Promoting Academic Success (PAS) Resource Manual

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Acknowledgments

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The Promoting Academic Success (PAS) Resource Manual: Overview

In the last several years, countless school districts have been challenged in meeting the learning and academic needs of all their students. Faced with rapidly changing population demographics, high stakes testing and attendant implications, declining student enrollments, and local, state and federal budgetary challenges, school districts often struggle to adapt to changing realities. Of particular concern is the continuing gap in achievement scores for African American, Latino and American Indian students. Among these groups, gender disparities surface as an additional challenge. Nationally and locally, boys of color fair less well on standardized measures of achievement compared to any other grouping and the gap appears to widen over time. In spite of these challenges, some school districts are seeking out new partnerships, realigning and rearranging internal resources, inviting new collaborators, and taking bold stands on some seemingly intractable issues. This resource manual presents the work of a dedicated team consisting of teachers and administrators from the Lansing School District, Michigan State University, Capital Area Community Services Head Start, the City of Lansing, and the FPG Child Development Institute at the University of North Carolina, working together to find solutions to closing the achievement gap. This collaboration became the "think tank" and operational team for the Promoting Academic Success for Young Boys of Color (PAS) initiative. With generous support from the W.K. Kellogg Foundation, the FPG Child Development Institute provided the conceptualization and served as intermediary for the project. Lansing, Michigan was one of four school districts selected to participate.

Our Focus on Young Boys

A plethora of research from child development, early learning, brain science, race and ethnic studies, social competence, teacher professional development, and early reading and math competence was reviewed and/or surveyed to help guide the development team. Because of the importance of early childhood in setting the foundation for school success, we agreed to implement a model that was specifically focused on young boys of color (regardless of achievement level) in prekindergarten (PK) through third grade. The guidance for this effort was based on three very important questions: (1) What are the critical elements in supporting student success? (2) How do we build upon the cultural strengths and specific race and gender characteristics of our affected population? (3) How do we build, support and maintain a program with limited resources?

The Promoting Academic Success (PAS) Intervention Components

The original PAS model contains four complementary components that work interdependently and inform each other. The components are PD, mentoring, extended school, and parent partnerships Because of budget constraints, This project focused on three of these components. Professional development was selected in order for the teachers to have candid conversations about their perceptions of the interactions of teaching, learning, gender, and race. This component was central to our model. Concomitantly, to support and reinforce teacher learning (about male development and role modeling specific to our population), a cross generational mentoring program was developed to operate during a summer learning camp and in an afterschool program. Lastly, again informed by documented research, in order to protect and fortify the gains of the regular school year a summer learning camp was designed, implemented and operated by the same teachers and principals who were involved in the professional development series and the afterschool cross generational mentoring program.

How to Use this Manual

This manual includes three distinct guidebooks to help a school district or building implement its own professional development, extended school or intergenerational mentoring programs to support the success of minority boys. Each manual includes an overview of that particular program component, tips for establishing your own program, instructional modules, and samples of materials. Electronic copies of the program materials are also available online at https://ucp. msu.edu/initiatives/rep.aspx, along with some additional supplemental resources to accompany many of the instructional modules. These resources are meant to serve as both a philosophical and practical guide to embrace and address the issues necessary to maximize educational outcomes and reduce achievement disparities for minority boys.

Content of PAS Resource Manual

All of the modules, recommendations, and resources within this manual were developed and used by teachers, school administrators, faculty and other community partners participating in our five-year project. They highlight best practices, tools and strategies that schools can use to enhance the school experience for young boys of color. They emphasize building on student strengths and similarities.

The manual contains three separate resource guidebooks for developing and implementing the following PAS components.

Part I. **Professional Development**

The professional development guidebook consists of five modules that provide background information, activities and suggested resources for building principals and teacher leaders who are interested in conducting professional development with elementary teachers. The modules were developed by Dr. Dorinda Carter Andrews, Michigan State University, Department of Teacher Education, who provided professional development to teachers and administrators in our project schools. The modules raise sensitive issues associated with race, class, gender and ethnicity in a nonthreatening manner. Through critical self reflection, participants explore how these issues interact with each other and affect their teaching pedagogy and practice.

Part II. **Extended Learning Opportunities: PAS Summer Learning Camp**

To provide extended learning opportunities for the students enrolled in PAS, a summer learning camp and an afterschool academic mentoring program were offered. This resource guidebook presents suggestions from building principals for conducting a PAS summer learning program in an elementary school. The PAS summer learning camps were highly structured and included specific curriculum content, instructional approaches with a uniform daily schedule. A sample literacy curriculum is included along with examples of ways to customize the summer learning program for other elementary school settings.

Part III. **Intergenerational Mentoring**

This guidebook introduces a gender- and race-based academic intergenerational mentoring model with high school students serving as primary mentors to young boys. In this model, the high school students are supervised by college students who in turn are supervised by a graduate student. Mentees and mentors are all minority males. The guidebook provides a blueprint for creating a school-based, collaborative program to support the academic achievement and social development of pre-kindergarten through third grade African American and Latino males. The information provided includes suggestions on program organization and structure, operational procedures, examples of day-to-day lesson plans, and activities geared toward minority boys. We also include training modules to prepare the high school youth for their roles as mentors.

Changing the Trajectory for Young Boys of Color

We do not want to convey that this resource manual is the answer to closing the achievement gap. No single manual, program or intervention can unravel structural impediments, economic disenfranchisement, or social impact of race. However, what the manual can do is exemplify how a community, across institutional mandates, can coalesce around a common goal that embraces the firm belief that all children can learn. By turning research into practice, the PAS project team was able to reverse the trend of declining test scores for young boys enrolled in our project.

We are excited to share our best practices and lessons learned with others and invite you to use any of our materials as you develop your own approaches to enhancing the educational success of young African American and Latino males. The project has led all of the members of our team to reflect on our own responsibilities to support children's learning. Although our project has formally ended, we continue to work together to disseminate best practices and build on the foundation and goals of PAS.

Part I

Professional Development

Modules by Dorinda J. Carter Andrews

PROFESSIONAL DEVELOPMENT

This manual represents two years of professional development that focused on race, gender, and student achievement. The idea for this endeavor and the commitment for promoting the academic success of young boys of color began four years prior, with teachers involved when the PAS program sites organized themselves into professional learning communities to explore ways to close the achievement gap for ethnic minority boys. We viewed professional development as necessary to better understand, complement, augment, and harness evidence based best practices for teaching young boys of color.

This training manual for teachers and principals provides ideas and exercises for understanding the confluence of race and gender as they influence and impact the classroom and student achievement. Professional development is the centerpiece of our model and is integral to both the afterschool mentoring and the summer learning camp components.

This work was designed, facilitated, and guided by Dr. Dorinda J. Carter Andrews, associate professor in the Department of Teacher Education, Michigan State University. Her expertise, sensitivity, and comfort with the subject invited maximum participation and self reflection.

This professional development institute was about doing the difficult and challenging work of addressing racial, ethnic, and gender differences as they impact our perceptions of children's learning. Just as important, it was about the self. It was a rare opportunity to discuss these issues both within and across our perceived differences and to challenge and be challenged in a supportive learning environment. By utilizing the modules in this manual, teachers may become more comfortable with the sensitive issues associated with gender and race and how these issues interact with each other and challenge the most accomplished teaching professional.

Using This Manual

The manual is divided into a series of modules, each of which includes activities with background information, materials needed and relevant handouts. In order to effectively complete all of the activities, we suggest you obtain a copy of *Teachings for Diversity and Social Justice: A Sourcebook* by Adams, Belle, and Griffin (1997) as the text and handouts are used in several activities. We also recommend a copy of T*each Like a Champion: 49 Techniques that Put Students on the Path to College* by Lemov (2010) as the text and accompanying DVD are also used in several activities. The content of the five modules is as follows. Finally we recommend a copy of the text, *Courageous Conversations About Race: A Field Guide for Achieving Equity in Schools* by Singleton & Linton (2006). The content of the five modules is as follows:

1. Introduction and orientation
2. Engaging in critical self-reflection as an educator of boys of color
3. Understanding the development of positive male identities for boys of color
4. Establishing a boy-friendly classroom
5. Using instructional approaches that motivate and engage boys of color

Suggestions for conducting workshop sessions:

- Recruit two facilitators. We found a principal-teacher team to be most effective.
- Small professional learning groups are fine. Incentives will improve attendance.
- Provide refreshments for after school workshops.
- Build in workshop time during regularly scheduled professional development sessions.
- If possible, provide copies of handouts and resource books to teachers.
- If workshop sessions are led by teachers, encourage school administrator attendance as well.
- Connect with a local university faculty member with expertise to provide consultation or extended professional development if needed.

PowerPoints for the modules and electronic copies of the handouts are available online at https://ucp.msu.edu/initiatives/rep.aspx

Introduction to Promoting the Academic Success of Young Boys of Color in Schools

The purpose of this introductory module is to establish a communal climate among the teacher training group and/or professional learning community.

Module 1 Goals

Throughout this professional development training, participants will be asked to engage in critical self reflection about the implications of cultural difference in the teacher-student relationship and how one's social location (e.g., race, ethnicity, social class, sexual orientation, gender, ability, and religion) informs and shapes pedagogy and practice for boys, specifically for boys of color. Participants will also engage in activities that require them to reflect on, broaden, and challenge their beliefs and practices concerning teaching boys of color in urban classrooms.

Because this training specifically addresses teaching boys of color and working with their families, conversations explicitly centered on the interrelatedness of race, ethnicity, and gender are a must for moving educators beyond surface-level multiculturalism in the classroom to cultural inclusivity that affirms the positive development of academic identities for these young boys. Thus, it is essential that facilitators help establish a positive group climate that is emotionally safe but also critically courageous. This means that participants may experience discomfort with the content of the discussions in module sessions, but they should feel comfort knowing that their comments will be respected. It also means that participants are expected to think and speak beyond their comfort zone in the group as they consider ways to improve their relationships and practices with boys of color. To maximize personal and professional learning and growth in the group, facilitators will need to clearly frame the concept of "Courageous Conversations" (Singleton & Linton, 2006).

In this module, activities will focus on establishing a communal climate in the group and setting the stage for engaging in courageous conversation about boys of color and their schooling. Participants will:

1. Get to know and develop rapport with each other

2. Establish ground rules/norms for engagement in the group

3. Learn the procedures for engaging in courageous conversation

Materials Needed

- Agenda for the day's session
- Name tags and sign-in sheet
- One self-stick wall pad; one self-stick table-top easel pad or large easel and flip chart
- A set of flip chart markers and white board markers or blackboard chalk (depending on what writing surface is available)
- "Sticky notes," pencils, pens, and writing pads/paper for participants
- Module 1 PowerPoint Presentation

Introductory Activities

Beginning a session with an icebreaker activity can help ease individuals into a group setting. Icebreakers can serve many purposes, such as facilitating introductions, fostering group unity, assessing prior knowledge, and topic segues. In this setting, icebreakers help group participants get to know one another, build a community of trust and respect, and establish ground for engaging in courageous conversations related to race and cultural difference.

Activity 1.1. **Introductions**

Time needed: 20 minutes
Activity format: Paired and large group discussion

1. Ask participants to identify a partner (preferably from their school), and then ask each person to take two minutes to share: (a) their name; (b) their role in the school (e.g., administrator or teacher, and what grade level); (c) what led them to enroll in the summer institute; (d) an expectation that they have for the institute; and (e) what other courses or workshops they have attended previously that relate to the focus of this training.

2. Return to the whole group, and ask each person to briefly introduce themselves to the group by giving their name, school, position/grade level, and what they hope to learn from the institute.

3. Introduce yourself and other co-facilitators. Describe your interest in and commitment to social justice education and enhancing the school success of boys of color. Sometimes, a personal story about the first time you attended a course or workshop similar to this one or your prior experiences with boys of color (successes and challenges) can ease participant anxiety and also model the kind of personal sharing that is encouraged for this training.

Activity 1.2. **Get-To-Know-You Bingo**

Time needed: 15 minutes
Activity format: Paired and large group discussion
Materials needed: Handout 1.1

1. Give each participant a copy of Handout 1.1, "Get-To-Know-You Bingo."

2. Depending on the size of the group, inform participants that they have a specified amount of time (3-4 minutes) to collect signatures on their Bingo card (first names only is fine). The activity ends when the first person to get all signatures in a row (vertically, horizontally, or diagonally) shouts "Bingo!"

3. Have participants reflect on the statements on the card and the signatures they received. Reflection questions can include:

   – What was the purpose of this activity?

   – For which statements was it easiest to obtain a signature? Hardest?

   – What surprised you about completing this activity? What didn't you expect?

   – What does this activity help us understand about cultural diversity? Teaching culturally diverse youth?

Establishing Group Norms

Upon completion of icebreaker activities, facilitators can move into establishing group norms by providing an overview of the concept of courageous conversation and having the group work collaboratively to identify important features for effective group dynamics.

It is important for group participants to understand that explicit conversations about issues of race and gender in schooling can be unsettling, particularly when students who have been traditionally and historically marginalized are the focus of discussion. Having participants anticipate the discomfort that these conversations might bring can prepare them to be courageous in sharing their truths with colleagues about experiences with boys of color in the classroom.

Activity 1.3. **Defining and Establishing Courageous Conversation**

Time needed: 20 minutes
Activity format: Large group discussion and individual self-reflection
Materials needed: Handout 1.2a

1. Ask participants to brainstorm what they think is meant by "courageous conversation." Write responses on flip chart, white board, or chalkboard.

2. Pass out Handout 1.2a, "Defining Courageous Conversation." The tem was coined by G.E. Singleton and C. Linton in their 2006 book, *Courageous Conversations About*

Race (Corwin Press). Walk participants through the handout by reviewing it. Engage participants in a conversation about their ideas about courageous conversation, the Singleton and Linton definition, and six conditions for the concept.

It is helpful to highlight for participants that while the Singleton and Linton conception of courageous conversations is focused primarily around discussions about race, people should engage in courageous conversation about other culturally sensitive topics related to schooling. For example, the word "gender" could be substituted in each place in the handout where the word "racial" or "race" is used, and a different type/set of conversations could occur among participants.

Additional resources: Participants can read Chapter 4 from *Everyday Antiracism: Getting Real About Race in School* (Singleton & Hays, 2008) at a later time to get a fuller understanding of the courageous conversations concept. The discussion questions at the end of the chapter can be used for discussion in this activity.

Activity 1.4. R-E-S-P-E-C-T

Creating guidelines or norms for group behavior makes collaboration and group meetings more effective. In this exercise, facilitators help the group establish norms for discussion and work and develop a model that can be used at their school.

Time needed: 25-30 minutes
Activity format: Individual reflection and large group discussion
Materials needed: Handout 1.2b; flip chart paper/whiteboard/chalkboard; markers/chalk

1. Pass out Handout 1.2b, "R-E-S-P-E-C-T." The facilitator should have premade flip chart pages for each letter of the word.

2. Using the word "respect," instruct participants to identify important characteristics of teamwork/group work/group discussion that begin with each letter of the word. Participants should write their words and/or phrases in the box on the handout that corresponds with each letter. Allow about seven to nine minutes for participants to complete their chart.

3. Have participants share their chart with a partner to discuss areas of overlap and uniqueness in important characteristics. Allow about five minutes for discussion.

4. With their partners, participants should identify two characteristics for each letter to write on the posted flip chart paper hanging around the room (there should be seven sheets). Participants should write their two characteristics on the flip chart page that corresponds to each letter of the word "respect." If participants plan to write a word or phrase that is already featured, they should put a checkmark by that word or phrase on the flipchart page.

5. After participants have had a chance to write up their characteristics, have all participants spend time walking around the room to view the pages and see what characteristics have been identified as important for teamwork/group work/group discussion.

6. The facilitator should then circle the words and phrases on the flipchart pages that have the most checkmarks or appear the most times. These will become the group's common norms. The facilitator should type these up to pass out to the group at the next meeting. Additionally, the flipchart pages should remain in the training room so that participants can continue to see all of the characteristics that group members value for effective teamwork/group work/group discussion.

Activity 1.5. **K-W-L-H**

The purpose of this activity is to understand why participants are attending the training. What do they already know about boys of color? What do they want to know? This activity helps the facilitator glean a deeper understanding about the knowledge base that group members bring with them and what types of material to include the professional development beyond what this manual offers. At the end of the professional development series (not the day), participants complete the "L" and "H" in the K-W-L-H chart.

Time needed: 20 minutes
Activity format: Individual self-reflection and small group discussion
Materials needed: Handout 1.3

1. Pass out Handout 1.3, "K-W-L-H Chart." Tell participants that you want to know what they already know about boys of color and their learning. You also want to know what it is participants want to know about boys of color, teaching them, and their identities through participation in this professional development series. Explain to participants that this information will be helpful as you plan future sessions.

2. Give participants 10 minutes to complete the "K" and "W" in the chart. Remind them that the "L" and "H" columns will be completed at the end of the professional development series.

3. Have participants share with a partner what they have recorded in the first two columns of the chart. Allow five minutes for this paired discussion.

4. Use the last five minutes of this activity to solicit comments from the paired discussions.

5. Have all participants turn in their charts to you so that you can review them and return them at a later date.

Activity 1.6. Understanding Theoretical and Conceptual Frameworks

This activity mini-lecture is designed to introduce participants to theoretical and conceptual frameworks that will inform the group's discussion of boys of color, their schooling, and their academic achievement patterns. These frameworks will also be useful for understanding teacher pedagogy and practice for working with culturally diverse students.

Time needed: 25-30 minutes
Activity format: Large group discussion
Materials needed: Module 1 PowerPoint; handouts 1.4 – 1.9a

1. Pass out copies of Handouts 1.4 – 1.9a.

2. Use the Module 1 PowerPoint presentation to present and discuss frameworks.

Activity 1.7. Understanding the National and Local Context of Boys of Color in U.S. Public Schools

For some group participants, information shared in this activity will be common knowledge; for others, this may be the first time they are exposed to national (and local) data concerning the educational achievement patterns of boys of color in U.S. schools. Facilitators should be clear about connecting the national trends with any present in their school as a way to underscore the theme of a crisis in boys' education and the need to act immediately to remedy this situation. It is also good for participants to bring classroom-level data to this activity if at all possible and any trends that are apparent in that data, based on race/ethnicity and gender.

Time needed: To be determined by session facilitators
Activity format: Large group discussion
Materials needed: District-level and school-level achievement data disaggregated by race and gender; national achievement data disaggregated by race and gender for lower grades
Additional resources: *A call for change* (Council of Great City Schools, 2010); *Latino males, masculinity and marginalization* (Metropolitan Center for Urban Education, 2009).

