonal changes that mark a transition into adulthood; the child develops secondary sexual characteristics and becomes able to have children. (http://www.cancer.gov/templates/db_alpha.aspx?CdrID=440113)
- *Secondary sex characteristics*: the physical traits that develop during puberty and signal sexual maturity; among the examples are the development of breasts, growing of armpit hair, pubic hair, and facial hair. (http://www.psychology-lexicon.com/lexikon/secondary_sex_characteristics.htm)
- *Semen*: the fluid that is released through the penis during ejaculation; semen is made up of fluid and of sperm. (<http://www.medterms.com>)
- *Sperm*: the male reproductive cell. (<http://wordnet.princeton.edu/>)
- *Uterus*: also called the womb, the area of a woman’s body where an egg implants if it is fertilized and develops into a fetus; the uterus contains some of the strongest muscles in the female body. (http://kidshealth.org/parent/general/body_basics/female_reproductive_system.html)



Opening Comments

(2 min)

Tell participants that today's workshop will focus on the health of our bodies, specifically, the changes that young people go through. Explain that having a safe and respectful atmosphere is very important and that they should feel safe to ask questions.

Warm-Up: Differences between Child and Adolescent

(25 min)

Procedure

(15 min)

1. Have each person find a partner of the same gender. If there is an unequal amount, a group of three can be formed.
2. Have each pair think about the differences between small children and students that are in middle school. They should list on a piece of paper/newsprint behavioral differences, physical differences, and how they socialize.
3. After a few minutes, ask them to add any changes in their bodies that are happening/will happen over the next few years.
4. Ask participants to share some of the differences between small children and students who are in middle school. As they share their findings, write down their responses on newsprint in three columns according to whether it is a behavioral/emotional difference, physical, or socializing difference.
5. Tell them that you are now going to focus more on the physical changes that start to occur when a young person is around middle school age. Ask if anyone knows what that stage of development is called. Introduce or define puberty (see Key Terms). Explain that puberty is a normal part of human development and that it is something that doesn't happen overnight... it takes years. Give them the Facts on Puberty handout and review.
6. Have them compare what is on the handout with the changes in their bodies over the next few years that they brainstormed with their partners.

Processing

(10 min)

Thank the participants for their participation and for dealing with what can sometimes be an embarrassing topic in a mature way.

- How many of you have talked about puberty in health class or with someone you know?
- Why do you think it is important to talk about the changes that young people go through in puberty? (To understand that it's a normal part of human development, get correct information, clarify any misinformation, feel good about our growth, etc.)
- What were some changes on the Facts on Puberty handout that you weren't aware of or that you left off your own brainstorm with your partner? Review the handout if needed.
- How do you think people react to these changes? (Embarrassment? Teasing one another? Increased attention? Perhaps inappropriate attention?)

Segue

Everyone who becomes an adult goes through puberty, and though it can at times be awkward, it is normal. Knowing what causes these changes can better help us understand and deal with them. The next activity will explore that further.

Main Activity Part One: What Causes Puberty and What Are the Effects? (20 min)

Procedure (10 min)

1. Give the Puberty Cause and Effect handout on hormones and the pituitary gland to each participant. Explain that puberty starts when the pituitary gland releases more hormones into your body. These hormones cause physical changes in your body, like the ones that were mentioned in the previous activity.
2. Tell them to look at the bottom portion of the handout. Explain that the column on the right has descriptions of some of the noticeable effects of puberty. The column on the left has some of the causes or what triggers the effect. In other words, the cause helps explain why the effect or change occurs. Tell them to match the “cause” on the left to its corresponding “effect” on the right and draw a line between them. They can do this with their partner from the icebreaker or by themselves.
3. Once they have finished, review to see whether they have matched columns correctly. The answer key is provided in the Facilitator Puberty Vocabulary Guide.

Processing (10 min)

- How was that activity?
- Did you find it difficult or hard? Why?
- What did you learn about the male and/or female body?
- Were some changes specific to boys and others to girls?
- What are some of the reasons why it’s useful to talk about the changes that young people go through in puberty?
- What are some of the ways young people need to take care of themselves once they start puberty? (Discuss being responsible for sexual health, good hygiene, respecting your body, mental well-being, etc.)

Note: This is a natural break to end the workshop and continue with activities during the next session.

Segue

Explain that it’s important to take care of our bodies and adjust to the changes as we go through puberty and enter adolescents. Quickly brainstorm with the participants about some of the things they do to keep their bodies clean. Introduce the term “hygiene” (see Key Terms). This next activity will help identify good practices for staying healthy and clean.



Main Activity Part Two: Public Service Announcements on Personal Health (40 min)

Procedure (25 min)

1. Divide participants into four groups. It is advisable to put them into single sex groups.
2. Explain that while it is important to understand what happens during puberty, it is also necessary to know how to keep a teenager's body healthy and clean. Instruct the participants to review some of the physical changes that come with puberty on their handouts and how to ensure that they are addressing these changes through good hygiene and habits if they were not discussed on the quiz. For example, one of the changes that occur as a result of puberty is that sweat glands increase production. What hygiene practices can be used to address this and the change in body odor? (Bathing/showering, washing body parts, deodorant, etc.) What ways can they think of that help to have a healthy body? (Eating right, exercise, etc.) Give them five minutes to brainstorm and list.
3. Give each participant a Hygiene Quiz. Tell them that on their quiz, they will find a set of questions and as a group, they should try to determine the right answer. Emphasize that even though they may find some of the questions to be embarrassing, keeping their bodies healthy is a serious matter and they should respect safe space.
4. Once they complete the quiz, review the answers.
5. Explain that now that they have learned some basic hygiene principles to be aware of when reaching puberty, they should think about how to use this information to educate peers. Tell them that they should imagine they work for the Department of Health and are putting some Public Service Announcements (PSAs) for teens on good health and hygiene practices. Explain that each group will create a PSA that should last no longer than 30 seconds.
6. Give participants 10 minutes to complete their task followed by presentation of the 30 second PSAs. Remind the group to be respectful and maintain a safe space.

Processing (15 min)

- Were there any differences in your group about any personal health or hygiene practices? (For example, some people may bathe, others may shower and the frequency may vary; some girls may shave their legs, others may not, etc.) Stress that practices may vary and it is important to remember that one way is not necessarily better than another. Be sure to be sensitive to cultural issues regarding such things as deodorant and practices around menstruation.
- From where do we learn hygiene practices? Discuss the role of family, peers, and the media, especially advertising, which can often market unnecessary and sometimes harmful products.
- Does everyone practice hygiene the same way? Explain that good hygiene can be practiced different ways, and can sometimes vary because of our backgrounds.
- Besides practicing good hygiene, what other habits are important in helping to maintain a healthy body during and after puberty? (Eating well, exercising, getting enough sleep, etc.)

Closure: Big Five**(8 min)**

Have participants stand in the circle, state their name and express their feelings about the workshop by and completing ONE of the following five phrases:

I feel...

I never knew...

I now understand...

I'm glad that...

I learned...

Reflection/Follow-up

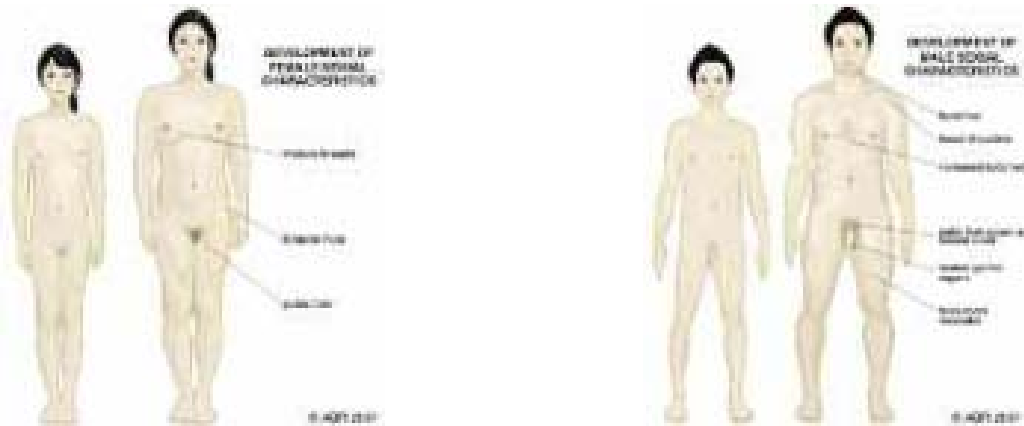
- Have participants take a quiz on puberty:
http://pediatrics.about.com/library/quiz/b1_puberty_quiz.htm
- Have participants imagine that they are parents and are writing a letter to their child who is about to enter puberty. What would they say? Encourage them to give the letter to their own parents if they feel comfortable.
- Ask participants to anonymously write down any questions they have regarding puberty or their sexual health and collect them. Bring in an adolescent health expert to speak to the group and answer their questions.

Resources

- U.S. Department of Health & Human Services
<http://www.4parents.gov/sexdevt/index.html>
- Teens Health (Nemours Foundation)
http://teenshealth.org/teen/sexual_health/changing_body/puberty.html
- Kids Health: Articles on issues related to younger adolescents, including hygiene.
http://www.kidshealth.org/teen/your_body/take_care/hygiene_basics.html
- BAM! Body and Mind: Youth site from the Center for Disease Control and Prevention website (CDC) with sections pertaining to diseases, food & nutrition, and general youth issues, *e.g.* peer pressure, body issues, etc.
<http://www.bam.gov/>
- Lesson Plans on Puberty
<http://www.teachingsexualhealth.ca/pages/lessonplans/puberty.html>

Puberty: Cause and Effect

Puberty starts when the pituitary gland begins releasing hormones into the blood, which tell the sex organs to start making sex hormones. The pituitary is a small organ, the size of a pea, in the middle of your head just underneath your brain. It also makes human growth hormone, which helps cause the growth spurt during puberty.



You may know what happens during puberty but do you know why? Below, you will see two columns. The column on the right has descriptions of some of the noticeable effects of puberty. On the left, are some of the causes or what triggers the effect. See if you can match the “cause” on the left to its corresponding “effect” on the right and draw a line between them.

CAUSES

The pituitary gland starts releasing hormones which affect sexual development

Sweat glands become more active and produce sweat when we are stressed or upset (not just when we are hot)

Boys’ bodies respond to higher levels of hormones in their bloodstream

Skin becomes thicker and oil glands more active

Increased hormones in our bloodstream influence how we feel

Vocal chords thicken and get longer (both boys and girls, but more so for boys)

All the parts of a girl’s reproductive system have matured and are working together and eggs get released from the ovaries monthly

EFFECTS

Body odor changes and becomes more noticeable

Girls start menstruating (getting their period)

Puberty begins

Acne, pimples and breakouts can occur. Hair may become oily faster.

Our voices get deeper

We may feel moody

Boys may have nocturnal emissions or “wet dreams” (ejaculation while sleeping)

Answer Key: Puberty Cause and Effect Handout

Cause : The pituitary gland starts releasing hormones, which affect sexual development.

Effect : Puberty begins.

Cause : Sweat glands become more active and produce sweat when we're stressed or upset (not just when we are warm).

Effect : Body odor changes and becomes more noticeable.

Cause : Boys' bodies respond to higher levels of hormones in their bloodstream, even while sleeping.

Effect : Boys may have nocturnal emissions or "wet dreams" (ejaculation while sleeping).

Cause : Skin becomes thicker and oil glands more active.

Effect : Acne, pimples and breakouts can occur. Hair may become oily faster.

Cause : Increased hormones in our bloodstream influence how we feel.

Effect : We may feel moody.

Cause : Vocal chords thicken and get longer (both boys and girls, but more so for boys).

Effect : Our voices get deeper.

Cause : All the parts of a girl's reproductive system have matured and are working together and eggs get released from the ovaries monthly.

Effect : Girls start menstruating (getting their period).

Facts on Puberty

Physical Changes During Puberty – Remember this doesn't happen overnight!

What is Puberty?

- Puberty is the name for the time when your body begins to develop and change and your body becomes capable of sexual reproduction.

When does it occur and for how long?

- Puberty usually starts some time between age 9 and 13 in girls and 10 and 15 in boys. Some people start puberty a bit earlier or later, though. It lasts several years.

What happens?

For Girls:

Breasts develop
Hips and waist become more defined
Menstruation (periods) begin
Fat tissue normally increases

For Boys:

Body hair grows on the face and later, on the chest

For Both Boys & Girls:

Height and weight increase
Body hair grows in the pubic area, under the arms, and becomes thicker on legs
Muscles become stronger
Voices deepen
Sweat and oil glands become more active
Sex organs begin to develop/change, and grow larger
Reproductive systems begin to work and mature (Girls' ovaries start to release an egg about once a month, and boys' testicles are now constantly producing sperm)
Mood changes may occur
Interest and curiosity in dating and sexuality increase

Hygiene Quiz

Cut along dotted line and give one to each group.

-
1. True or False? Washing daily with soap and water prevents acne. True False
 2. True or False? It is a good idea for women and girls to use feminine hygiene sprays. True False
 3. Name one thing, besides sexually transmitted infections, that can cause irritation or infection of the genitals. _____
 4. True or False? Tampons are fairly dangerous. True False
 5. A male who has not been circumcised needs to wash under the: _____

-
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Hygiene Quiz Answer Key

1. **Q: True or False? Washing daily with soap and water prevents acne.**

A: False

Explanation: People should wash gently with mild soap a couple of times a day and after heavy exercise, but it will not prevent acne altogether. Scrubbing hard can actually make acne worse. And thinking that washing will cure acne, makes it sound like people who have it are dirty. That's not true.

2. **Q: True or False? It is a good idea for women and girls to use feminine hygiene sprays.**

A: False

Explanation: These sprays can actually be harmful. The advertisers want a person to feel dirty and "yucky" so they can sell products. But a healthy vagina is not dirty, as long as a person takes baths or showers. Its normal discharge cleans it; just as the discharge in your eyes keep them clean.

3. **Q: Name one thing, besides sexually transmitted diseases, that can cause irritation or infection of the genitals.**

A: Any of these answers counts:

- Clothing that's too tight
- Nylon underwear
- Perfumed, colored toilet paper
- Not bathing or showering enough
- Bubble bath or soap that contains perfumes or deodorants

And also for girls:

- Pantyhose
- Douching or using feminine hygiene spray
- Wiping back to front when going to the bathroom
- Leaving a tampon in over six hours

And also for guys:

- Leaving sweaty jock straps on after playing sports

4. **Q: True or False? Tampons are fairly dangerous.**

A: False

Explanation: They are actually quite safe! A girl just needs to know to:

- Wash her hands with soap and water before inserting a tampon.
- Be careful when she wipes after using the bathroom to avoid getting the string of the tampon near her anus.
- Avoid using tampons when flow is very light and use a smaller tampon when she has a lighter flow. Removing a dry tampon can irritate the vagina.
- Change the tampon at least every 8 hours.
- Discontinue tampon use and go to the hospital if she develop a high fever, vomiting, diarrhea, smelly/yellow discharge, and/or rash that looks like sunburn.

5. **Q: A male who has not been circumcised needs to wash under the ?**

A: Foreskin

Explanation: Uncircumcised men and boys need to pull back the foreskin gently and wash the glans of the penis every day. Otherwise, bacteria may grow in the discharge under the foreskin, causing painful infections.



BODY IMAGE: LOVE THE SKIN YOU'RE IN

(110 MIN)

Objectives

Participants will be able to:

- Define body image.
- Identify some of the factors that influence their body image such as the media, peers, cultural background, and celebrities.
- Develop media literacy skills and think critically about media images which use women's and men's bodies.
- Feel good about their bodies and support their peers as well.

Materials

- Newsprint, tape and markers
- Prepared in advance, a selection magazine covers or advertisements that depict unattainable or unrealistic body images of males and females—one image for every four participants from Google Search, for example, type in STAR Magazine's Celebrity Beach Body Issue, a weight training magazine, underwear advertisement, skinny models, etc.
- A selection of images (one image for every four participants) from the media that depict realistic body image, for example, Dove Campaign for Real Beauty, About-Face Gallery of Winners <http://www.about-face.org/gow/newten/4/index.shtml>, magazines for pictures of men who aren't athletic or model slim (try NY Times magazine, <http://www.nytimes.com/pages/magazine/>)
- Handout on Body Image from National Eating Disorders Association, one per participant (http://www.nationaleatingdisorders.org/p.asp?webpage_id=286&profile_id=41157)
- Paper and pencil or pens
- Copies of Body Image Stories, one per participant

Facilitator note: If you feel as if you might need more information on eating disorders, body images, or related issues to prepare you before the session, please see the Resources section at the end of this workshop.

continued on next page

**Key terms (sources vary)**

- *Body image*: a person's inner picture of his or her outward appearance. It has two components: perceptions of the appearance of one's body, and emotional responses to those perceptions. (Gale Encyclopedia of Medicine. Copyright 2008 The Gale Group)
- *Self-esteem*: How a person feels about themselves, either positively or negatively. (Riley Child Development Center. <http://www.child-dev.com/drupal/node/39>)
- *Anorexia Nervosa*: An eating disorder characterized by markedly reduced appetite or total aversion to food. Anorexia is a serious psychological disorder. It is a condition that goes well beyond out-of-control dieting. The person with anorexia, most often a girl or young woman, initially begins dieting to lose weight. Over time, the weight loss becomes a sign of mastery and control. The drive to become thinner is thought to be secondary to concerns about control and fears relating to one's body. The individual continues the endless cycle of restrictive eating, often to a point close to starvation. (<http://www.medterms.com>)
- *Bulimia Nervosa*: a serious eating disorder that occurs chiefly in females, is characterized by compulsive overeating usually followed by self-induced vomiting or laxative or diuretic abuse, and is often accompanied by guilt and depression. (<http://www.merriam-webster.com>)
- *Binge Eating Disorder*: Binge eating disorder: An eating disorder characterized by periods of extreme over-eating, but not followed by purging behaviors as in most cases of bulimia. (<http://www.medterms.com>)

Introduction (5 min)

Let participants know that today’s workshop is on body image and what shapes how we feel about our bodies. Reiterate the ground rules and the importance of upholding safe space.

Emphasize that it is important that when we discuss issues like body image or feelings about puberty, we all feel comfortable talking and sharing (or choosing not to). We want people to feel good during the workshop, so we need to emphasize safe space and respect.

Warm-up: One Thing I Really Like (20 min)*Procedure* (5 min)

1. Have participants sit in a circle.
2. Ask participants to state their name and one thing they like about their physical appearance and would never change. Reinforce safe space if anyone is disrespectful.
3. The facilitator should start this off and continue around the circle.

Processing (10 min)

- Was it easy or hard for most of us to come up with something we really like about our appearance? Why?
- If the question was to state one thing that you would change, would that have been easier or harder? Which one would you have more answers for and why?
- What are the kinds of things people want to change about their bodies? (weight, height, facial features, hair, etc.)
- What do you think makes us feel we need to change something? What influences us?

Segue

What we have been discussing is our conception of our body image. Body image is a person’s inner picture of his or her outward appearance. It has three parts: our thoughts of our body, the way our thoughts make us feel about ourselves, and the influences of outside sources. This next activity will look at some of the ways in which outside sources may shape our body image, particularly the media.

Main Activity Part I: Media Images (30 min)*Procedure* (15 min)

1. Divide participants into groups so that there are four people to a group and have them form a small circle.
2. Give each group two media images as described in Materials section and a piece of newsprint and marker.
3. Tell them each group must answer three questions and to remember the theme of “body image” as they do so. They have 10 minutes to do so.



What does this image tell us about men and/or women?

What do you think this image is being used for?

How does it make you feel/what effect does it have on you?

4. Have each group share their images and responses.
5. Review Body Image handout from National Eating Disorders Association, which can be downloaded at:
http://www.nationaleatingdisorders.org/p.asp?webpage_id=286&profile_id=41157

Processing (15 min)

1. Which images seem most like what you see in the media regularly?
2. Why are these types of images used, and what effect do they have? Do models, celebrities, famous athletes, advertising and other forms of media have an impact on our body image?
3. Who/what are other influences how we feel about our bodies?

Segue

Since adolescence and puberty are times when our bodies change, our feelings about our bodies may also change, as do other people's reactions to our bodies (which can affect our own feelings). In the next activity, we are going to look at body image through the eyes of two young people.

Main Activity Part II: Letter of Support (30 min)

Procedure (15 min)

Have the participants sit in a circle. Hand out a copy of the two body image stories to the group.

1. Ask for a volunteer to read the first story about Nikki, and then ask the following:
 - How do you think Nikki was feeling? Why?
 - Was she overreacting? Why or why not?
 - Where did she get the ideas or images of what the “perfect dancer body” looked like?
2. Ask for a volunteer for the second story about Al, and then ask the following:
 - How do you think Al felt and why?
 - Why do you think Al was self-conscious?
 - Where do you think Al got his ideas of what the “right” body looks like?
3. Give participants a piece of paper and a pencil. Tell them to imagine that they are friends with one of the characters, and heard what they are going through and how they are feeling. Have them pick one to whom they should write a letter of support. What would they say, and how would they say it?
4. Ask a few volunteers to read their letters.

*Processing**(15 min)*

- Why did you pick to write to the character you chose?
- What do you have in common with the characters? How are you different?
- How do our thoughts about ourselves affect the way others see us?
- Is it easy to maintain a positive body image? Why or why not?
- Besides media, what influences our how we feel about our body image? Discuss family, peers, culture, etc.
- How is body image linked to our health? What types of problems can occur if we have a negative body image? Discuss eating disorders such as anorexia nervosa and bulimia (see Key Terms section for more information), desire for plastic surgery, low self-esteem. These affect both girls and boys. While women and girls are more commonly affected by eating disorders, over one million men and boys battle the illness every day, according to NEDA. (<http://www.nationaleatingdisorders.org/information-resources/men-and-boys.php>)
- What things can we do to build a positive body image and healthy body?

Closure: Guess Who Said It?**(10 min)***Procedure*

1. Tell the participants we are now going to play a game show called “Guess Who Said It!”
2. Explain that a volunteer will leave the room. While that person is out of the room, the rest of the group will think of three different things they like about the volunteer. These things, however, cannot be based on physical appearance and the students should try to be specific. For example, instead of saying “she’s nice,” they might say, “she’s nice because she will always share her food with you.” You will write the three things down and when the volunteer comes back in the room, she or he has to guess who said those things about her.
3. Have a volunteer leave the room. Solicit three different, positive things about him or her and write them down on the chalkboard or newsprint.
4. Bring the volunteer back in and proceed with the activity as if it were a real game show. “Welcome to... Guess Who Said It!” Encourage the group to applaud and play along.



Reflection/Follow-up

- Screen and discuss several of the Dove Campaign for Real Beauty Video PSAs which focus on body image, and the ways in which media influences us through advertising, retouching photos, glamorizing celebrities, and other methods. Videos can be found online at: <http://www.dove.us/#/features/videos/videogallery.aspx/>
- Participants can also visit the main Dove Campaign website to learn more about a global beauty study, take quizzes on self-esteem, and get articles. Discuss why they think Dove is conducting the campaign and note that they are selling products.
- Take the students on a trip to the neighborhood drugstore and look at the beauty aisle. What types of products are marketed to women? To men? What aspects of their appearance will they affect?
- Have student write in their journal about the positive attributes they have that are not related to physical appearance. What are ways that they can promote a positive body image and health self-esteem?

Resources

- American Academy of Pediatrics:
<http://www.aap.org/advocacy/hogan599.htm>
- National Eating Disorders Association:
<http://www.nationaleatingdisorders.org>
- Tips for Kids on Eating Well and Feeling Good About Yourself:
<http://www.nationaleatingdisorders.org/nedaDir/files/documents/handouts/TipsKids.pdf>
- Body Image Health Curriculum:
<http://www.bodyimagehealth.org>
- New Moon Girls:
<http://www.newmoon.org>
- National Association for Males with Eating Disorders:
<http://namedinc.org>
- Youth Noise (steroids and body image):
http://www.youthnoise.com/page.php?page_id=1968
- Media Awareness Network:
http://www.media-awareness.ca/english/issues/stereotyping/women_and_girls/index.cfm
- U.S. Department of Health and Human Services:
http://www.family.samhsa.gov/be/gnb_image.aspx
- Encouraging a Healthy Body Image:
http://kidshealth.org/parent/positive/talk/body_image.html

Body Image Stories

Nikki

Nikki is a 12-year-old girl growing up in Harlem, New York. She attends a performing arts school because she is a talented dancer. She loves to participate in her dance classes and she does well. She is always in the front row of dance shows. This coming school year, she may have the opportunity to be featured as a solo performer at one of the shows. However, during the summer, Nikki began to change. Her hips started getting wider and she grew a little taller. She is very aware that she is changing. Her mom tells her it's puberty and that all these changes are natural. Nikki begins to gain some weight and develop more of an adult figure. She thinks that she no longer has the ideal dancer body. She is not as small, skinny and petite as before. Nikki is so sad because she thinks she is going to look big and weird in her leotard. Nikki is no longer as excited about the upcoming school year. "How will I look now?" she asked herself. "I have to buy a bra now. What am I going to do?"

(Inspired by http://kidshealth.org/teen/your_body/beautiful/help_body.html)

Al

Al's friend Rachel invited him to go to the lake for the day with her family. Rachel thought Al was fun to be around — plus he was cute. Rachel really hoped he'd say yes.

Al turned Rachel down. He liked Rachel, too, but was self-conscious about taking off his T-shirt. He worried that her family and others at the lake would see what he saw when he looked in the mirror — a scrawny excuse for a man. Al hadn't gone to the pool in more than a year because he was so self-conscious about his appearance.

(Inspired by http://kidshealth.org/teen/your_body/beautiful/male_bodyimage.html)



ROAD TO A HEALTHY FUTURE HUMAN BOARD GAME: (105 MIN) ABSTINENCE AS A PART OF COMPREHENSIVE SEXUAL HEALTH

Objectives

Participants will be able to:

- Express their thoughts and views about common issues and pressures facing middle and high school students.
- Understand how decisions regarding their sexual health may affect other aspects of their lives.
- Explore how the choices they make now affect their short term goals as well as their future and general well-being.
- Understand that abstinence is the most effective strategy for avoiding teen pregnancy and other risk factors they may face.

Materials

- Chalkboard and chalk or newsprint, tape, and markers
- A life size human board game prepared in advance, using four large pieces each of black, blue, red, and yellow construction paper (see Main Activity, Preparation of Board Game)
- Two large pieces of green construction paper
- Information cards, prepared in advance, using six sheets each of black, blue, red, and yellow construction paper (see Main Activity, Preparation of Board Game and Text for Information Cards at end of workshop)
- Dice
- A piece of paper for each participant
- Pens or pencils
- Road to Healthy Future handout, one per participant

Key terms (sources vary)

- *Sexuality*: a central aspect of being human throughout life and encompasses sex, gender identities and roles, sexual orientation, intimacy and reproduction. (<http://www.who.int/reproductive-health/gender/sexualhealth.html#3>)

continued on next page

- *Sexual health*: a state of physical, emotional, mental and social well-being in relation to sexuality; it is not merely the absence of disease or dysfunction. According to the World Health Organization, sexual health requires a positive and respectful approach to sexuality and sexual relationships. (<http://www.who.int/reproductive-health/gender/sexualhealth.html#3>)
- *Abstinence*: the act or practice of refraining from indulging in appetite or desire, especially for alcoholic drink or sexual intercourse. (<http://www.bartelby.com>) A person who has decided to practice abstinence has decided not to have sex. (http://kidshealth.org/teen/sexual_health/contraception/abstinence.html)
- *High Risk Behaviors*: behaviors that can have adverse effects on the overall development and well-being of youth, or that might prevent them from future successes and development. This includes behaviors that cause immediate physical injury, as well as behaviors with cumulative negative effects. (http://organizedwisdom.com/Teens_and_High_Risk_Behavior)
- *Low Risk Behaviors*: behaviors that are less likely to have adverse effects on the overall development and well being of youth. However, there is still the possibility that they can adversely effect the individual. (http://organizedwisdom.com/Teens_and_High_Risk_Behavior)



Ice Breaker: Big Wind Blows

(20 min)

Procedure

(10 min)

1. Ask participants to form a circle with their chairs.
2. Ask for one participant volunteer to stand in the middle of the circle, and remove his/her chair from the circle.
3. Explain to the participants that they will now play a game called “The Big Wind Blows” and the volunteer in the middle will start the game, which has the following rules:
 - Whoever is in the middle wants to find a seat. She or he says “The Big wind blows for anyone who has decided to . . .” That person will then identify some type of decision she or he has made. For example, the big wind blows for any who has decided to eat breakfast this morning, or to skip a class, or to walk away from a fight.
 - If others in the group have ever made that same decision, they must get out of their seats and find different ones. They cannot move to a chair next to the one they were just sitting in or go back to their own chair.
 - The person who is left without a seat then becomes “it” and must then begin the Process again by saying “The Big Wind blows for anyone who has decided to . . .”
4. Continue the Process for a few minutes and then ask the group to sit down.