Handout 1.1. Get-To-Know-You Bingo

Is from Michigan	Considers self a member of a racial/ethnic group	Is a middle child	Grew up in the suburbs	Has lived outside of the United States
Has a family member or close friend who is homosexual	Has a Twitter account	Can name two rap artists	Watches reality TV regularly	Does not have a Facebook page
Attended private schools for K-12 education	Has parents who were born outside the United States	FREE SPACE	Has experienced gender discrimination before	Attended urban schools for K-12 education
Speaks more than one language	Can name two Latino/Latina musical artists	Knows what "Black English" is	Was the first person in their family to go to college	Only had white teachers in his/her K-12 schooling
Still has a flip phone as a cell phone	Attended school primarily with members of his/her racial/ethnic group	Grew up in a rural area	Knows what "Angry Birds" is	Has raised a male child

Handout 1.2a. **Courageous Conversation**

Defining Courageous Conversation[1]

- Specifically, a courageous conversation:

    – Engages those who won't talk.

    – Sustains the conversation when it gets uncomfortable or diverted.

    – Deepens the conversation to the point where authentic understanding and meaningful actions occur.

- Courageous conversation is a strategy for deinstitutionalizing racism and improving student achievement.

- If we understand the need for dialogue about the racial achievement gap, the question becomes how we open ourselves up to have a courageous conversation about these questions:

    – Why do racial gaps exist?

    – What is the origin of the racial gaps?

    – What factors have allowed these gaps to persist for so many years?

Four Agreements of Courageous Conversation

1. Stay engaged.
2. Speak your truth.
3. Experience discomfort.
4. Expect and accept non-closure.

Six Conditions of Courageous Conversation

These conditions guide participants through what they are supposed to talk about and what they need to be mindful of during the interracial dialogue. The agreements define the process, while the conditions outline the content and progression of courageous conversation.

1. Establish a racial context that is personal, local, and immediate.
2. Isolate race while acknowledging the broader scope of diversity and the variety of factors and conditions that contribute to a racialized problem.
3. Develop understanding of race as a social/political construction of knowledge and engage multiple racial perspectives to surface critical understanding.
4. Monitor the parameters of the conversation by being explicit and intentional about the

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[1] Adapted from: Singleton, G. E., & Linton, C. (2006). Courageous conversations about race: A field guide for achieving equity in schools. Thousand Oaks, CA: Corwin Press.

number of participants, prompts for discussion, and time allotted for listening, speaking, and reflecting.

5. Establish agreement around a contemporary working definition of race, one that is clearly differentiated from ethnicity and nationality.

6. Examine the presence and role of Whiteness and its impact on the conversation and the problem being addressed.

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Handout 1.3. **K-W-L-H**

What You KNOW (K)	What You WANT to Know (W)	What You LEARNED (L)	HOW You Can Learn More and Use What You've Learned (H)
What do you already know about boys of color and their learning?	What do you want to know about boys of color and their learning?	What did you learn about boys of color and their learning?	How can you learn more about boys of color and their learning? How can you use what you've learned?

KNOW	What do you KNOW about boys of color and their identity development and school success?
WANT	What do you WANT to learn about boys of color through this professional development?
LEARN	What did you LEARN throughout this professional development?
HOW	HOW will you gather more information about the topics in this PD that are still unclear for you, and what will you do with the information that you have learned?

Topic _____   Date _____

What Stuck?

In small groups, individually or with a partner, respond to two or three of the following statements related to the day's activities and discussions.

7. An "aha" moment

8. A pleasant surprise

9. Something that you had to struggle with to understand

10. Something you don't agree with

11. Something that you agree with strongly

12. Something you thought was particularly interesting

13. Something you didn't expect

14. An insight or solution

15. Something you want to know more about

16. A question that you have

Participant Responses to Activities from Module 1

Why participate in this training institute?

- You have to keep learning and growing.
- There is a need to talk about specific groups who are falling through the cracks.
- It's the right thing to do (moral responsibility).
- Do you want to grow?
- Do you believe in equity?
- You want validation of what you're already doing.
- To help build a reputation in your school district.
- To keep your job!

What do you think is meant by courageous conversation? (from Activity 1.3)

- Don't be afraid
- Be honest
- Topics of discomfort
- Don't attack
- Don't inhibit
- Grow from different views
- Biased
- Addressing controversy
- Speak facts
- Don't hold grudges
- Share real beliefs
- Self reflection
- Open to change
- Comfort level
- Owning and challenging race and gender stereotypes

K-W-L-H (from Activity 1.5)

What do you know?

- As a white female, there are challenges to teaching males of color. There are challenges to working with families as well.
- Seventy percent of Black males and 60 percent of Latino males grow up in single parent homes.
- Boys of color need to be encouraged and nurtured.
- Discipline tactics matter.

What do you want to know?

- Why do we need male role models for boys of color?
- I need data on boys of color and their achievement.
- How can I build positive relationships with families of boys of color?
- How to support single parents?
- What should I not do as a facilitator of these dialogues?
- What are the things that scare me?

Engaging in Critical Self-Reflection as an Educator of Boys of Color

This module is designed to help participants understand their social identity and how it shapes their pedagogy and practice.

Materials Needed

- One self-stick wall pad
- One self-stick table top easel pad or large easel and flip chart
- A set of flip chart markers and white board markers or blackboard chalk (depending on what writing surface is available)
- "Sticky notes," pencils, pens, writing pads/paper for participants

Examining Social Identity and its Relationship to One's Pedagogy and Practice

Interactive Discussion. Privilege and Oppression Framework

Participants will engage in a lecture from the facilitator on privilege and oppression and their relationship to social group statusand power.Facilitators should refer to the Module 2 PowerPoint presentation to assist in explaining concepts in this lecture. Use the following activities as exercises to underscore major points related to enhancing teacher consciousness about cultural diversity and student achievement in the classroom.

Time needed: 45-60 minutes
Activity format: Large group discussion
Materials needed: Handouts 2.1, 2.1a, 2.1b, and 2.2

1. During this lecture, the facilitator should distribute Handout 2.1 "Matrix of Oppression"; Handout 2.1a, "Cycle of Socialization"; Handout 2.1b, "Cycle of liberation"; and Handout 2.2, "Mosaic of Identity." These handouts are found in the appendices of *Teaching for Diversity and Social Justice: A Sourcebook* (Adams, Bell, & Griffin, 1997).

Additional resources: Johnson, 2006; McIntosh, 1998; Olson, 1998

Activity 2.1. **Social Group Membership Profile**

Time needed: 15 minutes
Activity format: Individual reflection
Materials needed: Handout 2.3

1. Pass out a copy of Handout 2.3, "Social Group Membership Profile," to each participant. Ask participants to write in their social group membership identification for each category listed on the handout.

2. Participants should then identify whether their social group membership identification is considered "agent" or "target," "dominant" or subordinate," by placing a checkmark in the appropriate box on the sheet.

3. After everyone has completed their sheet, participants should tally the number of responses for which they are agent and target.

4. Have participants share reactions to completing the chart and learning their own positioning.

Activity 2.2. **Identity Wheel**

Time needed: 25 minutes
Activity format: Individual reflection and small group
Materials needed: Handouts 2.4 and 2.5

5. Pass out a copy of Handout 2.4, "Identity Wheel," found in *Teachings for Diversity and Social Justice* (Adams et al., 1997).

6. Have participants use their Social Group Membership Profile to create an identity wheel by dividing the wheel into different sections, with each section representing one of their social group memberships.

7. Instruct participants to indicate awareness of their different social group memberships by the size of the segment they allot to it on the wheel. Group membership for which participants are more aware will be a larger slice of the circle and memberships of which they are less aware will be smaller slices of the circle.

8. Use the sample wheel in the handout to explain the process.

9. Ask participants to find one or two other people in the group with whom they can spend time discussing their social group membership experiences further. Distribute Handout 2.5, "Critical Incident Inventory," from *Teaching for Diversity and Social Justice*, to small groups for focusing this discussion.

10. After 20 minutes, bring the group back together and ask if anyone would like to share something they learned about their own identities. Make sure that respondents honor the confidentiality of the small-group discussion by only sharing from their own identity wheel and not from those of other members in their group.

11. Other discussion questions can include:
    – What are your reactions to the process of doing the activity?

– How does this activity help you understand how your social identity informs your pedagogy and practice? Your treatment of boys of color in your classroom? Your relationships with boys of color in your classroom?

Activity 2.3. **Privilege Exercise**

Time needed: 25-30 minutes
Activity format: Group movement and large group discussion
Materials needed: Large, open space (indoor or outdoor); Handouts 2.6, 2.7, and 2.8 (2.7 and 2.8 found in *Teaching for Diversity and Social Justice*)

1. Ask participants to stand in a horizontal line. Be sure the space is large.

2. Practice baby steps so that everyone can take the same length steps.

3. Define "Major Identity Markers" (MIMs) as your perception or others' perception of your race, class, gender, sexual orientation, religion, able-bodiedness, etc. Encourage participants to think of others that are not included.

4. Make clear to participants that it is important to respect other participants' decisions and feelings regarding their movements during the exercise.

5. Tell people to look around and remember this configuration. Ask them to notice how they feel and where they are at different points in this exercise.

6. Tell participants to take one step forward or backward according to your directions.

7. Tell participants that they may pass on a given question by standing still. They can stand still for the entire time, if they wish. Participants should interpret the questions as they see fit.

8. Tell participants that they are students in a classroom. Their standing together represents a level playing field—where everyone has a chance to be successful.

9. Use Handout 2.6, "Privilege Exercise," to read statements for participants.

10. Debriefing questions might include:

    a. How did you feel doing this exercise?

    b. How did you feel being at the front of the line? The back of the line? What about when we reversed directions?

    c. Were some steps easier or harder to take than others?

    d. What surprised you about the feelings other people expressed?

    e. Does achieving the American Dream mean being at the front of the line?

    f. Are there times in real life situations when the rules are changed?

    g. What did you learn about your own privileges and disadvantages?

    h. What questions were raised for you about privilege and disadvantage?

    i. How does your experience in this exercise relate to your role as a teacher of culturally diverse students? What does it mean for your students and their

educational experience in your classroom? How does this activity help you understand the lived experiences of your culturally diverse students? What more can you do to help them in achieving their "American Dream?"

This activity can also be performed in an alternative manner in the event that there is no space to have participants line up in a horizontal line and move forward and backward in the meeting room or outside. The facilitator can have participants complete Handout 2.7, "Privilege and Disadvantage Inventory," and use the process questions at the end of the exercise for small and large group discussions. The last three questions from the list above would also be relevant here.

After participants have completed the Privilege Exercise, have them attempt to develop statements for a similar exercise for working with boys of color. Have participants work with members in their school building.

The facilitator can also do a version of this activity that focuses specifically on White privilege. See Handout 2.7a, "White Privilege Activity." After completing any of these activities, talk with participants about what it means to be an ally for boys of color in schools and what it means to be a social justice advocate. Use Handout 2.8, "Becoming an Ally," to help you with this brief discussion. These handouts can be found in *Teachings for Diversity and Social Justice*.

Reflection Time: **What Stuck?**

One way to review a subject or topic is to ask participants to articulate what ideas and concepts stuck with them. You can use Handout 1.10 for this exercise.

Time needed: 15 minutes
Activity format: Individual reflection and large group discussion

1. In small groups, individually, or with a partner, participants should respond to the following statements related to this module's activities and discussions.

2. Allow time for a few volunteers to share responses in the large group.

    – An "aha" moment

    – A pleasant surprise

    – Something that you had to struggle with to understand

    – Something you don't agree with

    – Something that you agree with strongly

    – Something you thought was particularly interesting

    – Something you didn't expect

    – An insight or solution

    – Something you want to know more about

    – A question that you have

Handout 2.3. **Social Group Membership Profile**

Identity Marker (Societal Dominant Group)	Social Group Membership	Agent? (Dominant)	Target? (Subordinate)
Race (White/ Caucasian)			
Social class (upper, upper middle)			
Gender (male)			
Sexual orientation (heterosexual)			
Religion (Protestant christian)			
Ability/disability (able-bodied)			
Other			

Handout 2.6. **Privilege Exercise**

1. Get group standing in a line in the middle of a large space.

2. Practice baby steps so that everyone can take the same length steps.

3. Define "Major Identity Markers" (MIMs) as your perception or others' perception of your race, class gender, sexual orientation, religion, and able-bodiedness. Encourage students to think of others that are not included.

4. Explain ground rules: Confidentiality and respecting other participants' decisions and feelings about when they step forward or when they step back.

5. Tell people to look around and remember this configuration. Ask them to notice how they feel and where they are at different points in this exercise.

6. Tell them to take one baby step forward or back according to your directions.

7. Tell participants that they may pass on a given question by standing still. They can stand still for the entire time, if they wish. They should interpret the questions as they see fit.

8. Tell participants that they are students in a classroom. Their standing together represents a level playing field—where everyone has a chance to be successful.

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1. If your ancestors were forced against their will to come to the American continent, step back.

2. If your primary ethnic identity is American, step forward.

3. If you have ever been called hurtful names because of your MIMs, step back.

4. If your family employed people in your household as domestic workers, step forward. If they were people of color, take another step forward.

5. If you were often embarrassed or ashamed of your lack of material possessions, step back.

6. If most of your family members worked in careers requiring a college education, step forward.

7. If you were raised in an area where there was visible prostitution or drug activity, step back.

8. If you ever tried to change your appearance, behavior, or speech to avoid being judged on the basis of MIMs, step back.

9. If you studied the culture of your ancestors in elementary school, step forward.

10. If you started school speaking a language other than English, step back.

11. If there were more than fifty books in your house when you grew up, step forward.

12. If you ever had to skip a meal or were hungry because there was not enough money to buy food when you were growing up, step back.

13. If your parents took you to art galleries, museums, or the theatre, step forward.

1. If one of your parents stayed at home by choice, step forward.

2. If you attended a private school or summer camp, step forward.

3. If your family ever had to move because they could not afford the rent, step back.

4. If your parents told you that you were beautiful, smart, and capable, step forward.

5. If you were ever discouraged from academic or career paths because of your MIMs, step back.

6. If you were encouraged to attend college by your parents, step forward.

7. If you believe you were paid less for a job because of your MIMs, step back.

8. If you were raised in a two parent household, step forward.

9. If you had a member of your family or a friend killed by criminal violence, step back.

10. If you have been on vacation out of the country, step forward.

11. If one of your parents did not complete high school, step back.

12. If your family owned your own house, step forward.

13. If you frequently saw characters who shared your MIMs portrayed in likable ways on TV and in movies, step forward.

14. If you have felt clerks watch you more than others in a store, step back.

15. If you ever were offered a good job because of your association or connection with a friend, mentor or family member, step forward.

16. If you believe that an employer turned you down because of your MIMs, step back.

17. If you attended an elementary school with good materials and facilities, step forward.

18. If you were accused of cheating or lying because of your MIMs, step back.

19. If you have ever inherited money or property, step forward.

20. If you had to rely primarily on public transportation, step back.

21. If you were ever stopped or questioned by the police because of your MIMs, step back.

22. If you have ever feared violence directed at you because of your MIMs, step back.

23. If you have usually been able to avoid places that are reputed to be dangerous, step forward.

24. If you have ever felt uncomfortable about a joke related to your MIMs, but not felt able to confront the situation, step back.

25. If you were ever a victim of violence because of your MIMs, step back.

26. If your parents did not grow up in the USA, step back.

27. If your parents told you that you could be anything you wanted to be, step forward.

At the end

1. Have participants stay where they are and notice how their position has changed from the beginning.

2. Tell people that they are in a race to get their piece of the "American" dream.

3. Tell people to turn about face. The facilitator should go to the other side of the room.

Large group processing

1. How did you feel doing this exercise?

2. What did it feel like to people at the front of the line? People at the back? When we reversed direction?

3. Were some steps easier or harder to take than others?

4. What surprised you about the feelings people expressed?

5. Does achieving the American Dream mean being at the front of the line?

6. Are there times in real life situations when the rules are changed?

7. What did you learn from this exercise?

8. How does your experience in this exercise relate to your role as a teacher of culturally diverse students? What does it mean for your students and their educational experience in your classroom?

9. How does this activity help you understand the lived experiences of your culturally diverse students? What more can you do to help them in achieving their "American Dream?"

Participant Responses to Activities in Module 2

Privilege Exercise (Activity 2.3)

1. How did you feel during this exercise?

    *   Guilty
    *   Pride
    *   Grateful
    *   Surprised
    *   Empathetic
    *   Positive toward and appreciative of my parents
    *   No resentment toward my parents
    *   Sensitive
    *   Curious
    *   Resilient
    *   Defensive
    *   Not surprised about results

2. What did you learn about your own privileges and disadvantages? How does this activity help you understand the lived experiences of your culturally diverse students? What more can you do to help them in achieving their "American Dream?"

    *   It doesn't matter where you start.
    *   I thought I would be further back.
    *   Privilege is relative and contextual.
    *   Bring others with you to the front (reach back and look back).

What Stuck? (end of Module 2 reflection exercise)

1. Having the definitions and ways to explain to others the difference between privilege and oppression.

2. Defining White and Whiteness

3. How much the media stereotypes do not measure oppression

4. How many White privileges exist

5. Identity is not only about what you choose but also about what is imposed on you

6. Understanding the levels and complexities of sex/gender/sexual orientation

7. Boys learn differently

Understanding the Development of Positive Male Identities for Boys of Color

One of the goals of this module is to help participants understand how constructions of maleness and masculinity/manhood are racialized by boys of color and the implications of these constructions on their schooling and academic success.

Materials Needed

- One self-stick wall pad

- One self-stick table top easel pad or large easel and flip chart

- A set of flip chart markers and white board markers or blackboard chalk (depending on what writing surface is available)

- "Sticky notes," pencils, pens, writing pads/paper for participants

Interactive discussion. **Understanding the Current Crisis**

This interactive discussion allows session participants to engage in discussion about the current crisis in the U.S. related to educating boys. Boys of color will be a focus of discussion. The facilitator should use the Module 3 PowerPoint presentation to assist.

Time needed: 15 minutes
Activity format: Large group discussion
Materials needed: Module 3 PowerPoint presentation

Some additional readings that can help underscore issues affecting boys of color and their schooling experiences are: Fashola, 2005 (chapters 3 and 5); Gurian & Stevens, 2007 (chapters 1 and 2); Kafele, 2009 (Chapter 1).

Understanding Constructions of Masculinity

Activity 3.1. **The Box Exercise**

This activity is designed to help participants brainstorm mainstream constructions of what it means to be a man in U.S. society and understand how these constructions are similar to and different from constructions of manhood in communities of color and among boys of color.

Time needed: 25 minutes
Activity format: Individual reflection, small groups, and large group discussion
Materials needed: Handout 3.1; blue, black, green, and red ink pens for participants

1. Pass out two copies of Handout 3.1, "The Box Exercise," to each participant.

2. Ask participants to use a black ink pen to write inside the box the first words or phrases that come to mind when they think of the phrase "a real man." Participants can write their responses on any part of the inside of the box (e.g., top, side, front).

3. Once participants have written their responses for "a real man," ask them to use a red pen to write on the outside of the box the first words that come to mind when they hear the term "Black man."

4. Once participants have written their responses for "Black man," ask them to use a blue pen to write on the outside of the box the first words that come to mind when they hear the term "Latino man."

5. Repeat the exercise using a green ink pen for the term "Asian man."

6. Repeat the exercise using a black ink pen for the term "American Indian man." Have participants put a dot by all words or phrases that they indicate for American Indian man.

7. Next have participants refer to their second copy of Handout 3.1. Tell participants that they should now think of themselves as a boy of color (Black, Latino, Asian, or American Indian). Ask them to write words or phrases inside the box on their second handout for what comes to mind when they hear the words "a real man."

8. After participants have completed the second handout, ask them to take two to three minutes to look at areas of overlap and difference on both of their handouts.

9. Have participants discuss their handout responses and reflections in pairs or groups of three for 10 minutes.

10. As a large group, discuss the following questions:

    – What surprised you about your ideas about manhood?

    – What surprised you about your responses for identifying men of color? Your partner/group members' responses?

    – What surprised you about the responses of your partner/group members for mainstream constructions of manhood? Constructions from the perspective of a boy of color?

    – What was easiest about completing this exercise? Hardest?

11. Using the flip chart/whiteboard/chalkboard, have two separate boxes drawn for documenting responses from volunteers. In one box, document volunteer responses regarding constructions of "a real man" from the mainstream perspective. In the other box, document volunteer responses regarding constructions of "a real man" from the perspective of boys of color. Ask participants to identify what boy of color perspective they took when making their responses. Engage participants in a discussion of how the two boxes are similar and different in their content.

> – What implications do the ideas from this exercise have for understanding constructions of masculinity?

Activity 3.2. Tough Guise: Violence, Media, and the Crisis in Masculinity

This documentary systematically examines the relationship between pop-cultural imagery and the social construction of masculine identities in the U.S. at the dawn of the 21st century. Use of clips from this video can help participants think more critically about the social construction of masculinity and how schooling perpetuates a narrow definition of manhood for boys, particularly boys of color. The film can be purchased from Media Education Foundation at http://www.mediaed.org/cgi-bin/commerce.cgi?preadd=action&key=211.

Time needed: 30-45 minutes
Activity format: Video viewing and small and large group discussion
Materials needed: Handout 3.2; speakers/computer or projector with adequate sound

1. If you do not own a copy of the DVD, there are clips on YouTube that show various segments of the documentary. For this session, two clips will be shown to participants. The first clip is the Opening Montague for the documentary (http://www.youtube.com/results?search_query=tough+guise&aq=f). The second clip is Tough Guise part 2/7 (http://www.youtube.com/watch?v=vBQz921BBlI).

2. Use Handout 3.2 to have participants engage in small and large group discussion.

Activity 3.3. Hip-Hop: Beyond Beats and Rhymes

This documentary examines representations of gender roles in hip-hop and rap music through the lens of filmmaker Byron Hurt. Hurt examines issues of masculinity, sexism, violence, and homophobia in today's hip-hop culture. Participants will examine constructions of masculinity for boys of color and how culture, race, and gender can inform individuals' conceptions of manhood and society's role in shaping these conceptions.

Time needed: 20-25 minutes
Activity format: Video viewing and small and large group discussions
Materials needed: Handout 3.3; speakers/computer or projector with adequate sound

1. If you do not own a copy of the DVD, there are clips on YouTube that show various segments of the documentary. For this session, the clip can be found at http://www.youtube.com/watch?v=_8YpcN7oKIM.

2. Use Handout 3.3 to have participants engage in small and large group discussion.

Reflection Time: **What Stuck?**

One way to review a subject or topic is to ask participants to articulate what ideas and concepts stuck with them. You can use Handout 1.10 for this exercise.

Time needed: 15 minutes
Activity format: Individual reflection and large group discussion

1. In small groups, individually, or with a partner, ask participants to respond to the following statements related to this module's activities and discussions.

2. Allow time for a few volunteers to share responses in the large group.

   – An "aha" moment

   – A pleasant surprise

   – Something that you had to struggle with to understand

   – Something you don't agree with

   – Something that you agree with strongly

   – Something you thought was particularly interesting

   – Something you didn't expect

   – An insight or solution

   – Something you want to know more about

   – A question that you have
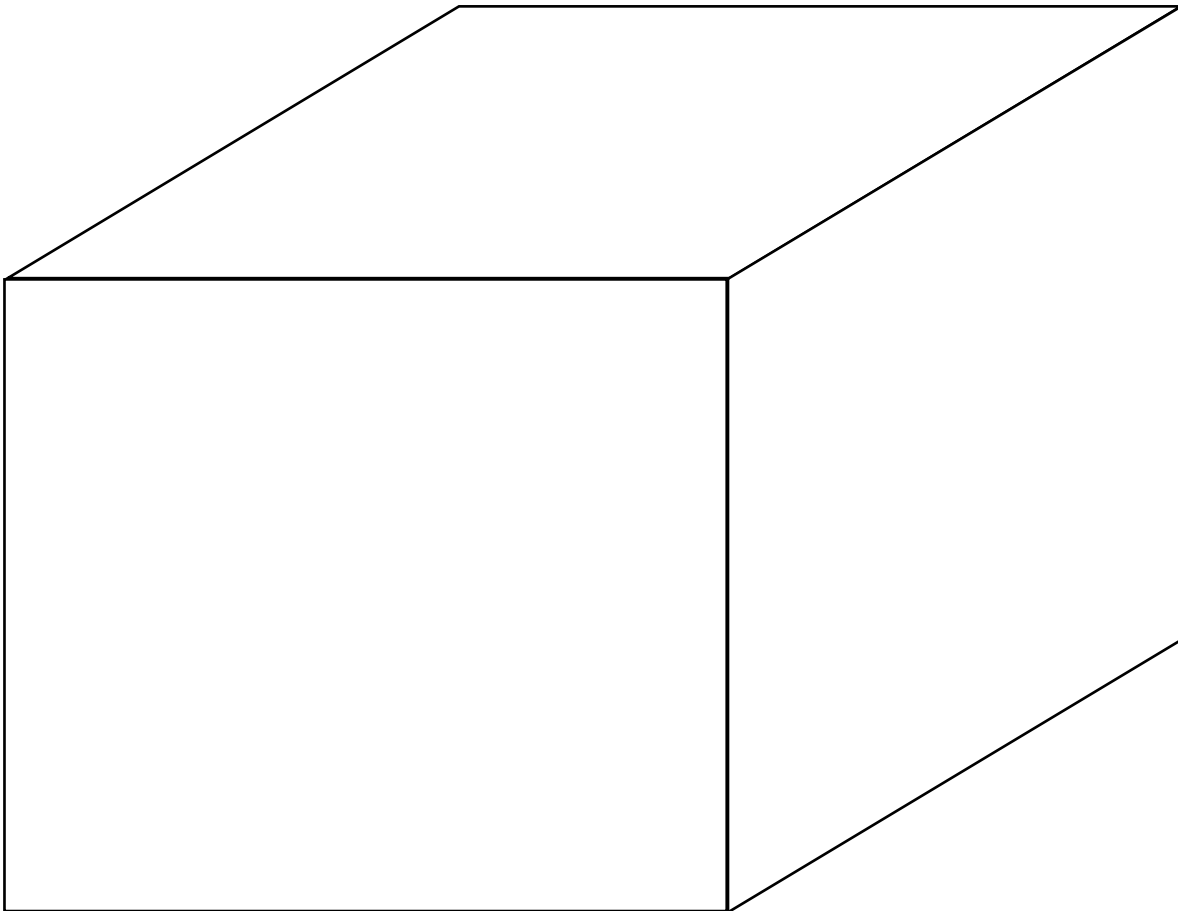
Handout 3.2. Tough Guise: Violence, Media, and the Crisis in Masculinity[2]

The Intro

1. What does it mean to be "masculine?" Where do ideas about masculinity come from? How is masculinity defined in this video clip?

2. How do the definitions of masculinity presented in the video clip compare with your own conceptions? For boys and men of color?

3. Many cultural commentators have noted that media representations (e.g., news accounts, roles in film, pornography, sports) of boys and men of color have disproportionately shown them to be aggressive and violent. What effect do these portrayals have on the gender identity formation of boys of color? How do these portrayals influence the way boys of color are seen and understood by the mainstream society?

The Tough Guise

1. Is putting on the "tough guise" ever beneficial for boys and men of color? Explain. When is it an effective and adaptive response, and when is it self-destructive and dangerous to others?

2. What might be some of the consequences of adopting such a pose? Consequences for the individual and those around him?

3. How do media influence—or determine—what such poses consist of? What are some examples?

4. What are the implications when a style of tough-guy masculinity formed in one environment gets taken into another, particularly the school environment?

5. How much of what it means to be male—to *seem* male—do you feel is learned? How much do you feel is natural?

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[2] Produced by the Media Education Foundation, 2002].

6. How is masculinity/manhood defined in this video clip?

7. Many cultural commentators have noted that media representations (e.g., news accounts, roles in film, pornography, sports) of boys and men of color have disproportionately shown them to be aggressive and violent. What effect do these portrayals have on the gender identity formation of boys of color? How do these portrayals influence the way boys of color are seen and understood by the mainstream society?

8. What does this documentary help you understand about teaching young boys of color? Relating to young boys of color? What are the implications for your practice?

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[3] Produced by Byron Hurt, 2006.

Establishing a Boy-Friendly Classroom

In this module, participants gain an understanding of how to establish a boy-friendly classroom by examining the characteristics of effective preschool and elementary classrooms and focusing on strategies for setting high academic expectations and creating a strong classroom culture. Participants also gain a better understanding of how to connect with their students by promoting learning through teacher-child relationships.

Materials Needed

- One self-stick wall pad; one self-stick table top easel pad or large easel and flip chart
- A set of flip chart markers and white board markers or blackboard chalk (depending on what writing surface is available)
- "Sticky notes," pencils, pens, writing pads/paper for participants

Effective Preschool and Early Learning Environments for Boys: Interactive Discussion

Session participants engage in dialogue about the characteristics of effective preschool, kindergarten, and early elementary classrooms. Participants also discuss bonding and attachment concerns and strategies for boys and how to deal with aggressive behavior. Use the Module 4 PowerPoint to assist with discussion.

Time needed: 25 minutes
Activity format: Large group discussion
Materials needed: Module 4 PowerPoint presentation

Additional resources: Participants will have read either Chapter 3 or Chapter 4 of Michael Gurian's (2011) *Boys and Girls Learn Differently*, depending on whether or not they teach preschool/ kindergarten or grades 1-3. They will also have read Chapter 4 in Gurian and Stevens' *Minds of Boys* (2007).

Activity 4.0. Brainstorming Strategies for Establishing a Boy-Friendly Classroom

This activity is designed to allow participants to brainstorm strategies for establishing a boy-friendly classroom based on three important areas highlighted in their reading: bonding/

attachment, work space, and aggression nurturance. The facilitator can have participants complete this activity in building teams. There is no handout provided, but instructions are included in the Module 4 PowerPoint presentation.

Time needed: 20 minutes
Format: Small group and large group discussions
Materials needed: Flip chart paper

1. Allow 10 minutes for participants to work with colleagues on identifying strategies for fostering bonding and attachment, a positive work space/classroom setup, and aggression nurturance in the classroom as it relates to boys of color.

2. Have someone from each group come to the flip chart page posted in the room to record their group's strategies in the appropriate columns for each area discussed.

3. After all groups have documented their strategies in the three areas on the flip chart paper, engage the whole group in a reflective discussion about the strategies listed.

Activity 4.1. **Setting High Academic Expectations**

This activity is designed to help participants reflect on the five strategies offered for setting high academic expectations and their ability to implement any combination of them. Participants are also able to brainstorm extensions of the strategies offered with their colleagues.

Time needed: 15 minutes
Activity format: Small groups and large group discussions
Materials needed: Handout 4.1 (Chapter 1, *Teach Like a Champion*)

1. Pass out a copy of Handout 4.1, "Setting High Academic Expectations," to each participant.

2. Ask participants to work in groups with people from their school or grade level within their school to answer the three questions listed on the handout. Note the questions have been adapted from Chapter 1 of *Teach Like a Champion*.

3. Once participants have written their responses on the handout, solicit answers from various groups. Use the flip chart paper to document responses taken from the large group report-out.

Interactive Discussion: **Setting High Academic Expectations**

This interactive discussion allows session participants to engage in discussion about strategies for setting high academic expectations in the classroom. Boys of color will be a focus of discussion. The facilitator should use the Module 4 PowerPoint presentation to assist. Participants will have read Chapter 1 of *Teach Like a Champion* and be prepared to discuss the strategies offered for setting high academic expectations as they relate to boys of color. The facilitator should show video clips of the strategies being implemented from the book. The DVD is included in the back of the book.

Time needed: 20 minutes
Activity format: Large group discussion
Materials needed: Module 4 PowerPoint presentation; DVD from book, *Teach Like a Champion*

Activity 4.2. Stretch It

This activity is designed to allow participants to focus on how to use the Stretch It strategy from *Teach Like a Champion.*

Time needed: 10 minutes
Activity format: Individual reflection and large group discussion
Materials needed: Handout 4.2

1. Pass out a copy of Handout 4.2, "Stretch It."

2. Allow participants 10 minutes to complete the handout. Work can be completed with a partner if it helps stimulate ideas.

3. Use five minutes to take reports from two or three participants.

Interactive Discussion: Connecting with Your Students

This interactive discussion allows session participants to examine strategies for connecting with students by strengthening the teacher-child relationship. The facilitator should use the Module 4.1 PowerPoint presentation to assist. Participants will have read Chapter 8 in *Strategies for Teaching Boys and Girls: Elementary Level* (Gurian, Stevens, & King, 2008) and be prepared to discuss, with a specific focus on boys of color.

Time needed: 10 minutes
Activity format: Large group discussion
Materials needed: Module 4.1 PowerPoint presentation

Activity 4.3. Would I Want to Be in My Classroom?

This activity allows participants to engage in critical self-reflection about their current practices related to establishing a boy-friendly classroom and ways in which they can improve. Participants will draw upon what they have learned from the readings in this module.

Time needed: 10-15 minutes
Activity format: Individual reflection and small group discussion
Materials needed: Handout 4.3

1. Provide a copy of Handout 4.3 ("Would I Want to Be in My Classroom?") to each participant.

2. Allow participants five to seven minutes to complete the handout.

3. Provide some time for participants to share their reflections with a partner. The

facilitator can decide whether or not to take responses from the participants that are written on the flip chart paper.

Interactive Discussion: **Creating a Strong Classroom Culture**

This interactive discussion allows participants to examine the strategies offered in Chapter 5 of *Teach Like a Champion* for creating a strong classroom culture. Participants should have read the chapter prior to engaging in this discussion. The facilitator should show video clips of the techniques from the DVD that was included with the book. The Module 4.1 PowerPoint should be used as a guide for this discussion.

Time needed: 25-30 minutes
Activity format: Small group and large group discussions
Materials needed: Module 4.1 PowerPoint presentation

Reflection Time: **What Stuck?**

One way to review a subject or topic is to ask participants to articulate what ideas and concepts stuck with them.

Time needed: 15 minutes
Activity format: Individual reflection and large group discussion

1. In small groups, individually, or with a partner, participants should respond to the following statements related to this module's activities and discussions.

2. Allow time for a few volunteers to share responses in the large group.

   – An "aha" moment

   – A pleasant surprise

   – Something that you had to struggle with to understand

   – Something you don't agree with

   – Something that you agree with strongly

   – Something you thought was particularly interesting

   – Something you didn't expect

   – An insight or solution

   – Something you want to know more about

   – A question that you have

Participant Responses to Module 4

Activity 4.0

Bonding/Attachment	Work Space	Aggression Nurturance
• Routines for bonding: building and classroom • Songs – Examples: "Friends 1, 2, 3" "Here Is A Song For…" • Home visits • "Me" books • Family photos • Know parents' names • Learn some words in students' 2nd or 3rd languages • Classroom jobs • Natural vs. unnatural • Mentoring • Greetings – morning/after school – using proper responses • Handshake greetings • Ask questions: How is your day? What do you want to accomplish?	• Table space • Kids don't always have to work on tables. For example, they can do journal work on the floor • Bring outdoors in (example: worms or small animals) • Observe areas children use and change as needed • Lots of room! • Space for building • Building/sawing projects • Work on the ground (spread out) • Work rugs • Freedom to move • Change the environment to meet student needs • Move learning to outside • Provide visuals • Whole school is a community workspace	• Pounding clay • Carrying or pulling heavy objects (example: phone books) • Push-ups against a wall • Pretend workout center • Sports (large motor activities) • Relay races • Teach appropriate methods for wrestling • Building and using manipulatives with sound/energy • Sign up for non-gym days • Maximum recess loss of 10 minutes • More variety of music in classes • Brain breaks (clap out ABCs; cross lateral movement) • Tae-Bo/Kickboxing

Strategies I Do Use/Strategies I Can Use
Reported by Lansing Teachers

Strategies I Do Use	Strategies I Can Use
• Making connection with art and encouraging detail • Three period naming lesson • Using appropriate reading materials • Single-sex groups for reading • Print materials in all areas of the classroom (books, manuals, phonebooks, etc.) • Variety of writing materials in all areas of the classroom • Use picture graphic organizer • Drawing: before lessons; free time; using lots of writing tools	• Acting it out! • More intrinsic competition • Better understanding in what your peers (other teachers) are using • Bring music/rhythm to the classroom for brain breaks • Books with males in all roles need to be used • Making more graphs and charts • Have recess twice a day, at least once outside (weather permitting)

Activity 4.1. Setting High Academic Expectations:
Why Kids Opt Out

- Discomfort with subject matter
- Child perceives situation as a "trap" or a "trick"
- Child isn't paying attention
- Language barrier
- Cultural differences (in norms for behavior)
- Disconnected from teacher, subject matter, and/or classmates
- Child doesn't want to be perceived as a know-it-all
- Child is still in an "observing phase"
- Hearing challenges
- Basic needs not met
- Speech impediment
- A strategy for derailing the lessons

Activity 4.3 (Features of Ultimate Preschool/Early Learning Classrooms)

- Bonding and attachment is essential

- Have clear routines and schedules

- Use "I noticed…" statements

- Establish bonding rituals

- Manage space

- Disseminate useful information to parents

- Schedule fields trips that promote healthy eating

- Provide healthy snacks at parent nights/family nights and other activities

- Teach parents how to read food labels

- Have good student-teacher ratios

- Provide physical alternatives to lost recess time

Additional Participant Responses for Creating Boy-Friendly Schools and Classrooms (Module 4)

NOTE: The following recommendations can be school-wide implementations.

1. Teach everyday classroom routines and procedures; the derivative impact is that it creates bonding/attachment which helps them identify where they stand in the classroom society.

2. Evaluate the classroom (space, lighting, consider tables v. traditional desks, boy cave in classroom).

   – Boy cave can be a couch, chess game, carpet, music with headphones, computers.