Processing

(10 min)

- How did you like this game?
- Did you find that many of you in the group have made similar decisions? Why do you think that is?
- Do you think we all realize how many decisions and what kind of decisions we make in a day? Why or why not?
- Ask participants to list the kind of decisions we make. For example, we make decisions about the food we eat, with whom to be friends, to attend school, to take care of our health, to wear certain clothes, etc. What influences our decisions?
- Why is good decision making important?

Segue

Explain that some decisions have more of an impact than others and it’s important that they have good decision-making skills. It’s important to think about decisions that affect their health, and more specifically their sexual health, particularly as they grow older.

Warm up: Brainstorm

(15 min)

Procedure

(5 min)

1. Draw a circle on a chalk board or piece of newsprint.
2. In the center, write the words “sexual health”
3. Ask students to state what first comes to mind when they hear these words.

4. After most students have shared their thoughts, read all the different words or phrases.
5. Read the definition of sexual health developed by the World Health Organization in the Key Terms section. Explain that sexual health encompasses many things: respecting our bodies and understanding how our reproductive system works; building healthy relationships; preventing disease and infections; etc. Add any missing information to the web after reading and explaining the definition

*Processing**(10 min)*

- Was it difficult to come up with words that relate to this topic? Why or why not?
- Does this subject make some people uncomfortable? Why might this topic make people uncomfortable?
- Even if you are not sexually active, is it important to practice good sexual health and begin thinking about it?
- How are sexual health and decision-making related?
- What is one decision that young people can make to avoid pregnancy or other risks associated with sex? Introduce the term abstinence if the students do not identify it, and define (see Key Terms). Some points:
 - Abstinence is a deliberate decision to avoid something. People choose to abstain from many different things, such as sweets, meat, candy, tobacco products, alcohol and/or other drugs, and/or sexual activities.
 - People choose to abstain for many different reasons.
 - People define sexual abstinence in many different ways. For one person, it may mean no physical contact with potential partners—no kissing, no holding hands. For another, it may mean abstaining from one particular behavior, such as avoiding sexual intercourse or activity. (adapted from: http://www.advocatesforyouth.org/index.php?option=com_content&task=view&id=192&Itemid=129)

Segue

Now that we have explored your thoughts and views on the topic, let's take a closer look at how sexual health choices, as well as other decisions we make in our everyday lives, can affect our well-being and future.



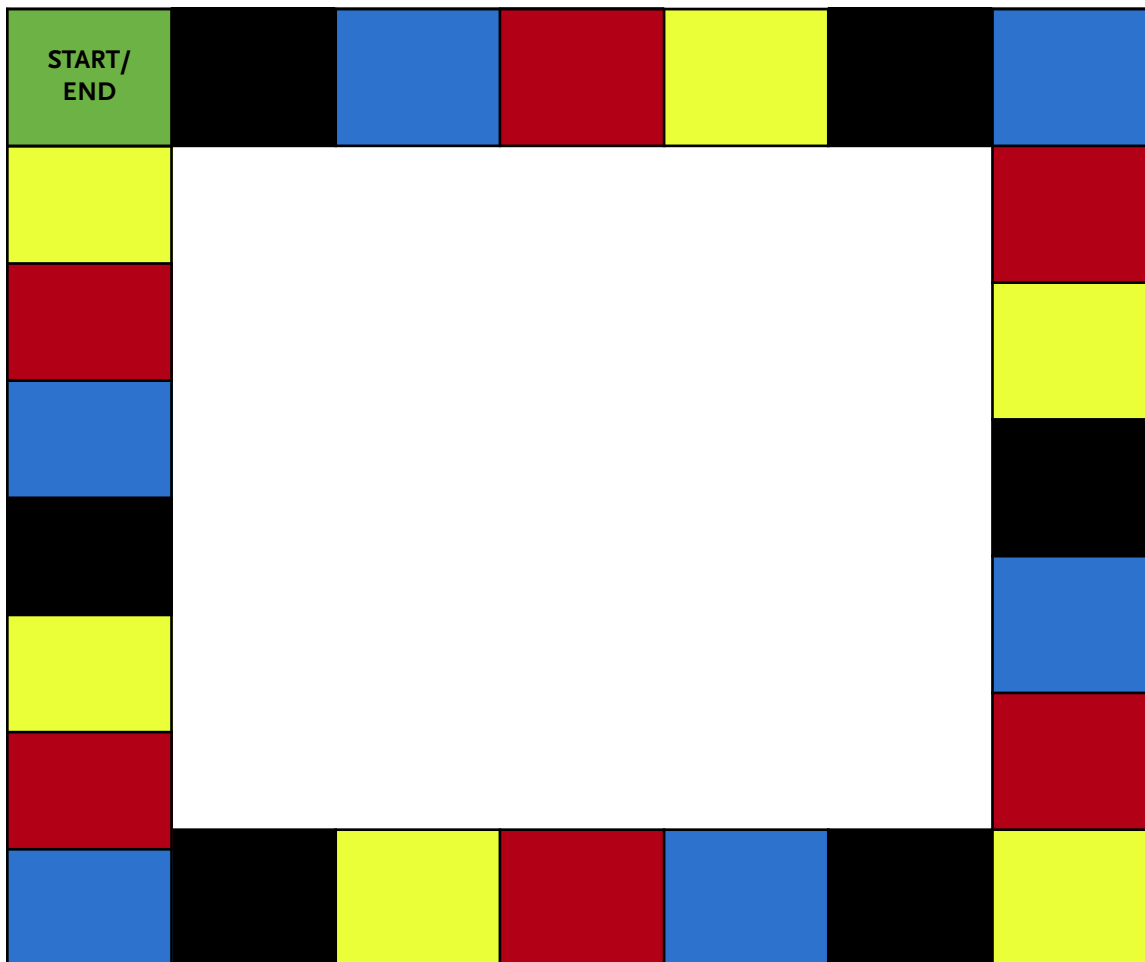
Main Activity: Road to a Healthy Future Human Board Game

(60 min)

Preparation of board game and information cards

In advance, create a life size human board game in an open area of the room.

1. Create a square, using the six sheets of each of the different colored construction paper, starting with a piece of green construction paper that will be the “start” of the game. The color sequence should be: black, blue, red, yellow and black again.
2. Continue the color sequence until all construction paper is used and the “End” should be the second piece of green construction paper (see diagram below).



4. Print out a copy of the information card text (please see text for information cards section), and cut into individual strips.
5. Following the color coding information, attach/staple the strips on corresponding piece of colored construction paper. For example, the information strip text labeled “black” should go on a piece of black construction paper. In the end, you will have separate piles of black, blue, yellow and red information cards—six of each.

*Procedure**(35 min)*

(Note: depending on the size of the group, students can play the game as individuals, pairs or small teams).

1. Explain to students that they are going to play a human board game called the Road to a Healthy Future. Instead of using game pieces, they will use their bodies to move along the game, or road to success.
2. Ask the students to form a line behind the green start square, either singly, in pairs, or teams.
3. Explain that when it's their turn, they will roll a single die and move accordingly in a clockwise direction.
4. Once they land on a colored square, you will read an information card from that color's pile. They are to then answer the question that is posed to them. Some cards will cause players to move up a spot or back a spot, depending on how they answer.
5. The goal is to travel on the "road to success" and come full circle, back to the green square, with a wealth of new information and ideas.
6. Begin the game and continue the process until all participants have finished or set time period has ended.

*Process**(20 min)*

- How would you describe the process of completing the Road to a Healthy Future?
- What skills or knowledge did you need in order to be successful?
- What was challenging?
- What pieces of information were new or surprising for you and why? (Hand out the Road to Healthy Future handout to reinforce the information in the game, and review as you continue to process the activity).
- The Road to Success dealt with many challenges that young people face every day: peer pressure, making good decisions, being informed about our bodies and sexual health, etc. Do you think that most young people your age are having positive and constructive discussions about sex and these other issues? Why or why not?
- Where do you think we learn the most about sexual health? Why?
- Do you think you learn a lot about this in school? Is the information you get reliable? Why or why not?
- Can you identify trusting people in your life that you can talk to about sexual health?
- Why is it important to have accurate information about sexual health and have someone who is knowledgeable and trusted to talk to?
- How can you and your friends support one another so that you all make good decisions regarding the choices you have in life?



Closure: Letter of Appreciation

(10 min)

Procedure

1. Have students sit in a circle and give them a piece of paper and a pencil/pen.
2. Have them write a thank you letter to someone who has helped them make a good decision in their life and has helped them as they start their journey on the Road to a Healthy Future. The person can be a friend, parent, relative, teacher, etc.
3. Ask them to give the letter to that person to show appreciation for the support they have given them. If they are no longer in touch with that person or do not know where to find them, they can keep it in their journal.

Reflection/Follow up

- Ask participants to reflect in their journals about the way their life has changed since coming to middle school or high school. What challenges do they now face that they didn't in the past? What's one positive decision they have made that will help them have a productive future?
- Facilitate additional workshops from Teen ACTION which deal with peer pressure (If I Could Turn Back Time, Section D, Core Lessons, Page D-11) and decision-making and sexual health (Sexual Knowledge, Section E, HIV/AIDS and Sexual Health, p. E19-2 and Sexual Choices, Section E, p. E19-26).
- Have students create artwork which reflects the way their culture recognizes their coming of age or growth such as Sweet 16 parties or La Quinceañera, getting working papers, obtaining a driver's permit/license, bar/bat mitzvah, Confirmation, etc. Students can research other cultures and learn about their rites of passage as well. Ask them to think about how going through these cultural rites of passage also comes with responsibility. How do our cultural traditions and practices affect our progress on the Road to a Healthy Future?

Resources

- National Institute of Health - Psychosocial predictors of sexual initiation and high-risk sexual behaviors in early adolescence
<http://www.pubmedcentral.nih.gov/articlerender.fcgi?artid=2217270>
- Center for Disease Control and Prevention—Healthy Youth, Guidelines for Effective School Health Education
<http://www.cdc.gov/HealthyYouth/sexualbehaviors/guidelines>
- Teen Wire
<http://www.teenwire.com>
- Planned Parenthood
<http://www.plannedparenthood.org>
- Advocates for Youth – Take Action for Change
<http://www.advocatesforyouth.org>

Text for Information Cards. Cut out and tape/staple to a piece of construction paper in the corresponding color.

BLACK PAPER

You have decided to study extra hard for your tests. So you stay home to study. Good Job! Take a step forward.

(It has been shown that students who do well in school tend to be less likely to engage in sexually risky behavior like having unprotected sex. <http://www.pubmedcentral.nih.gov/articlerender.fcgi?artid=2217270>)

BLACK PAPER

You are tired but have a project due at school. You tell your mom about it and she takes time to help you. You are very happy that she has decided to help you and you both enjoy working on the project. Take a step forward.

(It has been shown that young people who feel supported by their parents also tend to be at less risk for sexually risky behavior. <http://www.pubmedcentral.nih.gov/articlerender.fcgi?artid=2217270>)

BLACK PAPER

You are in school and your friends ask you to cut school with them. They want to hang out at the park. You consider it and remember that if your teachers knew and if your parents found out, they would be disappointed. So you decide to stay in school. Take a step forward.

(It has been shown that having caring adults and having supportive teachers helps young people feel valued and have higher self-esteem. Young people with higher self-esteem are more likely to make positive choices. <http://www.cdc.gov/healthyouth/sexualbehaviors/index.htm>)

BLACK PAPER

You were feeling really frustrated with some of your classmates. You went home and thought about it some more. You decided to go talk to Suzzie about the problems you two have been having coming up with something for the talent show. You and Suzzie are able to problem solve and come to a resolution. Take a step forward.

(It has been found that young people who know how to problem solve are less likely to take part in risky activities that put their futures in danger. <http://www.pubmedcentral.nih.gov/articlerender.fcgi?artid=2217270>)

BLACK PAPER

Your classmate said something really rude to you and you kept calm. Take a step forward.

(It has been found that young people who have an easy going attitude (easy temperament) tend to get a long with others and deal with problems effectively. <http://www.pubmedcentral.nih.gov/articlerender.fcgi?artid=2217270>)

BLACK PAPER

You took a class on sexual health and have become more knowledgeable about sex, your health, and also how to protect yourself, make good decisions, and stay healthy. Take 2 steps forward.

(It has been found that young people who know about STIs, pregnancy prevention, and overall knowledge about their sexual health tend to make better decisions regarding these. <http://www.advocatesforyouth.org/publications/fact-sheet/fsparchd.htm>)

Text for Information Cards. Cut out and tape/staple to a piece of construction paper in the corresponding color.

BLUE PAPER

Take one step back because you decided to cut class.

*Young people who are not in school are more likely to get into trouble.
http://www.thenationalcampaign.org/resources/pdf/SS/SS3_YoungAdols.pdf*

BLUE PAPER

You are scheduled to go to the doctor and get a physical check up. You decide not to go because you hate the doctor. Take a step back because you decided to not go to the doctor even though it is healthy to get a yearly physical.

BLUE PAPER

There was a school assembly on taking care of your body. You will miss some of your recess if you go to the assembly. What will you do? Will you go to the assembly or go to your entire recess? (Have the participant answer)

If you went to the assembly, take a step forward.
If you did not go to the assembly, stay where you are.

BLUE PAPER

You are at a friend's birthday party. A couple of your friends want to leave the party and go to another friend's house where there are no parents. You aren't sure about what that means. Do you leave the birthday party? (Have the participant answer)

Yes-take two steps back, No-take one step forward
(Teens who are able to resist peer pressure tend to make better choices for themselves instead of doing what others pressure them into. http://www.thenationalcampaign.org/resources/pdf/SS/SS3_YoungAdols.pdf)

BLUE PAPER

You are hanging out with your friends on the block. It starts to get late. You know you are supposed to be home by 6:30, but you are having a lot of fun with your friends. Do you go home? Or stay out a bit longer? ? (Have the participant answer)

If you go home-stay where you are because you are doing what you are expected to do.
If you stayed out a bit longer-take a step back- you are being irresponsible and are probably worrying your parent or guardian because you are not home at the time you were supposed to be.

BLUE PAPER

You have a boyfriend/girlfriend. You weren't able to see him/her this week and he/she asks you to cut class. You decided to cut just one class. Take a step back because you cut class and missed out on sexual health 101-and because you were peer pressured into cutting class.

Text for Information Cards. Cut out and tape/staple to a piece of construction paper in the corresponding color.

RED PAPER

True or false? Most young people in middle school are having sex, or engaging in sexual activity.
Answer: FALSE, take a step forward. If you answered true, stay where you are.

Although some middle school students are or have engaged in sexual activity, it is a small percentage. Most students in middle school are actually not having sex. http://www.thenationalcampaign.org/resources/pdf/SS/SS3_YoungAdols.pdf

RED PAPER

True or False? Abstinence is the only 100 percent effective method for avoiding unintended pregnancy and sexually transmitted infections (STIs), including HIV.
Answer: TRUE Take two steps forward. If you answered false, take two steps back.

<http://www.advocatesforyouth.org/lessonplans/abstinence.htm>

RED PAPER

True or False? STIs can spread through oral, anal and vaginal intercourse.
Answer: TRUE, stay where you are. If you answered false, take one step back.

<http://www.thenationalcampaign.org/resources/fact-sheets.aspx>

RED PAPER

True or False? It doesn't matter if you have a boyfriend or girlfriend who is older than you when you are 14 years old or younger.
Answer: FALSE, stay where you are; If you answered true, take a step back.

Among those youth 14 and younger reporting a romantic relationship, about 25% are with someone two or more years older—girls far more than boys. Studies have shown this makes the younger partner more vulnerable to pressure to have sex or engage in sexual activity. Girls with an older boyfriend are more likely to have sex by 9th grade. http://www.guttmacher.org/pubs/fb_ATSRH.html

RED PAPER

True or False? People have different reasons for choosing abstinence—like religious beliefs, don't want to jeopardize goals, not ready, not interested - and that each should be valued and respected.
Answer: TRUE, stay where you are. It's important to show support for one another and respect the reasons why young people may want to remain abstinent. If you answered true, take a step back.

RED PAPER

True or False? Unsupervised teens are more likely to engage in sexual activity.
Answer: TRUE, stay where you are. If you answered false, take a step back.

It has been found that unsupervised teens have more opportunities to engage in sexual activity as well as substance experimentation (drugs) and also may engage in illegal activities like vandalism. <http://www.pubmedcentral.nih.gov/articlerender.fcgi?artid=2217270>

Text for Information Cards. Cut out and tape/staple to a piece of construction paper in the corresponding color.

YELLOW PAPER

Do you think most people have difficulty talking about sex, body changes, and relationships? Why?

Take a step forward for sharing. Remain where you are if you do not.

YELLOW PAPER

What do you think is the biggest worry/concern for people your age?

Take a step forward for sharing. Remain where you are if you do not.

YELLOW PAPER

Do you think that it is helpful to know about what is happening in your body? Why or why not?

Take a step forward for sharing. Remain where you are if you do not.

YELLOW PAPER

What do you think influences young people to make positive choices or negative choices in their lives?

Take a step forward for sharing. Remain where you are if you do not.

YELLOW PAPER

Where do you think most teens get information regarding sex and sexual health and how can they be sure to get ACCURATE information?

Take a step forward for sharing. Remain where you are if you do not.

YELLOW PAPER

True or false? One in four sexually active teens contracts a sexually transmitted disease.

Answer: TRUE step forward

Remain where you are if incorrect.

Sexual Health and Choices

Making Good Decisions on the Road to Healthy Future!

Why do young people have sex and how many are having sex?

- While there are many reasons young people have sex, many youth are engaging in sexual activities because they feel pressured by partners or friends.
http://www.advocatesforyouth.org/index.php?option=com_content&task=view&id=446&itemid=336
- By age 15, only 13% of teens have had sexual intercourse. That means, 87% have not! Not everyone is having sex even if it seems that way.

What are some reasons why young people decide not to have sex?

Some of the reasons include: religious beliefs, personal beliefs, not being ready for sex, wanting to wait until marriage, wanting to wait until they are out of high school, risk of pregnancy, risk of STIs, not wanting to jeopardize goals, relationship with parents, not in love, peer pressure, not interested.

<http://www.advocatesforyouth.org/lessonplans/abstinence.htm>

What are some of the consequences of engaging in sexual activity?

There are many consequences for having sex. How do risky behaviors and decisions affect our Road to a Healthy Future?

- Each year, there are approximately 19 million new Sexually Transmitted Infections, and almost half of them are among youth aged 15 to 24 years old. STIs can lead to serious health problems if left untreated and not all are curable. www.cdc.gov/healthyouth/sexualbehaviors/index.htm
- Girls with an older boyfriend at a young age may be more likely to have sex by ninth grade. And those with a serious boyfriend by seventh grade are also more likely to have had sex two grades later.
<http://www.guttmacher.org/pubs/journals/3807606.html>
- In 2000, 13% of all pregnancies, or 831,000, occurred among adolescents aged 15-19 years old.
www.cdc.gov/healthyouth/sexualbehaviors/index.htm
- Teen mothers are less likely to complete high school; in fact, only 1/3 receive a high school diploma, and only 15% have a college degree by age 30. <http://www.teenpregnancy.org>
- In 2005, 23% of high school students who had sexual intercourse during the past three months drank alcohol or used drugs before last sexual intercourse. www.cdc.gov/healthyouth/index.htm

continued on next page

How do you prevent all these things? What are some healthy choices?

- Choose Abstinence.
The only way sure-fire way to prevent STIs, pregnancy and regret is by not having sex. Abstinence works 100% of the time and is a healthy choice!
- Choose Appropriate Relationships.
Delay serious romantic relationships in middle school and avoid relationships with older partners. (<http://www.guttmacher.org/pubs/journals/3807606.html>)
- Choose to Protect Yourself.
If you decide to have any sexual contacts, use condoms and other precautions and lower your risk. Remember that drugs and alcohol cloud your judgment and ability to make healthy decisions.
- Choose Education.
Be responsible and attend school every day because it is a place not only learn but to form positive relationships with peers and adults who can offer guidance and resources. (<http://www.advocatesforyouth.org/publications/factsheet/fsparchd.htm>)
- Choose Positivity.
Place yourself in positive surroundings and not in tempting ones. Attend functions where there is an adult supervision because this will make everyone less likely to engage in harmful activities such as the use of alcohol or other drugs. (<http://www.pubmedcentral.nih.gov/articlerender.fcgi?artid=2217270>)
- Choose Knowledge.
Become informed with accurate information. Some youth-friendly online resources for information are:
Teen Wire: <http://www.teenwire.com>
Teen Health Initiative: <http://www.thi.nyclu.org/thi/thi.html>



UNDERSTANDING AND PREVENTING SEXUALLY TRANSMITTED INFECTIONS (STIs)

Note: This workshop may be done in two sessions.

Objectives

Participants will be able to:

- Identify various types of STIs and their symptoms.
- Understand the differences between curable and treatable STIs as well as their mode of transmission through sexual contact.
- Describe the possible health effects of STIs.
- Use creative expression to promote awareness of STIs and the importance of staying healthy and respecting their bodies.

Materials

- M&Ms and white candies: prepared in advance, paper bags or plastic baggies filled with 10 M&Ms of the same color, so that each bag has only one color of M&Ms in it (there should be enough bags so that each participant has a bag). Include at least 2 bags of white candies—tic tacs, mentos, or white M&M holiday candies if in season.
- Candy Chart—What the Colors Mean handout, one per participant
- STI Myths and Truths fact sheet, one per participant
- One paper plate or napkin for each participant
- One index card for each participant
- Newsprint, tape and markers or chalkboard and chalk
- One Candy Chart handout cut into strips by color (for Main Activity Part II), prepared in advance

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Key Terms

- *Sexually Transmitted Infection (STI)*: sexually transmitted infections (STIs) are infections that are spread primarily through person-to-person sexual contact. There are more than 30 different sexually transmissible bacteria, viruses and parasites. Also called STD—sexually transmitted disease. (<http://www.who.int>)

Note: The terms STDs and STIs can be used interchangeably, but there has been a growing movement among health educators to use the term STIs to remove the stigma of the word “disease.” We encourage you to use term Sexually Transmitted Infections.

- *Sexual Contact*: includes touching intimate parts of the body, including thighs, genitals, buttocks, the pubic region or the breast/chest area or the clothing covering those parts and/or using intimate parts of the body to touch another individual. (<http://reslife.mma.edu/sexualassault/definition.htm>)
- *Treatable disease*: one which can be cured or controlled, usually by the use of drugs. (<http://dictionary.reverso.net/english-cobuild/treatable>)
- *Curable*: capable of being cured or recovered from a disease. (<http://medical.merriam-webster.com/medical/curable>)

Icebreaker: Points of Contact**(15 min)***Procedure**(10 min)*

1. Divide the participants into groups of five.
2. Explain to the participants that each group must create a human structure using all participants. All participants must be connected to the structure by touching at least two people in the group.
3. Each group must create a structure in under seven minutes. But there are some basic rules.
 - 1) The structure can have only four points of contact on the ground/floor. Examples of a point of contact is one foot on the floor, one hand on the floor, a person's back, or a person's head on the ground. Two feet on the floor would be two points of contact.
 - 2) They cannot hold on to anything other than their group members (*i.e.* no chairs, walls, etc.)
 - 3) The structure should be stable for at least five seconds when it comes time to present. Everyone needs to be safe in the structure.
4. Give them seven minutes to strategize and create the structure.
5. Ask each group to present its structure for five seconds.

*Processing**(5 min)*

- How did you feel doing this activity?
- What were some of the challenges faced by the group and as individuals?
- Did you all feel comfortable having to touch one another in order to create the structure? Why or why not?
- Do you think we all have different levels of comfort with touching someone and being touched? Why or why not?
- Explain that they had to have some level of trust in order to create their structure and that the physical contact was in the context of a game where they all knew the rules and that they would be safe. Brainstorm some ways in which people have physical contact with each other and list on newsprint or chalkboard. The physical contact can be between friends, parent/child, romantic partners, etc. Some examples include handshakes, hugs, kissing, pats on the back, a fist pound, sitting on someone's lap, holding hands, and sexual contact.

Segue

Explain that physical contact is a normal part of everyday life, but there are some forms of physical contact that have more implications of others. We will explore that in the next activity.



Main Activity Part One: Trick or Treat?

(40 min)

Procedure

(20 min)

1. In advance, prepare enough single color M&M bags so that each participant has one (refer to Materials section).
2. Tell the participants that you will be playing a game called Trick or Treat. Each person will be given three things: a bag filled with M&Ms of the same color, an index card, and a pencil/pen. Advise them not to eat any M&Ms while the game is going on!
3. Explain that they will have 10 minutes to mingle in the room. Their goal is to try to find one thing in common with each of the participants in the room. Once they find something in common with another person, they write down the person's name, what they have in common, and exchange one of their M&Ms. If they are unable to find something in common, they do not exchange treats and should move on.
4. Once the ten minutes are over, ask the participants to stop and sit in a circle, reminding them not to eat the M&Ms.
5. Hand out small paper plates or napkins and have them separate the different M&Ms according to color. They should count how many they have of each color and whether the colors in their bag are different than when they started the game. They can note this on their index card.
6. After they have sorted their candy, tell them that while this was a game and the M&Ms are candy, you want them to imagine that the M&Ms represent diseases and each color represents a different type of infection. Remind them that this is a game but they still need to maintain respect and know that the point is to learn something new.
7. Give each participant a copy of the M&M chart and tell them to write down which infections they contracted while playing the game.

Processing

(20 min)

- How did it make you feel when you were told you all had infections?
- What do the kinds of infections on the chart all have in common? (They are sexually transmitted and involve sexual contact) Define sexually transmitted infections/diseases and note that these are contracted through different types of sexual contact. Discuss types of sexual contact.
- How do you feel about the fact that none of you knew about the infections until after the game was over?
- Even though this was a game, is this similar to what happens in real life? Why or why not?
- No one wants to get a STI. What places people at higher risk of contracting these infections or diseases? (Unprotected sex, having sex at a young age, alcohol or other substances which cloud judgment, feeling pressured, lack of communication with partner, multiple partners, etc.).

- What new information did you learn about STIs? Ask them to share what is on the M&M chart/worksheet. Why is it important to learn about them even if you are not sexually active?
- Review the STIs: Myths and Truths fact sheet.

Note: This is a natural break for the workshop if you want to conduct it over two sessions.

Segue

Tell participants that it's important not to feel powerless or indifferent regarding their health and well-being, and their ability to help prevent STIs. This next activity will require some creativity to help get the message out.

Main Activity Part II: Sing a Song (40 min)

Procedure (30 min)

1. Divide participants into four or five groups.
2. Tell the groups that they are to imagine that they are a famous music artist/group. They feel it's important for young people to be aware of STIs and how to prevent them.
3. Cut up an M&M chart handout into strips. Then hand each group a strip with different STI information about it.
4. Ask each group to create a short song/rap about the STI and how to prevent them using the strip and their Myths and Truths fact sheet for reference. If they are reluctant to sing, they can do a reading of the lyrics, mini-skit or PSA.
5. Give the participants 10- 15 minutes to prepare and work on their songs.
6. Before each group performs, ask the entire room to give the group a "one, two, three, ACTION." You can even provide a pretend context for the performance such as the Video Music Awards or a concert.
7. Give a round of applause to each group after they perform and quickly ask the group for the main message from the song.

Processing (10 min)

- How was it to create the song?
- Do you think songs can help inform others about STIs and the importance of staying healthy? Explain.
- How would you describe the type of music/songs that you hear today in comparison to what you created? Discuss what young people hear and see in the media about sex. Is there typically any mention of STIs or do you see the consequences? What impact does that have?
- How do you think most people your age learn about sexually transmitted diseases and sex?
- How can having information empower you, even if you are only in middle school?

**Closure: Eradicate STIs****(10 min)***Procedure**(10 min)*

1. Ask participants to stand in a circle with their bag of M&Ms and find a partner.
2. Tell them that they will now be able to eat the M&Ms provided they can come up with at least five ways to prevent infection of STIs. They should brainstorm together.
3. Pair by pair, have them share their strategies and if they complete the task, they get to eat the M&Ms.
4. Getting rid of M&Ms was easy, but getting rid of STIs can be more challenging. When you are sexually active be sure to protect yourself, communicate with your partner, and see a doctor regularly.

Reflection/Follow up

- Getting accurate information on sexual health issues is crucial for young people. Ask them to think of the different people in their school that they can go to for information. Role play what that might look like.
- Take the students on a field trip to an adolescent health clinic where they can meet staff and understand what resources are available to them.

Resources

- New York City Department of Health and Mental Hygiene—facts for teens on STIs, health services, and the rights of youth:
<http://www.nyc.gov/html/doh/html/std/std.shtml>
- New York Times article Sex Infections Found in Quarter of Teen Age Girls, March 12, 2008. <http://www.nytimes.com/2008/03/12/science/12std.html>

Sexually Transmitted Infections: Myths and Truths

Myth 1: Most people my age are having sex.

Truth: Young people ages 11-13 are engaging in sexual activity at small percentages. It is a lot less than young people ages 14-18 years old. (http://www.thenationalcampaign.org/resources/pdf/ss/ss3_youngadols.pdf)

Myth 2: STIs are a problem of people who have sex with multiple partners.