3. Teach the rules of horseplay games

   – Implement games that require understanding and following rules v. the open gym model; allow students to decide their activity.

   – Create competitions and physical obstacle courses.

Handout 4.1. Setting High Academic Expectations

1. Which of the five techniques for raising academic expectations in your classroom will be the most intuitive for you to implement? Which will be the toughest, and what will make it difficult?

2. There are a lot of reasons why a student might opt out of answering a question you asked. See how many possible reasons you can add to the list given on p. 55 in the *Teach Like a Champion* text. How should the breadth of possible reasons listed cause you to consider or adapt the tone with which you engage students when you use No Opt Out?

3. One of the keys to responding effectively to "almost right" answers is having a list of phrases you think of in advance. Which of the phrases on p. 55 most match your style as a teacher? Try to write four or five of your own.

Handout 4.2. **Stretch It**

Identify two learning objectives in a particular unit or lesson plan in your classroom. Develop a list of questions that might be used in that unit. Then try to think of ten Stretch It questions you might ask students during a lesson.

Learning Objectives	Stretch It Questions

Handout 4.3. Would I Want To Be In My Classroom?

Based on what you've learned about establishing a boy-friendly classroom, identify key features of the ultimate preK-elementary classroom that you have implemented in your classroom. Also, identify areas where you can improve to establish a boy-friendly learning environment. Consider strategies related to bonding and attachment, aggression nurturance, classroom setup, etc.

What Have I Done to Establish A Boy-Friendly Learning Environment?	What I Can Do Better to Establish A More Boy-Friendly Classroom?

Using Instructional Approaches that Motivate and Engage Boys of Color

In this module, participants explore under-motivation and underperformance in boys' learning and what parents and teachers can do to motivate boys to learn. Participants also examine strategies for engaging students in lessons and planning that ensure academic achievement.

Materials Needed

- One self-stick wall pad
- One self-stick table top easel pad or large easel and flip chart
- A set of flip chart markers and white board markers or blackboard chalk (depending on what writing surface is available)
- "Sticky notes," pencils, pens, writing pads/paper for participants
- DVD player

Interactive Discussion: Exploring Under-Motivation and Underperformance for Boys

Boys of color will be a focus of discussion. The facilitator should use the Module 5 PowerPoint presentation for assistance in stimulating dialogue and also highlighting key points from the readings. Participants need to come to the session having read chapters 10 and 11 from *The Minds of Boys* (Gurian & Stevens, 2007).

The facilitator can create a two-column chart on flip chart paper. Ask participants to share highlights from their reading of the two chapters and any questions that they might have. The questions can be used during the interactive discussion.

Time needed: 20-25 minutes
Activity format: Large group discussion
Materials needed: Module 5 PowerPoint presentation

Interactive Discussion. **Planning that Ensures Academic Achievement**

In this interactive discussion participants review strategies for effective planning in the classroom. Participants need to read Chapter 2 of *Teach Like a Champion* (Lemov, 2010) prior to the session and be prepared to discuss the strategies presented. The Module 5 PowerPoint presentation should be used to guide the discussion.

Time needed: 20 minutes
Activity format: Small group and large group discussions
Materials needed: Module 5 PowerPoint presentation

Activity 5.1. **Reflection and Practice**

Time needed: 25 minutes
Activity format: Small groups
Materials needed: Chapter 2 from *Teach Like A Champion* (Lemov, 2010)

1. In building teams, participants should choose one of the questions on pp. 69-70 in *Teach Like a Champion* and work as a group to answer it. Allow participants 10 to 15 minutes to work in their small groups.

2. Allow time for groups to report their answers to the questions. Use the flip chart/whiteboard/chalkboard to document responses.

Interactive Discussion. **Engaging Students in Your Lessons**

In this interactive discussion, participants review strategies for engaging boys of color in their lessons. Participants will have read Chapter 4 of *Teach Like a Champion* (Lemov, 2010) prior to the session and be prepared to discuss the strategies presented. The Module 5 PowerPoint presentation should be used to guide the discussion, and the video clips provided with the book should be shown for specific strategies.

Time needed: 20 minutes
Activity format: Video viewing and small and large group discussion
Materials needed: Module 5 PowerPoint presentation; DVD player; DVD provided with the book, *Teach Like a Champion*

Activity 5.2. **Reflection and Practice**

Time needed: 15 minutes
Activity format: Small groups
Materials needed: Chapter 4 from *Teach Like A Champion* (Lemov, 2010)

1. In small groups, participants should answer questions 1 and 5 on page 144 in *Teach Like a Champion*. Allow groups 7 to 10 minutes to answer the questions.

2. Allow time for groups to report their answers to the questions. Use the flip chart/whiteboard/chalkboard to document responses.

Reflection Time: **What Stuck?**

One way to review a subject or topic is to ask participants to articulate what ideas and concepts stuck with them.

Time needed: 15 minutes
Activity format: Individual reflection and large group discussion

1. In small groups, individually, or with a partner, participants should respond to the following statements related to this module's activities and discussions.

2. Allow time for a few volunteers to share responses in the large group.

   – An "aha" moment

   – A pleasant surprise

   – Something that you had to struggle with to understand

   – Something you don't agree with

   – Something that you agree with strongly

   – Something you thought was particularly interesting

   – Something you didn't expect

   – An insight or solution

   – Something you want to know more about

   – A question that you have

Participant Responses to Module 5 Interactive Discussion

(Highlights and Questions from Chapters 10 and 11 in *Minds of Boys*)

Highlights	Questions
Chapter 10	
• D. I. correlates to student success more than income or education • Need formal and informal means of communication • Mothers care about relationship with teacher. Fathers care more about academic concerns • Parents feel child is an extension of them • Need to review homework data and the completion rates for boys v. girls	• What are the technical capacities of our parents? • Do parents know what "ready-to-learn" means?
Chapter 11	
Bridge the gap between teacher and family	
• Be aware of nonverbal when communicating with parents • KIR principle (Keep it Real) with parents – or KISS (Keep it Simple Silly) • Home contact sheet • Ask parents for their help in the classroom • Remember UNITY poem	• What are your proven methods of communication with your parents? • Ideas for overcoming the lack of parents who have and/or maintain phone and technological resources
Parent/teacher relationships	
• Student success related to parent involvement • Be specific about what it means to say "you are your child's first teacher" • Make homework part of the family routine	• Does anybody use a parent/teacher contract?

Participant Responses to Module 5 Identification Strategies for Identifying Under-Motivated Boys

NOTE: This module also contains participants' responses to addressing the needs of under-motivated and underperforming boys of color.

Identification Strategies

- Observation of students (questioning assessment)
- Parent survey (perceptions)
- Who is getting in trouble/going to the office?
- Who is not completing work?

Addressing Needs

- Use of mentors/volunteers (America Reads, Big Brothers/Big Sisters)
- School-wide organization strategies
- Resource book for families with boys of color (includes mentors, etc. in community; make it available in Spanish and share with churches)
- Healthy snack cart that rotates around to classrooms
- Water bottles on desk
- More space and time for physical education
- Review report card quarterly and compare with other data (MEAP, DRA, etc.)
- Checklist for teacher to identify the following (homework, behavior, mood, etc.)
- Covey Focus
- Data notebooks – using moods/behavior charts (1-10 scales: Dr. Sealing Systems)
- Picture of students
- Making connection with staff (not classroom teacher): Who has a positive relationship with specific students?

Motivation Strategies

- Daily check-ins/check outs
- Giving student one-on-one time (recess, lunch, specials, before school)

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Part II

Extended Learning Opportunities

PAS Summer Learning Camp

By Susan Sulzman and Teri Bernero

EXTENDED LEARNING OPPORTUNITIES:
PAS Summer Learning Camp

Introduction

In the summers of 2008 through 2010, the Promoting Academic Success (PAS) initiative conducted summer learning camps to improve the academic achievement of boys of color three to eight years of age in the Lansing School District. The program was developed by the Lansing School District and Michigan State University. It was supported and financed by a partnership composed of the Lansing School District, Capital Area Community Services – Head Start, the City of Lansing Human Relations Department, and Michigan State University's office of University Outreach and Engagement. The camps were just one of the interventions of the PAS initiative. They provided extended learning opportunities through a structured literacy program that was aligned with the Lansing School District's language arts and mathematics curriculum. This guide is for administrators and teachers who are interested in conducting a similar program in their school district.

Program Overview

Over the course of the five-year PAS initiative, six Lansing elementary schools served as intervention sites. One intervention school was selected to host the summer program in each of the three years that PAS summer learning camps were conducted. The initial program was held at Wainwright Elementary School, followed by Lewton Elementary School, and then Elmhurst Elementary School. Program enrollment was limited to 75 students each year, with a teacher-student ratio of 1 to 15. Along with the classroom teacher, three high school and college mentors worked in each classroom. A building principal supervised the summer program in years two and three.

Prior to the start of each summer school, the building principal facilitated a planning session for teachers as part of the summer program. Topics discussed included the following:

- The issues of gender, race and culture as they affect the achievement of African-American and Latino boys

- Working with and supervising the PAS mentors in the classroom

- Building relationships with families

- Specific instructional strategies, approaches, and curriculum to engage, support, and encourage boys of color

Program Highlights

Emphasis on Reading and Math

In addition to social skills and character development, the PAS summer learning camps focused on developing and maintaining reading and math skills since many skills, especially reading, decline over the summer months. The summer learning schedule allowed 90 minutes for literacy instruction and 60 minutes for math. The boys benefited from small class sizes and a significant amount of time for one-on-one support from teachers and mentors. Reading skills were emphasized, as they are the foundation for school success.

A recent report released by the Annie E. Casey Foundation (Hernandez, 2011) noted that "One in six children who are not reading proficiently in third grade will not graduate from high school on time, a rate four times greater than that for proficient readers" (p. 3). In addition, "The rate was higher for poor Black and Hispanic students, at 31 and 33 percent respectively—or about eight times the rate for proficient readers" (p. 4). Finally, "Graduation rates for Black and Hispanic students who were not proficient readers in third grade lagged far behind those for White students with the same reading skills" (p. 4).

Therefore, the PAS summer learning camps integrated the most intensive evidence-based literacy and math strategies available in order to accelerate, or at the very least, maintain skills during the summer months, including using existing district core curriculum and best-practice strategies developed for the school year rather than introducing a new curriculum to students for the brief summer sessions.

Mentors as Critical Academic Supports

High school students from the PAS afterschool mentoring program served as mentors in the summer learning camps. Not only did the high school students serve crucial administrative roles in helping to manage students, they also contributed to the critical intergenerational approach woven into the fabric of PAS. Younger students were able to look up to and relate to high school mentors, while high school students felt a sense of responsibility to ensure that their young mentees continued their academic progress, upheld certain positive behaviors, and served as role models for younger students.

Contexts for Learning

The main goal of the summer learning program was to develop and maintain literacy skills throughout the summer and to maintain math support lessons. The following instructional approaches were implemented and monitored on a daily basis:

- Maintain high expectations at all times.
- Increase opportunities to call on, smile at and reinforce boys for their risk-taking and successes.
- Intensify instruction if a student is performing below expected level.
- Celebrate small—and big—successes.
- Offer choice in seating for boys.
- Adjust teaching strategies to meet the needs of all.
- Use books that motivate and capture the interest of boys.
- Use books that provide favorable images of people of color, especially men of color.
- Promote active inquiry by encouraging questions.
- Provide a variety of structured learning contexts to include small group learning, individual and quiet time.
- Provide creative spaces that allow for movement.
- Expect and encourage movement every 10 to 15 minutes during class periods.
- Assess student performance and provide effective feedback when appropriate.
- Provide daily, rich interactions with the boys.
- Read to each boy every day from an interesting book that is two to three grades above the child's independent reading level.
- Create opportunities for learning from real world experiences.
- Integrate hands-on and movement games into learning for both reading and math such as Chutes and Ladders, letter/word/math Bingo, Go-Fish for sight words, Concentration (letters/words), and Junior Scrabble.

Themes used in each Summer Learning Camp

Several curriculum planning sessions took place in late spring and early summer. For each year, a theme of the camp was determined and integrated into all aspects of the program.

2008 Summer Learning Camp Program

In the initial year, Kathryn Roberts, a doctoral student from the MSU College of Education, designed and consulted with Wainwright Elementary School teachers on the use of an authentic literacy curriculum to increase writing skills, reading skills and literacy motivation. Roberts

focused on an authentic literacy curricula, since curricula that utilize authentic literacy are designed so that students read, write, listen, speak, create and view for real purposes beyond learning to do so, purposes that exist outside of schooling (Roberts, 2008). Working with Potter Park Zoo personnel, including the head veterinarian, students investigated, communicated with experts, and created animal guides that were subsequently given to the zoo's learning center. The Wainwright summer learning camp curriculum was highly structured, was aligned with state standards, and included instruction on text features (e.g., index, table of contents, captions, diagrams, etc.), phonological awareness, phonics, writing craft, sight word vocabulary, comprehension, and research strategies. All lessons were goal oriented with use of related worksheets, textbooks, or other materials. A sample lesson plan is included in the Appendix. A copy of the detailed curriculum is available at https://ucp.msu.edu/initiatives/rep.aspx.

2009 Summer Learning Camp Program

The second year summer learning camp program used the same authentic literacy approach, substituting the theme of farm animals instead of zoo animals. The students researched, documented and created books about their favorite farm animals. Lewton Elementary had four classes of 12 to 15 boys and at least four high school mentors assigned to each classroom. The last week of summer learning camp happened to be during the Ingham County Fair. The teachers, mentors and students enjoyed a field trip to the fair's petting zoo, 4-H exhibits and, of course, the carnival rides.

2010 Summer Learning Camp Program

The idea for the 2010 theme of "Careers" came from the Elmhurst program teachers and was the result of conversations from the year-end PAS committee meetings facilitated by the PAS and MSU coordinators and Lansing School District administrators. The curriculum and lessons were developed to support and reinforce the existing LSD curriculum; many of the lessons were Extension activities and strategy lessons from the previous grade level curriculum. Since the summer program was only four weeks long, the objective was to maintain and strengthen the reading, writing and math grade level objectives from the previous year. The Michigan Grade Level Content Expectations and Common Core State Standards were reviewed during planning sessions and used as a resource for developing lessons. During the camp, boys were given appropriate jobs to perform that helped build self-confidence while learning about "real world" careers of the future. Working closely with the mentors, the boys helped with attendance, lunch duties, and classroom jobs, and also served as tutors for each other.

Program Logistics and Administrative Tasks

Before the Program Begins

Recruiting a Principal

Having an administrator to oversee the PAS summer learning camp is crucial. The principal helps plan the instructional program and coordinates all the activities for the camp. He/she assists teachers with planning, obtaining resources, and focusing on the mission to help narrow the achievement gap of minority boys. For the Lansing School District camps, the administrator was responsible for planning teacher professional development times and content, running the day-to-day operations of the summer learning camp, and managing the budget.

Recruiting Teachers

Working with the Lansing School District's Human Resource Department, a posting for four highly qualified certified teachers with a demonstrated commitment to the goals of the PAS project was created each summer. The posting included dates and times of the summer school program as well as required planning time and professional development time. Teachers were asked to submit a letter of interest. The PAS summer learning camp principal was responsible for the selection of teachers. Interview questions are included in the Appendix. Teachers had to commit to teaching the full three weeks of the summer learning camp, Monday through Thursday from 8 a.m. until after lunch. Two teachers were identified as substitute teachers in case of emergencies or illnesses.

Recruiting Students

A PAS summer learning camp application was sent to parents one month before the end of the school year. A copy of the application is included in the Appendix. The boys in the school year PAS program were invited to participate. The goal was to recruit 75 minority boys for the program, anticipating that 10 to 15 might not attend.

Scheduling Transportation

When all the enrollment forms were turned in they were forwarded to the bus garage so bus routes could be created. It was difficult to get the bus schedule completed due to enrollment forms trickling in after the established deadline. The bus schedule was not completed until a few days before the first day of the program and consequently the letters to parents were mailed late. As a result, the principal made phone calls to every parent welcoming them to the PAS summer program and informing them of the bus stop and times. These personal phone calls were critical in creating that first line of communication between the home and summer program.

The first week of the program each student who rode the bus was given a sticker name tag that provided the following bus information: student name, bus route number, bus pick-up time and drop-off time.

Holding a Teacher-Mentor Orientation

Prior to the 2009 summer learning camp kick-off, a teacher and mentor orientation was held to build working relationships. Teachers and mentors got together to introduce themselves and did an icebreaker to get know each other. The mentors and teachers then broke into small groups to work on a tribute performance that centered around a famous performer who had just passed away (Michael Jackson). The activities were a way for mentors and teachers to share memories, work collaboratively and work on team building skills.

Securing Funding

PAS grant funds primarily supported the summer program. Additional funds were provided by building funds, the City of Lansing Department of Human Relations, and the Michigan Workforce Investment Act program. The majority of the PAS summer learning camp budget was spent on staff. The principal and teachers were paid the contractual rate for planning time and instructional hours. Other line items in the budget included transportation, instructional materials, refreshments, and field trip admission fees. See the Appendix for a sample breakdown of budget items.

Setting Up Classes

The principal created class lists and attendance sheets for each teacher. Students were grouped by next year grade levels. One class had the kindergarteners and first graders, another class contained the second graders, and one teacher had the third graders. Nametags were worn by all students during the day and kept at school until the end of the program.

During the Program

Effective summer classroom management begins with a predictable, cooperative, boy-friendly environment. It is important that the day include structured daily routines that involve movement every 10 to 15 minutes. Clearly defined routines and procedures help make the most of instructional time.

Implementing procedures and practicing them until they become routine enables students to develop the skills to manage their own behavior while the teacher provides effective individualized instruction. Each classroom teacher works with the mentors assigned to his/her classroom and is expected to go over classroom management procedures so that the classroom runs smoothly while the teacher is working with individuals or small groups of students. The mentors should always be available to support and redirect students when needed. Making sure that students are continually engaged and mentors are readily available to support them

will result in a minimum number of interruptions. The Lansing camps employed the following procedures.

Arrival and Breakfast

When students were dropped off by parents or dropped off by the bus, they were met at the door by the high school mentors. Mentors were trained to greet the students with cheerful hellos, high fives or hugs. Program organizers wanted the students to feel welcomed and start with a positive attitude. The high school mentors were charged with creating the right climate. They escorted the students to their classrooms where breakfast awaited them. Students ate in the classrooms for the first 10 to 15 minutes of the morning. Mentors were responsible to get the breakfast items from the cafeteria. While the students ate breakfast either the teachers were reading and giving directions for the day or the students were interacting with the mentors. After breakfast a mentor would bring extra breakfast items and the breakfast count down to the cafeteria. The breakfast and lunch program was free of charge because of a federally funded grant that provided these meals to at-risk students during the summer. The high school mentors also were able to enjoy two free meals because they were still considered "school-age" students.