Truth: STIs can be an issue for a person who has been with only one person if that person has an STI. You do not have to have multiple partners to contract an STI, though the more partners you have, the higher the risk. (www.cdc.gov/healthyouth/sexualbehaviors/index.htm)

Myth 3: STIs only affect high school students and older people.

Truth: STIs can affect anyone who is having sexual contact regardless of age, gender, race, or sexual orientation (www.cdc.gov/nchstp/od/ccwg/includes/returntothecommunity.pdf and www.youngwomenshealth.org/org/std-general.html) In fact, the younger a person starts having sex, the greater his or her chances of being infected with an STI. (http://www.kid-shealth.org/teen/sexual_health/stds/std.html)

Myth 4: If you only have sex once, then you can't get an STI.

Truth: If you engage in any sexual activity that puts you at risk, then you are able to get an STI if the other individual is a carrier. Using a latex condom correctly reduces your risk. (<http://www.youngmenshealthsite.org/std-general.html#prevent>)

Myth 5: All STIs can be cured with medicine.

Truth: There are some that can be cured with medication and other STIs can be treated but they never go away. (<http://www.teensource.org/pages/3002/STDs.htm>)

Myth 6: There is no place to get information about STIs in school.

Truth: You can get information regarding STIs in your school at the nurse's office, from health teachers, and gym teachers. You may also want to talk to a counselor, health educator at a teen health center, or other trusted adult for this information.

Candy Chart: What the colors mean

yellow	This color represents Chlamydia. Chlamydia can be contracted through sexual contact that involves the exchange of fluids. It is known as the silent disease because most people have no symptoms. It can cause infertility (inability to have children) if it goes untreated or is contracted a few times. It is curable with special antibiotics.
red	This color represents HIV/AIDS. HIV is the virus that can cause AIDS. The result of this disease is a constant attack on your immune system that is meant to fight off illnesses like the common cold. This is a treatable disease but there is no cure for it. HIV is transmitted by: having sex with an infected partner, sharing drug needles and syringes with someone who is infected, through transfusions with infected blood, or from HIV positive mother to child through pregnancy, birth or breastfeeding.
green	This color represents Gonorrhea. This disease is contracted through sexual contact that involves the exchange of fluids. This disease usually does not have symptoms but can cause pain when urinating and pain in the pelvic region. It is curable with antibiotics.
brown	This color represents Herpes. Herpes is treatable but not curable. Some of the symptoms are sores or blisters on the affected area. It can be contracted through skin to skin contact and sexual contact.
blue	This color represents Syphilis. Syphilis is known as “the great imitator” because it can have similar to other STIs. It is contracted through contact with sores or lesions in the skin. It is curable with medication. If it goes untreated, it can cause death.
orange	This color represents HPV (Human Papilloma Virus). This disease has virtually no symptoms until it is detected if it is a type that causes genital warts or is cancerous. It is treatable but not curable. 50% of all sexually active Americans will contract it at least once in their life. There are over 100 different types of HPV strains.
white	No Sexually Transmitted Infection.

What was in your bag when we started the activity?

What did you end up with when the game was over?

What do you think are the three most important pieces of information you learned from this activity?

What is the surest way for someone to avoid getting an STI?



RELATIONSHIPS 101

(135 MIN)

Objectives

Participants will be able to:

- Define different types of relationships.
- Understand the importance of boundaries, mutual respect, communication, and setting limits in the context of relationships.
- Draw connections between their relationships and positive sexual health behavior and life choices.

Materials

- Chalkboard and chalk or newsprint, tape and markers
- 4-5 pictures of different types of relationships printed in advance. Sample pictures can be obtained at the following websites:

<http://www.counseling.colostate.edu/images/relationships.jpg>

<http://www.bbc.co.uk/surgery/images/all/elephants.jpg>.

<http://media.rd.com/rd/images/rdc/books/7-stages-of-marriage/advice-for-long-married-couples-af.jpg>

<http://www.maintownship.com/services/mainestay/img/datingviolence.jpg>

- Paper and paper or pens for each participant
- One copy of each of the Significant Other scenarios
- Relationships: Healthy and Unhealthy handout, one for each participant

Facilitator's Note: The Significant Other Role Play scenarios depict a variety of situations and may bring up questions or issues from the young people. The main points for examining different scenarios is to establish that respect, good communication, setting limits and boundaries, and responsibility are all key to promoting healthy relationships. When discussing these scenarios, it's important to emphasize or draw out from participants that being pressured, talked down to, ridiculed, physically harmed or encouraged to engage in risky behavior from a romantic partner or peer are not acceptable behaviors. Also, good friends should support one another, and encourage each other to make healthy and positive decisions. If you feel you need more background information or preparation regarding some of the scenarios, such as the one focusing on sexual orientation or relationship abuse, please see the Resources section at the end of this workshop.

continued on next page

**Key Terms (<http://www.merriam-webster.com/>)**

- *Relationship*: 1: the state of being related or interrelated <studied the relationship between the variables> 2: the relation connecting or binding participants in a relationship: as a: kinship b: a specific instance or type of kinship 3 a: a state of affairs existing between those having relations or dealings <had a good relationship with his family> b: a romantic or passionate attachment.
- *Abuse*: to use so as to injure or damage; to attack in words.

Warm Up: Famous Relationships**(20 min)***Procedure**(10 min)*

1. Have students stand in a circle.
2. One by one, have them state their name and a famous pair. Explain that the famous pair can be a brother and sister, best friends, romantic partners or be in any other type of relationship. The pair can be celebrities, sports figures or even cartoon characters. (Some examples include Homer and Marge Simpson, Tom and Jerry, Brad Pitt and Angelina Jolie, Will Smith and Jada Pinkett, Serena and Venus Williams).
3. As students give their examples, record the different pairs on newsprint or the chalkboard.

*Processing**(10 min)*

- What are some similarities among any of the pairs?
- What kind of pairs did the group come up with? Record the different types of relationships on the newsprint or chalkboard, *e.g.* friends, enemies, siblings, romantic partners, etc. Ask the group if there are other types of relationships they would add. For example, parent/child, teacher/student, etc.
- How would you describe the type of relationship that some of these pairs have? Are they positive, negative, respectful, etc.? Explain.

Segue

There are many different kinds of relationships that we form in life and influence how we feel about ourselves and the types of decisions that we make. The next activity will explore relationships further and help us identify how people relate to and communicate with one another.

Main Activity Part I: Relationship Picture Stories**(45 min)***Procedure**(30 min)*

1. Prior to the workshop, print out four to five pictures of different types of relationships. If you have a large group, print out a few more. See Materials section for suggested URLs.
2. Divide participants into four or five groups, with approximately five people in each group, and have them form a small circle.
3. Give each group one picture of a relationship along with a piece of paper and writing utensil.
4. Tell the group that they should look at the picture and discuss what they think about relationship displayed in the picture. As a group, they should write a short story about the people in the picture. Encourage participants to be creative and to have fun while maintaining a safe space respectful of all.



5. As they create their story, tell participants to think about and include a description of:
 - The type of relationship they have, *e.g.* siblings, friends, married couple, etc.
 - How they treat each other and communicate.
 - How often they spend time together and what they might do.
 - How they handle conflict or disagreements.
 - What common interests they may have and ways that they are different.
6. Give the groups 15 minutes to write their story.
7. Ask for a few volunteers to share the story from their group.

Processing

(15 min)

- How did you come up with the stories you created?
- Were some of them based on things you have seen, heard, or have been told?
- What do you think makes a relationship a positive one? Ask them to identify behaviors and characteristics and write these on chalkboard or newsprint.
- What do you think makes a relationship a negative one? Again, write these down.
- Distribute Relationships: Healthy and Unhealthy and discuss these ideas.
- Is it always easy to be in a positive relationship? Why or why not?

Segue

Now that we have more knowledge and understanding regarding different types of relationships, let's focus on issues related to romantic relationships and how they are connected to health and well being. Brainstorm with the students the types of romantic relationships that they are aware of, for example, heterosexual relationships, same-sex relationships, married couples, teen dating relationships, long-term life partners, etc. Regardless of the type of romantic relationship that someone may be involved in or pursuing, there can be challenges. This next activity will look at some scenarios, which explore what adolescents may face as they start to form or are in relationships.

Main Activity Part II: Significant Others Role Plays

(65 min)

Procedure

(45 min)

1. Divide students into six groups.
2. Give each group one of the "Significant Others" scenario. Each scenario depicts a challenge a young person is facing regarding a relationship or sexual health issue, and how other people play a role.
3. Tell the groups that they should read the scenario and discuss the situation presented. Tell them they will have approximately fifteen minutes to put together a short two-minute role play that shows what is happening and how the scenario should be resolved. All members of the group should participate.

4. When the groups are ready, create a stage or presentation area. Group by group, have them present their scenario and get things started by saying “1, 2, 3 ACTION!!”
5. After each group presents, quickly process what they saw by asking the following questions:
 - a. What did you see in the role-play?
 - b. What was the main conflict or challenge the character(s) were facing?
 - c. How did it get resolved? Who was helpful? Was anyone not helpful?
6. Once all the role-plays have been presented, bring the group back to a circle to discuss.

*Processing**(20 min)*

- How did it feel to do this activity?
- What were some of the most surprising scenarios/skits? Why?
- Which scenarios or characters, if any, seemed realistic to you?
- What were some of the challenges regarding relationships and/or sexual health issues that the young people in the skits faced?
- How would you describe the relationships between some of the characters in the skits? Were there supportive friends and adults? Supportive boyfriends or girlfriends? How did they show respect, or lack of respect for each other?
- Is it important to talk about sex and relationships? Why? Did the characters have people with whom they could speak to about relationship issues?
- Among you and your peers, do you think there are healthy, positive, respectful relationships and that peers help peers make positive decisions regarding relationships and sex?
- How do the relationships you have affect your own personal sexual health and well-being?
- What are key things you should keep in mind when entering a relationship with someone or dealing with sexual health issues? Discuss the importance of being informed, making good decisions, being aware of your own boundaries, feeling respected, etc.

Closure: Let’s Talk about Sex**(5 min)***Procedure*

1. Have participants stand in a circle and find a partner next to them.
2. Ask each pair to pretend that they are trying to start the conversation regarding sex or relationships with a trusted adult, a friend, or girlfriend/boyfriend.
3. Ask them to think of the opening sentence and share it with the group.
4. The facilitator should start it off, example. “Hey, I’m a little uncomfortable talking to you about this but I have some questions.”
5. Go around until each pair has shared.
6. Thank the group for being mature and talking about something that can be very uncomfortable and intimidating.



Reflection/Follow Up

- Ask participants to create posters that promote healthy and positive relationships.
- Have participants track the number of positive interactions they have with their peers in one day, as well as the negative ones. Share and compare findings and have them graph the results on a chart. Discuss how these interactions affect their own well-being.
- Ask participants to think of their favorite TV show. The next time it is on, ask them to look at the types of relationships that the main characters have and the way they communicate and relate to one another. Record in their journal and share.
- Bring in a guest speaker from an organization that addresses teen relationship abuse and dating violence.
- Conduct the “When Love Hurts” workshop found in the Violence Prevention unit of the Teen Action curriculum, which focuses on teen relationship violence.
- Screen the movie *Juno* which depicts teen pregnancy and relationships and discuss. (Note: the movie is rated PG-13 so determine age appropriateness)

Resources

- Teen Wire - Sexuality and relationship info, quizzes, and stories from Planned Parenthood of America, presented in youth friendly format:
<http://www.teenwire.com/>
- Act for Youth Center of Excellence:
www.actforyouth.net/documents/AdolescentRomanticRelationships_July07.pdf
- Teens Health, sponsored by Nemours Foundation:
http://teenshealth.org/teen/sexual_health/
- Advocates for Youth, on working with Gay, Lesbian, Bisexual, Transgender, and Questioning (GLBTQ) Youth:
<http://www.advocatesforyouth.org/glbtc.htm>
- Safe Horizon—support, violence prevention, and services for victims of crime or abuse:
<http://safehorizon.org/index.php?nav=nb>

Significant Other Scenario

Talking to a trusted adult

Joseph is 13 years old. He has been thinking about many things that he has heard some of his friends say about sex. His friend Thomas has said that girls can't get pregnant during their period and his friend Jenny says that people their age are already having sex.

Joseph doesn't know very much about what is true and what is not. He doesn't know much about his own sexual health. He wants to talk to Mr. Serpas about it. He trusts Mr. Serpas and feels he'll get accurate information from him. But he doesn't know how to ask him these questions.

As a group, come up with ways for Joseph to ask Mr. Serpas for information regarding the things he heard from his friends. Create a role play which shows Joseph struggling with these questions and who might encourage him to speak with Mr. Serpas.

Be ready to act it out. 😊

Significant Other Scenario

Not ready yet

Angela and Josh are 13 years old and have been girlfriend and boyfriend for almost 4 months. They have been having a lot of fun and just really enjoy being together, except for when Josh gets angry or frustrated and curses her out. Recently, Josh has been putting pressure on Angela to try some things. He asked her to kiss him and she did. She felt ready for that. He now wants to take things further. Angela does not feel comfortable doing anything else. She doesn't know how to tell Josh that she isn't ready to do anything else with him. She's worried that he'll get angry because she has seen him have an outburst before. He once pushed her during a fight, but he apologized and was very nice to her afterward, so Angela let it go. Many times, he says mean things about her appearance or tells her that she's dumb, but he says he's just joking.

As a group, come up with a way for Angela to tell Josh that she isn't ready. What would you tell her and what other advice would you give about this relationship?

Be ready to act it out. 😊

Significant Other Scenario

Choices

Will and Carla have been going out for sometime. They have decided to talk about whether or not they are ready to have sex. Carla doesn't really know how she feels and Will doesn't either. They haven't talked about getting tested for STIs, birth control, or past partners.

As a group, come up with a dialogue that needs to happen between these two people.

Be ready to perform it. ☺

Significant Other Scenario

Being a friend

Mohammad and Jessica have been boyfriend and girlfriend for some time. They have been together for a year and a half. They are really good friends and have a lot in common. Jessica recently asked Mohammed what he thought about sex. Mohammed didn't really know what to say. She then told him that they have been together for a while and she loved him. She said that she knew she wanted him to be her first. Mohammed told Jessica that he wasn't sure and needed to think about things.

Mohammed calls Shea for advice. (Note that Shea can be male or female.) Mohammed is flustered and overwhelmed. He doesn't know if he should, what will happen if he decides he doesn't want to, and if Jessica will break up with him if he doesn't. Shea listens to him and gives advice.

As a group, decide what type of advice Shea should give Mohammed.

Be ready to perform the scenario ☺

Significant Other Scenario

Why not just do it?

Mari has had a very tough time in school. She is a new student and it has been very hard for her to make friends. Most of the girls and boys at her school won't talk to her and have already formed their own groups. One day, a really cute and popular boy named Kenny came to talk to her. She was surprised and happy. He did the same for several days, and then asked Mari to be his girlfriend. Mari happily accepted. One afternoon, Mari and Kenny were alone after school. They kissed and Mari felt special. The next day, Kenny asked when they could be alone together to make things "official". Mari asked him, "What do you mean? I thought we were official." Kenny responded, "Yeah, but we have to do more than kiss to make it official."

Mari does not want to go further and certainly doesn't want to have sex. But she also doesn't want to give Kenny up. He was the only boy to pay attention to her. No one else talked to her before and since she's been with Kenny, a few other people have taken notice of her. She wonders if she should just do what Kenny wants even though she is not ready. Should she or shouldn't she?

As a group, act out the scenario for the larger group. 😊

Significant Other Scenario

Questioning

Taylor is a 12 year old who has lots of friends of both genders. Most of Taylor's friends share that they like or are interested in members of the opposite sex. Taylor feels different and really isn't interested romantically in members of the opposite sex. It's very hard for Taylor to share these feelings with anyone because people might then call Taylor names or not want to be his friend anymore. Taylor really wants to speak with someone about this but doesn't know who to talk to.

As a group, decide whether Taylor can speak to anyone about this and what that might look like.

Be prepared to act out the scenario for the group. 😊

Relationships: Healthy and Unhealthy

Healthy Relationships Consist of...

- Respecting your needs and desires while also respecting the needs and desires of the other individual.
- Taking care of yourself and your needs while in a relationship.
- Being able to have open and positive discussions on different topics on which you agree and disagree with each other.
- Resolving conflicts in a respectful and rational manner that includes compromise.
- Trusting and being honest with yourself and with others.
- Doing things with friends, family, and peers independently of one another.
- Support, mutual respect, honesty, equality, and separate identities.

Unhealthy Relationships Consist of...

- Focusing on the other person and neglecting yourself.
- One person making all the decisions of what you do and where you go.
- Having to change in order to meet the needs and wants of the other person.
- Feeling like you have no personal space and cannot do things separately from one another.
- When discussions turn into arguments due to a difference of opinion.
- Having to lie to the other person to avoid hurting feelings, to avoid an argument, or to avoid criticism.
- Any kind of verbal, emotional, or physical abuse taking place.

Sources

<http://www.advocatesforyouth.org/youth/health/relationships/healthy.htm>

http://kidshealth.org/teen/your_mind/relationships/healthy_relationship.html



FLIRTING OR HURTING: UNDERSTANDING SEXUAL HARASSMENT

(77 MIN.)

Objectives

Participants will be able to:

- Define and identify examples of sexual harassment.
- Analyze the difference between sexual harassment and flirting.
- Understand the impact of sexual harassment, especially among youth and in schools.
- Know their rights and what to do if they are being sexually harassed.

Materials

- Newsprint, tape and markers for 6 groups
- AGREE, DISAGREE and NOT SURE signs, prepared in advance
- Flirting or Hurting Case Studies on Sexual Harassment, cut up for one copy of each case.
- Sexual Harassment In Schools fact sheet, one per participant
- Effects of Sexual Harassment and What You Can Do, one per participant

Key Terms (sources vary)

- *Sexual harassment*: the making of unwanted and offensive sexual advances or of sexually offensive remarks or acts, especially by one in a superior or supervisory position or when acquiescence to such behavior is a condition of continued employment, promotion, or satisfactory evaluation. (The American Heritage® Dictionary of the English Language, Fourth Edition. Houghton Mifflin Company, 2004)
- *Sexual harassment in schools*: unwanted and unwelcome behavior of a sexual nature that interferes with the right to receive an equal educational opportunity. It is a form of sex discrimination that is prohibited by Title IX, a Federal law. Schools are responsible for addressing sexual harassment. (National Violence Against Women Prevention Research Center (<http://www.musc.edu/vawprevention/research/sexharass.shtml>))
- *Flirting*: to make playfully romantic or sexual overtures. (The American Heritage® Dictionary of the English Language, Fourth Edition. Houghton Mifflin Company, 2004)



Warm-Up: Treat me with . . . (12 min)

Procedure (5 min.)

1. Have participants stand in a circle.
2. Tell them to think of a word or short phrase which describes how they like to be treated by people. These can be members of the opposite sex, friends, people on the street, etc.
3. One by one, have each person say his or her name and share how she or he would like to be treated. They can do this verbally or by acting it out.

Processing (2 min)

- Do we always get treated the way we would like or feel we deserve to be?
- Are there times when you are made to feel uncomfortable by someone, because they say or do something inappropriate?

Segue (5 min)

Explain that today's workshop will focus on respecting one another and ensuring that people do not feel hurt, violated, or unsafe due to inappropriate types of behavior. Write the word "harassment" on a piece of newsprint or the chalkboard. Ask participants to brainstorm on what the word means. (Examples include bothering someone, abuse, insults, negative, etc.) Then, write the word "sexual" in front of it. Ask them what they think sexual harassment means and then provide definition—sexual harassment is unwanted and unwelcome sexual attention that creates an unfriendly or hostile environment. Explain that you will go further into this in the next activity.

Main Activity Part One: Human Barometer on Sexual Harassment (30 min)

Procedure (15 min)

Facilitator's note: A human barometer is not a debate. It's an opportunity for the participants to express their opinion but also have the opportunity to hear opinions of others. Insure that individuals who have not yet spoken are called on as well, allowing for a range of viewpoints to be considered. If necessary during the barometer, remind students that they are not debating or arguing when expressing their opinions. The ultimate goal of this workshop on sexual harassment is to have the participants critically think about their own views and gain a better understanding of what sexual harassment really is after discussing it. As a facilitator, it is important to remain objective when students are expressing their opinions so that you don't unconsciously skew or manipulate how students respond. Any misinformation can be corrected or clarified during the discussion which follows the activity. For yourself, review resources and handouts beforehand.

1. Prior to the workshop, post a "AGREE" sign on one end of the room, a "DISAGREE" sign on the other end, and a "NOT SURE" sign in between. Be sure that there is enough room for students to stand in front of the signs during implementation of the activity.

2. Ask students to stand up and go to the center of the room.
3. Explain that a series of statements will be read (see statements below). Afterwards and without talking, participants must indicate their opinions by moving toward the corresponding sign. Tell them that, if at any point they hear a convincing argument for a different position, they can move to a different sign if they wish, but they should be prepared to explain why they decided to switch.
4. Read the first statement. After positions are registered, ask two or three people from each side why they agree, disagree, or are unsure about the statement.
5. Continue the process with the additional statements.

When finished, ask the group to sit down in a circle and thank them for their participation.

Barometer Statements

- Calling attention to someone's body parts in the hallway or on the street is OK if you're flirting.
- If a girl dresses in tight or sexy clothes, she is asking to be sexually harassed.
- Men or boys can be sexually harassed.
- The school is responsible if a student is sexually harassed.

Processing

(15 min)

- How did it feel to participate in this activity?
- Which statements were the most challenging for you? Which were the most controversial?
- Is sexual harassment a problem in schools? Use this opportunity to further define what sexual harassment is by giving out the Sexual Harassment handout to each participant. Review the definition and types of behaviors associated with sexual harassment. Reiterate that even if someone thinks they are just flirting or being harmless, if the person on the receiving end of that attention is uncomfortable, it could be sexual harassment. When flirting becomes unwelcome, then it could be sexual harassment.
- Now that you've read the fact sheet, have your thoughts or opinions on some of the barometer statements changed?
- Do these forms of sexual harassment happen in your school or community? See if anyone feels comfortable sharing and be sure the group maintains safe space.

Segue

Explain that not knowing what types of behaviors could be considered sexual harassment makes them hard to address or stop. Now that they know the definition and ways people can be harassed, they are going to see if they can spot situations in some examples/case studies.



Main Activity Part Two: Is it or isn't It? Examining Case Studies (30 min)

Procedure (15 min)

1. Divide participants into six groups.
2. Give each group a case study on a possible sexual harassment incident and a piece of newsprint and marker.
3. Tell them to read the case study and as group, determine whether this is or isn't a case of sexual harassment. They should refer to the criteria and definition on the handout.
4. Give each group approximately 5 minutes to decide, listing their reasons on newsprint.
5. Have the groups share their case studies one by one and whether they determined the case study was or wasn't sexual harassment.
6. After each group presents, poll the whole class on each case study to see whether they agree with the determination the group made.

Processing (15 min)

- How was that activity?
- Were the scenarios realistic? Was it a challenge to determine whether it was sexual harassment?
- Explain that all case studies, except for Case Study Four, could be considered sexual harassment. Case Study Four shows that the attention is mutually welcome.
- Who can be a harasser? (Stress that it can be anyone—young person or adult, same sex or opposite sex, someone you know or a stranger, etc.)
- If the person being harassed doesn't respond, does that mean he or she doesn't mind?
- How does sexual harassment affect the person being harassed?
- What can people do if they are being sexually harassed? Review the Effects of Sexual Harassment and What You Can Do handout.

Closure (5 min)

Ask participants to state one thing they could do to promote a sexual harassment free school. These ideas could lead into the development of a service project.

Reflection/ Follow-up

- Ask the students to reflect in their journal about a time when someone may have made them feel uncomfortable because of an inappropriate sexual remark, joke or behavior. How did they react and why? If it were to happen again, what might they do differently?
- Have the students conduct a survey to see whether there have been cases of sexual harassment in their schools. You can view an online survey developed by Girls for Gender Equity at:
<http://www.esurveyspro.com/survey.aspx?id=30c0fb89-0abc-4711-8387-e69c05a1bd31>
- Challenge the students to stand up to disrespectful behavior if they see a friend making an inappropriate remark to someone, During the next session, have them report on what it felt like to do so.

Resources

- GLSEN's 2003 National School Climate Survey with LGBT youth:
http://www.glsen.org/binary-data/glsen_attachments/file/300-3.pdf
- New York City Alliance against Sexual Assault: http://www.nycagainstrape.org/survivors_factsheet_60.html
- Online Sexual Harassment of Youth:
http://www.missingkids.com/en_us/publications/nc167.pdf
- NYC Chancellor's Regulations on Student Sexual Harassment:
<http://docs.nycenet.edu/docushare/dsweb/get/document-46/A-831.pdf>

Flirting or Hurting Case Study One:

A group of boys pull down the pants of another boy in the school, call him “faggot” and grope him. They continue to tease him in the lunchroom, hallways and in the locker room where they change for basketball practice. The coach laughs because he thinks the boy does need to be “toughened up” and it’s just all fun and games.

- Identify the behaviors of the various people in this case study.
- How do they respond to the attention?
- Is this attention welcome or unwelcome and why?
- Is this a case of sexual harassment? Why or why not?
- Should any action be taken?

Flirting or Hurting Case Study Two:

Some students post rumors on the internet about a classmate in the school. The classmate is portrayed as being willing to do anything to anyone for five dollars. The students also keep calling her up on her cell phone and making lewd and rude comments to her about her body.

- Identify the behaviors of the various people in this case study.
- How do they respond to the attention?
- Is this attention welcome or unwelcome and why?
- Should any action be taken?
- Is this a case of sexual harassment? Why or why not?

Flirting or Hurting Case Study Three:

A girl is wearing a fitted, tight t-shirt. A boy comments on her female breasts, saying it looks like they've grown. She ignores him. He asks her what size bra she's wearing and if he can see it. He starts to make some gestures.

- Identify the behaviors of the various people in this case study.
- How do they respond to the attention?
- Is this attention welcome or unwelcome and why?
- Is this a case of sexual harassment? Why or why not?
- Should any action be taken?

Flirting or Hurting Case Study Four:

A boy sees a girl he likes in the hall. He smiles and tells her she looks nice today. She smiles back and says thank you. The next day, she says hello starts to talk to him in a friendly manner.

- Identify the behaviors of the various people in this case study.
- How do they respond to the attention?
- Is this attention welcome or unwelcome and why?
- Is this a case of sexual harassment? Why or why not?
- Should any action be taken?

Flirting or Hurting Case Study Five:

Student #1 asks student #2 out. Student #2 says “no”. Student #1 keeps asking student #2 over and over again, and says the response better be yes or else student #2 will be sorry.

- Identify the behaviors of the various people in this case study.
- How do they respond to the attention?
- Is this attention welcome or unwelcome and why?
- Is this a case of sexual harassment? Why or why not?
- Should any action be taken?

Flirting or Hurting Case Study Six:

A teacher invites a student to come closer and sit in his/her lap. The student is taken aback but is too shocked and embarrassed to resist. The teacher tells the student to come back after school for some extra help and to get a good grade.

- Identify the behaviors of the various people in this case study.
- How do they respond to the attention?
- Is this attention welcome or unwelcome and why?
- Is this a case of sexual harassment? Why or why not?
- Should any action be taken?

Sexual Harassment in Schools: The Facts

What is Sexual Harassment in Schools?

Sexual harassment is unwanted and unwelcome behavior of a sexual nature that interferes with the right to receive an equal educational opportunity. It is a form of sex discrimination that is prohibited by Title IX, a Federal law. Schools are responsible for addressing sexual harassment against students. <http://www.musc.edu/vawprevention/research/sexharass.shtml>

Behavior that is enjoyed or welcome, such as two students who enjoy flirting with one another, is not sexual harassment. Telling a dirty joke isn't necessarily sexual harassment, but it could be, especially if this behavior is repeated and unwelcome.

What are some examples of sexual harassment?

- Sexual comments about your body and sexual gestures
- Sexual touching, grabbing, pinching or pulling of clothing
- Sexual graffiti
- Sexual "dirty" jokes
- Spreading rumors about other students' sexual activity either verbally, the Internet or other ways
- Touching oneself in a sexual fashion in front of others
- Talking about one's own sexual activities in front of others
- Showing offensive/sexual pictures, stories, objects
- Making requests for sexual favors in order to get something (a good grade, or spot on the team, for example) http://www.pamf.org/teen/sex/rape_assault/sexualharass.html#Types%20of%20Sexual%20Harassment

Who Gets Harassed and Who Does the Harassing?

Both boys and girls can be sexually harassed by members of the opposite sex, same sex, or adults.

In one survey called Hostile Hallways, 83% of the girls and 60% of the boys reported experiencing sexual harassment in school. Most students reported first experiencing sexual harassment between 6th and 9th grade. <http://www.musc.edu/vawprevention/research/sexharas.shtml>

Sexual Harassment is a violation of your civil rights and schools are required to give students information on what to do if they are being harassed as well as take steps to stop it.

Possible Effects of Sexual Harassment and What You Can Do

Physical Effects

- sleeplessness/sleep disorders
- dependence on alcohol or other drugs
- headaches/stomach aches/backaches/other physical aches and pains
- loss of appetite/eating disorders

Emotional Effects (or emotions it can make someone feel)

- anger
- depression
- detachment
- fear
- feeling powerless
- isolation/withdrawal
- loss of trust in others

School Performance/Experience Effects

- absenteeism
- “acting out” (behaving inappropriately to get attention)
- damaged reputation
- drop in quality of school work
- dropping out of class or school

What You Can Do If You Are Being Sexually Harassed

- Remember that you are not to blame. You did not ask to be harassed. The harasser is responsible for the abuse.
- Let the harasser know as clearly, directly, explicitly as possible that you are not interested in his/her attentions. State, "This is sexual harassment and I want it to stop now." Do this only if you feel comfortable confronting the harasser.
- Talk to an adult that you trust, such as your parents or a guidance counselor or teacher. Support from friends is important, too.
- Report it to a school official and get a copy of your rights regarding sexual harassment. You can go online to the Department of Education's website and get a copy of the Chancellor's Regulations on student sexual harassment
<http://docs.nycenet.edu/docushare/dsweb/get/document-46/a-831.pdf>
- Document what happens. Keep a diary; save any notes, emails, phone messages, or pictures from the harasser. Write down specific dates, times, places, kinds of incidents, your responses, the harasser's answers, any witnesses.
- If the school fails to take action, make your complaint known to the school district.
- Remember, ignoring it might not make it go away. In fact, it may get worse.

SEXUAL HARASSMENT IN SCHOOL IS A VIOLATION OF YOUR
CIVIL RIGHTS AND CAN BE PUNISHABLE BY ARREST!

AGREE

DISAGREE

NOT SURE

Service Project Ideas

- Organize a health fair geared towards middle school students. Information on adolescent health care clinics, preventing STIs and teen pregnancy, abstinence, diabetes, obesity, and other health issues can be presented by outside organizations. The students can create a skit dealing with adolescent health to present at the fair, and design their own fact sheets or brochures on topics related to adolescent health and puberty.
- Have students conduct a “Respect for All” week that promotes inter-group relations, a bias-free environment, and positive peer relationships. Students can make posters that address sexual harassment, bullying, gender bias, homophobia, etc. Students can lead discussions/rap sessions in their classes, organize an essay contest, and conduct other activities which promote positive relationships in the school and educate peers about their rights to a bias free environment. For information on the New York City’s Department of Education’s Respect for All policy, go to:
<http://schools.nyc.gov/RulesPolicies/RespectforAll/default.htm>
- Ask students to watch their favorite shows and take note of the physical characteristics of the main characters. Are they thin? Heavy? Blonde? Etc. Have them analyze what traits or qualities these characters have and what their physical characteristics are. For example, is the funny character overweight? Is the female lead thin and tall? Discuss the images they saw and have them share whether they feel these characters promote a healthy body image for teens. They can conduct a letter writing campaign to the network either in support of that show’s characterizations, or against them.
- Have students create a survey to examine perceptions of body image among the boys and girls in their school. Ask them to create questions which look at how they feel about themselves, what influences their body image, and what “ideal” body image would be. Compile the results and then hold workshops or an assembly to discuss how youth’s self-image is shaped by media, culture, and peers and promote positive self-esteem and body image.
- Have students research the New York City Liberty Union’s Teen Health Initiative. It is an initiative that was started in 1997 regarding the reproductive rights of young people in NY. This initiative also focuses on access to information and materials regarding their health and body. Students can also ask NYCLU for small laminated cards that contain the student health care rights or brochures to distribute to their peers.

This link takes you to publications and cards with information pertaining to teen’s health rights: http://www.nyclu.org/thi/frames/thi_frameset.html.

This link takes you to the current legislative decisions as well as recent actions by young people: http://www.nyclu.org/thi/frames/thi_frameset.html

Chapter 24

Senior Citizens

Introduction

Workshops:

Ageism: Generation Gap

Lifeline

Oral Histories

Elderly Health Issues

Elderly Health Care

Social Security 101

Service Project Ideas

Introduction

“Do not forget the hands of the aged; they have touched much of life and have become sensitive and sympathetic.”

– Anonymous

“The best classroom in the world is at the feet of an elderly person.”

– Andy Rooney

While America’s youth and older population may appear to have little in common, the two groups face similar challenges due to their ages. Society often discriminates against young people and the elderly. For example, the general public is at times quick to assign the label of “immature” or “uninformed” to young people, while older people may be considered “out of touch” with today’s realities, or unfamiliar with the dynamics that shape the world. These stereotypes were even present in the 2008 presidential election, as both Barack Obama and John McCain were respectively labeled as being too inexperienced to be a successful president or too old to be a dynamic, capable president.

In addition to being stereotyped because of their age, many children and older Americans face similar socioeconomic difficulties. In 2007, 18% of young people lived in poverty, compared to 12.5% of the general population (<http://www.cbpp.org/8-26-08pov.htm>). Likewise, nearly a quarter (22%) of Americans aged over 65 have family incomes below 150% of the poverty line. In other words, both age groups represent the poorest populations in the United States. (http://www.americanprogress.org/issues/2008/07/elderly_poverty.html)

Not only are incomes for older people lower than the general population, but the elderly tend to have higher medical bills and, despite Medicare, are often unable to pay for the uncovered medical expenses associated with age related illnesses. In fact, health care costs have contributed to a rise in bankruptcy filings among the elderly (http://www.americanprogress.org/issues/2008/07/elderly_poverty.html). Paying for children’s healthcare is a serious problem in the United States as well. In 2007, 8.1 million children (10.7% of all children in the U.S.) were without health insurance.

The futures of our youth and elderly are entwined. As the baby boomer generation ages, the percentage of the American population over the age of 65 continues to grow dramatically. During the 20th century, the number of people in America under the age of 65 tripled, but the number of people over the age of 65 grew by a factor of eleven. This has led to a situation in which over twelve percent of Americans are senior citizens, compared to just four percent one hundred years ago. (<http://www.census.gov/population/socdemo/statbriefs/agebrief.html>). As this older population retires and ages, society will need to find new methods and strategies for financing Social Security and Medicare, and providing affordable senior housing, care, and opportunities for older Americans.

This trend is a global one as well, and it will be the responsibility of all—including young people—to care for the elderly, learn from them, and create societies in which being a senior citizen is not an obstacle to happiness. Indeed, seniors today are living longer, using technology, leading active lifestyles, and contributing to society. It is important for everyone to realize

that seniors have outstanding qualities and resources—wisdom, knowledge, creativity, and caring—that can benefit our society. The “rocking chair grandma” stereotype no longer applies and many older Americans continue to work well beyond standard retirement age, excel in their jobs, and find opportunities to make the world a better place.

The following workshops will help youth consider the issues that confront older people, as well as link those issues to their own experience. They will provide activities to help sensitize young people, challenge stereotypes they may have, learn about issues confronting an aging society, help them appreciate what seniors have to offer and contribute, as well as see what they have in common. While volunteering at a senior center can be a rewarding experience, intergenerational service projects provide a wonderful way to tap into the creativity and energy of seniors and youth alike and truly bridge the generation gap. Many seniors are actively engaged in improving community life. In fact, there are service learning and volunteer programs like Senior Corps, specifically for seniors who want to take action!

For tips, workshops, and general info to prepare youth to work with seniors, including those who may be infirm, visit the following websites:

<http://www.caregiversnh.org/tipsa.pdf>

<http://www.learningtogive.org/lessons/unit100/lesson3.html>

<http://www.nyc.gov/html/dfta/html/home/home.shtml>

<http://www.seniorcorps.org/about/sc/index.asp>



AGEISM: GENERATION GAP

(115 MIN)

Note: This workshop can be done in two sessions.

Objectives

Participants will be able to:

- Identify and understand ageism.
- Examine their own attitudes as well as common stereotypes of the elderly.
- Strategize on how to bridge the generation gap that often exists between youth and the elderly.
- Develop sensitivity towards working with the elderly and the benefits of interaction with them.

Materials Required

- Chalkboard and chalk or newsprint and markers
- Tape
- Birthday cards, purchased or prepared in advance, one or two cards for every group of four participants, which depict aging in a negative manner. Birthday cards can be downloaded from such sites as: <http://www.bluemountain.com/category.pd?path=34980&>; <http://www.americangreetings.com/printables/category.pd/occasions/birthday/greeting-cards/over-the-hill/>
- Paper and markers or crayons for each participant
- Copy of Role Play scenarios, cut up in advance

Key Terms (<http://www.dictionary.com>)

- *Senior Citizen*: an elderly or aged person, especially one who is retired or whose principal source of support is a pension or Social Security benefits.
- *Teenager*: a person between the ages of 13 and 19; an adolescent.
- *Culture*: the customary beliefs, social forms, and material traits of a racial, religious, or social group.
- *Ageism*: discrimination against people of a certain age group; a tendency to regard older people as debilitated, unworthy of attention, or unsuitable for employment.

Warm-Up: Collages**(30 min)***Procedure**(15 min)*

1. Pass out some markers or crayons and two pieces of drawing paper to each participant.
2. On a piece of newsprint or the chalkboard, write the words “Senior Citizen”.
3. Ask the participants to think of a symbol or picture they would use to describe those words. What images do they think of? Have them draw this image or symbol on their paper.
4. Have the participants tape their images on the newsprint around the words “Senior Citizen.”
5. Give them a moment to look at their Senior Citizen group collage and take note of what they see.
6. On another piece of newsprint or another part of the chalkboard write the term “Teenager.”
7. Ask the participants to think of a symbol or picture that describes a “Teenager” and have them draw this image on their paper.
8. Have the participants approach the newsprint or chalkboard and tape their images around the word Teenager.
9. Give the participants a few minutes to look at the two collages they made and take note of any similarities or differences.

*Processing**(15 min)*

- Why do you think you chose the symbols that you did?
- Define what a senior citizen is with the group. How would you describe the types of symbols/images you saw in the Senior Citizen collage? Define Teenager. What types of images/symbols did you see in the Teenager collage?
- Do you think people would ever associate the two with one another?
- Let’s look at the Senior Citizen collage. In general, what are the kinds of ways that senior citizens are described? How do you see them portrayed in the media? How do young people feel about them?
- Describe any similarities or differences between the collages?
- Do you agree with the categorization or how senior citizens are portrayed? Do people generally view seniors as being energetic, or smart or open to new ideas or instead are they portrayed as being ill, weak, cranky and forgetful?
- How do you feel teenagers are viewed? Do you feel there is a bias or prejudice against the elderly? Against youth?

Segue

Explain that you will now look at images and portrayals of Senior Citizens in more detail.

Main Activity Part One: Un-Happy Birthday**(30 min)***Procedure**(20 min)*

1. Divide participants into groups of four.
2. Distribute a piece of newsprint and marker to each group.
3. Distribute one or two birthday cards to each group.
4. Inform the participants that they will be acting as executives at a card company. The company has received a complaint from an older employee about the birthday cards being ageist. Define ageism with the group. Read the “letter” out loud.

Letter of Complaint

Dear Sir or Madame,

My name is Byron Jarvis and I have worked for this company for 35 years. I am 66 years old this year and I was looking over some of the birthday cards that we manufacture, as my wife turned 62 a short while ago and I tried to find an appropriate card. I have to say that many of the birthday cards offended me. I do not mean to sound like an old “stick in the mud” that cannot take a joke but, as a senior citizen, I felt the birthday cards crossed the line and had nothing positive to say about older Americans. I started to think about the way the company views the elderly and it made my stomach turn. The elderly should be respected as wise, dynamic and knowledgeable members of society; not the butt of some joke that belittles and denigrates us. I humbly request that we discontinue all of these crass birthday cards that are filled with stereotypes and negativity towards ageing and seniors.

Sincerely,

Byron Jarvis

5. Have participants examine and analyze the card and discuss the validity of the complaint and respond on the newsprint. They should think about:
 - a) What is the card saying about the elderly and how?
 - b) Is what is being portrayed ageist? Is the complaint valid? Why or why not?
 - c) What should be done to respond to the complaint, if anything?
6. After all groups have made decisions, have the groups present their cards and their decisions.

*Processing**(10 min)*

- What did you think of this activity?
- How did you decide whether or not the complaint was valid?
- What are some ways in which you see ageism in our society, especially with the elderly?
- What do you think is the impact of ageism?
- Do you think youth understand the bias against the elderly and that the elderly understand the bias against youth?

Segue

Explain that the stereotyping or bias that certain groups experience are sometimes not understood or validated by others. In other words, the youth may not want to hear the complaints or struggles of the elderly, and that the elderly may not think that young people can offer anything good. This next activity will look at examples of interactions between the two groups.

Main Activity II: Role Playing Scenarios**(40 min)***Procedure**(20 min)*

1. Explain that now you are going to examine some interactions that occur between youth and the elderly. Ask for a few volunteers to play the characters and give them one of the scenario descriptions.
2. Give them a few minutes to prepare, though the skit does not have to be rehearsed. They should act out the action as described in the scenario but can use their own words.
3. Once they are ready, give them a “1, 2, 3 ACTION” so that they can act out the skit.
4. When the skit is over, say “freeze” and begin processing.
5. Ask for a few more volunteers to conduct the second scenario and process.

Role Plays and Processing Questions:

Role Play 1: Two or three young people standing in a group are eagerly awaiting the arrival of the bus. They are talking loud and behaving boisterously. Not too far away stands an elderly couple, clearly apprehensive about the loud-talking young people who have just piled on to the bus in a mad dash ahead of them. The young people get on the bus and have taken the only seats available. These seats are not designated for the elderly. The elderly couple is then forced to stand and the husband moves toward the group to ask in an exasperated tone if his wife may have one of their seats. The young people refuse to give up their seats and start making fun of him.

Processing Questions:

- Was this scene realistic?
- What type of attitude do you suppose the young people felt toward the elderly couple and vice versa?
- If this scene could be done over what would you rather see happen?
- How should young people treat the elderly in this situation and vice versa?
- Can anyone think of another scenario in real life that parallels what we just saw here?

Role Play 2: The grandchild is playing a new video game quietly in the living room as the grandparent walks in. The grandparent begins to question why the grandchild is constantly playing video games. The grandparent talks in a condescending tone and says that when they were their age they had “real” sources of entertainment and there was no

such thing as this “video game business.” The grandparent continues by saying that the grandchild is “too young” to understand and that they have been around for a while and they know so much more than the grandchild.

Processing Questions:

- Is this scene realistic? If so, why? If not, why not?
- How did the grandparent’s attitude in this situation make you feel?
- How would you have liked to see a situation like this resolved?

Role Play 3: A young person and a senior citizen are sitting on a park bench. They live in the same neighborhood and recognize one another but have never really spoken. They greet each other briefly and then the senior citizen pulls out an iPod. The young person looks confused but then asks what is playing. The senior responds that s/he is listening to a mix of Stevie Wonder, Talib Kweli, reggaeton, and some jazz. They start to talk and discover that they like similar music and to dance. The senior shows the young person some dance moves and shares that s/he used to be a professional dancer years ago.

Processing Questions:

- What surprised you about this scenario?
- What did the characters learn about each other and why might they have not known this before?
- Is there always a generation gap? How do stereotypes get in the way of generations understanding one another? Explain.

General Processing

(20 min)

- What can youth learn from the elderly?
- What can elderly learn from youth?
- How do you benefit from the work and contributions of your elders? Does the younger generation owe anything to the elderly? (You can discuss such advances as civil rights, women’s rights, etc.)
- What are some strategies you can use for bridging the gap or if you are going to do a service learning project with the elderly?
- Ask students to think about how young people and seniors in their community can work together to reach a mutual understanding. List them on newsprint.
- Ask the participants to think about how they can show respect, affirm their experiences, and make seniors feel valued.

Points to touch upon: When working with the elderly ask questions, remembering that even though they are older, the elderly still contribute to society and have much to offer and give. Remind participants that while some seniors may have health issues, others do not and are very active. Even those who may have physical limitations still have the ability to think and feel. They may use technology, be well informed about what is going on in the world, and have important experiences and knowledge from which we can learn. It is important to

remember that they are very diverse in their interests, abilities, and backgrounds, just like young people, and the old “rocking chair” and “cranky” stereotype is not an accurate reflection of older adults.

Closure**(15 Min)**

Ask the participants to think of a person older than them (preferably over the age of 65) who has had a positive influence on the participant’s life. Have them write letters of appreciation to influential elders in their lives.

Reflection/Follow up

- Have the students watch their favorite T.V. shows with a critical eye. Ask them to look for examples of how the elderly are portrayed and keep a log/journal. Have them share with the group.
- Ask students to research poverty rates among the elderly in New York City and compare them to rates among children. What do they discover? Which groups in NYC are most vulnerable?
- Have students visit a nursing home and interview the elderly. Have them find out what their lives were like as teenagers and the types of changes they’ve seen in their lifetime. Note: if you visit seniors in a nursing home who have physical or other disabilities (speech, cognition, etc.), be sure to prepare the youth and think of activities that can engage them and are appropriate. Speak to the director for advice or suggestions. For tips on working with seniors in nursing homes, go to: <http://www.caregiversnh.org/tipsa.pdf>

Resources

- New York City Department on Aging:
<http://www.nyc.gov/html/dfta/html/home/home.shtml>
- National Committee for the Prevention of Elder Abuse:
<http://www.preventelderabuse.org>
- American Psychology Association, Fighting Ageism:
<http://www.apa.org/monitor/may03/fighting.html>
- Report on the Representation of Elderly in Prime Time Media:
<http://www.geocities.com/Athens/8237>

Role Play 1

Two or three young people standing in a group are eagerly awaiting the arrival of the bus. They are talking loud and behaving boisterously. Not too far away stands an elderly couple, clearly apprehensive about the loud-talking young people who have just piled on to the bus in a mad dash ahead of them. The young people get on the bus and have taken the only seats available. These seats are not designated for the elderly. The elderly couple is then forced to stand and the husband moves toward the group to ask in an exasperated tone if his wife may have one of their seats. The young people refuse to give up their seats and start making fun of him.

Role Play 2

The grandchild is playing a new video game quietly in the living room as the grandparent walks in. The grandparent begins to question why the grandchild is constantly playing video games. The grandparent talks in a condescending tone and says that when they were their age they had “real” sources of entertainment and there was no such thing as this “video game business.” The grandparent continues by saying that the grandchild is “too young” to understand and that they have been around for a while and they know so much more than the grandchild.

Role Play 3

A young person and a senior citizen are sitting on a park bench. They live in the same neighborhood and recognize one another but have never really spoken. They greet each other briefly and then the senior citizen pulls out an iPod. The young person looks confused but then asks what is playing. The senior responds that s/he is listening to a mix of Stevie Wonder, Talib Kweli, reggaeton, and some jazz. They start to talk and discover that they like similar music and to dance. The senior shows the young person some dance moves and shares that s/he used to be a professional dancer years ago.



LIFELINE

(90 MIN)

Objectives

Participants will be able to:

- Examine how changes in technology, culture, and the economy have affected people in recent history, including their parents and grandparents.
- Imagine what their lives may look like in the future.
- Develop goals for their future and the steps they need to take to reach those goals.

Materials

- Newsprint and tape, one sheet for each participant and a few extra for groups and facilitator
- Markers
- Pen/pencil and paper for each participant

Key Terms (www.dictionary.com)

- *Time line*: a linear representation of important events in the order in which they occurred; a schedule or timetable.

Warm-Up: That was Then, This Is Now**(25 min)***Procedure**(15 min)*

1. Divide the participants into two groups: “A” and “B”
2. Give each group a sheet of newsprint and some markers.
3. Give Groups A and B the following instructions, without letting the other group know or hear what the task is:

Group A: Create a list of things that exist now that didn’t exist when their parents were their age (technology, places, social systems, laws, etc.). Depending on the age group of the participants this list may include examples such as: cell phones, the internet, the war on terror, the Patriot Act, mp3s, hybrid cars, the AIDS epidemic, MySpace, Facebook, etc. Encourage the participants to think globally and locally, and be creative. If they are struggling, give them some of the above listed examples.

Group B: Create a list of things that existed when their grandparents were their age that don’t exist now, or have become obsolete (technology, places, social systems, laws, etc.) Depending on the age group of the participants this list may include examples such as: rotary phones, the Cold War, The USSR, the planet Pluto, subway tokens, Jim Crow, the civil rights movement, the draft, ABA basketball league, the World Trade Center, etc... Encourage the participants to think globally, and locally, and be creative. If they are struggling, give them some of the above listed examples.

(Note: This assignment may be a lot harder than that of group A. If the facilitator thinks that the participants will not be able to produce a good list even with the above-listed examples, have both groups do task “A” and the facilitators can provide a list for task B on newsprint, using some of the examples given.)

4. After five minutes, have each group share its list with the entire group, without revealing what their task was; they should just read the items.
5. If any item on the list requires explaining, have the participants define the item. Make sure that all participants are aware of what each item on both lists is.
6. Ask each group if they can determine the assignment of the other group based on what they listed.

*Processing**(10 min)*

- What did you think of this activity?
- How do the things on Group A’s list affect your personal life? How have they made life easier or more difficult?
- How do these things affect the lives of senior citizens?
- Do you think your grandparents expected any of the things from list A to come into existence or the things from list B to become obsolete? Why or why not?
- How might these changes affect people as they are introduced into society, or removed from society?
- How is your own future going to be affected by technology, world events, politics, and other changes? What does that mean for you and your planned futures?

Main Activity: Life Planning**(55 min)***Procedure**(40 min)*

1. Give each participant a piece of newsprint and a pen/pencil.
2. Have the participants draw a line down the middle of the newsprint
3. Tell participants that this will be a timeline of their lives. Have them mark the years, starting from the year they were born to 20 years from today.
4. Tell the participants that they need to come up with one significant occurrence for every year of their life up until today, either in their own life (like starting school, birth of a sibling, a travel experience, etc.) or something that happened in the world or their community that year (Bill Clinton elected President, 9/11, etc. If they get stuck, they can look up for homework, or, if you have access to computers, they can look online (<http://www.history.com/this-day-in-history.do>).
5. Tell the participants that they must come up with one significant occurrence, that they hope will happen, think might happen, or plan on happening for every four years after today for the next twenty years. Two of the events must not be about their personal life but a political, world, community or cultural event, or new technology invented (for example, first female president, animals learn how to speak, people migrate and live on Mars).
6. After forty minutes ask if any of the participants would like to share their time line.

*Processing**(15 min)*

- What did you think of this activity?
- Was it more difficult to come up with significant occurrences before today or after today? Why?
- Were you realistic, optimistic, pessimistic or otherwise in your projections for the future?
- How did your experience in the first activity affect what you did with this one?
- Thinking about new technology, cultural and political events, what can you do now to prepare for the future?
- What goals do you have and what will you need to do to achieve them?
- What are some inventions and/or achievements you would like to see in the future?
- What changes would you like to see in your community and what can you do now to help make them happen?

Closure: Fifty Years from Today**(10 Min)**

- Have the participants write freely for five minutes in response to the following:
Fifty years from today...
- Ask for a few participants to share what they wrote.

Reflection/Follow up

- Participants can conduct actual research on what happened each year from their date of birth to present by visiting <http://www.thepeoplehistory.com/yearsanddecades.html>
- Conduct some goal setting activities from Section D, Core Lessons and Workshops, page D-9, or workshops on peer pressure (page D-11) and decision making (Section E, HIV and Sexual Health, Sexual Knowledge workshop, page E19-2). Discuss how peer pressure and decision making affect their ability to achieve the goals on their timeline.
- Ask them to interview their parents, grandparents, or an older adult about their first memory of a new technology being introduced. For example, first time they saw television, or used a cell phone. How does technology now factor into their lives? What do they enjoy about it? Write down the story as if they were a reporter and share with the group.
- Have them research key moments in history that changed people's world views, perspective, or way of life. Some examples include 9/11, bombing of Pearl Harbor, Hiroshima, etc. They can also research what happened the day they were born by visiting <http://www.history.com/this-day-in-history.do>
- Have students create a time capsule, which captures current issues, styles, hobbies, and interests of youth today or have them curate and "exhibit" which they showcase in their school.

Resources

- The History Channel, This Day in History:
<http://www.history.com/this-day-in-history.do>
- The History Channel:
<http://www.history.com>
- HyperHistory:
<http://www.hyperhistory.com>
- PBS (lessons, searches and more):
<http://www.pbs.org/history/>



ORAL HISTORIES

(90 MIN)

Objectives

Participants will be to:

- Understand the concept and importance of oral histories.
- Learn about several important events from the perspective of oral histories.
- Explore how oral history can be a bridge between generations.

Materials – advance prep required

- Personal object of cultural or familial significance that each participant brings in the day of the workshop (see Warm-up)
- Oral Histories Summaries, approximately two – three copies of each

Key Terms (sources vary)

- *Oral History*: tape-recorded historical information obtained in interviews concerning personal experiences and recollections; also: the study of such information; a written work based on oral history. (www.merriam-webster.com)
- *Perspective*: a way of regarding situations or facts and judging their relative importance; objectivity. (www.thefreedictionary.com)
- *Griot*: a storyteller in western Africa who perpetuates the oral tradition and history of a village or family. (www.wordnet.princeton.edu/perl/webwn)

Warm Up: Stories of Personal Significance**(25 min)***Procedure**(15 min)*

1. In advance of the workshop, ask participants to think of an object, picture, or other memento that is of special cultural or familial significance to them and ask them to bring it in the day of the workshop.
2. When the session begins, ask for volunteers to share what they brought in and tell the story behind it. If they didn't bring in something, they may tell a story about something they are wearing, or something else on their person, like a photo, keychain, a scar, etc.
3. The goal is to have others understand why this object is important and provide details and descriptions that will make it interesting to others.
4. Continue until all participants who want to share have finished.

*Processing**(10 min)*

- To the storytellers:
 - o Was it easy to share your stories? How did you know the details behind the object you brought in?
 - o What inspired you to bring the object in?
- To the group:
 - o What did the participants do that made a story believable or interesting?
 - o Do you think that someone else who also knew about this object would tell the story behind it in the same way? Discuss perspective.

Segue

Let the participants know that what they just did with the sharing of the story behind their objects was to begin to create and tell history orally. They will now look further into what an oral history is and why this form of story telling is important.

Main Activity-Oral Histories-Multiple Perspectives**(55 min)***Procedure**(40 min)*

1. Ask the students to define oral history.
2. If they are having a difficult time doing so, refer to the definition found in the Key Terms. Ask them if there are people in their culture or families who serve as storyteller and keepers of history and traditions, for example, griots in West Africa.
3. Explain that like the stories they just told, history is a creation of multiple perspectives and it is through listening to these multiple perspectives we can gain a well-rounded view of history. Ask them if they've ever heard stories from someone from a different generation. What was valuable about hearing a personal story, especially as it relates to a time in history (*e.g.* the Civil Rights movement, early days of hip-hop) or important personal event (immigrating to this country, life as a teenager, etc)?

4. Break the participants into groups of three. Explain that now they will look at some real-life oral histories from periods in recent history.
5. Hand each group one of the Oral History Scenarios.
6. Tell them that in their small group, they should read the scenario and the three short oral history narratives with it. In their group, each of them should pick one of the characters and create a short oral history as if they were that person, from their perspective. After the 15 minutes, each group will get to tell their story.
7. Explain that they are not allowed to write any of their stories down and the story should be created from the text given, but they can use their imagination to become one of the characters.

*Processing**(15 min)*

- What aspects of this activity did you enjoy?
- What were some of the challenges of telling these stories?
- What did you learn from hearing and telling these stories?
- Do you think the perspectives and experiences of the elder generations are valuable?
- How can conducting oral histories with the elderly help bridge the gap that sometimes exists between youth and seniors?
- What historical events do you think you will share with others when you get older?

Closure: What I'd Like to Hear About**(10 min)**

Ask participants to think of one thing in recent history they would like to learn about from a member of a different generation. Have them write down the question(s) in their journal, and then, as homework, find someone who can respond. Tell them to write down the “oral history” and bring back to share with the group.

Reflection/Follow up

- Have youth conduct an oral history of an older family member, relative, or neighbor. For questions and tips on how to guide youth, visit:
http://www.youthsource.ab.ca/teacher_resources/oral_question.html or
<http://lcweb2.loc.gov/learn/lessons/97/oh1/ammem.html>
- Invite a senior to come in and speak to the group about his/her own life experiences or perspective on history.
- Take the participants on a field trip to the StoryCorps permanent StoryBooth in lower Manhattan at Foley Square. Participants can record their stories in the booth. To make a reservation or get more information, visit: <http://www.storycorps.org/record-your-story/locations/new-york-ny>
- Ask the participants to analyze the following quotes and reflect on them in their journals. How can oral history play a role in helping address the sentiment in these quotes?



Each time a girl opens a book and reads a womanless history, she learns she is worth less.