The Daily Schedule

Developing procedures is the first step in establishing daily routines and is critical to effective instruction management. Develop procedures and model each one to complete specific daily tasks. For example, set clear procedures for bathroom, drinking fountain, work completion, being outdoors, etc. Plan how mentors will assist as needed. In the Lewton Elementary summer learning camp the morning began with Circle Time, where the students talked about what was on their minds or discussed the previous day. Regardless of theme, the morning was divided into blocks of time for language arts and math, and all activities were connected to the theme.

Transition Periods

Instructional time can be saved by making smooth, efficient transitions between activities. Consider, when you change groups for guided reading and centers, will you ring a bell? Will you use a timer? What will be the role of the mentors in this process? Since the centers rotate every 15 minutes, the mentors must stay focused and on task with the boys, providing students with help as they practice the strategy introduced by the teacher.

Lunch Program

At noon students were dismissed from class and went straight to the cafeteria for lunch. Mentors assisted with serving boxed lunches to them. Lunch ran until 12:30. After the students finished eating they had educational games and/or activities until all of the students had finished their meal. The mentors engaged students with Yahtzee, card games, crossword puzzles, and Bingo, to name a few.

Dismissal

Following lunch, the mentors escorted the students to the front entrance where buses and parents' cars were parked. The mentors waited until the very last student was picked up before returning to the classroom.

Teacher-Mentoring Planning and Debriefing Time

When students left with mentors for lunch, the teacher had time for cleaning up and planning the next day. After the mentors dismissed the students they went back into the classroom to debrief the day's activities and student progress. Teachers were asked to complete a weekly evaluation on the high school mentors. The mentor evaluation form is included in the Appendix.

Daily Walk-Through

The principal made daily rounds to monitor the instructional program, assisted when requested, and offered suggestions to mentors or teachers as needed.

Incentives

Lewton Elementary School had a large number of discarded library books, donated National Geographic magazines, and old subscription magazines of Zoobooks and Ranger Rick. Instead of recycling the books and magazines, teachers decided to give out the books as a reward for good attendance. At the end of the week, each student got to pick as many books or magazines as the days they attended. For example, a student who attended all four days of PAS summer learning camp walked out on Thursday with four pieces of reading.

Independent and Group Work Habits

Creating a classroom environment that supports instruction is essential to student learning, especially during the summer months when boys are easily distracted. What are the expectations when working with a friend or choosing seats? For example, have mentors model how to sit "knee to knee" when sharing a book with a partner or demonstrate appropriate turn taking.

Field Trips

The students in the Lewton Elementary PAS summer learning camp benefitted from weekly field trips related to the farm animals theme. Each teacher was responsible to set up a field trip for an assigned week. The students enjoyed trips to the MSU Dairy Farm, the Beekman Center Horse Farm, and the MSU Poultry Farm. Since the theme of the 2009 summer learning camp was farm animals, it was decided that a trip to the Ingham County Fair would be a great culminating activity. After the students had gone through all of the barns to see the different animals they were allowed to enjoy the carnival rides with their mentors.

To make sure the boys were having fun and spending time outdoors during the Elmhurst Elementary summer learning camp, the boys, mentors and teaching staff also attended several field trips that focused on interesting career opportunities. These included a trip to the Breslin Center for a tour to discuss basketball careers and all jobs required to run the facility; a trip to the MSU Dairy Store to learn about dairy farmers, products, and distribution, and to enjoy an ice cream treat; a trip to Potter Park Zoo to meet zoo keepers and learn about their jobs; and a chance to explore the trucks at a fire station, learn about the fire fighters' jobs and their tools, and even get sprayed by the fire hose.

Guest Speakers

In the Elmhurst Elementary summer learning camp, special guest speakers, who were successful minority men from around the Lansing area, were invited into the classrooms to share their careers, experiences and expertise with the boys. Within a relaxing and comfortable environment, men from the community read to the boys, interacted playfully and answered questions. Many of the boys had not experienced their own fathers or brothers reading to them at home or participating at school. In addition, some of the boys and their families expressed having unfavorable incidents with school administrators, police officers and/or firemen so the community guest speakers created positive relationships and experiences with the boys and mentors during the classroom visits. Each week, special guest speakers became the focus of classroom learning as they shared their personal success stories with the PAS boys and mentors.

Guest speakers included:

- Fire fighters from the Lansing Fire Department
- Lansing Police Department officers
- African-American entrepreneur and owner of the successful local restaurant Turkey Man
- Lansing School District Superintendent
- Lansing School District Deputy Superintendent
- Lansing School District school board members
- Lansing School District director of special programs

After the Program

Presentations

Following the 2009 program, the PAS summer learning camp principal and teachers made presentations to all of the PAS participating intervention schools in the fall. Presenters reviewed the schedule and learning objectives, and shared the final project on farm animals.

Assessments

The PAS program conducted several standards-based assessments throughout the school year to monitor student growth and achievement over the school year in reading and math. In addition, the boys were assessed in late May each year using the Developmental Reading Assessment running records that were administered by Lansing School District teachers. This formative assessment provided a reading level for each student as they read continuous texts. From these assessments, the PAS teachers were able to select books for their students that were developmentally appropriate during guided reading instruction. Teachers were also able to select books that were appropriate to send home for the take-home book program used during Year Two. The teachers were asked to do a final running record to make sure that students maintained or accelerated their reading level during the summer program.

For the Elmhurst Elementary program, the teachers also gave each student a beginning writing assignment with a common prompt for each grade level. The students were asked to write about "What do you want to be when they grow up?" During the summer program, after learning about careers, students were asked to write another essay to see if their feelings had changed. All PAS summer teachers focused on helping students develop details in their writing in order to make the writing more interesting for the reader. The two essays—initial and ending—were compared to monitor individual growth in writing. Teachers used the Lucy Calkins (1994) writing curriculum as the instructional model for their teaching.

The PAS teachers also administered teacher-made math assessments. Teachers used the grade level content expectations to determine a math focus for the four week sessions and then created a test that allowed them to monitor growth in one concept area related to time, measurement, and money. For example, a focus could have been adding and subtracting money using hands-on coins and dollar bills.

Analysis of 2008 data collected showed that students' scores improved on all measures except the reading fluency portion of the Woodcock Johnson III. Per the final summary report for the program, core increases were significant for the letter-word identification and passage comprehension segments of the Woodcock-Johnson III and reading attitudes measures.

The 2008 Summary Report also noted, "Anecdotally, the program seemed to be successful in several other ways. The students demonstrated intellectual curiosity and interest in the topic, motivation to engage in and complete investigations and compositions, high levels of engagement with text, and a general excitement toward learning. In addition, the students held great admiration for their mentors, who did a wonderful job of modeling engagement and

excitement about learning and respectful attitudes, as well as serving as models of proficient literacy" (Roberts 2008).

Parent and Family Involvement

Parent engagement in the summer learning camps was a critical factor contributing to student success. Steps were taken to ensure that parents were engaged and taking responsibility for regular attendance.

Parent Orientation Meeting and Weekly Meetings

For the Lewton program, the PAS Parent Coordinator scheduled a parent orientation on the same day as the teacher-mentor orientation. The coordinator talked to the parents about how to help strengthen math and reading skills (20 minutes of orientation) and then the parents had an opportunity to meet the mentors and teachers (10 minutes of orientation). Teachers explained what the students would be working on during the four weeks of the program. Mentors introduced themselves to the parents. The orientation was very helpful in giving parents some peace of mind and letting them ask questions about the program. The meeting at the PAS summer learning camp site was also crucial for parents to actually see where their children would be and meet the adults responsible for them.

Parental Involvement During the Program and Weekly Meetings

During the 2009 Summer Learning Camp Program, the PAS Parent Coordinator was very busy the first week making phone calls to parents who did not send their son to the summer learning camp. The coordinator inquired about reason for absences and stressed the importance of good attendance. This was also an opportunity to remind parents of a weekly parent meeting the coordinator held at the school. These sessions focused on at-home activities that would help improve study skills, behavior and attitude about school. Parents were able to make games or activities that would reinforce grade appropriate objectives like learning math facts and sight words, practicing making word families or using good questions to promote comprehension.

Weekly Newsletters

The Lewton Elementary School principal created a newsletter that went home each week. The purpose of the newsletters was to recap the week, remind parents of important dates and phone numbers, and invite them to the weekly parent meetings. One week, the grade level math expectations were printed on the backside of the newsletter so that parents could practice math strategies with their child. Sample copies of the newsletters are located in the Appendix.

Take Home Book Program

A take-home book program was developed for the Elmhurst Elementary Summer Learning Camp to develop a communication system between the boys, the school, and families. The take-home program was implemented to strengthen reading skills as boys were expected to read at home with a family member for 15 to 20 minutes each night. Each boy received a book to take home in a school-provided backpack, along with a comment sheet that allowed parents to provide and document feedback regarding the book. When the book was returned the following day, each boy received a small token or "surprise" as an incentive to continue reading at home. By selecting books based on reading level, as well as taking special care to select books that would be culturally relevant to students, the barriers to literacy were more easily broken down for the boys. Many books had themes and characters that provided positive male minority role models for the boys. In addition to improving reading skills, the time spent reading at home was precious and valuable time spent together each night.

Last Day

At Lewton Elementary, parents were invited to join their child for lunch on the last day of the PAS summer learning camp. Lunch was provided by the program. After eating lunch, students were encouraged to take their parents on a tour of the four classrooms to share the final projects. Each classroom displayed work, pictures of field trips, posters, games, and a book of writing that students authored about farm animals. Student certificates were presented to all students who participated in the camp.

Using a Balanced Literacy Model of Instruction for PAS Summer Learning Camp

Balanced literacy is a flexible, research-based framework that respects the needs of all learners and views teachers as informed decision makers who use meaningful, embedded assessments to inform instruction. In order to meet the needs of all learners, especially boys of color, the teachers of Elmhurst Elementary committed to immerse the boys in daily opportunities to read, write, listen, speak and view by presenting activities that were engaging and motivating. The activities were designed to help students communicate more effectively in class and the real world.

All teachers in the Lansing School District were trained in the use of the balanced literacy framework for instruction (see the Appendix for resources on balanced literacy and guided reading approaches). Therefore, this approach was an extension of the school year's classroom practices and was familiar to students. To introduce a new and separate curriculum for a limited time period would not have been productive. In addition, all of the PAS summer teachers had been trained in balanced literacy and had several years of experience teaching reading, writing and math.

A balanced literacy approach encompasses all components of reading and writing. Teacher directed instruction is systematic and explicit with the teacher modeling the use of specific strategies and skills based on formative assessments. Leveled readers and rich literature were used to meet the needs of all children. Beginning with teacher directed modeling of strategies, students continued with guided support from the teacher and independent practice until they had learned the strategies.

Balanced Literacy Model		
Reading **To** Children • Read aloud	Reading **With** Children • Shared reading • Guided reading	Reading **By** Children • Independent reading • Reading daily five • Literacy centers
Writing **To** Children • Modeled writing	Writing **With** Children • Shared writing • Guided writing • Interactive writing	Writing **By** Children • Independent writing • Writing daily five

While the classroom teacher provided explicit strategy instruction in reading and writing with the students in small groups of three or four, the PAS mentors worked with the students in small groups or one-on-one at centers. The groups rotated as the teacher changed groups every 15 to 20 minutes. Since the centers rotated often, the mentors stayed focused and on-task working with the boys, providing students with help as they practiced strategies introduced by the teacher. All of the centers were hands-on, engaging, and included movement.

Incorporating Balanced Literacy Contexts for Instruction

The following contexts for teaching are on a continuum of learning and range from most difficult (needing full teacher support) to independent practice. PAS teachers were expected to implement each of the reading contexts throughout the week in order to meet the diverse needs of all PAS students. Teachers and students were familiar with the contexts as they are built into the Lansing School District's daily literacy block.

Contexts for Teaching Continuum of Practice		
	Reading	*Writing*
Modeled	The teacher reads aloud, modeling how good readers read fluently with expression; the books are usually too difficult for students to read themselves. The teacher is able to exposure students to rich vocabulary.	The teacher models writing in front of the class while thinking aloud about writing strategies and skills.
Shared	The teacher and students read books together with the students following as the teacher reads aloud. Students can jump in to read when able. Print is visually accessible to all students (big books, multiple copies of poems or articles, use of overheads). Material students can't read by themselves, such as partner reading and big books, is used.	The teacher and students generate ideas and create the text together orally using graphic organizers. The students share ideas and the teacher usually does the actual writing.
Interactive	The teacher and students read together and take turns doing the reading. The teacher helps students read fluently and with expression. Examples include choral reading and reader's theatre.	The teacher and students create the text together. Writing conventions are discussed.
Guided	The teacher plans and teaches reading to small groups using instructionally-leveled books. Focus is on supporting and observing students' use of strategies and skills. Teacher models how to think their way through the text.	The teacher plans and teaches the lesson on a specific procedure, strategy or skill. Focus is on supporting and observing student use of strategies, skills, writing process and the procedure taught.
Independent	Students choose and read self-selected material independently to apply strategies and skills.	Students use the writing process to write stories and other works. The teacher monitors students' progress.

Applying the Guided Reading Model to Summer Learning Camps

Guided reading took place for an almost an hour every day during the Elmhurst Elementary summer learning camp while the mentors were working with other students at centers. The teachers had the opportunity to work with students in a small group as they read stories at the student's appropriate level together. Learning was supported and risk-taking encouraged as students made their way through the book. Each guided reading lesson was approximately 15 or 20 minutes long.

In replicating this model elsewhere, take into consideration:

- The text for guided reading should support the objective/strategy that is taught to the whole group by the teacher, using a text that is at the students' appropriate reading level as determined by a running record.

- The guided reading lesson provides the opportunity for the teacher to interact with small groups of students as they read books that are slightly challenging within their zone of approximate development.

- The teacher acts as a facilitator who sets the scene by activating prior knowledge, reviewing the strategy and skill and assisting with difficult vocabulary.

- During the guided reading lesson, the reading is done by the student. Each student reads the text independently and quietly or in a quiet voice. This is not round-robin reading, as all students are reading at the same time.

- The teacher sets a purpose and activity for students to apply the strategy and skill while they are reading. During this time, the teacher will observe, monitor and evaluate ways in which individual students process printed materials. For example, the teacher might instruct students, "Read to find out why the problem occurred and write your answer on a sticky note," to incorporate inference strategy.

- Guided reading is based on careful observation of students. The teacher selects a text from the leveled bookroom that is supportive, predictable and closely matched to the students' needs, abilities and interests.

An instructional model for Guided Reading adapted for PAS is included in the Appendix.

References

Calkins, L. (1994). *The art of teaching writing.* Portsmouth, NH: Heinemann. Available for purchase at: http://readingandwritingproject.com/resources/publications/publications-lucy-calkins.html

Hernandez, D. J. (2011). *Double jeopardy: How third-grade reading skills and poverty influence high school graduation.* New York: Annie E. Casey Foundation. Available at: http://www.aecf.org/~/media/Pubs/Topics/Education/Other/DoubleJeopardyHowThirdGradeReadingSkillsandPovery/DoubleJeopardyReport040511FINAL.pdf

Roberts, K. L. (2008). *Promoting Academic Success (PAS) Summer School: 2008 Summary Report.*

Additional Resources on Balanced Literacy and Guided Reading

Clay, M, M. (1994). *Becoming literate: The construction of inner control.* Portsmouth, NH: Heinemann.

Fountas, I. C., & Pinnell, G. S. (2001). *Guiding readers and writers: Grades 3-6, teaching comprehension, genre, and content literacy.* Portsmouth, NH: Heinemann.

Harvey, S., & Goudvis, A. (2000). *Strategies that work: Teaching comprehension to enhance understanding.* Portland, ME: Stenhouse Publishers.

Keene, E. O., & Zimmermann, S. (1997). *Mosaic of thought: Teaching comprehension in a reader's workshop.* Portsmouth, NH: Heinemann.

Miller, D. (2002). *Reading with meaning: Teaching comprehension in the primary grades.* Portland, ME: Stenhouse Publishers.

Appendix

Summer Learning Camp
Teacher Position Interview Questions

1. Please share your classroom teaching experiences and specify the grades you have taught. What grades would you consider teaching and would you be comfortable teaching a split?

2. How long have you been involved with the PAS program? Have you taught in a previous PAS summer learning camp? If so, when and what grade did you teach?

3. Have you attended most of the PAS professional development sessions during the school year? Share an example of at least one strategy that you have implemented from the PAS professional development sessions.

4. How would you describe the organization and structure of a "boy friendly" classroom and how is this related to the likelihood of success for boys of color?

5. Share a specific example of how you would actively motivate and engage boys in literacy and/or math instruction during the summer learning camp sessions.

6. Discuss strategies that you have implemented with success in your classroom that reinforce and promote positive behavior. Give a specific example of how you would reinforce positive behavior during the summer learning camp.

7. During the PAS summer learning camp you will be working with trained PAS high school and college mentors. What are your expectations for the mentors and how do you envision the role of the mentors, as you work together during the summer learning camp sessions?

8. Do you have any personal plans or vacation days that will interfere with your ability to teach for the entire PAS summer learning camp program?

Summer Learning Camp Application/Enrollment Form

Student Information

Last Name: _____

First: _____

MI:_____

Other: _____

Home Address: _____

Birth Date: _____

Country of Birth: _____

Sex:_____

Grade Level for Fall: _____

Ethnicity: (Please see Codes) _____

District Last Attended: _____

School Last Attended:_____

Name of Student's Former Teacher: _____

Does your student receive Special Education Services? Y or N

Home Phone: _____

Unlisted? Y or N

Ethnic Codes

1. American Indian
2. Asian American
3. Black/African American
4. Native Hawaiian
5. White
6. Hispanic/Latino

Family Information

The following information is about the parent/guardian(s) living at the same address as the student:

Last Name: _____

First: _____

MI: _____

Other: _____

Relationship: _____

Pager: _____

Cell Phone (Required): _____

Home Phone: _____

Email: _____

Employer: _____

Work Phone: _____

Last Name: _____

First: _____

MI: _____

Other: _____

Relationship: _____

Pager: _____

Cell Phone (Required): _____

Email: _____

Employer: _____

Work Phone: _____

Other Natural Parent

The following information is about the parents/guardians not living at the same address as the student:

Last Name: _____

First: _____

MI:_____

Other:_____

Relationship: _____

Cell Phone: _____

Home Phone: _____

Email:_____

Employer: _____

Work Phone: _____

Should this parent receive mailings? Y or N

May this child be released to this parent? Y or N

Other Adults

In an emergency, the school may contact and/or release this student to the following adults. Please use persons that can be reached by telephone. List these persons in the order which you would like contact to be made.