– Myra Pollack Sadker

History helps us learn who we are, but when we don't know our own history, our power and dreams are immediately diminished.

– National Women's History Project

Resources

- StoryCorps – an independent nonprofit project whose mission is to honor and celebrate one another's lives through listening:
<http://www.storycorps.net/listen/>
- Oral History Websites for Youth:
http://www.youthsource.ab.ca/teacher_resources/oral_websites.html
- From PBS series Africans in America, How to Do Oral History Projects:
<http://www.pbs.org/wgbh/aia/educational/yag/yaghow.html>
- Library of Congress: American Life Histories:
<http://lcweb2.loc.gov/ammem/wpaintro/wpahome.html>
- Step by Step Guide to Oral History:
http://dohistory.org/on_your_own/toolkit/oralHistory.html

Hurricane Katrina 2005

In late August and early September, the people of Louisiana, Alabama and southern Texas suffered through the most devastating natural disaster in US History, Hurricane Katrina. This category 5 hurricane caused about \$81.2 billion worth of damage and killed almost 2,000 people. In New Orleans, thousands were evacuated yet almost 100,000 people, a majority of them low-income African Americans, stayed. Ten thousand people stayed in the Superdome football stadium, waiting for rescue. As the federal government slowly came to aid, people suffered under horrible conditions. Many didn't have enough to eat, drink, proper medicine or proper sanitation. As a result many died and many watched their loved ones suffer and die.

Perspectives:

Old Man

Unable to drive out of town, you were able to get to the superdome with your wife, who was in a wheelchair. However, due to the heat and lack of water, your wife died of exhaustion. Now with no home and no family, you feel angry, tired and upset. You must tell briefly the story of your time in the Superdome.

A Mother

In your early twenties, you managed to make it to the superdome with one of your children. However, your two older kids are with your husband, outside of the Superdome. You are not sure if they survived the hurricane. You must tell briefly your story of survival, but also of waiting to hear about the rest of your family.

A Child

You are not sure what is happening, other than your brother and sister and father are not with you, and your mother looks worried. There are a lot of people in the Superdome, some are strange, some are suffering, and many look tired and angry. You must tell briefly his/her story of survival and observations.

Sources:

<http://www.bbc.com>

<http://www.wikipedia.com>

<http://www.nytimes.com>

"When the Levees Broke" Spike Lee, HBO Films

Immigrating Through Ellis Island and Angel Island

Apart from Native Americans, the population of the United States consists of immigrants or descendants of immigrants who came here voluntarily or forcibly. In 1892, the U.S. Immigration and Naturalization Service (INS) opened an immigration screening center on Ellis Island in New York Harbor. From 1892 to 1954, over twelve million immigrants entered the United States through this portal, mainly from Europe. Beginning in 1910, Angel Island, located in middle of San Francisco Bay on the West Coast, processed immigrants from Asia (China, Korea, the Philippines and Japan). Although it was billed as the “Ellis Island of the West,” within the Immigration Service it was known as “The Guardian of the Western Gate” and was designed to control the flow of Chinese into the country. The Chinese were officially “not welcome” with the passage of the Chinese Exclusion Act of 1882. Angel Island was primarily a detention center.

Perspectives:

A young Polish boy in 1920 at Ellis Island

You are an eight-year old Jewish boy named Seymour who journeyed across the Atlantic with his father to America. In Poland, you became a famous child singer and your family decided you would have more opportunities in the United States. World War I had just ended and it was a bad time in Europe. The rest of your family remained in Poland and the plan was for you to make money and send for the rest of your family. The ship hit many storms at sea during the two-week trip, and by the time you reached Ellis Island you had a very bad cold. Back then, immigrants had to pass a medical examination to be allowed to enter the country. Many people were sent back if they were not healthy. Your father, who was not sick, had to leave the boat and answer lengthy questions from the officials. When the doctor examined you, he said you were unfit to leave the boat and would need to remain behind and you were terrified. You had to stay alone on Ellis Island for a few days, with no toys or comfort, and the food was strange to you. After your cold ended, your father was able to come get you and you felt tremendous joy. You became a child vaudeville star, eventually singing for President Calvin Coolidge, who was able to help you get permission for the rest of your family to come as well.

An Immigration Reviewer at Ellis Island

Your job is to interview the immigrants as they arrive and you see all types of people come through, with all types of stories. Today, a Russian woman about 25 years old sits down before you. She is the daughter of a farmer. A young Russian man (the son of a neighbor), who now lives in the United States, wrote to her father that he would marry her if she came over. So, she came but the groom to be didn't show up, and you are not supposed to release her unless she has someone to leave with. So you wrote to him and a week later, he showed up and looked her over. But said he was not sure he wants to marry her and needs to think about it. He left and you have to tell her the news. She is very upset and her pride is wounded. She doesn't want to go back to Russia but you cannot let her land without a sponsor. You tell her maybe she can find work as a servant and you ask around. She says she's still willing to marry the neighbor so you write to him again, telling him he is a fool.

Li Keng: A young Chinese girl at Angel Island

Your father left China to work in the U.S. People in your village were so poor that no one had milk to drink or meat to eat. Almost no one had ever learned to read or write. Your father decided that his entire family must immigrate to the United States to have a better life. It was 1933 and you were only seven years old. After sailing for 19 days, you arrived at Angel Island. For a week, you waited for your immigration interview and had nothing to do while waiting. You were locked up in barracks that had barred doors and windows, and guards watched you constantly and never smiled. Your mom was interrogated for an entire day, your older sister for half a day, and you, for two hours. Finally, you were released and father came to get you. The experience was so upsetting to you that for 50 years, you would not talk about it.

Sources:

Immigration: Stories of Yesterday and Today -<http://teacher.scholastic.com/activities/immigration/index.htm>
<http://library.thinkquest.org/20619/Past.html>

March on Washington 1963

On August 25, 1963, the nation was seized by an amazing event that marked the non-violent fight for unity and equal rights among people of all colors. An estimated 250,000 people were present to hear Martin Luther King, Jr. and other civil rights activist speak on behalf of freedom and justice. People came by bus, train, and car from all over the nation. After all the events were finished, speeches heard and friends made, many left the March on Washington inspired to carry on the civil rights movement in their own way. Perhaps the most quoted and popular speech from that day was Martin Luther King's "I Have a Dream" speech. He ended his speech stating: "...all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual: Free at last! Free at last! Thank God Almighty, we are free at last!"

Perspectives:

College Student

You are a white college student coming from Ohio. You have been following the movement and attending some of the meetings a student group holds at your school. You have never been to a rally of this size, nor have you ever been around so many black people. But instead of feeling scared or unsure of your place, you decide, that after hearing Dr. King's speech, you have to make a change in your community. Next summer you want to go to the south to help fight segregation by tutoring black children or helping the elderly register to vote like you heard others do.

A Child

You didn't know where you were going or why, but one night your parents said, we're going to Washington tomorrow, to see Dr. King. You had seen him on television and heard your parents speak about how he and others were creating change and freedom for black people, your people. You live in Newark, New Jersey, where like many northern cities, Black and Latino people are stuck in the ghettos, living in dirty housing and trying hard to hold onto jobs. Just recently, you and some friends were cursed at by a few policemen and you weren't sure why. For the first time you start to wonder what life would be like if the world turned into what Dr. King dreamed.

A Parent

Once you heard that the March on Washington was happening, you couldn't imagine not going. While things are getting better, it's still hard for black people, especially in Newark, NJ. You were just laid off from the post office and your wife is supporting your family, working in a shoe factory. You can't believe how few jobs there are for people in your neighborhood. You see people day in and out without hope. You want your child to go to college and be successful, but you know the school he attends is not as good as the schools in the suburbs, where all the white people have fled. You believe in Dr. King and believe in the March. You are inspired and believe that positive change is going to happen, so life will be better for your child.

Sources

<http://www.npr.com>

<http://www.americanrhetoric.com>

ELDERLY HEALTH ISSUES

(85 MIN)

Objectives

Participants will be able to:

- Understand the types the health issues that some of the elderly population may face.
- Gain a better perspective on the experiences of the senior population.
- Begin to address challenges facing the US healthcare system, especially for the elderly population.

Materials

- Health Problem Match-Up Cards, prepared in advance (27 cards; for more participants prepare duplicates of definitions, for less participants, leave out a match-up group – *i.e.* health problem and facts)
- Health Problem Diagnosis Sheets, six copies
- Health Problem Symptom/Clue Sheet (for the facilitator)
- Newsprint, tape and markers
- Pencil for each participant

Key Terms (sources vary)

- *Elderly*: Rather old; especially: being past middle age. Old-fashioned: of, relating to, or characteristic of later life or elderly persons. (<http://www.merriam-webster.com>)
- *Senior Citizen*: an elderly person, especially one who is retired and living on a pension. (<http://www.encyclopedia.com/doc/1O999-seniorcitizen.html>)
- *Ailment*: a bodily disorder or chronic disease. (<http://www.merriam-webster.com>)
- *Diabetes*: a disease in which the body does not produce or properly use insulin. Insulin is a hormone that is needed to convert sugar, starches and other food into energy needed for daily life. (<http://www.diabetes.org>)
- *Dementia*: a general term for the loss of memory and other intellectual abilities serious enough to interfere with daily life. Dementia can be a result of Alzheimer's disease, which is a disease that progressively attacks the brain and can be fatal. (<http://www.alz.org>)
- *Depression*: a common mental disorder that presents with depressed mood, loss of interest or pleasure, feelings of guilt or low self-worth, disturbed sleep or appetite, low energy, and poor concentration. (http://www.who.int/mental_health/management/depression/definition/en/)

- *Colon Cancer*: cancer of the large intestine in the lower part of the digestive system. This intestine is the organ that processes food for energy. (<http://www.cancer.org>)
- *Arthritis*: a degenerative joint disease in which low grade inflammation results in pain of the joints caused by a wearing of cartilage which that covers and acts as a cushion inside joints. (www.arthritis-symptoms.org)
- *Stroke*: a “brain attack” happens when blood clot blocks an artery or a blood vessel breaks, interrupting the blood flow to an area of the brain. As a result brain cells die and abilities controlled by that area of the brain are lost. (www.stroke.org)

Introduction (5 min)

Explain to the students that many elderly are very physically healthy and fit, but some might experience challenges with their health. Brainstorm with the participants any health issues they are aware of that the elderly may face. Knowing about some of those ailments can help young people understand what some senior citizens may be facing. The next activity will help the students learn about some of the most common ailments.

Warm-Up: Match-up Game/Presentation (30 min)*Procedure* (20 min)

1. In advance, prepare the match-up game cards (see Materials).
2. Ask the group to stand in a circle. Give each student a health problem match-up card.
3. Tell them that there are six health problems and three facts for each problem.
4. Whoever has the health problem has to find the three people with corresponding facts and form a group.
5. Once they have formed their group, they must use the newsprint and markers and create a short presentation with the information on the health problem they have.
6. Allow groups 10–15 minutes to form their presentation.
7. After all the groups present, hang the newsprint up where all students can see use as a reference for the next activity.

Note: If you had a smaller group and used fewer match-up cards, you can share the other information after the activity.

Processing (10 min)

- What was challenging about this exercise?
- Did you already know about the health problems mentioned?
- Was there any information that was surprising and/or interesting?

Segue

Explain that the next activity will solidify their knowledge of some of these health issues and see whether or not they can diagnose them.

Main Activity: Health Problem Diagnosis Game (45 min)*Procedure* (20 min)

1. Keep the students in the groups they formed previously (6 match-up groups).
2. Hand each group a Health Problem Diagnosis Sheet.
3. Explain that they should imagine that they are health professionals/doctors and some of their patients have come to them. They need to figure out what ailment or problem they have by looking at some symptoms or clues.

4. First, tell them that you will read four clues for each ailment (use the Health Problem Symptoms/Clue Sheet). After each clue is read, the group should try to determine which disease or ailment that person may be experiencing.
5. They should write down their guess where it says “Clue 1” on the Health Problem Diagnosis Sheet. Tell them that you will then read “Clue 2.” If, after hearing Clue 2, they change their guess, they should write down their new guess where it says “Clue 2.”
6. Continue the process with Clues 3 and 4. Ask them to put their pencils down.
7. Explain that now, they will go through the worksheet to see whether they correctly diagnosed the health problem for each set of clues. Explain that each guess has a point value. Each group receives the point value based on the clue given when they were able to make the correct diagnosis. For example, if they guessed the correct healthy problem on the first clue, they would get five points. If they guessed on the second clue, they would get three points, etc.
8. Go through the worksheet, but before revealing the correct answer, read the corresponding personal story about that health issue.
9. Have the students tally up their scores after all clues for each disease/ailment have been given.

*Processing**(25 min)*

- What did you think about the activity?
- What was challenging about this activity?
- How did your group decide when to answer?
- Why is it important for young people to know about the illness/conditions the elderly may face?
- How do you imagine these health issues affect and change the lives of the elderly who have them? Do you know anyone who is not elderly who has one of these conditions?
- What are some ways you can assist the elderly with these conditions?

Closure: What is Needed?**(5 min)**

- Have the students take a moment to brainstorm about what the elderly need when facing these diseases and/or ailments.
- Record answers on newsprint and save for the Elderly and Health Care workshop in this unit.



Reflection/Follow up

- Ask participants to research the warning signs for each of the health problems they learned about today. What facts could they use to promote awareness on this issue? Have them create posters or flyers.
- Survivor's stories. Remind participants that even if someone experiences a stroke or cancer, they can still recover and lead a productive life. It's important to know that these conditions do not only affect the elderly. Young adults and youth can also experience cancer, strokes, arthritis and diabetes. Have them visit the following websites to read about survivor's stories:
<http://www.cancercenter.com/cancer-survivors.cfm>
<http://www.thecni.org/stroke/stories.htm>
<http://www.arthritisforum.org.uk/storyandrea.html>
<http://www.phac-aspc.gc.ca/ccdpc-cpcmc/diabetes-diabete/english/faces/index.html>
- Brainstorm with the youth to think about what kinds of service projects could take into account some of the needs of the elderly who may be dealing with physical ailments or medical conditions that might limit their ability to interact or engage. Where might they go to learn more about this? With whom could they speak?

Health Problem Match-Up Card

Stroke

Health Problem Match-Up Card

More than 2/3 of stroke survivors will have some type of disability.

Health Problem Match-Up Card

Strokes are the third leading cause of death in the USA.
Eighty percent (80%) of strokes are preventable.

Health Problem Match-Up Card

A "brain attack" happens when a blood clot blocks an artery or a blood vessel breaks, interrupting the blood flow to an area of the brain. As a result brain cells die and abilities controlled by that area of the brain are lost.

Health Problem Match-Up Card

African Americans are twice as likely to die from strokes as Caucasians.

Health Problem Match-Up Card

Colon Cancer

Health Problem Match-Up Card

Colon Cancer is the cancer of the large intestine in the lower part of the digestive system. This intestine is the organ that processes food for energy.

Health Problem Match-Up Card

9 out of 10 people who have colon cancer are 50 or older.

Health Problem Match-Up Card

112,000 people are diagnosed with colon cancer annually.
Is the third most common cancer found in men and women.

Health Problem Match-Up Card

Diabetes is a disease in which the body does not produce or properly use insulin. Insulin is a hormone that is needed to convert sugar, starches and other food into energy needed for daily life.

Health Problem Match-Up Card

Diabetes

Health Problem Match-Up Card

The death rate from colon cancer has gone down in the past 15 years.

Health Problem Match-Up Card

Type 2 is found more in the African American, Latino, Native American, Asian/Pacific Islander and elder populations.

Health Problem Match-Up Card

Diabetes increases your chances for heart disease, stroke, kidney disease, blindness and nerve damage.

Health Problem Match-Up Card

There are two types of diabetes. Type 2 diabetes is the most common form of diabetes, when the body doesn't properly use the insulin the body produces. 20.8 million people have diabetes. The majority of them have Type 2, which is preventable.

Health Problem Match-Up Card

Osteoarthritis is the most common form of arthritis and is a disease that attacks the joints, mainly the knees and hands. As the surfaces become less well protected by cartilage, the patient experiences pain upon weight bearing exercise, including walking and standing.

Health Problem Match-Up Card

Arthritis is a degenerative joint disease in which low grade burning results in pain of the joints caused by a wearing of cartilage which covers and acts as a cushion inside joints.

Health Problem Match-Up Card

Arthritis

Health Problem Match-Up Card

Dementia is a general term for the loss of memory and other intellectual abilities serious enough to interfere with daily life. Dementia can be a result of Alzheimer's Disease, which is a disease that progressively attacks the brain cells related to memory and thinking, and can be fatal.

Health Problem Match-Up Card

Dementia/ Alzheimer's Disease

Health Problem Match-Up Card

Arthritis affects 21 million Americans and tends to develop with age.

Health Problem Match-Up Card

Depression

Health Problem Match-Up Card

There isn't a cure, but most of what is known about Alzheimer's disease was learned in the past 15 years.

Health Problem Match-Up Card

5 million Americans are living with Alzheimer's Disease. It is the 6th leading cause of death in America

Health Problem Match-Up Card

Causes of depression among the elderly range from stress from life events, such as the death of a loved one, divorce, relocation, money problems, chronic medical problems, or any sort of loss. Some medicines cause depressive symptoms as side effects, like drugs used to treat high blood pressure and arthritis. Also, depression runs in families.

Health Problem Match-Up Card

It is estimated that one in five seniors struggle with depression, and of those not very many get help.

Health Problem Match-Up Card

Depression is a common mental disorder that presents with depressed mood, loss of interest or pleasure, feelings of guilt or low self-worth, disturbed sleep or appetite, low energy, and poor concentration

Health Problem

Alzheimer's story:

I noticed that Mom started to get information confused, she would forget names of items and people but I thought it was just minor stuff. From being full of fun and happy, she became subdued and morose. As far as I knew she continued to do everything as before, but as we found out later, that was not the case. This went on for months and months then I got a call from a neighbor who was concerned. Mom was in her chair. Her home looked terrible. Mom was just sitting there, she seemed unwilling or unable to tell us what was wrong.

(http://alzheimers.about.com/od/readersstories/a/Natasha_story.htm)

Colon Cancer story:

For many years, I've worked hard at my job with the water department in Seattle. My wife, Cydney, has never known me to tire easily, but in June 2004, I started losing my appetite, my energy disappeared and my weight started dropping off. My wife knew something was wrong! She made a doctor's appointment for me and the doctor ordered blood work and a CT scan. The CT scan showed cancer, but my family doctor wanted me to see a gastroenterologist. Through the efforts of my doctor's office and my wife I was blessed to get in to see the doctor the next day. A colonoscopy was done and it was confirmed there was cancer in the colon and liver. My surgery was scheduled for the following week.

(<http://www.cancercenter.com/colorectal-cancer/survivors/joe-barnes.cfm>)

Stroke story:

Ian experienced years of headaches but led a very active life. His health problem stopped his career in its tracks, paralyzing the left half of his body. Ian remembers experiencing severe headaches in the years leading up to his stroke, "I used to take medication for migraine, lay down for three hours, and then seem to be fine. If I had known enough to ask my doctor to check it out further, or know what I know now, I may have been able to prevent my stroke." *(<http://www.strokefoundation.com.au/stroke-survivor/survivor/ian-aged-54>)*

Arthritis story:

When I first got sick from it was I was working as a sales associate which can be a very stressful job, especially during the holidays. I first got sick from my right leg; I started getting some pains and some swelling in the back of my knee. I then started to get worse I noticed that I couldn't hardly stand or walk for periods of time. I had to take a sick leave. I was practically bedridden with swollen knees, ankles, wrists and fingers.

(<http://www.arthritisinsight.com/community/stories/>)

Depression story:

Frank is a 74-year-old widower. He used to be quite active, volunteering his time at the local community center, playing golf with his buddies at least once a week, and enjoying frequent get-togethers with his grown children and grandkids. But since his wife Ruth passed away, he's lost all interest in getting out or seeing anyone. It's been nine months since his loss, but Frank shows no sign of feeling better. To his friends and family, Frank seems like a different person. He's not the lively man they used to know, always cracking jokes, telling stories, or starting a new project. Now he seems to walk and talk in slow-motion. He doesn't even leave home most days and he avoids phone calls and visitors. Even more concerning is his rapidly deteriorating health. Frank's diabetes used to be under control, but not anymore. Making matters worse, he often skips meals or forgets to take his insulin shots.

(http://www.helpguide.org/mental/depression_elderly.htm)

Diabetes story:

It started as a morning like any other. He was trying to get his children ready for school. But that day, he couldn't muster the energy. "I not only felt like I'd been run over by a truck but as if the truck was sitting on top of me," he recalls. "I couldn't get up. I couldn't think." But his wife could. She rushed him to the emergency room where tests showed his blood sugar was 670 mg/dl. (normal is in the low to mid 100s). Suddenly, the frequent urination and extreme fatigue of the past few months made sense.

(http://www.journeyforcontrol.com/journey_for_control/journeyforcontrol/for_patients/living_with_diabetes/success_stories/the_power_of_small_changes.jsp)

Health Problem Diagnosis Sheet

Total Score _____

Health Problem #1

Clue

1. _____

2. _____

3. _____

4. _____

Score/Points: _____

Health Problem #2

Clue

1. _____

2. _____

3. _____

4. _____

Score/Points: _____

Health Problem #3

Clue

1. _____

2. _____

3. _____

4. _____

Score/Points: _____

Health Problem #4

Clue

1. _____

2. _____

3. _____

4. _____

Score/Points: _____

Health Problem #5

Clue

1. _____

2. _____

3. _____

4. _____

Score/Points: _____

Health Problem #6

Clue

1. _____

2. _____

3. _____

4. _____

Score/Points: _____

SCORE

5 pt/1st guess

3 pt/2nd guess

2 pt/3rd guess

1 pt/4th guess

Health Problem Symptoms/Clues

For the facilitator: Be sure **not** to read out the disease.

Health Problem #1

Dementia

Clue

1. What?
2. 15 years have been good
3. My photographs are important
4. I can't remember

Health Problem #2

Colon Cancer

Clue

1. I'm the larger in the lower
2. I'm lacking energy
3. Greater risk after 50
4. 3rd most common cancer

Health Problem #3

Strokes

Clue

1. Sudden
2. What I lose I often can't regain
3. I'm 80% preventable
4. 3rd leading cause of death

Health Problem #4

Arthritis

Clue

1. Stiff
2. No more cushion
3. Fire in the joints
4. Ouch! My hands, knees

Health Problem #5

Depression

Clue

1. Why?
2. I've lost someone
3. What's the point?
4. I feel sad and lonely

Health Problem #6

Diabetes

Clue

1. Not in production
2. Can lose a limb
3. Type 2 or 1
4. Too much sugar



ELDERLY HEALTH CARE

(70 MIN)

Objectives

Participants will be able to:

- Understand some of the health care costs that the elderly population might face, especially for prescription medicine.
- Compare and contrast healthcare systems of the US, Canada, and Cuba.
- Envision a healthcare system that is suitable for all ages and incomes.

Materials

- Newsprint, tape and markers
- Index cards or scrap paper (40+ for Warm Up and Debate)
- Pencils/pens
- Prescription Drug Cost information for the facilitator
- Comparative Healthcare Systems Country Profiles, five copies – one for each country group, judges and facilitator)

Key Terms (sources vary)

- *Diabetes*: a disease in which the body does not produce or properly use insulin. Insulin is a hormone that is needed to convert sugar, starches and other food into energy needed for daily life. (www.diabetes.org)
- *Dementia*: a general term for the loss of memory and other intellectual abilities serious enough to interfere with daily life. Dementia can be a result of Alzheimer's disease, which is a disease that progressively attacks the brain and can be fatal. (www.alz.org)
- *Colon Cancer*: cancer of the large intestine in the lower part of the digestive system. This intestine is the organ that processes food for energy. (www.cancer.org)
- *Arthritis*: a degenerative joint disease in which low grade inflammation results in pain of the joints caused by a wearing of cartilage which covers and acts as a cushion inside joints. (www.arthritis-symptoms.org)
- *Stroke*: a “brain attack” happens when a blood clot blocks an artery or a blood vessel breaks, interrupting the blood flow to an area of the brain. As a result brain cells die and abilities controlled by that area of the brain are lost. (www.stroke.org)

continued on next page



- *Prescription drug*: A drug requiring a prescription, as opposed to an over-the-counter drug, which can be purchased without one. (<http://www.medterms.com/script/main/art.asp?articlekey=5034>)
- *Medicare*: The United States government's health insurance program for:
 - * Senior citizens – people 65 years of age or older,
 - * Certain younger people with specific disabilities, and
 - * People with end-stage renal disease (ESRD) – permanent kidney failure requiring dialysis or a transplant. (<http://www.medterms.com/>)

Warm Up: The Price Is Right?**(20 min)***Procedure**(15 min)*

1. Divide the participants into four or five groups and give each group five index cards or pieces of scrap paper and a marker.
2. Tell them that they will play a game show similar to the game show *The Price is Right*, where people try to guess how much an item costs. Ask them if they know of what kind of items they showcase on *The Price is Right*. Some items include groceries, appliances, cars, etc. Basically, everyday items. However, on this version of the *Price is Right*, the items are something that are often everyday items for the elderly—prescription drugs or medicine. Define prescription drugs and ask why they think many elderly need them. Explain that many seniors are healthy and leave active lives and do not need prescription drugs, but many seniors do.
3. Explain the game rules:
 - a. You will read a description of some of prescription drugs that many elderly use to address one of the health problems that are also discussed in the workshop on Elderly Health Issues (dementia, stroke, diabetes, colon cancer, and arthritis).
 - b. Each group must try to guess the cost of each prescriptive drug without going over. They should write down the price on an index card or piece of scrap paper.
 - c. After each group has guessed on the drug, you will share the true cost of each drug.
 - d. Whichever group is closest without going over receives a point.
4. Begin the game and keep score of which group receives a point on newsprint or a chalk board.
5. Play until all groups have guessed the price on every drug.

*Processing**(5 min)*

- How did it feel to play this game? Was it easy or challenging?
- Were you aware beforehand of the cost of these drugs? Why or why not?
- Why do think these drugs are so expensive?
- In your opinion, can the majority of the elderly afford the cost of the drugs?
- What are some ways in which the elderly are helped by the government? (Discuss Medicare, and health insurance).

Segue

Explain that the cost of drugs and healthcare on the whole can be very expensive, especially for people who aren't working. Even Medicare, which is government sponsored health insurance available to most elderly and those over 65, does not cover all the costs that someone may face. Many people and groups have raised concerns that the healthcare system in the United States is not doing enough for the most vulnerable—children and the elderly. The next activity will allow the participants to look at a few different health care systems and see how they compare to the United States system especially with a focus on care of the elderly.

Main Activity: Comparative Healthcare Systems Debate**(40 min)***Procedure**(30 min)*

1. Break the participants into four groups.
2. Explain that they are now going to debate the merits and shortcomings of three health-care systems. Three groups will represent a country (USA, Canada, or Cuba) and one group will serve as judges.
3. Hand out one of each of the country profiles to the three different groups.
4. Assign each of the countries to a group. Tell the groups that they must read through their country's profile and create an argument for why they believe they have the best healthcare system. They will also have the other countries' profiles on hand so that during the debate, they can use that information to form a rebuttal.
5. During the time that the groups are preparing, the judges will create a list of criteria for what an excellent health care system looks like and what it does. Give examples of possible criteria items such as cost, whom it covers, what types of care the health system will cover, etc. They can also read all three country profiles prior to the debate. They should determine whether each country's plan is fair to the elderly.
6. Each country should make an opening statement that is no longer than one minute. Then they will have up to three more minutes to present the benefits of their system. They can also do a closing statement. The most time they can have is five minutes.
7. Each country can have as many speakers as they like, but once a team starts, they must stay within the time limit.
8. After all three teams have made their opening and closing statements, the judges can allow any country to challenge the other with a rebuttal.
9. After approximately 15 minutes of preparation time, have the groups present to the judges. Then allow a few minutes for rebuttals from one country to another.
10. Tell the judges to take a minute to decide who made the best argument or case for their country's healthcare system and declare a winner.

*Processing**(10 min)*

- What challenges did your group face as you were creating your presentations for the debate?
- Was there a country's system your group liked more than others?
- Was there a description or statistic that interested you?
- How would you evaluate this country's healthcare system? What are the pros and cons, especially for the elderly? Given that many live on a fixed income like Social Security or a pension, which remains the same over time, what choices would they need to make regarding their budget if costs for medicines increase? (Discuss choosing between medicine and other items such as food, heat, clothing, etc.)
- What interested you most about each of the countries profiled and the healthcare system they had?

- What role, if any, should the government play in providing healthcare? Should it be the responsibility of the employer?
- Do health care and health care insurance play a role in politics?
- What kind of healthcare system would you like to see in place?

Closure: Building a Healthcare System

(10 min)

1. Tell the students to review the country profile sheets and highlight what they like the best about the three systems.
2. Ask the participants to tell the group what components they liked.
3. Record their answers on newsprint or black/white board.