Adult: _____

Phone:_____Relationship:_____

Adult: _____

Phone:_____Relationship:_____

Adult: _____

Phone:_____Relationship:_____

Medical Information

Medical Physician: _____

Phone: _____

Hospital of Choice: _____

Insurance Company: _____

The following health conditions apply to this student:

☐ Asthma

☐ Cerebral palsy

☐ Congenital abnormality

☐ Heart condition

☐ Epilepsy/seizures

☐ Diabetes

☐ ADHD/ADD

☐ Drug allergies: _____

☐ Bee sting allergy

☐ Cancer/leukemia

☐ Other allergies: _____

☐ Other medical information regarding this student: _____

    _____

General Child Photo Release

I, _____ (legal parent/guardian's name), give PAS staff permission to take pictures of my child, _____ (child's full name), DOB:_____. Any pictures taken by PAS staff become the property of the Lansing School District.

I authorize any picture of my child, which is property of Lansing School District, to be used in the form which I have indicated below (please initial the items which you are authorizing):

___ Program promotional materials (flyers, brochures, display boards, newspaper articles, etc.)

___ Agency partners (such as Capital Area Community Services Head Start, Michigan State University)

Signature:

Date:

Field Trip Permission

I, _____ (legal parent/guardian's name), give PAS staff permission to take my child, _____ (child's full name), DOB:_____, on any scheduled PAS sponsored field trips. I understand I will be notified before such trips occur.

Signature:

Date:

Home Language Survey

To comply with Section 318.1152-1157 of the school code of 1995, Michigan's bilingual education law, the district must collect information regarding the language background of each of its students.

1. Is your child's first or native language a language other than English? Y or N

2. Is the primary or dominant language used for communication in your child's home or environment a language other than English? Y or N

3. If you answered Yes to question 1 or 2, what is that language?

Signature:

Date:

PAS Summer Learning Camp Sample Budget

This budget is for a program of approximately 4 weeks, Monday through Thursday, 8 a.m. to 12 p.m.

- Administrator's stipend
    - 24 hours of planning
    - 64 hours of summer school time
- Teachers' stipend
    - 48 hours of planning (12 hours x 4 teachers)
    - 256 hours of summer school time (64 hours x 4 teachers)
- Instructional materials
    - Classroom supplies
- Refreshments
    - Parent meetings: $200
    - Mentor and teacher orientation meetings: $200
    - Other: $100
- Field trip admission fees
- Transportation
    - Daily routes
    - Field trips
- Estimated total

Mentor Weekly Evaluation Form

Name of instructor:

Name of high school mentor being evaluated:

Dates covered:

	1 = Poor						7 = Excellent
Evaluation rating	**1**	**2**	**3**	**4**	**5**	**6**	**7**
1. Work efficiency							
2. Engagement in work/enthusiasm							
3. Interactions with younger students							
4. Attentiveness/ability to focus							
5. Attitude							
6. Timeliness							
7. Ability to follow instructions							
8. Daily improvement							
9. Effort							
10. Overall rating							

Additional notes:

Signature of instructor:

Signature of high school mentor:

Lewton Weekly Newsletters

PAS Summer 2009
Young Boys Learning Camp
Monday—Thursday * 8:30 am - 11:30 am * July 13 - August 6
Week #1

Dear Parents,
Welcome to the Promoting Academic Success (PAS) summer program. This program will offer extended learning opportunities that will build your son's academic skills in a fun, relaxed environment. It is taught by four wonderfully talented teachers from the Lansing School District. They have planned four fantastic weeks of educational experiences for your son. I am sure they will enjoy their adventure at this years' PAS summer camp.
I will be supervising the program, so if you have any questions or concerns, please don't hesitate to call me, email me, or stop by the Lewton office.

Sincerely,
Mrs. Bernero
Principal of Lewton School
teri.bernero@lansingschools.net
(517)755-1460

Farm Animals

The theme for this year's summer program is farm animals. Each class will research a few farm animals, create a book about the animals, and go to the Ingham County Fair to display their findings. While at the Fair the students will enjoy the carnival rides, the 4-H exhibits, and the petting zoo. The teachers picked this theme because it lends itself to so many exciting, engaging, and enjoyable activities and field trips.

Your child's excellent attendance is crucial to the success of the PAS program so any child with 100% attendance will get a free admission and carnival ride wristband (total value $15). Your son's attendance percentage will determine how much they have to pay for the carnival ride wristband. Parents are welcome to join us that morning at the fair for $17 for each adult. We are also offering parents a special deal—attend three parent meetings and your admission is free! If you already attended one of the orientation meetings with our parent coordinator, Jeremiah, then you have just two more meetings!

The other field trips that are planned:
July 16—Horse Stables at Beekman
July 22—Dairy Days at MSU
July 28—MSU Poultry Farm
A detailed note will come home the week of the field trip with time we are leaving, returning and any other information you need to know.

PAS Summer Staff
Mrs. Stoudamire, 1st grade teacher, Wainwright Law & Government Academy
Mrs. Theresa Spisak, pre-school teacher, Wexford Montessori School
Miss Angie Morris, K/1st grade teacher, Wexford Montessori School
Mrs. Knighten, 1st grade teacher, Lewton School

PAS Summer 2009
Young Boys Learning Camp
Monday—Thursday * 8:30 am - 11:30 am * July 13 - August 6
Week #2

FIELD TRIPS

Weekly field trips are planned to give students some experience and gain some new knowledge about the theme this summer - farm animals. Listed are the times that the students will leave the school and the pick up time from the field trip location. There are no additional field trip permission slips for these trips since you complete on when you registered your child for the PAS summer program. All field trips are FREE!

Wednesday, July 22nd
MSU Dairy Farm
Pick up from Lewton 8:45 am
Pick up from Dairy Farm at 10:30 am

Tuesday, July 28th
MSU Poultry Farm
Pick up from Lewton at 8:45 am
Pick up from Poultry Farm at 10:30 am

Tuesday, August 4th
Ingham County Fair
Pick up from Lewton at 10:30 am
Pick up from County Fair at 3:00 pm
Dismissal at 4:30 pm

Note: The last week of summer camp on Tuesday, August 4th, we plan to stay the whole day at the fair. School will start at the regular time of 8:30 am but will be dismissed at 4:30 pm.

FREE BOOKS!
All students will receive free books at the end of the week. Each student will choose one book for each day they attended the PAS program that week. So if your child is present all four days then they will bring home four free books. These books are books that have been discarded from the Lewton School library, donated books, and books purchased by the PAS program. Please take the time to read these books to or with your child this summer.

DON'T FORGET!
Parent Meeting
Thursday, July 23rd
8:30 am—9:30 am
Lewton School Library

IMPORTANT PHONE NUMBERS

Lewton School   775-1460
Mrs. Bernero, PAS Summer Principal

Lansing School District Transportation
775-3900

Jeremiah Garza
PAS Parent Liaison
482-1504 ext 151 or 599-0590 (cell)

PAS Summer 2009
Young Boys Learning Camp
Monday—Thursday * 8:30 am - 11:30 am * July 13 - August 6
Week #3

THIS WEEK
Tuesday, July 28th
MSU Poultry Farm
Pick up from Lewton at 8:45 am
Pick up from Poultry Farm at 10:30 am

NEXT WEEK
Tuesday, August 4th
Ingham County Fair
Pick up from Lewton at 10:30 am
Pick up from County Fair at 3:00 pm
Dismissal at 4:30 pm

The last week of summer camp on Tuesday, August 4th, we plan to stay the whole day at the fair. School will start at the regular time of 8:30 am but will be dismissed at 4:30 pm.

The Ingham County Fair office has waived the admission fees ($3.00 per student and $5.00 per adult). So the carnival wristbands are the only things that will be purchased—$12.00 for all rides, all day. The PAS program will buy the wristbands for students, the mentors, and the parents who have made it to at least two parent meetings. Additional wristbands can be purchased at the special $12.00 rate if you complete the form with the money and return by Thursday. After that, the price per wristband is $20.00 per person.

Parents chaperoning can take the bus or meet us at the fair grounds. Parents will also be able to stay at the fair with their child after the 3:00 pm bus pick-up time provided they have their own transportation home.

IMPORTANT PHONE NUMBERS
Lewton School   775-1460

LSD Transportation 775-3900

PAS Parent Liaison, Jeremiah Garza
482-1504 ext 151 or 599-0590 (cell)

DON'T FORGET!
Parent Meeting at Lewton School
Thursday, July 30th * 11:00 AM

A BIG THANK YOU TO THE PARENTS WHO ATTENDED LAST WEEK'S PARENT MEETING!
Yeisha Beasly   Alissa McCoy
Imitiaz Khan   Chirango Mkoma
Katherine Leek   Angela Allen
Myrtha Moutas

One of the topics discussed at the parent meeting was about making wise choices for your child. Choosing to spend time and money to create a learning environment in the home should be a priority. Most American children spend more time watching television than in school. For your child to succeed, your home needs to be a place where independent learning and curiosity is encouraged. For example, instead of spending $25 on the latest video, why not buy art supplies or an age-appropriate board game? Yahtzee and Monopoly are great games which teach math skills (addition, multiplication, and counting). Legos, Lincoln Logs, and blocks help foster creativity.

PAS Summer 2009
Young Boys Learning Camp
Monday—Thursday * 8:30 am - 11:30 am * July 13 - August 6
Week #4

This is the final week of the PAS Young Boys Learning Camp. The teachers and I have enjoyed helping the students study and learn about farm animals. The weekly field trips were not only fun but gave the students real life experience to talk and write about. It is our hope that this extended learning opportunity has helped your son maintained or strengthened their reading and writing skills.

When the students return to school in September they will be tested to see what kinds of academic gains were achieved in the summer program.

Thank you for your support and have a great rest of the summer!

Mrs. Bernero
Principal
PAS Summer Program

LANSING SCHOOL DISTRICT'S FIRST DAY
TUESDAY, SEPTEMBER 8, 2009

Call the PACE office if you need to transfer a students to a new school or to enroll a new student into the Lansing School District.

(517)755-2820

DON'T FORGET!
Lunch with your child
Thursday, August 6th
11:00 AM

Please join us the last day of the program for lunch and a tour through the four classrooms to see the final projects that the students have worked on the past 4 weeks.

A BIG THANK YOU TO THE PARENTS WHO ATTENDED LAST WEEK'S PARENT MEETING!
Intiaz Khan   Shannan Milton
Tonya Joslyn   Myrtha Modas
Leslie Durham   Guadalupe Rivera
Yeisha Beasley   Angela Allen
Missey Trudell   Jeff Robertson

IMPORTANT PHONE NUMBERS
Lewton School   775-1460

LSD Transportation 775-3900

PAS Parent Liaison, Jeremiah Garza
482-1504 ext 151 or 599-0590 (cell)

Instructional Model for Guided Reading

1. Teacher plans the lesson

    • 15-20 minutes of guided reading for each small reading group

    • Defines the purpose for the lesson

2. Teacher sets the scene

    • Identifies the reading strategy/skill the lesson is focused on

    • Introduces the book, author, illustrator, theme, genre

    • Asks students for predictions

    • Discusses students' prior knowledge

3. Students read book independently. It is important that students understand the purpose for reading. During independent reading students will:

    • Read silently and apply the strategy/skill (example: if the strategy is questioning, the teacher may ask the students to write two or three questions on sticky notes to ask group members; teacher acts as the facilitator)

    • Use clarifying/monitoring strategies for understanding

    • Use strategies such as self-monitoring, using context clues, re-reading

    • Ask for help if an unknown word is critical to understanding meaning

4. Teacher provides individual feedback. Teacher will listen in to hear "quiet reading" by sitting next to the child in order to monitor the reading. Teacher will listen for fluency and assist when student is having difficulty. If the book is chosen carefully, students should not have too many errors when reading.

"Good Reader" Strategies

All PAS students are expected to be "good readers" and to use these strategies.

Students process text using a variety of skills and strategies. These skills and strategies can be taught, and guided reading provides the format for students to practice strategy use with the support of the teacher. The small class sizes during the PAS summer learning camp allow teachers the time needed to explicitly teach and support the following strategies:

    • Draw meaning from text using a variety of comprehension strategies

    • Self-monitor their own comprehension and know how to "fix" comprehension problems as they occur (example: re-read; locate unknown words)

- Predict and confirm meaning, word choice and content before and during reading

- Decode most words efficiently, many words automatically (example: sight words/high frequency words)

- Possess a variety of strategies for decoding and understanding the meaning of unfamiliar words in context (example: chunk through parts of the word; skip word and read on for meaning, then go back)

- Read fluently with careful attention to punctuation, fluency and phrasing

- Consciously adjust their reading rate in response to different types and levels of text

- Bring background knowledge, personal experience and other connections to their reading

- Think beyond the text by making inferences, drawing conclusions

- Form visual images as they read

- Actively question the text before, during and after reading

- Be able to summarize and retell what they have read

First Grade Daily Lesson Plans

First Grade Schedule (Day 1)

8:00	Sign in (see procedures), morning snack, oral language interaction (see procedures)
8:20	Basic procedures for group meeting time • Basic group meeting procedures can be designed by the teacher, but should allow students to talk frequently with each other, the mentors, and the teacher.
8:25	Daily agenda (PLAN)
8:35	Movement (see procedures)
8:40	Introduction to the investigation and interactive writing. • Explain to students that the zoo has asked them to help create binders with information about the zoo animals that will be displayed at the zoo for other children their age to read. • Read the letter from the zoo to students (ideally projected so that they can see it, if the technology is available). • Make a list of things kids their age might want to know about zoo animals (PLAN).
9:00	Introduction investigation station: text sets • Divide text set books between 5 different tables. • Give basic directions about respecting each other and the materials (norms to be written as a group tomorrow). • Model for students how to carefully select, handle, and return books. • Rotate through each station for 4-5 minutes, practicing returning books at the end of each station. Be sure to tell students that this is just to give them an idea of what books they might want to look at later, and that they will have much more time to look at any books they are interested in later.
*9:25	Independent writing (PLAN)
*8:45	Clean-up and author's chair (see procedures)
9:55	Recess
*10:15	First read aloud/shared reading/interactive reading of the day – *Big Book* (PLAN) • Students should be encouraged to share their thoughts during the reading, with teachers helping them to make connections between their thoughts and how they help them to better understand the text.
*10:30	Movement (see procedures)
*10:35	Shared writing (PLAN)
10:50	Snack, oral language interaction (see procedures)
*11:10	Read aloud – *Night Animals* (PLAN)
*11:25	Get ready to leave

* During these times, students may be assessed using the ISCA.

Lesson Plan

Grade Level: 1

Date: 6/23/08

Overall lesson topic/title: Daily Agenda

Grade level content expectation(s):
- R.FL.01.03 read aloud unfamiliar text with a minimum of 90% accuracy in word recognition at an independent level.

Objectives:
- Each student will become aware of the goals and activities for the day.
- Each student will work to increase fluency through choral reading of the daily agenda.

Materials and supplies needed: Large chart paper with daily agenda, marker, one post-it

Academic, social and linguistic support during each event for diverse learners.

Before reading

Introduction to the lesson: Each day, we will begin by going over our agenda for the day. An agenda is like a schedule of what we will be doing and when. This way, all of us will know what we are going to do each day and what is coming up next. First, I will read through the agenda once. Then, we will read through it together and talk about it for a few minutes.

During reading

- Slide your finger or a pointer under each word as you read the agenda fluently, as you would naturally speak.
- Give students the following directions: Now we are going to read through the agenda together. There may be some words that you don't know, and that's OK. Just try your best to read along with us.

After reading

- Show students where they are on the agenda now, and mark that spot with a post-it. Throughout the day, each time they are back in this part of the room as a group, you can briefly read through the remaining parts of the agenda and move the post-it to reflect progress.
- Great job! We will check back with our agenda later in the day and move our post-it to show what we have done. The agenda will always be hung up in this spot, so if you want to see where we are in the day or what is coming next, you can come over to look at it.

- Ask students to identify what is happening next.
- Explain that there are a lot of things on the agenda that are new today and they will each be explained as they go through the day.

Assessment

- Note any students who seem reluctant or have difficulty participating.

Agenda for June 23, 2008*

8:00	Morning sign-in and snack
8:20	Group meeting and daily agenda
8:40	Interactive writing
9:25	Independent writing
9:45	Author's chair
9:55	Recess
10:15	Big book
10:40	Shared writing
10:55	Snack
11:05	Clean-up
11:10	Read aloud
11:25	Buses

* NOTE: This is a simplified version of the full schedule to be followed.

July 15, 2008

Morning Routine ⟨ Sign In
                   Breakfast
                   Agenda

Read Aloud

Movement

Investigation Stations

Clean-up ⸫ Logs ⸫ Authors Chair

Recess

Interactive Writing

Movement

SharedRead

Lunch

Big Book

Goodbye.
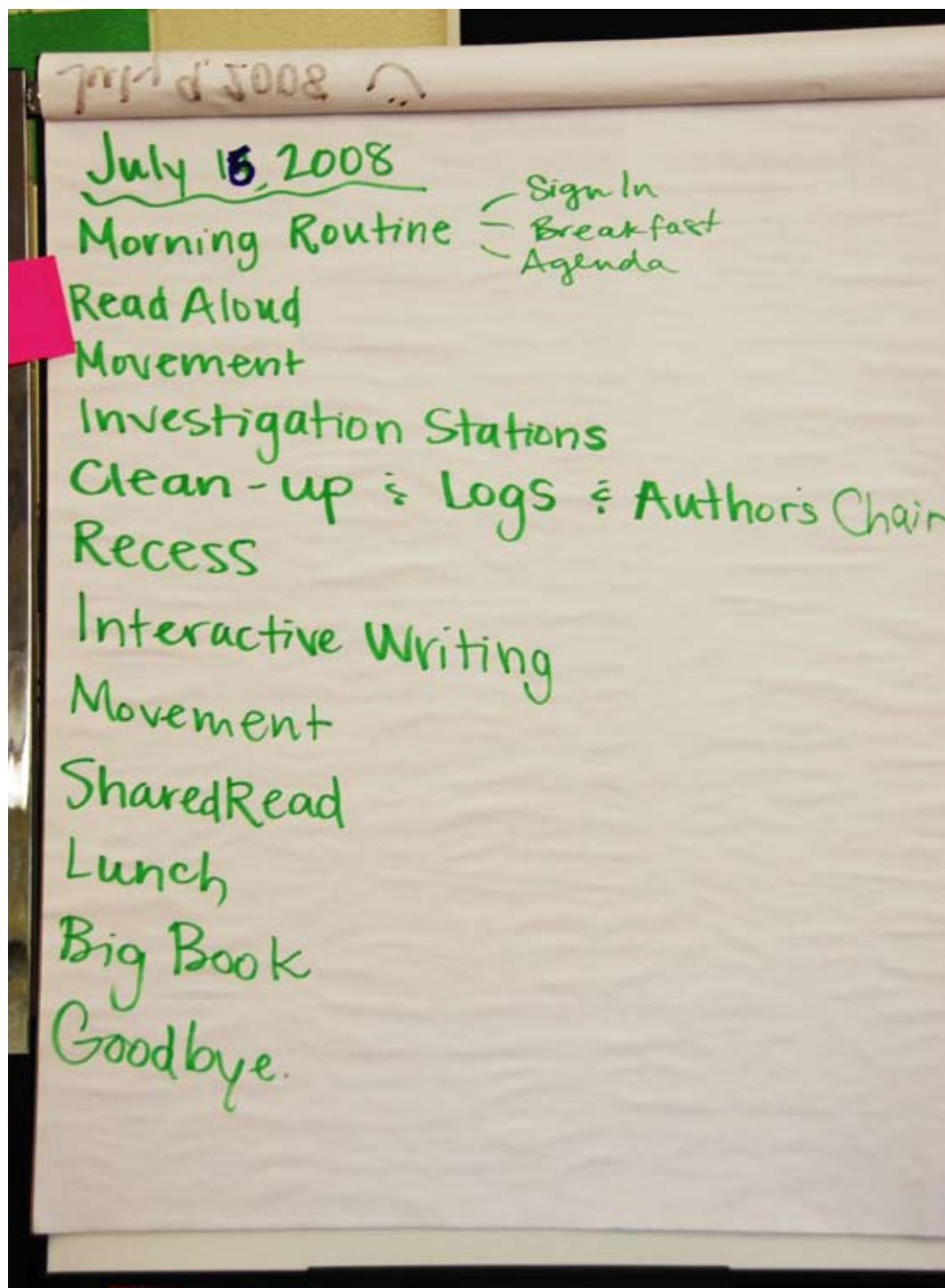
Invitation to Visit Potter Park Zoo

June 20, 2008

Dear Boys,

My name is Dr. Harrison, and I am a veterinarian at the Potter Park Zoo, in Lansing. This summer, we would like your help to create informational binders about the animals at our zoo that children your age could read to learn about the animals when they visit. The binders should contain information about the animals that other children your age would want to know, like where they live in the wild, what they eat, and what they look like. You can also include any other information that you think is important or interesting. You might also want to use pictures, diagrams, charts, maps, or other types of graphics to help explain your information.