Reflection/Follow Up:

- In their journals, have participants write about a time when they had to have medical care and there was something making it difficult: lack of health insurance, inability to get to the hospital, poor quality health care, etc.
- Interview some elderly to explore how much they spend on prescription drugs each month. Compile the results and create a pie chart which shows the amounts.
- How much does Medicare cost the U.S. government each year? Debate as to whether it is the government's responsibility to provide this to the elderly. Why or why not?
- Hold a public screening of Sicko by Michael Moore a critical documentary on the US healthcare system. Explore the message of the film and the perspective of the filmmaker.

Resources

Agencies working towards greater healthcare:

- Cover the uninsured
www.covertheuninsured.org
- PBS Series Caring for Your Parents watch online at
www.pbs.org/caringforyourparents
- Kaiser Family Foundation for information on Medicaid and Children
http://www.kff.org/medicaid/childrenshealth_timeline.cfm
- Official US government website:
<http://www.medicare.gov/>

Prescription Drug Price Is Right!

Condition: Diabetes

Drug: Actos – works by helping to restore your body’s proper response to insulin, thereby lowering your blood sugar.

Price: One bottle of 30 tablets is \$180.99

Drug: Insulin – a substance created in labs that duplicates human insulin which is used to help regulate sugar levels in the blood.

Price: One box with 100 syringes is \$34.99

Condition: Arthritis

Drug: Celebrex – a medication that relieves pain and swelling

Price: One bottle of 30 capsules is \$120.91

Condition: High Blood Pressure

Drug: Monopril – used to treat high blood pressure by relaxing the blood vessels

Price: One bottle of 30 tablets ---\$85.99

Condition: Dementia /Alzheimers Disease

Drug: Aricept – used to treat dementia, by improving memory

Price: One bottle of 30 tablets is \$169.99

Drug: Xanax – used to treat anxiety and panic disorders

Price: One bottle of 30 tablets is \$105.99

Condition: Colon Cancer

Drug: Avastin – a man-made antibody used with chemotherapy to treat colon cancer

Price: One vial is \$645.98

Comparative Healthcare Systems: USA

PRIVATE/PUBLIC SYSTEM

America does not have a “system” of health care as much as a tradition of practices that have developed over time. The central element is a financial arrangement that pays for health care services through employer-purchased insurance. Historically, patients have had the right to choose any physician, and physicians have been free to choose among specialties and to practice where and how they like. New privately managed care plans or HMO's like Blue Cross, HIP or GHI, increasingly restrict both of these choices and can require referrals to specialists. Also, a need to create profit encourages the development of new drugs and high-tech treatments in the health care industry.

Strengths:

- High-quality services are available for those with good insurance.
- The US is in the lead in clinical research.
- Major technological breakthroughs have occurred in treating numerous diseases.
- There are large numbers of doctors, especially specialists, in certain parts of the country.

Weaknesses:

- 37 million people have no health insurance or coverage (the highest in the industrialized world), one-third are children under 18.
- The per person cost of health care in the US is the highest in the industrialized world and growing the fastest.
- US health outcomes compare poorly with those of other developed countries—20th in the world in infant mortality, 29th in low-birth-weight babies, and 6th in life expectancy.
- Many individuals and small groups are denied insurance, primarily because of poor health or previous bad health conditions
- The US has more physicians per capita than most other industrialized nations, but they are distributed unevenly. Few doctors are available to people in low-income areas.
- Some hospitals are able to make a lot of money from the wealthiest and privately funded patients, while those hospitals that care for the poor are suffering significant financial losses and closing.

Stats:

- US Healthcare Annual Spending \$6,401/person
- Americans' spend annually \$1,329/person
- Life Expectancy: 80.39 years
- 2.3 Doctors/1,000 people
- 8.1 Nurses/1,000 people

Sources: <http://www.wikipedia.com> <http://www.nationmaster.com>
<http://www.canada.com> <http://www.econedlink.org> <http://www.context.org>

Comparative Healthcare Systems: CANADA

SINGLE PAYER SYSTEM

Known as a “single payer” system, funding for medically necessary care is provided by the provincial or “state” government through taxes (with guidance and some funds from the federal government). Patients are free to choose among many doctors, and physicians serve primarily in private practice on a fee-for-service basis. Hospitals are independent, nonprofit institutions.

Strengths:

- The plan is simple and very easy to use.
- All citizens have access to care; no one may be denied services on the basis of income, age, or health status. Coverage is “portable,” meaning residents keep their health benefits wherever they move.
- Benefits are the same for all citizens.
- 63 percent of all active physicians in Canada are in primary care, which means they are the first doctors to come in contact with the patients, versus one-third in the US.
- Canada saves a lot in administrative costs, since providers and insurers do not need to market or advertise themselves to the public or employ a lot of people to process paperwork.
- Private insurance for covered care is not permitted because this would defeat the purpose of spreading the risk over the entire population. However, insurance is allowed to fill available niches or categories, such as for dentistry, pharmaceutical drugs, and certain hospital services (*i.e.*, private room charges).
- A 1990 Harris poll shows that, of 10 developed nations, Canadians are the most satisfied with their health care.

Weaknesses:

- Financing of Canada’s health plan has been generous during periods of growth and tight when government must control its deficits—a major problem recently, since payments have been frozen for the last several years.
- Access to some high-tech procedures has been limited by a shortage of some equipment and hospital beds.
- Benefits are basic—only procedures deemed “medically necessary,” are covered (*e.g.* optometrists and dentists may not be covered).

Stats:

- Canada’s Healthcare Annual Spending \$3,326/person
- Canadians spend annually: \$1,329
- Life Expectancy: 80.39 years
- 2.1 Doctors/1,000 people
- 9.9 Nurses/1,000 people

Sources: <http://www.wikipedia.com> <http://www.nationmaster.com>
<http://www.canada.com> <http://www.econedlink.org> <http://www.context.org>

Comparative Healthcare Systems: CUBA

A NATIONAL SYSTEM

The Cuban Government operates a national healthcare system that is free to the public. No private hospitals or clinics are allowed. Despite a lack of economic support from the former Communist giant the Soviet Union and economic sanctions placed on them by the United States, the Cuban Healthcare system boasts some of the best health statistics in the world. By focusing on preventative care and a healthy community, the Cuban Government can prevent sickness and disease before they become major health problems.

Strengths:

- Every Cuban citizen has access to free primary healthcare.
- Items that are not covered by the government (such as, prescription drugs for outpatients, crutches, and wheelchairs) are kept at low prices by the government or free for low-income citizens.
- According to the World Health Organization, Cuba has one doctor for every 170 residents, a number only bested by Italy.
- Because Cuban doctors are believed to be so well trained, many have practiced medicine in other countries during times of crisis like the Tsunami in Indonesia and the earthquake in Pakistan. 2,000 Cuban doctors were sent to New Orleans right after Hurricane Katrina hit to respond to the medical needs before the US Government responded, but they weren't allowed in the country.
- Cuba attracts nearly 20,000 people from other countries each year seeking medical attention.

Weaknesses:

- Lack of new technology makes new and complicated surgeries dangerous.
- Because the pay can be capped for Doctors at \$15-20/month, many doctors leave to practice medicine in other countries
- Major differences in quality of healthcare are common where the wealthy tourists and government officials receive better health care than normal citizens.
- Common drugs are hard to find or may only be available on the black market.

Stats:

- Cuba's Healthcare Annual Spending \$250/person
- Cubans spend annually: \$0
- Life Expectancy: 77 years
- 5.9 Doctors/1,000 people

Sources: <http://www.wikipedia.com> <http://www.nationmaster.com>
<http://www.canada.com> <http://www.econedlink.org> <http://www.context.org>



SOCIAL SECURITY 101

(110 MIN)

Objectives:

Participants will be able to:

- Understand what Social Security is and how it functions.
- Explore some of the challenges facing the Social Security system.
- Develop opinions about options for social security reform.
- Build financial literacy and understanding of future economic security.

Materials Required

- Pencils for each participant
- Prepared in advance, character profile strips, one per participant (profiles may be duplicated if necessary)
- Two piles of fake money (Teen ACTION Dollars), each consisting of thirty \$1,000 bills, thirty \$100 bills, thirty \$50 bills, thirty \$10 bills, and thirty \$1 bills, printed on colored paper in advance.
- Newsprint, markers and tape
- Two calculators
- Handouts: Some Facts on Social Security in the United States and Where Do We Go From Here: Options for Reforming Social Security, one per participant

Key Terms (sources vary)

- *Social Security* (in U.S context): The comprehensive federal program of benefits providing workers and their dependents with retirement income, disability income, and other payments. The Social security tax is used to pay for the program. (<http://www.investorwords.com>)
- *Retirement*: the state of being retired from one's business or occupation; withdrawal from your position or occupation (<http://wordnetweb.princeton.edu>). The earliest possible retirement age in the United States to start collecting Social Security is 62.
- *Pension*: a regular payment to a person that is intended to allow them to subsist without working (<http://wordnetweb.princeton.edu>); A sum of money paid regularly as a retirement benefit.

continued on next page

- *Payroll Tax*: A tax on an employee's salary or on the income of a self-employed individual. Federal and state income taxes are paid by the employee or the self-employed individual; Social Security taxes are paid both by the employer and the employee. Social Security tax is an example of a payroll tax (<http://public.find-law.com/library/pa-tax-accounting-law.html>). Since 2007, 6.2% of an employee's income is taken out for the Social Security Trust Fund.
- *Privatization*: The process of moving from a government-controlled system to a privately run, for-profit system. (<http://www.investorwords.com>)
- *Individual Retirement Account (IRA)*: A tax-deferred retirement account for an individual that permits individuals to set aside money each year, with earnings tax-deferred until withdrawals begin at age 59 1/2 or later (or earlier, with a 10% penalty). The exact amount depends on the year and your age. IRAs can be established at a bank, mutual fund, or brokerage. (<http://www.investorwords.com>)
- *401(k)*: A defined contribution plan offered by a corporation to its employees, which allows employees to set aside tax-deferred income for retirement purposes, and in some cases employers will match their contribution dollar-for-dollar. Taking a distribution of the funds before a certain specified age will trigger a penalty tax. The name 401(k) comes from the IRS section describing the program. (<http://www.investorwords.com>)
- *403(b)*: A retirement plan similar to a 401(k) plan, but one which is offered by non-profit organizations, such as universities and some charitable organizations, rather than corporations. There are several advantages to 401(k) or 403(b) plans: contributions lower taxable income, larger contributions can be made to the account, earnings can grow tax-deferred, and some plans allow loans. Contributions can grow tax-deferred until withdrawal at which time the money is taxed as ordinary income (which is sometimes a disadvantage). (<http://www.investorwords.com>)

Warm Up: Brainstorm on Social Security**(15 min)**

- Write the words “Social Security” on newsprint or the chalkboard. Ask participants to brainstorm on what comes to their mind. Break down the meaning of the two words in this context (“social” = relating to human society and “security” = freedom from risk or danger; safety). Explain that Social Security in the United States is a program of benefits providing workers and their dependents with retirement income, disability income, and other payments. Ask them if they know some basic facts regarding Social Security.
 - When was it created? (Following the outbreak of Great Depression, in 1935)
 - Why was it created? (Over half the elderly lacked enough money to be self-supporting)
 - Who receives it? (people with work history in the US who retire or become disabled, and in some cases their spouses or children).
 - How does it work? (taxes get deducted from your paycheck and your employer makes a contribution as well, and later you receive a fixed sum back each month once you are eligible).
- Give out the Quick Facts on Social Security handout and review the first three points. Explain that the next activity will give them a better sense of how it works and that you will review the rest of the handout after the activity.

Main Activity 1: Show Me the Money**(55 min)***Procedure**(30 min)*

- In advance, prepare the character profiles of workers or retirees. Included in these profiles are age, occupation (for workers), income (salary for workers and pension/benefits for retirees), and Social Security payroll tax deduction (for workers). You may make multiple copies of each round of profiles so that there are enough for each participant.
- Also, prepare two piles of fake money (Teen ACTION Dollars), each consisting of thirty \$1,000 bills, thirty \$100 bills, thirty \$50 bills, thirty \$10 bills and thirty \$1 bills, printed on colored paper. If you have a very large group (over twenty), you may wish to print additional fake money.
- Ask one participant to volunteer to be the Employee Bank representative, and another to be the Social Security Benefits Office representative. Give each volunteer a pile of fake money, as delineated above as well as a calculator, paper and pencil.
- Distribute one character profile strip to each of the remaining participants and ask them read it over. Tell them that they will now be acting as the individual described in that profile.
- Ask all of the participants who have worker profiles to form one line in front of the “Employee Bank” representative. Have all the participants who have retiree profiles to form another line in front of the Social Security Benefits Office representative.
- Explain that you are now going to play a game called “Show Me the Money.” This game is quite simple and there will be multiple rounds.

7. During round one, participants will be able to collect income that is owed to them, either from their Employee Bank or the Social Security Benefits office depending on whether they are a retiree or worker. The Employee Bank and Social Security Benefits representative will look at each person's profile as they come to the front of the line.
8. Explain that one by one, the Employee Bank representative will give each worker their salary, but first, will deduct 6.2% of the salary for Social Security, and put it aside, separate from the fake pile of money originally received. (The rep can use a calculator to calculate how much payroll tax for Social Security is owed by multiplying the salary on the card by .062 and deducting that amount from the total salary or just simply use the amount Social Security deduction amount written on the profile.)
9. Once the worker receives the money, she or he should budget how they will spend that remaining money, using the expenses list next to their profile under Round One Budget. After they write down their budget items, they should total at the bottom to see what their monthly budget expenses would be. Any left over money can be used for a savings or individual retirement account (such as a 401(K), 403(B), or Roth IRA). Or, they may choose to spend more on food, entertainment, travel or other items not listed. They should make a note of how they will use their balance.
10. At the same time, the Social Security Benefits Office representative will inspect the profiles of the retirees one by one and distribute to each person their pension or Social Security Benefit. After receiving the money, the retiree should budget his or her money, using the expenses list next to their profile.
11. Allow a few minutes to go through Round One, so that money can be distributed to both the workers and retirees, Social Security tax can be collected from the workers, and for each participant to do a budget and list living expenses.
12. When the round is completed, have the Employee Bank representative give the money collected from the employees for Social Security to the Social Security Benefits representative. Those taxes are now added to whatever is left in Social Security funds/pile of money.
13. Ask the participants to get back in their respective lines. Announce that 20 years have passed by. Explain that anyone who is now 67 years of age is no longer working and has retired. Those new retirees will also now receive Medicare health insurance, which is government-sponsored health insurance for the elderly, and they no longer have to pay health insurance premiums if they did before. Those participants should move into the Social Security Benefits line. The payroll taxes they paid while working were put into Social Security Trust Fund (as was their employer's contribution) and now they will collect 7 times the amount they contributed each month in retirement in Social Security benefits. Previous retirees will continue to collect the same, fixed Social Security benefit amount they were receiving. However, for all retirees, expenses have doubled from Round 1.
14. Announce that those who are current workers have seen their salaries double through raises, promotions to new positions, business expansion, etc. However, the cost of living has doubled as well and now all of their expenses (rent, food, utilities, etc.) have doubled as well. Those with mortgages refinanced, and now have twice as much to pay back. So, now for Round Two, they will collect double their salary, but will also pay double the amount for Social Security Payroll Tax and for their budgeted items.

15. Have the participants collect their salaries or benefits, according to which line they are in, following the same process as Round One. Remember that tax should be deducted from the workers' salaries for Social Security and set aside. Have them complete their Round Two budgets and total the amount.
16. For Round 3, announce that another 5 years have passed by. Anyone who has reached the age of 67 is now retired and should move to the Social Security Benefits line. The economy has been shaky, and unfortunately, there was very little economic growth. So, salaries and other items remain the same as in Round Two.
17. Play Round Three, following the same process as the other two Rounds.

*Processing**(25 min)*

- Describe your experience in the activity.
- How did you feel to be in the role that you were assigned? What was challenging?
- For those of you that shifted from worker to retiree, what differences did you notice once you made the transition?
- What did you notice as we went through each Round? (Discuss not only costs going up, but also the shift to more retirees each round and a smaller amount collected for the Social Security Trust Fund).
- Review the remaining points on the Fact Sheet handout: 4. How it Works; and 5. Why Social Security Benefits Might Decline or Run Out in the Future. What parallels did they see in the game?
- For those of you who were collecting Social Security, how important was it to helping you survive? What other sources of income did retirees have?
- For those of you that had a balance or extra money after budgeting your expenses, what did you do with the money? How many of you saved or put the money into a pension or retirement plan, such as a 401(K), 403(B) or an Individual Retirement Account?
- Why is it important to save for other retirement plans, even if you will receive Social Security when you retire?
- Note that the Social Security benefits the newly retired workers received were calculated using a Social Security benefit calculator online. The benefit amount was based on today's dollars and the same salary level (and Social Security contribution level) until age of retirement. If someone's salary were to increase each year, and with inflation, the benefit amount would be much higher when she/he retired.

Segue

Social Security, along with Medicare, is one of the most popular entitlement programs the U.S. government offers. However, there is consensus that the system does need to be reformed in order to ensure that it continues to provide for economic security for the elderly and other groups who receive benefits. This next activity will look at different perspectives on how it could be reformed.

Main Activity 2 – Public Service Announcements on Social Security (30 min)*Procedure* (15 min)

1. Divide participants into groups of five or six.
2. Give each student the handout entitled Where Do We Go From Here.
3. Tell the students that they will be responsible for reading through the handout regarding the different positions on the future of Social Security, and then formulate their own perspective on the system and how it should be reformed. Have them identify at least 3 main points for the basis of their reform plan.
4. Tell them to create a 30 second public service announcement which promotes their view on Social Security reform. Give them approximately 10 minutes to prepare and rehearse. In the PSA, they should include any important information that would convince others to join them in their efforts.
5. Have them share each of their PSAs.

Processing (15 min)

- What influenced your view on Social Security reform?
 - Do you believe that the Social Security system can adequately take care of the elderly in the United States?
 - Should more be done to support elderly citizens? If so, what? How much is the responsibility of the individual, and how much rests on the government?
 - What pressures are being placed on the system currently or in the near future?
- (Facilitator's Note: Touch upon the effect of the baby boom generation and economic downturn).*
- What can you do as students should you feel action needs to be taken on addressing social security reform and the needs of the elderly?

Closure (10 min)

Ask students to stand in a circle and state one way they can be empowered to ensure their own economic security once they retire.

Reflection/Follow-Up

- Ask participants to think about what their future career might be. Have them research what education or training they will need as well as the starting salary in New York City. Then, ask them to go to the U.S. government's Social Security Quick Calculator (<http://www.ssa.gov/OACT/quickcalc/index.html>) to determine what their Social Security benefits would be once they retire.
- Have students explore how governments across the world care for their elderly and what types of social security they provide. Have them comparison graph life expectancy, access to health care and insurance, and levels/types of social security benefits with the United States.

**Resources**

- Understanding Social Security Reform: The Issues and Alternatives, March 2005, 2nd Edition http://tax.aicpa.org/download/members/socsec/SOCIAL_SECURITY_REFORM_3-2005.pdf
- U.S. Social Security Administration
<http://www.ssa.gov>
- Lesson Plans on Social Security:
http://www.pbs.org/newshour/extra/teachers/lessonplans/socialstudies/social_security.html
<http://www.lessonplanet.com/search?keywords=Social+Security&media=lesson>

Facts on Social Security in the United States

1. Why It Was Created.

Following the outbreak of the Great Depression in the 1930s, job loss levels reached all time highs, rising to above 25% in the United States. Many individuals and families became unsure of how they could pay for food and other necessities (often referred to as economic insecurity). In particular, economic insecurity among the elderly grew dramatically. In 1934, over half of the elderly in America lacked enough income to be self-supporting.

2. How It Was Created.

In order to ensure the economic security of Americans, President Franklin D. Roosevelt signed the Social Security Act into law in 1935. The new Act created a program designed to pay retired workers age 65 or older a continuing income after retirement. Two years later, in 1937, the Federal Insurance Contribution Act (FICA) was passed and required workers to pay taxes to support the Social Security system. Later additions to the law included disability and medical benefits.

3. Its Impact.

Social Security provides more than half of the total income for almost 60 percent of beneficiaries. For almost 30 percent, it provides more than 90 percent of income.

Reducing poverty among the elderly is Social Security's major accomplishment to date. According to the American Institute of Certified Public Accountants, the poverty rate among the elderly in 2000 was approximately 10 percent, down from a rate of 35.2 percent in 1959. Without Social Security, the poverty rate among the elderly would be 48 percent.

4. How It Works.

The current Social Security system operates on a 'pay as you go' system. This means that payroll taxes are taken from current workers' wages and placed in a bigger pool of funds. From this larger pool, called a Trust Fund, payments are made to current retirees eligible for social security. So, for now, this trust fund collects more taxes than it pays out in benefits; there is a surplus.

However, the problem that the Social Security Administration (SSA) foresees is that, at some point in the future, this relationship will reverse. In other words, the Trust Fund will pay out more in benefits than it takes in through payroll taxes; the surplus will begin to decrease until the time when the trust fund is completely used up. The SSA believes that this relationship will begin to reverse in approximately 2017, and the surplus will be completely used up by 2041. Benefits will then need to be reduced and there is a concern that it will "run out."

5. Why Social Security Benefits Might Decline or Run Out in the Future.

There are a few reasons why the SSA believes the relationship will reverse: first, people are living longer, which means benefits must be paid to the average retiree for a longer period of time; second, the firsts of the baby boom generation are nearing retirement, which means there will be more retirees to make payments to; and third, the birth rate has been decreasing in recent decades, which means that there are less workers contributing to the trust fund. US policymakers along with the SSA are attempting to find a solution to this problem.

Where Do We Go From Here?

Options for Reforming Social Security

The Argument FOR Privatization

(the process of moving from a government-controlled system to a privately run, for-profit system)

- Privatization would mean creating personal retirement accounts (PRAs) for individuals for those who are willing. Young workers who choose to create a PRA will have a portion of their own payroll taxes go to the account. This money will in turn be invested so that the PRA will build a large money supply over time. Reformers argue that PRAs will pay more in benefits than the current system. These individuals also say that PRAs would give low- and middle-income workers a chance to build savings to pass on to their children and/or grandchildren.

The Argument AGAINST Privatization

- Privatization of Social Security would take away guaranteed benefits and create a system based on individual investment outcomes or returns, which could vary widely, especially in times when the stock market does poorly. The change in structure would affect low-income people, elderly women, African-Americans and other minority population the greatest – since they have less to invest and fewer chances at gaining returns. Further, privatization will divert payroll taxes to PRAs, which means that survivor and disability protection levels would be cut. These Social Security benefits are relied upon by more than a third of Americans.

Other Options:

- Raise the retirement age to 70 by 2030 and keep adjusting the age as people live longer. Since Social Security was enacted, life expectancy has increased from 61 to 76 years, and people are healthier at older ages. Supporters say it makes sense to keep pace by asking people to work longer before claiming full retirement benefits. Opponents argue that people with physically demanding jobs or who are partially disabled would be at a disadvantage.
- Reduce benefits by 5% for future retirees. Supporters say that everyone will then share in the solution and this approach will ensure there is enough money or surplus to keep the Trust Fund running. Opponents say This would hit hardest people with low incomes, who often rely entirely on Social Security for all or most of their retirement income.
- Raise payroll tax on workers and employers. Currently, employers and workers each contribute 6.2% of the worker's salary for Social Security, for a total of 12.4%. Supporters say that if the tax is increased gradually from 12.4% to 13.4%, it won't be noticeable because real wages will be going up as well. Opponents argue that other payroll taxes like Medicare may need to be increased as well and these increases would hurt lower-income workers. Workers might save less and employers might contribute less to pensions and other retirement accounts.

What Did the 2008 Presidential Candidates Think about Social Security Reform?

- Barack Obama opposed privatization of Social Security, but wants to ensure that social security continues to have available funds. He would ask those making over \$250,000 per year to contribute 2 to 4 percent more in payroll taxes to Social Security, with the belief that his would maintain available funds in Social Security as well as avoid any cuts in benefits.
- John McCain supported supplementing the current Social Security system with PRAs. He said individuals should contribute between 20-40% of their payroll taxes to their PRA. He is opposed to raising payroll tax rates to ensure that Social Security will have available funds.

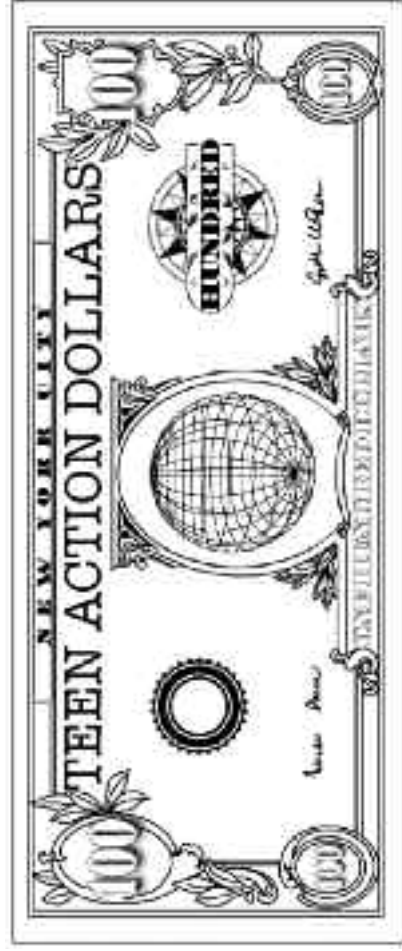
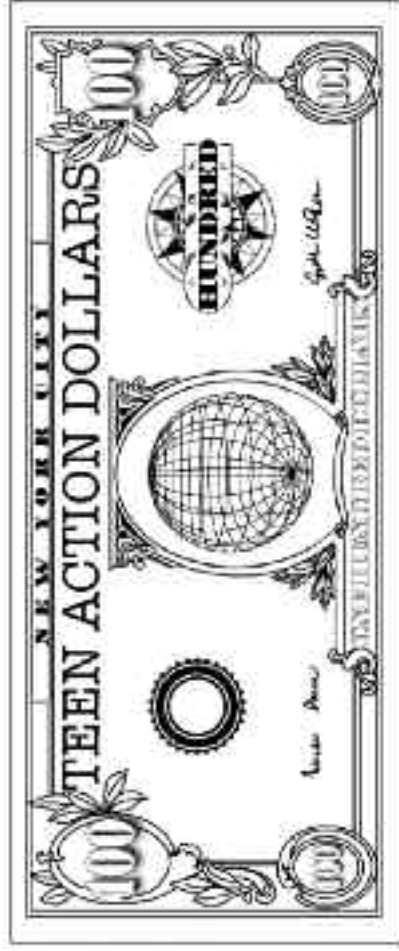
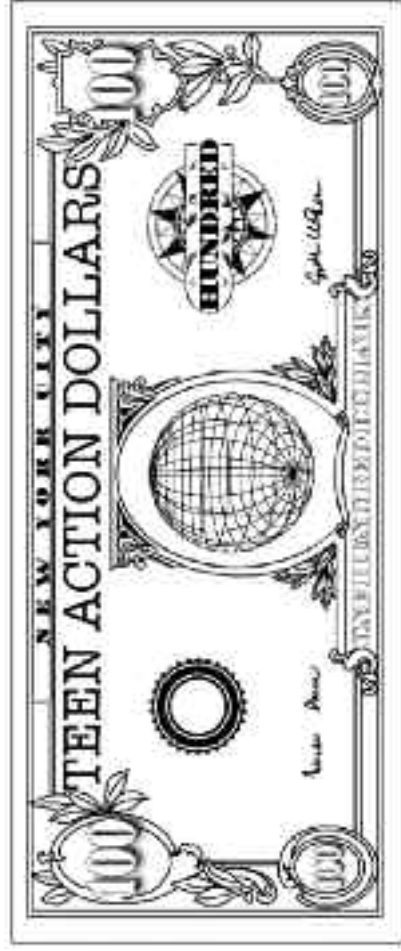
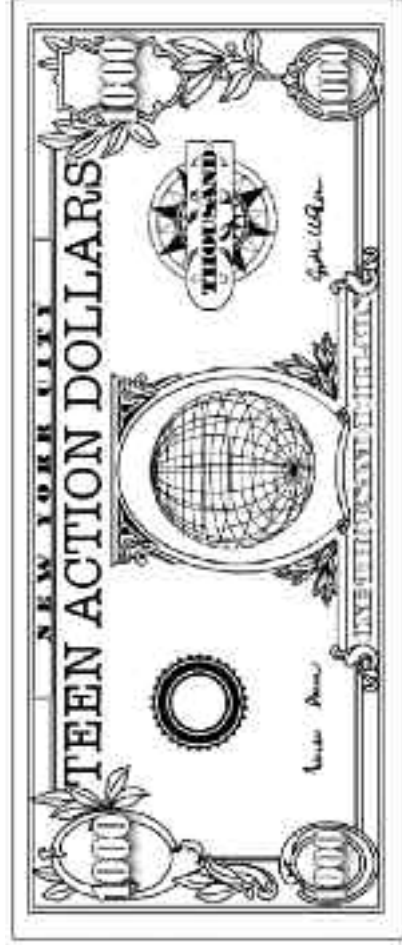
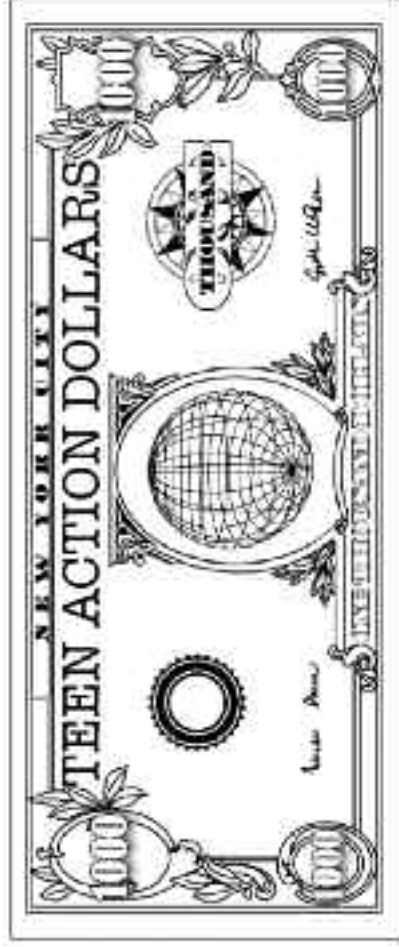
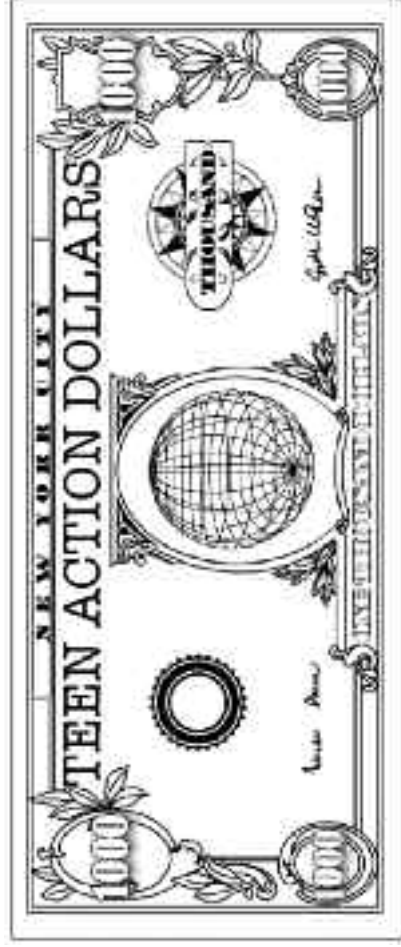
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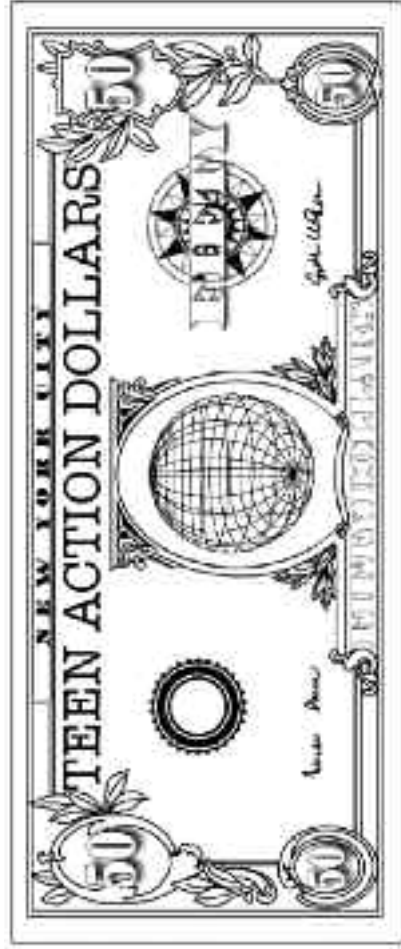
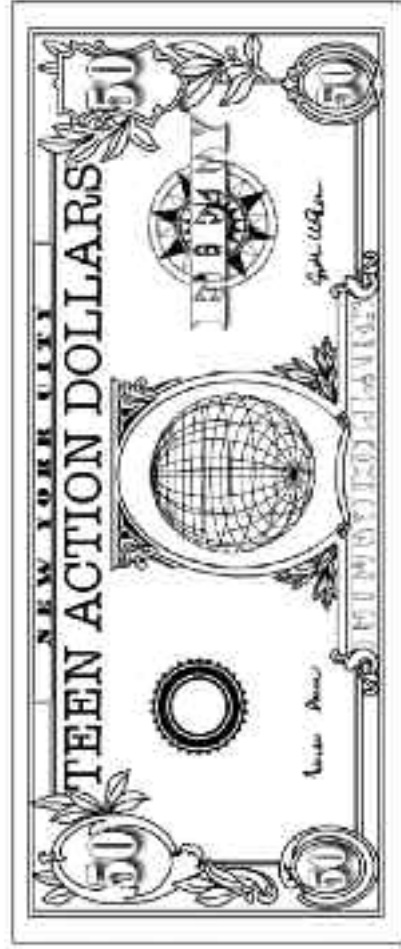
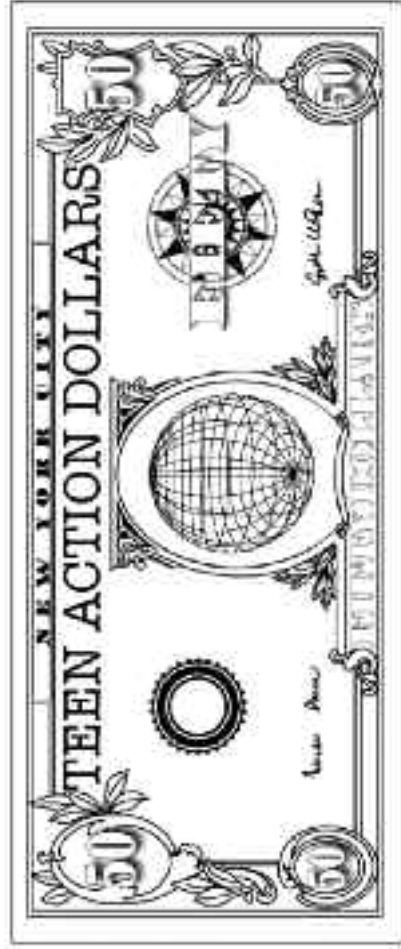
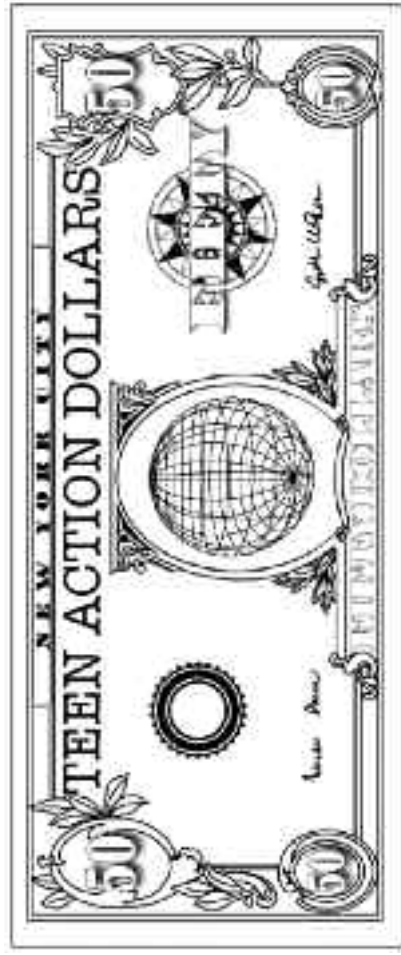
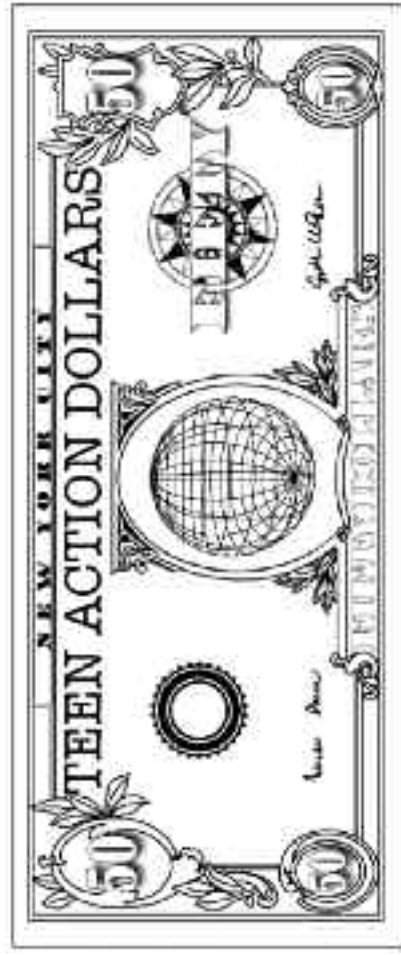
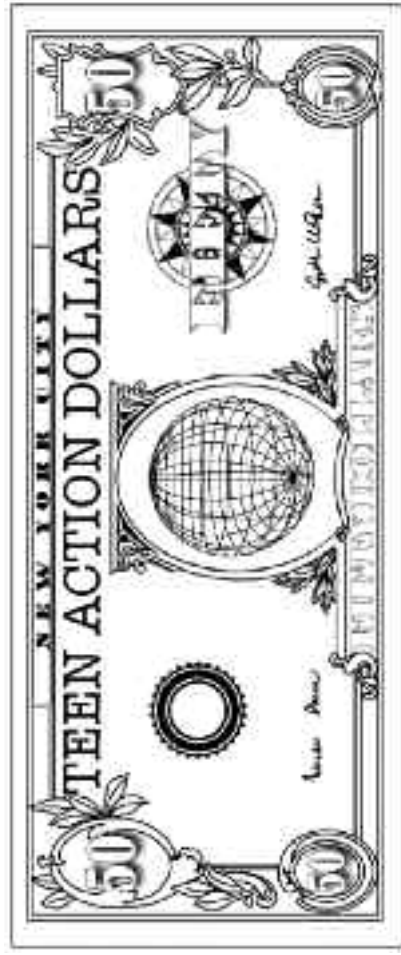
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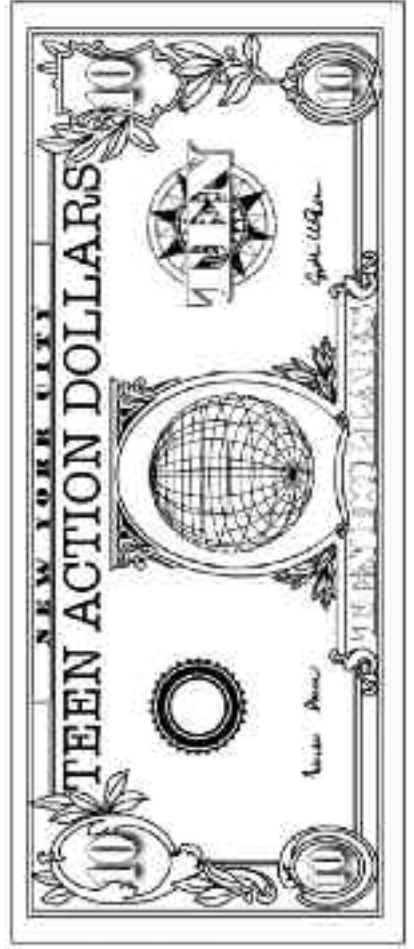
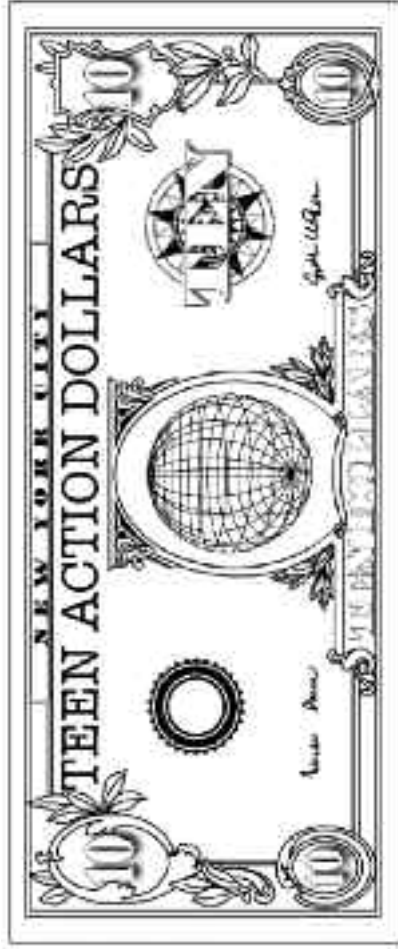
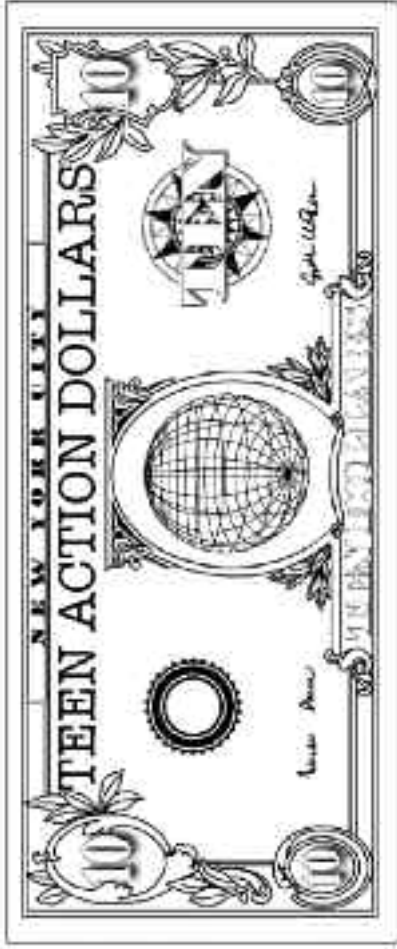
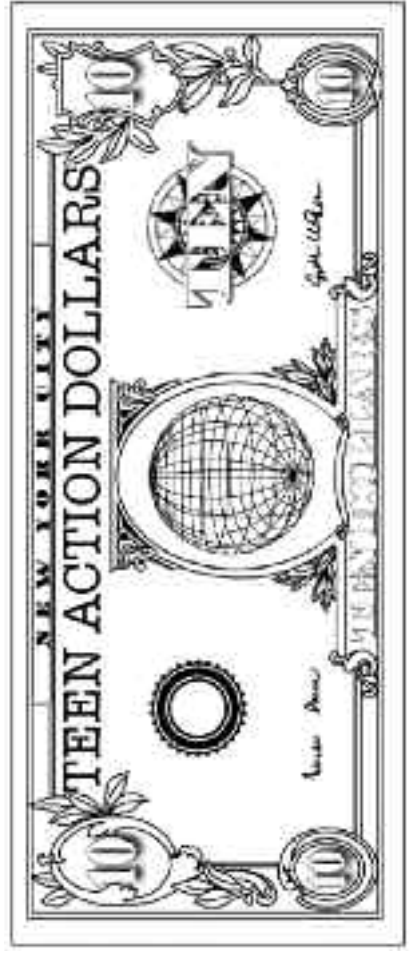
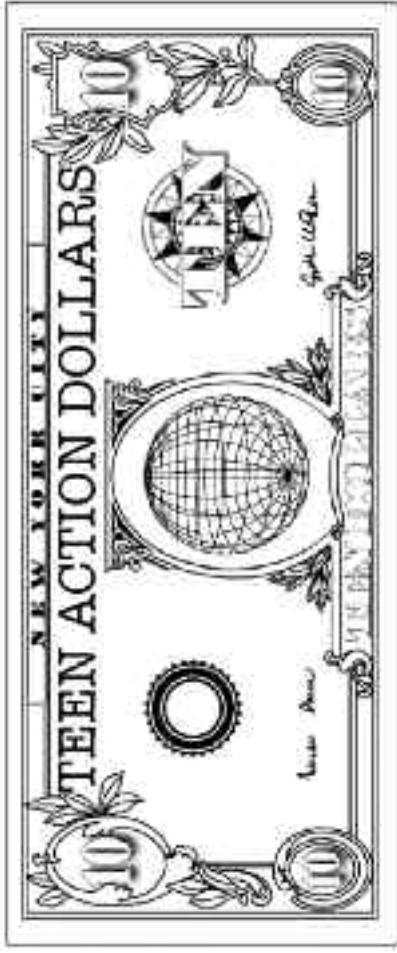
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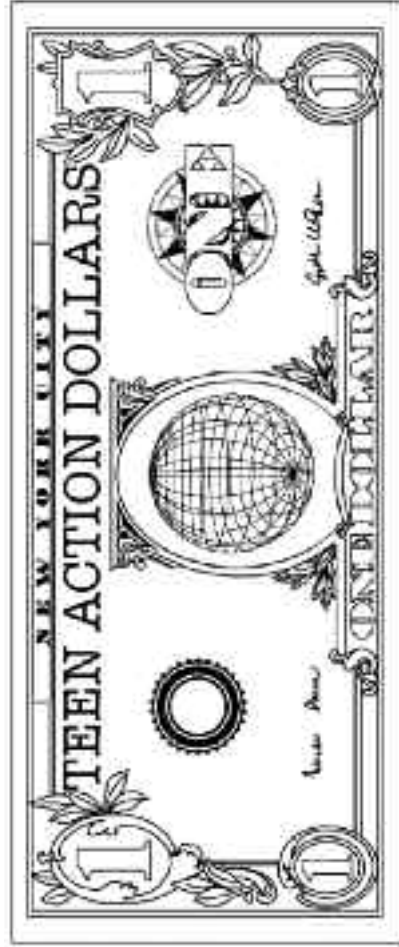
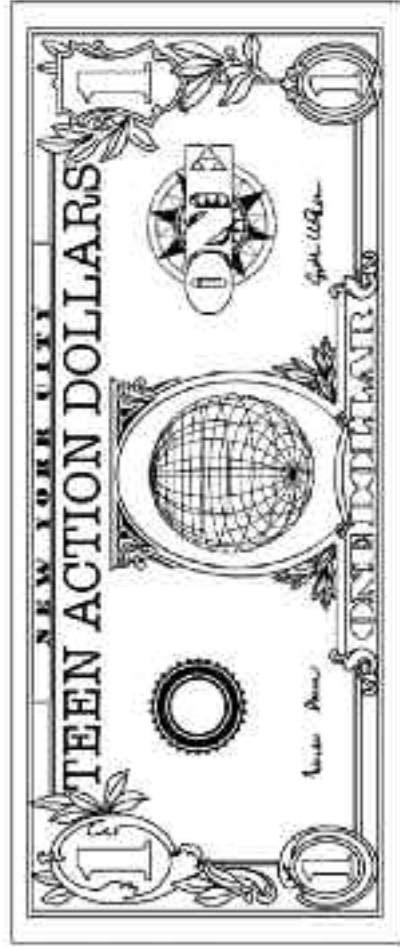
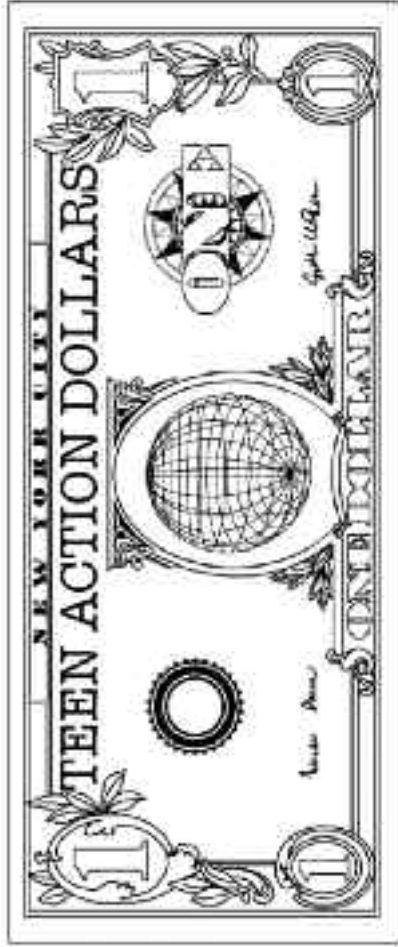
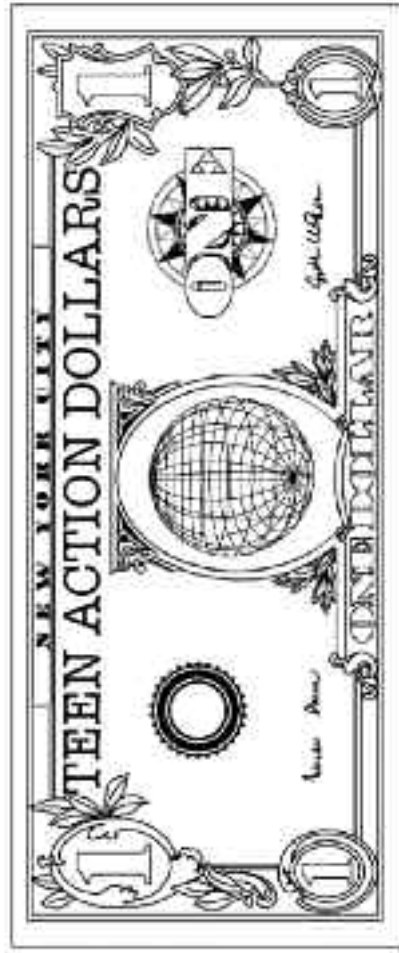
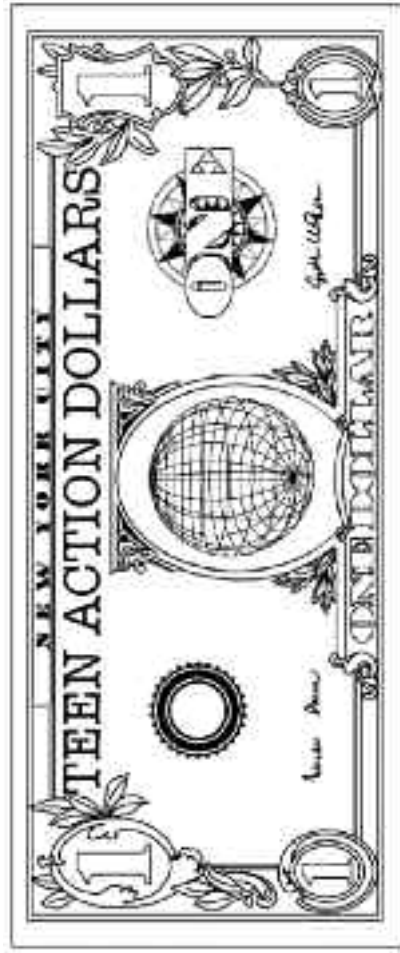
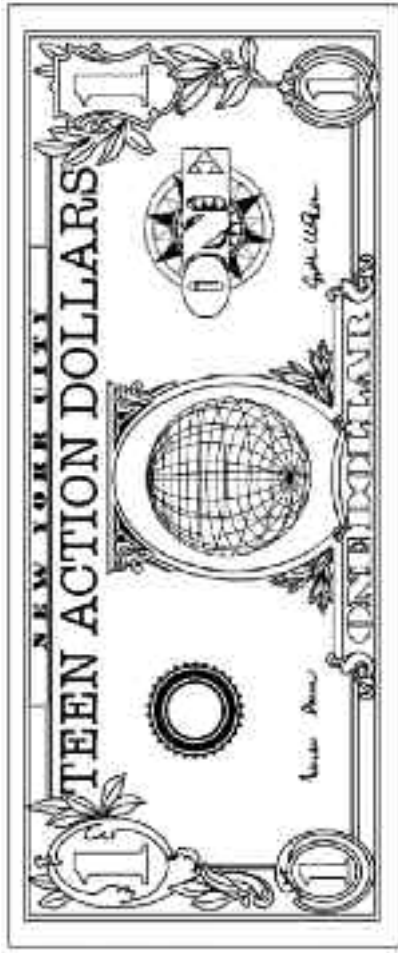
<http://www.barackobama.com/issues/seniors/#protect-ss>











Profile: David Omar, Age 33

Single

Occupation: Web Designer

Salary per Month (after taxes): \$8,229

Social Security Deduction: \$510

Menu of Monthly Expenses	Budget Round 1	Budget Round 2	Budget Round 3
Rent: \$3,000			
Food: \$700			
Clothes: \$700			
Entertainment: \$1,000			
Cell Phone/Cable/Internet: \$150			
Transportation: \$90			
Utilities: \$200			
Student Loan: \$500			
Credit Cards: \$600			
Savings, retirement: ?			
Total: \$6,940	Total:	Total:	Total:

Profile: Kimberly Yanez, Age 25

Single mother with 1 child

Occupation: Paralegal

Salary per Month (after taxes): \$4,004

Social Security Deduction: \$248

Menu of Monthly Expenses	Budget Round 1	Budget Round 2	Budget Round 3
Day Care: \$600			
School Loans: \$200			
Rent: \$1,000			
Entertainment: \$100			
Food: \$500			
Clothing: \$250			
Utilities: \$250			
Cell Phone/Cable: \$100			
Savings: \$150			
Transportation: \$90			
Credit Cards: \$75			
Savings, retirement: ?			
Total: \$3,315	Total:	Total:	Total:

Profile: Steven Smith, Age 34

Father of 2 children

Occupation: Contractor, owns his own business

Salary per Month (after taxes): \$5,340

Social Security Deduction: \$331

Menu of Monthly Expenses	Budget Round 1	Budget Round 2	Budget Round 3
Mortgage: \$1,000			
Food: \$900			
Clothing: \$400			
Entertainment: \$100			
Utilities: \$280			
Cell Phone/Internet: \$150			
Truck/Car Payment: \$300			
Savings: \$200			
Children's School Supplies: \$100			
Family Health Insurance: \$1200			
Savings, retirement: ?			
Total: \$4,630	Total:	Total:	Total:

Profile: Jonathan Perez, Age 49

Divorced with 2 Children

Occupation: Doctor, has his own practice

Salary per Month (after taxes): \$17,417

Social Security Deduction: \$1,079

Menu of Monthly Expenses	Budget Round 1	Budget Round 2	Budget Round 3
Malpractice insurance: \$7,800			
Food: \$300			
Rent: \$1,200			
Child Support: \$1,000			
Alimony: \$500			
Utilities (office and home): \$600			
Car Payment: \$300			
Cell Phone/Internet: \$100			
Office Rent: \$1,000			
Receptionist Salary: \$3,000			
Savings, retirement: ?			
Total: \$15,800	Total:	Total:	Total:

Profile: Joanna Jacob, Age 45

Divorced with 1 child

Occupation: School Aide, Attending Night School for Bachelor's Degree

Salary per Month (after taxes): \$3,011

Social Security Deduction: \$186

Menu of Monthly Expenses	Budget Round 1	Budget Round 2	Budget Round 3
Rent: \$1,000			
Food: \$400			
Clothes: \$200			
Entertainment: \$100			
Cell Phone/Cable/Internet: \$150			
Transportation: \$90			
Utilities: \$200			
Transportation: \$300			
Savings, retirement: ?			
Total: \$2,530			

Profile: Pat Johnson, Age 23

Single but sends money to family overseas

Occupation: Bank Teller

Salary per Month (after taxes): \$2,433

Social Security Deduction: \$150

Menu of Monthly Expenses	Budget Round 1	Budget Round 2	Budget Round 3
Rent: \$700			
Food: \$400			
Utilities: \$150			
Cell Phone: \$50			
College Loans: \$300			
Entertainment: \$100			
Internet: \$40			
Health Insurance Contribution \$100			
Money to family: \$200			
Savings, retirement: ?			
Total: \$2,040			

Profile: Taylor Singh, Age 50

Married with 1 child

Occupation: Speech Therapist

Salary per Month (after taxes): \$5,342

Social Security Deduction: \$331

Menu of Monthly Expenses	Budget Round 1	Budget Round 2	Budget Round 3
Rent: \$1,800			
Food: \$700			
Utilities: \$200			
Cable/Phone/Internet: \$150			
Entertainment: \$200			
Transportation: \$90			
Clothes: \$500			
Savings: \$500			
College Fund: \$200			
Credit Cards: \$250			
Savings, retirement: ?			
Total: \$4,590			

Profile: John Cho, Age 28

Widowed with 1 child

Occupation: Plumber

Salary per Month (after taxes): \$3,387

Social Security Deduction: \$206

Menu of Monthly Expenses	Budget Round 1	Budget Round 2	Budget Round 3
Rent: \$1,100			
Food: \$500			
Utilities: \$200			
Cable/Phone/Internet: \$150			
Entertainment: \$200			
Truck Insurance: \$300			
Clothes: \$200			
Credit Card: \$75			
Child's School Supplies: \$100			
Savings, retirement: ?			
Total: \$2,825			