When you are looking for information, you might want to use books, the internet, or even a visit to the zoo to help you come up with ideas. You can also send me an email at vwvet@yahoo.com if you have any questions that you can't find the answers to.

Thank you so much for your help, and I can't wait to see what you come up with!

Sincerely,

Dr. Harrison

JULY 2, 2008

Dear Dr. Harrison,

Thank you for inviting us
to the zoo. You We liked
to see all of the animals
Our favorite animals were the
tigers, wolves, and penguins.

Sincerely,
Zayveon   Coner   Corio

Chase   Miss Lambert
Ti_____   Adori   Jamar
MARCOS   IN chirango
Zayveon

Deer, Leopards, Snakes &
Coral Reef Animals & Fish

1) What color can the animals be?
2) Can I have it as a pet?
3) What foods do they eat?
4) Will it eat us?
5) How long do they live?
6) How much do they eat?
7) What size can they grow to?
   - length - height - weight
8) How do they get their food?
   - gather   - hunting
9) ~~How do they get their food~~
   Food - where do they find it?
10) Where do they live?

Animals
Where do they sleep?
What do they eat?
What do they drink?
How do they use the bathroom
Do they jump?
How do they move?
What kinds of animals swim?
How do they fly?
Do they watch T.V?
Where do Animals live?

Lesson Plan

Grade level: 1

Date: 6/23/08

Academic, social and linguistic support during each event for diverse learners.

Overall lesson topic/title:
- Interactive Writing: Things Kids Might Want to Know about Zoo Animals

Grade level content expectation(s):
- W.GN.01.04 – Use teacher-selected topic to write one research question
- W.GR.01.01 – In the context of writing, correctly use complete simple sentences beginning with a capital letter and ending with a period, question mark, or exclamation point.

Objectives:
- Students will be able to generate questions that generalize to a variety of animals.

Materials and supplies needed:
- Large chart paper, marker

Before writing

Introduction to the lesson: During the next five weeks, each class has been asked to investigate specific animals. The animals we will be investigating are _____. Before we get started, it is important to think about what kinds of information we are looking for. Today, we are going to come up a list of things that we think kids your age might want to know about animals, in general. This can be a little bit tricky because it's often easier to think of questions about just one animal. For example, maybe you want to know what colors monkeys can be. To make that question about all animals instead of just monkeys, what could you ask? (If students are unsure of how to respond, give them the question "What colors can the animal be?"). OK, I think we are ready to make a list of questions. All of our sentences need to start with capital letters. Does anyone know what punctuation mark they should end with? (assist if necessary)

During writing

- Help students to word their questions in ways that can be generalized to all or most animals.
- Share the pen with students when writing the first word of each sentence, reminding them to start each word with a capital letter.
- Write the remaining words of the sentence yourself to keep the lesson moving.
- Share the pen with students to add the question mark at the end of each sentence.

- While one student helps write the question mark on the paper, guide all other students in writing it in the air or on the floor with their finger.

- Re-read each sentence as it is completed (choral reading).

After writing

- Re-read the whole list of questions (choral reading)

- In a few minutes, when we look at the books we will be using to do our research, keep these questions in mind. You might find the answers to some of them!

Assessment

- Note any students who seem reluctant or have difficulty participating.

Lesson Plan

Grade Level: 1

Date: 6/23/08

Academic, social and linguistic support during each event for diverse learners.

Overall lesson topic/title: Independent Writing

Grade level content expectation(s):
- W.GN.01.04 – Use teacher-selected topic to write one research question
- W.GR.01.01 – In the context of writing, correctly use complete simple sentences beginning with a capital letter and ending with a period, question mark, or exclamation point.

Objectives:
- Students will be able to write one question about a specific animal and answer it, based on text viewed during the previous lesson.
- Students will base their responses to their question in text.

Materials and supplies needed:
- Large chart paper, marker, student notebooks, pencils, text sets, previously created list of questions, linking charts

Before writing

- **Introduction to the lesson:** Now that we have had a chance to look through some of the books that we will be using, l bet some of you have already started to come up with answers to some of our questions. To help us remember the things we are learning that we might want to include in our books for the zoo, we are each going to keep an investigation log. I have one for each of you, and in them we are going to keep notes on the things we learn. Before I pass them out and give you a chance to record your new learning from today, I am going to model writing my own entry.

During writing

- Model writing a log entry on chart paper: First, I am going to put the date at the top of my paper so that I can remember when I wrote it. Model writing June 23, 2008, emphasizing capitalization and comma placement. I will leave this posted in case you need a reminder of how to write the date in your own log, later. You can also find the date on our daily agenda, if you need it.

- Hmmm…Let's look at the questions again. I need to see if there was one that I learned the answer to for an animal today.

- Select a question: OK, this question says (choose a question). I didn't find the answer to

this question for every animal, but I did find the answer for (animal name).

- When we are doing research, it is important that we are sure that the things we write down are true. So, I'm going to go back to the book I think I found the answer in and double check.

- Select the text with the answer to your question and model how you found the answer in the text or illustration.

- During our writing time, you can look at the text sets as much as you like. Just be sure to put them away when you are finished so that we can find the books next time we need them.

- Model writing the response to your question, emphasizing starting with a capital letter and ending with a period.

- Re-read the log entry, pointing out the necessary components (date, information).

After writing

- OK, now it's your turn. When I give you your investigation log, open up to the first page and write the date and your something that you learned today. Don't forget to use the text sets to check your answers. If you have time, you can write more questions or answers, or you can illustrate your entry.

- While students are working, move around the room assisting and scaffolding as necessary. If students are struggling to match letters to sounds, introduce linking chart.

Assessment

- As students are working, note who seems to be able to follow the three directions and who is using the available resources (model entry, list of questions, text sets). Review completed logs and make notes of issues with conventions or spelling error patterns. These needs can be addressed individually or in small groups on subsequent days.

Lesson Plan

Grade Level: 1

Date: 6/23/08

<div style="float:right">Academic, social and linguistic support during each event for diverse learners.</div>

Overall lesson topic/title: Shared Writing

Grade level content expectation(s):
- S.IA.01.12 – Share ideas about science through purposeful conversation
- S.IA.01.14 – Develop strategies for information gathering (use a book)
- R.IT.01.04 – Respond to an individual text by finding evidence and discussion illustrations.

Objectives:
- Students will be able to actively listen to, remember, and repeat information told to them by a peer.
- Students will be able to orally convey new learning to a peer.
- Students will be able to relate their learning directly to the text.
- Students will be able to summarize learning with teacher scaffolding.

Materials and supplies needed:
- *Big Book: Where do the Animals Live?*, chart paper, marker

Before writing

- **Introduction to the lesson:** Right after we finished reading the book *Where do the Animals Live?*, we all took a minute to think about and remember one interesting thing that we learned. In a minute, we are going to share our ideas with a partner. After we are done sharing, you will have a chance to tell the group what your partner learned from the book. You need to be very good listeners and think about what your partner is saying so that you can remember it and tell the rest of us.

During writing

- After you are done sharing, we are going to come up with a sentence or two to summarize what we learned, and I will write it down for us. Good researchers keep notes of what they are learning so that they can remember things and use them later. Tomorrow, when you are looking at the books we have about the animals we are researching; you can bring your notebook with you and take notes just like we are taking now.

- Ok, everybody turn to a partner. One of you is going to share first, and then the other will get a turn. When your partner is speaking, all of your attention should be on him.

Your eyes should be looking at his face and your ears should be listening to his words. Students may need help pairing off and may need to be reminded to give each person a chance to talk.

- Invite students to share what their partners learned.
- After the student shares, invite the partner up to show where in the book the idea came from.
- On the first comment, model summarizing and writing the idea in one or two short sentences.
- On subsequent comments, invite students to help you come up with a good summarization, scaffolding as needed. Write the summarization on the chart paper.
- Allow as many pairs as possible to share during the 15 minute window.

After writing

- You all did a great job listening to your partners, sharing what they learned, and showing where your learning came from. I know that not everybody had a chance to share, and that you still have a lot of great ideas. I will leave this chart up on the wall, and if you would like to add more ideas to it during our investigation time tomorrow, you may.

Assessment

- Make note of students who do not seem to be actively listening and assist them in doing so.

Lesson Plan

Grade Level: 1

Date: 6/23/08

Overall lesson topic/title: Read Aloud: Night-Time Animals – Illustrating Important Ideas

Grade level content expectation(s):
- R.IT.01.03 – Explain how authors use text features including headings, titles, labeled photographs, and illustrations to enhance the understanding of key and supporting ideas.
- R.IT.01.04 – Respond to an individual text by finding evidence and discussing illustrations.

Objectives:
- Students will be able to begin to identify important ideas in a passage that would benefit from illustration.
- Students will be able to articulate the connection between illustrations and text.

Materials and supplies needed:
- Book: *Eye-Openers Night-Time Animals*

Before reading

- **Introduction to the lesson:** Before we leave today, I want to show you an example of a book that someone else wrote about animals. This book is a little bit different from what you will be writing because it is about lots of different animals and each of our guides will be about just one, but I think it will give you some good ideas of the kinds of ideas, words, and illustrations you might want to use in your own work. This book is called Night-Time Animals, and it was written by Angela Royston.

During reading

- Read the title page through Page 7. On Page 7, be sure to point to the text that you are reading to make clear when you are reading the running text and when you are reading labels.
- Before moving on: This author did a few important things to help us learn about this animal. First, she gave this section a heading (point to "Bushbaby"). Right away, this tells us what we are going to be learning about and gets our brains thinking about the topic. Next, she wrote the text (point to running text) and included illustrations that help us understand what the words mean. Listen to this first part: "Bushbabies don't sleep at night. They like to climb and leap through jungle trees" (point to the left and center pictures). Both of these pictures help us understand those words because they both show the bushbaby in a tree.

- Continue reading: "They use their big ears and eyes to hunt for insects"; see where she labeled the ear here? (if students mention that she should have labeled the eye, as well, go ahead and do so, making it clear that they need to ask before adding anything to books themselves). "…and catch them in their hands as they fly by." ; I can see the bushbaby doing that in this picture (point to picture at top left). She also included another picture that just shows the hand (point to inset and label).

- Model reading the bat section in a similar manner.

- Read the fox section, and then ask students what the illustrator decided to include to help us understand the words. Clear up misconceptions as they arise. Help students to make explicit links between the text and the illustration.

- Choose two or three more sections (as time allows). Read a section without showing the pictures, then ask students what important ideas they think will be included in the illustrations. Check responses against the text.

After reading

- In this book, the author and illustrator worked together to make sure that the pictures helped us understand what the words were saying. When you guys write and draw in your investigation logs, you can do the same thing. After you write, you can re-read your words, and decide what the best illustration would be to match them. If you draw what you learned first, you can make sure that you choose words that describe the important parts of your drawing.

Assessment

Note any students who seem reluctant or have difficulty participating. Make a point of scaffolding and actively involving these students when this book is read/lesson is continued tomorrow.

Part III

Intergenerational Mentoring

By Rudy Hernandez

Appendix A & B by Karlin Tichenor

INTERGENERATIONAL MENTORING

The PAS intergenerational mentoring program supports the academic achievement of African American and Latino male students in preK-3rd grade. This guidebook is intended to assist educators interested in developing a similar program in their school or district. It contains information, resources and training materials for implementing an afterschool, gender and race based academic mentoring program to support student achievement.

The PAS intergenerational mentoring program offers structured opportunities for pre-K to third grade boys that are designed to build positive relationships with older youth and men and to promote academic success and social competence. The PAS approach is informed by research on early education, early child development, family studies, race and gender studies, and leadership development.

The Lansing School District PAS program consisted of structured mentoring experiences in afterschool programs. Mentors were high school students supervised by college students who in turn were supervised by a graduate student from Michigan State University. All participants were minority males. The university-school district partnership was ideal, as it offered an opportunity to combine the talents of university students and upper division high school students as academic mentors.

The PAS mentoring program operated for 90 minute sessions, three days a week, during the school year. Each school building was assigned a college student and two to three high school students who worked under the supervision of the program manager and a classroom teacher. The program received financial support from the PAS project, the Lansing School District, the City of Lansing Human Relations Department, and Michigan Works.

The Importance of Mentoring

The importance of a child's academic achievement, especially in math and reading, during prekindergarten through third grade cannot be overstated. Researchers and practitioners agree that the knowledge, reasoning skills and learning habits developed during this seminal period— as well as social and emotional development—are the bedrock of any child's successful academic future. There is strong evidence to suggest that low prekindergarten through third grade achievement levels are strong predictors of future personal challenges both in and out of school (Casserly et al., 2011; Lewis et al., 2010).

Low income students face challenges that profoundly affect their ability to perform at their potential, and thus contribute to widening achievement gaps established during this critical educational period (DuBois & Karcher, 2005). In some minority communities, pervasive and intergenerational poverty, community instability, and financially challenged school districts serve as a backdrop for low academic achievement. Additionally, the underrepresentation of men, especially minority men, among elementary school faculty exacerbates these issues for African American, Latino, and American Indian males.

Of increasing concern is how these trends affect young underrepresented minority males. Researchers and practitioners alike agree that these mitigating factors place many minority males in a particularly vulnerable position relative to academic success (Davis, 2003), that in some communities approaches a crisis level. The PAS mentoring program recognizes the significance that a race and gender based program can have in providing nurturing relationships that will support students and their achievement. Young, at-risk minority boys respond well to mentoring programs that provide mentors—men, the missing factor in many minority boys' lives—with whom the child can relate and identify culturally (Miller, 2008). Race/ethnicity, primary language, and immigrant status are among the other important qualities that affect mentor relationships.

PAS blends tutoring with mentoring practices. Both approaches have been found to be effective in increasing student achievement levels and social competence (Miller, 2008).

The elements of effective tutoring include (Mahoney, Parente & Lord, 2007; Morris, 2006):

- Engaging materials
- Sequenced time on topic
- Regularly scheduled sessions
- A committed group of tutors
- Specified goals
- A knowledgeable instructor who can provide feedback and supervisions

Elements of effective mentoring include (Miller, 2008, pp. 309-322):

- Structured, supervised and well organized
- Effective, ongoing mentor training
- Monitoring and evaluation process

- Suitability screening

- Parental support

- Shared cultural background

- Relationships sustained for at least six months

- Regular (at least) weekly meetings

- Enjoyable and structured activities

- Mutual respect, trust, and encouragement

- Managed closure of mentoring relationships

Program Planning

Mentoring programs affect students through extended and meaningful relationships that develop over time through purposefully designed, formally implemented, and regularly scheduled activities.

Initial considerations[4] include:

- **Who is my targeted population?** The PAS project served young African American and Latino males in grades K-3. However, the PAS principles could be tailored to fit other targeted populations based on demonstrated need.

- **What support do I need?** Is there administrative or teacher support for such a program? Will parents be interested? Are there external or internal sources of funding? Extended programming can cost money. Possible sources include foundation grants, donations, Title I funding, internal school funds, and city, state and federal governments

- **How about community partners?** Institutional collaboration potentially means more access to resources and less work for the individual. It also promotes more efforts toward youth development (Wandersman et al., 2006). A good place to seek partners is at local universities and colleges that are already engaged in service learning, internships, or community service. Community agencies, public and private organizations, and local businesses may also be able to assist.

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[4] Based on LaVant et al., 1997; Ryan, Whittaker, and Pinckney, 2002.

Creating a Program Team

A strong organizational structure ensures a smooth-flowing and effective program (DuBois et al., 2002). For each organization, this program structure will be unique. As illustrated below for the PAS program, supervision was shared equally between university and school district partners.

> I believe the structure of the program is what makes such a program as this so effective. The hierarchy of power (college, high school, elementary) allows for everything to be passed down (and up) amongst each other. Every component of the structure is touched. It allows the opportunity for great relationships to be formed. *~ College Academic Mentor*

Roles and Responsibilities of Staff and Partners

1. Program coordinators:
   - Oversee operations of entire program
   - Develop assessment and evaluative tools
   - Monitor overall program progress
   - Maintain communication with teachers
   - Coordinate regular program activities
   - Monitor and evaluate academic mentors' performance
   - Develop and implement training for academic mentors
   - Maintain communication with parents

2. College mentors:
   - Supervise the afterschool program (preK-3rd grade students)
   - Supervise high school academic mentors

3. High school mentors:
   - Help supervise mentees
   - Implement reading and math exercises
   - Facilitate growth activities

4. Project co-directors:
   - Provide overall project management
   - Supervise program coordinators

5. Steering/implementation committee:

- Provide suggestions for program content

- Monitor program implementation in schools

- Assist with program logistics such as student recruitment

6. Assessment team:

- Suggest appropriate assessment and monitoring tools

- Provide data and reports to steering committee for program improvement

7. Implementation team:

- Principals

- Teachers

- Program staff

- Academic mentors

Tips for Team Functioning

- **Create a shared vision** for the program. When all involved units, administrators, teachers, staff and parents share a common commitment to program goals, successes and challenges are more easily shared and negotiated.