Profile: Christina Rodriguez, Age 39

Married with 2 children

Occupation: Detective

Salary per Month (after taxes): \$5,026

Social Security Deduction: \$331

Menu of Monthly Expenses	Budget Round 1	Budget Round 2	Budget Round 3
Rent: \$2,000			
Food: \$800			
Utilities: \$200			
Cable/Phone/Internet: \$150			
Entertainment: \$250			
Transportation: \$90			
Clothes: \$400			
Credit Card: \$200			
Children's School Supplies: \$200			
Savings, retirement: ?			
Total: \$4,290			

Profile: Chris Gabriel, Age 27

Single

Occupation: Middle School Teacher

Salary per Month (after taxes): \$3,991

Social Security Deduction: \$247

Menu of Monthly Expenses	Budget Round 1	Budget Round 2	Budget Round 3
Rent: \$1,200			
Food: \$300			
Utilities: \$200			
Cable/Phone/Internet: \$150			
Entertainment: \$300			
Transportation: \$90			
Clothes: \$300			
Credit Card: \$200			
School Loans: \$400			
Savings, retirement: ?			
Total: \$3,140			

Profile: Maxine Thomas, Age 62

Widowed

Occupation: Hotel Manager

Salary per Month (after taxes): \$5,515

Social Security Deduction: \$342

Menu of Monthly Expenses	Budget Round 1	Budget Round 2	Budget Round 3
Mortgage: \$1,000			
Food: \$400			
Utilities: \$300			
Cable/Phone/Internet: \$150			
Entertainment: \$300			
Car Payment: \$300			
Health Insurance: \$900			
Clothes: \$300			
Gifts for grandchildren: \$200			
Medication not covered by insurance: \$75			
Credit Card: \$500			
Savings, retirement: ?			
Total: \$4,425			

Profile: Lucy Carson, Age 66

Occupation: Retired

Monthly Social Security Benefit: \$1,850

Pension Benefit: \$1,000

Menu of Monthly Expenses	Budget Round 1	Budget Round 2	Budget Round 3
Rent: \$900			
Food: \$575			
Prescription Drugs: \$150			
Clothing: \$300			
Entertainment: \$300			
Medical bills not covered by Medicare: \$75			
Total: \$2,450	Total:	Total:	Total:

Profile: Samantha Sevilla, Age 62

Occupation: Disabled, Not Working

Had a major stroke and needs constant care

Monthly Social Security Benefit: \$1,680

Menu of Monthly Expenses	Budget Round 1	Budget Round 2	Budget Round 3
Nursing Home: \$1,000			
Prescription Drugs: \$250			
Clothing: \$100			
Medical expenses not covered by Medicare: \$150			
Total: \$1,500	Total:	Total:	Total:

Profile: James Tiribido, Age 67

Married. Wife had a stroke and needs home care attendant one day per week

Occupation: Retired

Monthly Social Security Benefit: \$2,000

Pension Benefit: \$1,200

Menu of Monthly Expenses	Budget Round 1	Budget Round 2	Budget Round 3
Mortgage (house paid): \$0			
Real Estate Taxes: \$480			
Food: \$500			
Clothing: \$600			
Gifts for Grandchildren: \$300			
Utilities: \$300			
Car Payment: \$250			
Home Attendant: \$500			
Wife's Prescriptions: \$125			
Total: \$3,055	Total:	Total:	Total:

Service Project Ideas

- Have students conduct research on living conditions of elderly in developing countries. Hold a fundraiser for Adopt a Grandparent/Adopta un Abuelito, which works to raise funds in the United States to help the poorest seniors in other parts of the world so that they can live their lives out with dignity. (<http://www.adopt-a-grandparent.org>)
- Start a pen pal writing project between youth and older Americans living in assisted living facilities. Elders Without Walls links generations through its “Adopt a Grandparent” email pen pal program. <http://www.elderswithoutwalls.com/Assisted%20Living/adopta-grandparent.htm>
- Develop relationship with an assisted living or nursing home facility. Organize a special event or activity each month at the site. Ideas include decorating for Christmas, Thanksgiving or other holidays; Christmas caroling; Bingo or Game Night; Photo album sharing activity; planting a flower garden; making special gifts for Valentine’s Day; an intergenerational talent show, etc.
- Develop a “Living History” photo journalism project. Students interview a senior in the community about key life experiences they have had and take their portraits using a digital camera. Create a gallery at a space in the community or school to exhibit the photographs and essays, and invite the interviewees and other members of the community. Have the youth reflect on what they learned through the process, and introduce his/her interviewee at the event.
- Hold a Health Awareness Day in the community, which is geared towards the needs of the elderly. Solicit experts in geriatrics, social services for elderly, recreation providers, volunteer organizations such as ReServe Elder Service, etc. to participate. Contact senior citizen centers, local AARP chapter, and city agencies to publicize the event.
- Organize a career fair that brings in older Americans to share their work experiences and mentor young people on pursuing careers and higher education. Seniors can help youth with college exploration, resume writing, interviewing skills, etc. and youth can create an art piece/project in appreciation.

RESOURCES

Local and Online Resources

Section

F



Introduction

Service learning projects do not happen in isolation. Involving the community, reaching out to other organizations, and meeting with other like-minded groups will help the participants see that they are an important part of something larger.

New York City is resource-rich. Opportunities abound for collaboration and finding venues in which projects can be conducted. Helping youth understand that they can and should reach out and network with the world will broaden their perspective and deepen the learning.

In this section, you will find:

- Free online service learning curricula to use in your program.
- Ways in which your program can become part of the larger service learning community in New York City, the United States and beyond!

Local and Online Resources

Adopt-A-Watershed

Place-Based Learning is simply using our place, where we live, as the context for learning. Participants learn through a process of exploration, action, and reflection. Place-Based Learning engages students in critical thinking and meaningful projects that deepen the understanding of the place they live.

<http://www.adopt-a-watershed.org>

Boost Mobile RockCorps Movement

Boost Mobile RockCorps introduces youth to service opportunities in their own neighborhood, starting them on a life-long commitment to civic engagement and service. Every volunteer who gives four hours of service receives a ticket to a concert featuring one of the hottest artists today.

<http://www.boostmobilerockcorps.org>

Boston Public Schools

Offers standards-based service learning models created by teachers for teachers. Examples are divided into the following issues: citizenship, education, environment, human needs, and public safety with an emphasis on career development.

http://bostonteachnet.org/chesp/chesp_main.htm

The Cesar Chavez Foundation

The Chavez service learning resource guides are aimed at engaging K–12 youth in high-quality service learning programs based on Cesar Chavez’s ten core values. You can find step-by-step project modules that also allow for individual creativity. Though the projects all take place in California, you’ll find some projects can be implemented on the East Coast as well.

<http://www.chavezfoundation.org>

Chicago Public Schools: Service Learning Initiative

Chicago Public Schools Service Learning initiative works with high school teachers to incorporate service activities in their classrooms. Their website has sample projects and curriculum ideas on Aging, Global Warming, Hunger and Poverty, Housing and Homelessness, Elections, Martin Luther King, Jr., and Cesar Chavez.

<http://www.servicelearning.cps.k12.il.us/Guidelines.html>



City Year

An “action tank” for national service, City Year seeks to demonstrate, improve and promote the concept of national service as a means for building a stronger democracy. An action tank is both a program and a think tank—constantly combining theory and practice to advance new policy ideas, make programmatic breakthroughs, and bring about major changes in society. Founded in Boston, City Year has a program in New York City.

<http://www.cityyear.org>

Common Action

The mission of Common Action is to create uncommon solutions to common problems by engaging young people and adults together for democracy.

<http://www.commonaction.org>

Common Cents

Common Cents is an educational, not-for-profit organization, which specializes in creating and managing service learning programs for young people. Its most popular and best known program is the Penny Harvest, the largest child philanthropy program in the United States.

<http://www.commoncents.org>

Constitutional Rights Foundation: Service-learning Network

<http://www.crf-usa.org/lessons.html>

Do Something

This group uses the Internet to create a community where young people learn, listen, speak, vote, volunteer, ask and take action to make the world a better place.

<http://www.dosomething.org>

The Freechild Project

The Freechild Project works across the United States and Canada, providing tools, training and expert consultation in the fields of youth development, youth empowerment, and youth involvement.

<http://www.freechild.org>

Fresh Youth Initiatives

FYI’s mission is to support and encourage young people in Washington Heights to design and carry out community service projects, develop leadership skills, fulfill their potential and realize their dreams.

<http://www.freshyouth.org>

Global Youth Service Day (GYSD)

Global Youth Service Day is the largest annual celebration of young volunteers, where millions of young people in countries all over the world highlight and carry out thousands of community improvement projects. GYSD is held in April of each year.

<http://www.gysd.net>

The KIDS (Kids Involved Doing Service) Consortium

KIDS works with teachers, administrators, and community partners to involve K–12 students in addressing real challenges faced by their communities. Together they identify, research, and work to solve problems and meet needs. With guidance from KIDS, teachers match projects to school curricula and state standards, providing a powerful “hands on” learning experience that improves the community and brings academics to life.

<http://www.kidsconsortium.org>

Learn and Serve America

Learn and Serve America supports and encourages service learning throughout the United States, and enables over one million students to make meaningful contributions to their community while building their academic and civic skills. By engaging our nation’s young people in service learning, Learn and Serve America instills an ethic of lifelong community service.

<http://www.learnandserve.org>

National Service-Learning Clearinghouse

The National Service-Learning Clearinghouse has gathered the practical tools presented on this page to help you get started with service learning in K-12 schools.

<http://www.servicelearning.org>

National Youth Leadership Council

The National Youth Leadership Council aims to reform education and guide youth-oriented public policy. The Leadership Council develops model programs for schools across the United States, creates curricula and training for youth and educators, and conducts research on youth issues.

<http://www.nylc.org>

Roots & Shoots

With tens of thousands of young people in almost 100 countries, the Roots & Shoots network branches out across the globe, connecting youth of all ages who share a common desire to help make our world a better place. This youth-driven network fosters a fun, flexible and supportive environment where young people and adults alike come together to share ideas and inspiration, implement successful community service projects and participate in special events and global campaigns.

<http://www.rootsandshoots.org>



Students in Service to America

The guidebook “Students in Service to America (SISTA): A Guidebook for Engaging America’s Students in a Lifelong Habit of Service” can be downloaded at the link below. The resources in the SISTA guidebook will assist you in developing and implementing a program or project.

<http://www.studentsinservicetoamerica.org/guidebook/index.html>

Tree Musketeers

Tree Musketeers has a vision in which children all over the world are planting trees and becoming leaders of social change. With full knowledge that one person, no matter how small, can make a difference, they are united in action to ensure a healthy future for Earth and themselves.

<http://www.treemusketeers.org>

CURRICULUM INDEX

Curriculum Index

Abstinence

Chapter 19: HIV/AIDS and Sexual Health E19-1

Workshops

Sexual Knowledge—Where Does It Come From? E19-2

STDs: Fact and Fiction E19-6

Teen Pregnancy E19-17

Sexual Choices E19-26

The Transmission of HIV/AIDS and STDs E19-35

International Policies: HIV/AIDS Prevention and Intervention E19-48

Living with Death: HIV/AIDS and Its Orphans E19-57

Media and Sex E19-70

Step by Step: Practicing Safer Sex with Condoms E19-75

Road to a Healthy Future Human Board Game: Abstinence as A Part of Comprehensive Sexual Health E23-21

Action Planning

Implementing the Action Plan C-7

Action Planning Worksheet C-10

Activities (samples)

Blueprint C-18

Collages C-17

Concentric Circles C-19, *and in* Exploring Stereotypes E21-2

Debate, *in* Elderly Health Care E24-35

Family Feud, *in* Teen Pregnancy E19-17

Fishbowl Role Play, *in* Duke It Out: Dealing With School Conflicts Effectively E22-31

Frozen Pictures, *in* Immigrant Rights E21-36

Human Barometer C-22

Icebreakers, *see* Teambuilders D-2. *See also* Warm-ups at the beginning of each lesson.

Issue Jeopardy C-23

Myth-o-meter, *in* The Transmission of HIV/AIDS and STDS E19-35

One Step Forward, *in* Power & Privilege: Access and Opportunity E21-8

Race for Knowledge, *in* STDs: Fact and Fiction E19-6

Teambuilders D2 *see also* Warm-ups at the beginning of each lesson.

Town Hall, *in* Alcohol: A Community Response E15-25

Adolescence *see* *Puberty*

Advocacy (general)

Chapter 12: Networking, Advocacy and Public Outreach, C-43

Chapter 20: Civic Participation and Social Change E20-1

Workshops

Working for Social Change, Part I E20-15

Media for Social Change E20-50

Service Project Ideas:

Chapter 20: Civic Participation and Social Change E20-68

Ageism

Workshops

Ageism: Generation Gap E24-3

AIDS *see Sex*

Alcohol

Workshops

Smoke and Mirrors: Targeting Youth in Alcohol and Tobacco Advertising E15-20

Alcohol: A Community Response E15-26

The Transmission of HIV/STD E19-35

Service Projects Ideas

Chapter 15: Health and Well Being E15-59

Body Image

Workshops

Body Image: Love the Skin You're In E23-14

Media and Sex E19-70

Child Labor

Workshops

Labor Rights 101 E17-36

*Child Labor Resources*Fighting to Learn *see* Factsheet E22-13

Working for Social Change, Part I: Right to Fair Work Conditions E20-19

Service Project Ideas

Chapter 17 Human Rights and Children's Rights E17-45

Children's Rights

Foundation for service learning D-1

Chapter 17: Human Rights and Children's Rights E17-1

*Workshops**In Defense of Innocence: The Convention on the rights of the Child* D32

Juvenile Justice System and Children's Rights E17-11

City Government *see NY City Council Field Trip and Public Policy*

Climate Change

Workshops

The Heat is On: An Introduction to Global Warming E16-15

Media for Social Change E20-50

Service Project Ideas

Chapter 16: Environment E16-32

Civic Participation

Chapter 20: Civic Participation and Social Change E20-1

Workshops

Civic Participation and Community Involvement E20-2

Voting E20-8

Working for Social Change, Part 1: What Was Accomplished E20-15

Working for Social Change, Part 2: How It Gets Done E20-22

Media Literacy E20-30

Intro to Public Policy E20-43

Media for Social Change E20-50

Artivism: A Lyrical Approach to Social Change E20-57

G.R.O.W.: GrassRoots Organizing E20-61

- Community Involvement *see Civic Participation, Social Change*
- Community Assessment
- In How to Build a Service Learning Project with Youth* C3
 - Conducting a Community Assessment C-6
 - Community assessment of Alcohol and Tobacco Sales/Advertising E15-24 and E15-59
 - Community Assessment of Health and Fitness E15-47
- Consensus
- In Becoming a Better Facilitator* B-15
- Condoms *see Sex*
- Conflict Resolution
- Workshops*
 - Conflict Resolution E18-2
 - Service Project Ideas*
 - Chapter 18: Violence Prevention E18-41
 - Chapter 22: Improving School Environment and Education E22-58
- Darfur
- Workshops*
 - Crisis in Darfur, Sudan E17-24
 - Hunger in a World of Plenty E17-2
 - Service Project Ideas*
 - Chapter 17: Human Rights and Children's Rights E17-45
- Dating Violence
- Workshops*
 - When Love Hurts: Teen Relationship Abuse E18-12
 - Service Project Ideas*
 - Chapter 18: Violence Prevention E18-41
- Decision Making
- and consensus* B-15
 - and Positive Peer Influence and Avoiding Risky Behaviors* D-10
 - Workshops*
 - If I Could Turn Back Time: Exploring Peer Pressure D-11
 - Sexual Knowledge—Where Does It Come From? E19-2
 - Youth Zone: Creating Youth Empowered Spaces E22-36
- Discrimination
- Chapter 21: Immigration and Diversity E21-1
 - Workshops*
 - Exploring Stereotypes E21-2
 - Power & Privilege: Access and Opportunity E21-6
 - Addressing Homophobia E21-11
 - Refugees E21-24
 - Globalization and Immigration E21-32
 - Immigrant Rights E21-36
 - In Defense of Innocence: The Convention on the Rights of the Child D-32
 - Labor Rights 101 E17-36
 - Media Literacy E20-30
 - Service Project Ideas*
 - Chapter 21: Immigration and Diversity E21-47

Domestic Violence *see Dating Violence*

Drug Abuse

Workshops

What's in the Smoke? E15-33

What Does it Mean to be Healthy? E15-3

Alcohol: A Community Response E15-25

The Transmission of HIV/AIDS E19-35

International Policies: HIV/AIDS Prevention and Intervention E19-48

Eco Footprint

Workshops

What is my Impact? E16-3

Service Project Ideas

Chapter 16: Environment E16-32

Education

Chapter 22: Improving School Environment and Education E22-1

Workshops

Fighting to Learn: The Global Campaign for Education E22-3

Who's Sitting Together in the Lunchroom: Inter-group Tension in Schools E22-15

No Child Left Behind: The Impact of the NCLB on Communities E22-23

Duke It Out: Dealing with School Conflicts Effectively E22-31

Youth Zone: Creating Youth-Empowered Spaces E22-36

Experiential Activity: New York City Council Education Committee Meeting

Preparation and Field Trip E22-41

Be All You Can Be E22-48

Service Project Ideas

Chapter 22: Improving School Environment and Education E22-58

Environment

Chapter 16: Environment E16-1

Workshops

What Is My impact? E16-3

New York City's Trash Tales E16-9

The Heat Is On: An Introduction to Global Warming E16-15

Recycling and Sustainability E16-21

Water, Water Everywhere? E16-26

What Does It Mean to Be Healthy? E15-3

Hunger in a World of Plenty E17-2

Service Project Ideas

Chapter 16: Environment E16-32

Environmental Racism

Workshops

New York City's Trash Tales E16-9

Famine *see Hunger*

Fat *see Nutrition*

Food – Healty Eating *see Nutrition*

Food Justice *see Hunger*

Food Stamps

Workshops

Hunger in a World of Plenty E17-2

Service Project Ideas

Chapter 17: Human Rights and Children's Rights E17-45

Genocide *see* *Darfur*

Global Food Crisis *see* *Hunger*

Global Warming *see* *Environment*

Gun Control/Violence

Workshops

Gun Violence and Gun Control E18-30

Duke it Out: Dealing With School Violence Effectively E22-31

Service Project Ideas

Chapter 18: Violence Prevention E18-41

Hate Crimes

Workshops

Addressing Homophobia E21-11

Healthy Eating *see* *Nutrition*

Healthy Lifestyles

Chapter 15: Health and Well-being E15-1

Workshops

What Does It Mean To Be Healthy? E15-3

Easy Does It: Dealing with Stress E15-14

Smoke and Mirrors: Targeting Youth in Alcohol & Tobacco Advertising E15-20

Alcohol: A Community Response E15-25

What's in the Smoke? E15-33

Obesity: How Much Is Too Much? E15-43

Eat to Live: Good Nutrition as the Building Blocks to a Healthy Life E15-53

Chapter 23: Adolescent Sexual Health E23-1

Workshops

Time to Change: Nuts and Bolts of Puberty E23-3

Body Image: Love the Skin You're In E23-14

Road to a Healthy Future Human Board Game: Abstinence as A Part of Comprehensive Sexual Health E23-21

Understanding and Preventing Sexually Transmitted Infections (STIs) E23-34

Relationships 101 E23-42

Flirting or Hurting: Understanding Sexual Harassment E23-52

Chapter 24: Senior Citizens E24-1

Workshops

Elderly Health Care E24-32

Elderly Health Issues E24-21

Service Project Ideas

Chapter 15: Health and Well-being E15-59

HIV/AIDS *see* *Sex*

Homelessness

Workshops

Universal Human Rights 101 D-26

Having No Place to Call Home E17-17, including Facts E17-22

Service Project Ideas

Chapter 17: Human Rights and Children's Rights E17-45

Homophobia

Workshops

Addressing Homophobia E21-11

Service Project Ideas

Chapter 21 Immigration and Diversity E21-47

Human Rights

Universal Declaration of Human Rights D-30

Chapter 17: Human Rights and Children's Rights E17-1

Workshops

Universal Human Rights 101 D-26

Hunger: In a World of Plenty E17-2

Juvenile Justice System and Children's Rights E17-11

Having No Place to Call Home E17-17

Crisis in Darfur, Sudan E17-24

War and Peace E17-31

Labor Rights 101 E17-36

Service Project Ideas

Chapter 17: Human Rights and Children's Rights E17-45

Hunger

In Why Service Learning? An Introduction D-15*Workshops*

Hunger: In a World of Plenty E17-2

Service Project Ideas

Chapter 17: Human Rights and Children's Rights E17-45

Icebreakers

In Teambuilders D-2*See also Warm ups in each workshop*

Immigrant Rights

Workshops

Immigrant Rights E21-36

Working for Social Change, Part 2 E20-22

Service Project Ideas

Chapter 21: Immigration and Diversity E21-47

Journal Writing

In Using This Curriculum to Design Your Program B-6, B-7*In Building a Team and Sense of Purpose, Part II* D-8*and Dialogue Journaling in Duke it Out: Dealing with School Conflicts Effectively* E22-31*and Online journal (blog) in Media for Social Change* E20-50

Juvenile Justice

Workshops

Juvenile Justice System and Children's Rights E17-11

Service Project Ideas

Chapter 17: Human Rights and Children's Rights E17-45

Labor Rights

Workshops

Labor Rights 101 E17-36

Media

Press and Publicity in Contact Information for NYC Media C-40

Workshops

Smoke and Mirrors: Targeting Youth in Alcohol and Tobacco Advertising E15-20

Media and Sex E19-70

Media Literacy E20-30

Media for Social Change E20-50

Service Project Ideas

Chapter 20: Civic Participation and Social Change E20-68

See also Social Networking sites

Media Literacy, *see* Media

Military Recruiting

Workshops

Be All You Can Be E22-48

Service Project Ideas

Chapter 22: Improving School Environment and Education E22-58

New York City Council Field Trip

Experiential Activity: NYC City Council Education Committee Meeting Preparation and Field Trip E22-41

Nicotine *see* Tobacco

Nutrition

Workshops

Obesity: How Much Is Too Much E15-43

Eat to Live: Good Nutrition E15-53

Service Projects Ideas

Chapter 15 Health and Well-being E15-59

Obesity *see* Nutrition

Oral History

In Oral Histories E24-14

Oral Sex *see* Sex

Parents

In Working With Schools and Parents C-35

In Recruiting Students B-4

Teen Parents in Teen Pregnancy E19-17

Peace

Workshops

Universal Human Rights 101 D-26

Crisis in Darfur, Sudan E17-24

War and Peace E17-31

Conflict Resolution E18-2

Service Project Ideas

Chapter 17: Human Rights and Children's Rights E17-45

Peer Pressure

In Decision Making, Positive Peer Influence and Avoiding Risky Behaviors D-10

Workshops

If I Could Turn Back Time: Exploring Peer Pressure and Positive Peer Influence D-11

Easy Does It: Dealing With Stress E15-14

Petitions

Chapter 12: Networking, Advocacy and Public Outreach C-43

Workshops

Intro to Public Policy E20-43

Position Paper

Chapter 12: Networking, Advocacy and Public Outreach C-43

Poverty *see Hunger*

Power

Workshops

Choice of Tactics: Dealing with Conflict E18-6

When Love Hurts: Teen Relationships Abuse E18-12

Sexual Choices E19-26

Political Power in Voting E20-8

Power & Privilege: Access and Opportunity E21-6

Youth Zone: Creating Youth-Empowered Spaces E22-36

Pregnancy

Service learning and prevention in Introduction A-2, 3

Workshops

Teen Pregnancy E19-17

Step by Step: Practicing Safer Sex with Condoms E19-75

Service Projects Ideas

Chapter 19: HIV/AIDS and Sexual Health E19-81

Privilege *see Power*

Puberty

Chapter 23: Adolescent Sexual Health E23-1

Workshops

Time to Change: Nuts and Bolts of Puberty E23-3

Public Service Announcement (PSA)

In Recruiting Students B-4

Workshops

Media for Social Change E20-50

Examples

In Alcohol: A Community Response E15-25

In Gun Violence and Gun Control E18-30

In Addressing Homophobia E21-11

Service Project Ideas

Chapter 15: Health and Well-Being E15-59

Public Policy

In Networking, Advocacy, and Public Outreach C-44

Workshops

Civic Participation and Community Involvement E20-3

Intro to Public Policy E20-43

Service Project Ideas

Chapter 20: Civic Participation and Social Change E20-68

Racism

In General Strategies, Human Barometer C-22

Workshops

New York City's Trash Tales E16-9

Choice of Tactics: Dealing with Conflict E18-6

Working for Social Change, Part 1: What Was Accomplished E20-15

Recruitment

In Recruiting Students B-2

Recycling

Workshops

What is My Impact? E16-3

Recycling and Sustainability E16-21

Service Project Ideas

Chapter 16: Environment E16-32

Chapter 21: Immigration and Diversity E21-47

Relationship Abuse *see Dating Violence*

Retention

In Keeping Students Motivated B-10

School Conflict *see Conflict Resolution*

Schools *see Education*

Seniors

Chapter 24: Senior Citizens E24-1

Workshops

Ageism: Generation Gap E24-3

Lifeline E24-10

Oral Histories E24-14

Elderly Health Issues E24-21

Elderly Health Care E24-32

Social Security 101 E24-41

Service Project Ideas

Chapter 24: Senior Citizens E24-62

Chapter 20: Civic Participation and Social Change E20-68

Service Project Planning

In Chapter 9: How to Build a Service Project with Youth C-3

Sex

In Decision Making, Positive Peer Influence and Avoiding Risky Behaviors D-10

Chapter 19: HIV/AIDS and Sexual Health E19-1

Workshops

Sexual Knowledge—Where Does It Come From? E19-2

STDs: Fact and Fiction E19-6

Teen Pregnancy E19-17

Sexual Choices E19-26

The Transmission of HIV/AIDS and STDs E19-35

International Policies: HIV/AIDS Prevention and Intervention E19-48

Living with Death: HIV/AIDS and Its Orphans E19-57

Media and Sex E19-70

Step by Step: Practicing Safer Sex with Condoms E19-75

Chapter 23: Adolescent Sexual Health E23-1

Workshops

Time to Change: Nuts and Bolts of Puberty E23-3

Body Image: Love the Skin You're In E23-14

Road to a Healthy Future Human Board Game: Abstinence as A Part of Comprehensive Sexual Health E23-21

Understanding and Preventing Sexually Transmitted Infections (STIs) E23-34

Relationships 101 E23-42

Flirting or Hurting: Understanding Sexual Harassment E23-52

Service Project Ideas

Chapter 19: HIV/AIDS and Sexual Health E19-81

Chapter 23: Adolescent Sexual Health E23-66

Social Change

Chapter 20: Civic Participation and Social Change E20-1

Workshops

Civic Participation and Community Involvement E20-3

Voting E20-8

Working for Social Change Parts I and II E20-15

Media Literacy E20-30

Intro to Public Policy E20-43

Media for Social Change E20-50

Artivism: A Lyrical Approach to Social Change E20-57

GROW: GrassRoots Organizing Workshop E20-61

Social Justice *see Social Change*

Social Networking Sites

In Networking, Advocacy and Public Outreach C-43Smoking *see Tobacco*

State Government

In Networking, Advocacy and Public Outreach C-44

Stereotypes

Workshops

Having No Place to Call Home E17-17

Media and Sex E19-70

Exploring Stereotypes E21-2

Who's Sitting Together in the Lunchroom: Inter-group Tension in Schools E22-15

Ageism: Generation Gap E24-3

Service Project Ideas

Chapter 21: Immigration and Diversity E21-47

Stress

Workshops

What Does It Mean to be Healthy? E15-3

Easy Does It: Dealing With Stress E15-14

Service Projects Ideas

Chapter 15: Health and Well-Being E15-59

Survey

In How to Build a Service Learning Project With Youth C-4

Survey Development C-12

Sustainability *see Recycling*

Teen Dating Violence *see Dating Violence*

Teen Pregnancy *see Pregnancy*

Tobacco

Workshops

Smoke and Mirrors: Targeting Youth in Alcohol & Tobacco Advertising E15-20

Service Projects Ideas

Chapter 15: Health and Well-Being E15-59

Trash *see Environment*

Violence

Chapter 18: Violence Prevention E18-1

Workshops

Conflict Resolution E18-2

Choice of Tactics: Dealing with Conflict E18-6

When Love Hurts: Teen Relationship Abuse E18-12

KABOOM! (Armed Planet) E18-19

Gun Violence and Gun Control E18-30

Duke It Out: Dealing With School Conflicts Effectively E22-31

Relationships 101 E23-42

Service Project Ideas

Chapter 18: Violence Prevention E18-41

Chapter 22: Improving School Environment and Education E22-58

Voting

Workshops

Civic Participation and Community Involvement E20-3

Voting E20-8

Service Project Ideas

Chapter 20: Civic Participation and Social Change E20-68

Universal Declaration of Human Rights

Workshops

Universal Human Rights 101 D-26

War and Peace E17-31

Addressing Homophobia E 21-11

War *see Peace*

Youth Leadership

Chapter 14: Leadership Skills and Frameworks D-14

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