- **Meet regularly** to share ideas, vent frustrations, discuss ongoing issues, offer suggestions, and give feedback.

A bi-weekly newsletter is a great way to:

- Maintain communication with parents and administrators
- Recognize achievements
- Reinforce program vision and goals
- Maintain visibility in your community

- **Keep strong and complete records** to identify strengths, weaknesses, innovations, or problem areas. Records to consider: mentor schedules, program schedules, disciplinary issues, lesson plans, parent contacts, and meeting agendas.

- **Evaluate and assess program** to determine if goals are being met. Decide on what measures to use.

Designing an Afterschool Mentoring Program

An afterschool program is ideal for a mentoring program as it provides structure and consistency in a familiar setting. In PAS each afterschool mentoring program was supervised by a classroom teacher. The larger PAS planning team designed the afterschool program with careful consideration to structuring a program with content that would keep children engaged and have consistent delivery and schedule—all critical aspects of an effective program (Mahoney et al., 2007; Miller, 2008; Morris, 2006). For an afterschool program to be effective, students should meet at least once per week (Miller, 2008).

Mentoring program research indicates that meeting more often per week and for at least 45 minutes per session can maximize relationship-building and produce significant gains for students (Mahoney et al., 2007; Morris, 2006). Mentoring programs that span more than one year have positive effects for youth in many areas, including perceived social acceptance and scholastic competence, levels of self-worth, and school value (Grossman & Rhodes, 2002).

In designing your own afterschool mentoring program, we suggest the following program design elements:

- Offer 90 minute mentoring sessions, 3 days per week, throughout the academic year.
- Create an activity-centered environment to keep children engaged.
- Plan transitional activities from school to the afterschool program.
- Incorporate physical activity and snack time into the daily schedule.
- Use teacher-suggested literacy activities to support classroom instruction.
- Reinforce classroom concepts through activities lessons and provide homework support.
- Use interactive games to build social and academic skills.
- Ensure one-on-one time for academic mentors and mentees to build personal relationships.

PAS Week-at-a-Glance			
	Day 1 *3:30 – 5:00 pm*	*Day 2* *3:30 – 5:00 pm*	*Day 3* *3:30 – 5:00 pm*
3:30 – 4:00	Transition time	Transition time	Transition time
4:00 – 4:15	Homework	Homework	Homework
4:15 – 4:45	Literacy activities	Math	Social/personal development
4:45 – 5:00	Individual mentoring time	Individual mentoring time	Individual mentoring time

Transition Time

Create a transition time that will help students refocus, re-energize, and transition from the regular school day into the afterschool program.

- Physical activity is an important part of transitioning from school to after-school programming. Research suggests that children's cognitive capacity is enhanced by physical activity (Pellegrini & Bohn, 2005, as cited in Ginsberg, 2007; Toppino, Kasserman, & Mracek, 1991).

- Snack time helps reinforce positive attitudes toward nutrition; helps children to focus better on learning (Kelder et al., 2005); and provides a comfortable medium for informal interaction between mentors and children.

- Reflection time encourages children to assess their daily performance and behaviors; provides mentors with topics for one-on-one discussions; allows mentors to discuss issues of concern; and sends the message that someone cares.

Homework Time

Dedicated homework time offers an opportunity for homework to be done under the guidance of an involved and engaged adult and reinforces subject comprehension and self-confidence.

Literacy: Ready Readers

Ideally classroom teachers will contribute ideas and exercises for mentors to use with their mentees. We developed a set of standard activities for mentors to use in their sessions with mentees. Some examples of these activities are below.

Give a Kid a Break!

Re-energize with short, impromptu game breaks:

- Red Light/Green Light
- Simon Says
- Jumping Jacks
- Recite the Creed

Sight Word Flash Cards

Children who can readily identify, pronounce and understand the meaning of such words are well on the road toward becoming competent, confident, and independent readers. PAS mentors created flashcards to use with their mentees. Many educator-centered websites offer print-ready Dolch word flashcards or other types of study cards for sale.

Games

Board games that target specific skills and age groups are available through educational websites. Also, popular board games, for example Monopoly, Apples to Apples, Pictionary, and Scrabble, have created junior editions to target early learners.

The Daily Five

The PAS reading component incorporates concepts from The Daily Five (Boushey & Moser, 2006, pp. 11-12) to strengthen literacy and promote independence in early readers through routinized reading and writing exercises:

1. **Read to self:** "The best way to become a better reader is to practice each day, with books you choose, on your just-right reading level. It soon becomes a habit."

2. **Read to someone:** "Reading to someone allows for more time to practice strategies, helping you work on fluency and expression, check for understanding, hear your own voice, and share in the learning community."

3. **Work on writing:** "Just like reading, the best way to become a better writer is to practice each day."

4. **Listen to reading:** "We hear examples of good literature and fluent reading. We learn more words, thus expanding our vocabulary and becoming better readers."

5. **Do spelling/word work:** "Correct spelling allows for more fluent writing, thus speeding up the ability to write and get thinking down on paper. This is an essential foundation for writers."

Book Boxes

Work with a school librarian or classroom teacher to provide children with an array of appropriate books or magazines that are boy friendly and culturally relevant.

Math Muscles

Developing confidence in math skills is important. Like athletes, children develop speed, agility and math confidence from repeated practice. Math flashcards are a great way to build basic math skills.

Playing interactive games provides children with opportunities to connect new knowledge with everyday life. Examples of age appropriate games that promote math skills are 4-Way Countdown, Yahtzee, and common card games such as "War," "Go Fish," and "Concentration."

Social Development Activities

Specific activities can help promote prosocial behaviors, or behaviors that encourage good citizenship, unity, engagement, and better quality of life for all (Vittorio et al., 2000). Gameplay is a good way for children to develop prosocial behaviors (Ginsberg, 2007).

The following is an example of a social development activity created by our college mentors. Examples of other activities are included in Appendix B.

Sample Social Development Activity: **Everyday Heroes – Part 1**

Total time: Approximately 1 hour

Area(s) of focus: Altruism and caring

Overview: In this activity, students focus on superheroes and the traits that all superheroes share. After reading a superhero story, students discuss superheroes. The main theme is that superheroes *help people.* Students then create their own superhero and assign their own super powers.

Purpose: To show the importance of helping others who are in need. To also show that we all have the power to help others – making us all heroes in different ways

Objectives: To show the importance of helping others and civic engagement

Supplies needed: Superhero book, construction paper, crayons

Books: *Fantastic Four: The World's Greatest Superteam* by Neil Kelly

Instructions:

1. Mentors read a superhero book to mentees and lead discussion based on the following questions:

    –   What makes a superhero? (superhero powers, etc.)

    –   What is the superhero's power? (depends on story read)

    –   Why are superheroes important? (they help people in need, stop bad guys, etc.)

2. Mentors assist students to create their own superheroes.

3. Students share their superhero with the group and describe what powers they chose for them and why.

Individual Mentoring Time

Ensuring one-on-one time between mentor and mentee is important for developing strong personal relationships.

We also required weekly meetings between the high school mentors and college students and the graduate student supervisor. These meetings provided ongoing training to improve the quality of the mentee/mentor session. Additionally, they provided time for the college students to mentor the high school students.

End of Year Planning, Program Closure and Relationship Closure

Many of the children who are involved in mentoring programs have experienced loss and disappointment due to separation from significant adults in their lives (DuBois & Karcher, 2005; Rhodes, 2002). Therefore, ending a mentor program must be carefully and purposefully planned (Dubois & Karcher, 2005; Miller, 2008; Rhodes, 2002; Sipe & Roder, 1998).

Scheduling the mentor program to follow the regular school day and year will reduce some of the disruption to mentors and mentees. Creating a calendar so that children know when sessions will be held and reviewing it regularly with children and parents will also help. Ending activities may include (adapted from Miller, 2008):

- Special activities night
- Graduation ceremony
- Certificates of completion
- Certificates recognizing special accomplishments or talents
- Specialized mementos that commemorate and celebrate the relationships and program

Premature Termination*

Sometimes mentoring relationships must be terminated for a number of reasons, including personality conflicts, inconsistency, loss of interest, and potential harm.

It is recommended that mentoring relationships be closely monitored for such signs, and that a protocol be established for premature termination that allows for:

- Preparing mentor during training
- Discussion between mentor/mentee
- Closure activity
- Substitution
- Reassuring mentee that he is not at fault

* Adapted from DuBois and Karcher, 2005; Rhodes, 2002.

Mentor Recruitment and Training

Mentor Recruitment

Local high school and college students served as mentors in the PAS afterschool mentoring program as well as in the PAS summer school camp. Through a partnership with the City of Lansing and Capital Area Michigan Works, most students received hourly compensation for mentor/mentee and training sessions. However, other students participated for academic or service learning credit. Each student completed an application and personal interview. Background checks were conducted on all hired students in accordance with state law.

Selecting Mentors

Positive personality traits to look for:

- Leadership skills
- Desire to participate
- Motivation
- Determination

– Skinner & Fleming, 1999

Sample Application

Academic Mentor Application

All applicants must be able to work the following hours:
Monday and Thursday 3:30 – 5:30pm; Tuesday 4:00 – 6:00pm

PERSONAL INFORMATION

First Name _____

Middle Name _____

Last Name _____

Address ___ _____

_____

Phone Number: (____) _____

Are you eligible to work in the United States? Yes _____ No_____

Have you been convicted of or pleaded no contest to a felony?

Yes_____ No_____ If yes, please explain: _____

_____

_____

AVAILABILITY

What days are you available to work?_____

EDUCATION

Name and Address of School _____

Skills and Qualifications: Licenses, Skills, Training, Awards _____

_____

_____

_____

EMPLOYMENT HISTORY

Present or Last Position _____

Employer_____

Address _____

_____

Supervisor _____

Phone Number (____) _____

Position Title_____

From_____To_____

Responsibilities_____

_____

_____

Salary_____

Reason for Leaving _____

_____

May we contact your previous employer? Yes____ No____

I certify that information contained in this application is true and complete. I understand that false information may be grounds for not hiring me or for immediate termination of employment at any point in the future if I am hired. I authorize the verification of any or all information listed above. I understand that a background check will be conducted as required by state law.

Signature_____

Date_____

From: *PAS Program Report 2010*

Sample Questionnaire

Name _____

Date_____

1. Why are you interested in being a mentor?

2. Have you had any experiences with mentoring programs?

3. What are your strengths?

4. What are your weaknesses?

5. How would you describe your school experience?

6. How has your past experiences shaped the person you are today?

7. What can you bring to this program as a high school mentor?

8. Give an example of a time where you felt most comfortable with yourself and your surroundings.

9. What was the most challenging time for you?

10. How did you handle that situation?

11. What are your goals in life?

12. What do you hope to gain from this experience?

13. What is your idea of mentorship and how do you think mentorship is and can be effective?

14. Additional comments:

From: *PAS Program Report 2010*

Mentor Training

The quality and effectiveness of a mentor program largely rests on how well mentors are prepared to meet the needs of the program (Herrera et al., 2000; Miller, 2008). Suggested topics include:

- Purpose of the program
- School rules and regulations
- The mentor role
- Program expectations
- Tutoring skills
- Limits and boundaries
- Children's specific needs and special circumstances

A special consideration should be given to training mentors on ways to praise and reward children for positive behaviors (Fo & O'Donnell, 1974; as cited in Miller, 2008), as this is vital to developing prosocial behaviors consistent with school success (Powell et al., 2006).

Our PAS mentor training was designed and conducted by the college supervisor, who is a minority male graduate student. It consisted of two levels of training, one for the high school students and one for the college mentors who assisted in the training for the high school students.

In addition to the topics above, the PAS trainings included workforce development expectations. Activities were also designed to promote mentoring relationships between the college and high school students. These activities were organized around three major developmental themes: (1) conflict resolution; (2) respect, responsibility and relationships; and (3) personal growth.

The following section outlines a suggested nine-hour training program for the high school mentors.

Mentor Training Modules

Module 1

Program Orientation and Expectations

> ## Program Orientation
>
> 1. Introductions and assessment
>
> 2. Program overview
>
> 3. Mentoring role and expectations

1. Introduction and Assessment

Purpose: Getting to know one another

Learning objectives: The most important aspect of the initial training module is to get to know one another.

Introductions: Introduce trainers/staff; present overview of training expectations

Activities: Use a structured activity to introduce mentors to staff and to establish a comfortable learning and training environment. This activity also models ways for mentors to make their mentees comfortable in their initial meetings.

Training Exercise: **Putting the ME in Mentor**

Goals: Introduce mentoring and staff; create a comfortable learning environment; build mentor team rapport

Length: 40 minutes

Supplies: Nametags; Handout 1; meaningful object

Instructions:

1. Prior to training, ask participants to bring with them a small object (e.g., trophy, certificate, heirloom, picture, etc.) that has personal significance. Explain to them that they will be sharing its significance at the training.

2. Distribute the nametags and Handout 1, "Putting the ME in Mentor." Randomly pair off participants. Each pair will have approximately 10 minutes to utilize the ME Guide to interview respective partners. Let participants know that they will use the information to introduce their partners to the larger group.

3. Reconvene larger group and allow a few minutes for each participant to introduce partner and for each mentee to briefly present their personal object.

Handout 1. **Putting the ME in Mentor**

- What is your name?

- Where do you live?

- Where do you go to school?

- What grade are you in?

- Do you play sports? Which ones?

- Do you have any hobbies?

- What is one important thing that you think people should know about you?

- What is one thing you can offer as a mentor?

- What is one thing you think you can gain from being a mentor?

- What does your object mean to you?

Training Exercise: **Pre-Training Survey**

Ask students to complete a pre-training survey. These surveys can assist in assessing additional training needs and content for the students. We used the same survey as a post program tool for students to reflect about changes in their attitudes and thinking over the course of the program.

PAS Pre-Training Survey		
Statement	*Agree*	*Disagree*
1. What you wear to an interview is important.		
2. What you say at the interview is important.		
3. In an interview, employers prefer to hire a person who speaks formally.		
4. Mentoring is important.		
5. It is okay to speak up to authority.		
6. In order to succeed in a job it is important to build good relationships with peers at work.		
7. Mentoring a person can influence a child's behavior.		
8. Anyone can be a mentor for children.		
9. Being on time for work reflects how responsible you are.		
10. Working with children could be a career option for you.		
11. Everyone needs a mentor.		
12. It is important to have a positive attitude every day at work.		
13. It is okay to miss work one time without calling in.		
14. Being successful is not about how smart you are but how hard you work.		
15. There is nothing that stops me from being successful in life.		
16. Doing well in school is important to me.		

2. Program Overview and Expectations

Purpose: Getting to know program history, objectives, methods and ground rules; establishing employment expectations; establishing expectations for mentoring

Learning objectives: Program's "big picture;" acknowledging the qualities of a good employee; acknowledging the qualities of a good mentor

Activities:

1. Present a brief overview of the program history. This presentation should include:
   – Purpose of the program
   – Concepts and strategies the program will employ
   – Organizational structure
   – Size and scope of program (invite previous mentors if available)
   – Highlights of successes using real-life examples

2. Discuss employment expectations, rules, and protocols. Begin this section by asking the high school students to give some examples of job expectations. List their examples and add any additional expectations not covered. Points to emphasize during presentation:
   – Reliability
   – Punctuality
   – Protocol for absences
   – Being prepared for the day
   – Personal hygiene
   – Appropriate dress and speech
   – Classroom protocol
   – Willingness to take direction from teachers and staff
   – Willingness to participate in all child-centered activities
   – Modeling appropriate behavior—emphasize that mentors are *always* modeling behavior for younger students and that their individual behavior reflects on the overall program.
   – Use of cell phones, laptops, or other electronic devices

3. Explain and distribute a list of school and program policies. Consider the following:
   – Protocols in cases of emergency: weather, accident, sickness, student discipline
   – Academic expectations for their own school performance
   – Will disciplinary actions affect their employment? (inside and outside of school)

– Will there be a specified dress code (other than "dress appropriately")? PAS mentors wore program shirts with a logo, which proved useful for integrating them into the broader school environment.

– Additional training expectations—PAS conducted weekly mentoring training throughout the school year.

Training Exercise: Developing Good Mentor/Employee Skills[5]

Description: This training activity encourages mentors to develop positive work habits, value mentoring, and establish routine behaviors that make for good employment skills and effective academic mentoring.

Outcomes: Introduction to workplace expectations; establish self-organization skills; establish priorities; establish work-related protocols

Time: 45 minutes

Materials needed: Chart paper or chalkboard; lined notebook paper

Setting/accommodations: Small group writing exercises; large group physical exercise

Special notes: Be interactive; generate common understanding (working definitions) about terms from mentors; guide mentors toward information

Activities:

1. Trainer asks entire group the following questions and guides group discussion:

    – What is routine (predictable and/or habitual)?

    – Why is routine important (knowing what to expect)?

    – How is routine important to employment (creating positive work habits)?

2. Divide mentors into groups of four.

    – Each group is supplied with one sheet of lined paper.

    – Group members share their daily routines with one another. Example: I wake up; hit the snooze; sleep another 20 minutes; take a shower; get dressed; eat breakfast; etc.

    – Group lists similarities in routines on one side of paper and differences in routines on opposite side.

3. Each small group presents similarities and differences to entire group.

4. Trainer lists similarities and differences, generated by all small groups, on chart paper. Trainer leads discussion about similarities and differences; asks questions about routines regarding homework, chores, video games, etc.; asks questions about procrastination and how it affects their grades.

---

[5] Adapted from Maas & McWilliams, 2011 [PAS Training]

5. Trainer guides discussion toward setting priorities and establishing a routine

    – What does your routine say about what is important to you?

    – Can we change our routines?

    – How do new priorities show up in your daily routine?

6. Trainer guides discussion to the connections between routine behavior and:

    – Employment-related skills: Reliability, punctuality, preparation for the day, hygiene, dress, respect

    – Mentoring qualities: Role-modeling, commitment, authenticity, respect, relationship with children

7. Trainer goes over typical PAS routine:

    – Introduce PAS schedule

    – Emphasize important program routines: Greeting children, sign-in, clean-up

8. Questions, answers and suggestions: Mentors are encouraged to ask questions about PAS schedule, work protocol, expectations, etc.

3. Mentoring Role and Expectations

Purpose: Provide understanding of mentoring expectations; provide detail about mentee age group

Learning objectives: To understand expectations from the perspective of the mentor and the program; the interactive nature of mentoring; and basic developmental qualities of the targeted mentee age group

Activities:

1. Introduce and discuss the types of day-to-day activities mentors will be conducting with their mentees. High school and college mentors will likely have limited experience in leading or assisting in a structured learning environment for young children. Types of activities include:

    – Lead or assist in mentor group activities

    – Read to mentees

    – Listen to mentees read

    – Assist mentees with math problems

    – Help prepare for activities

    – Lead "brain break activities"

    – Address problem behaviors with individuals or groups

    – Participate in play activities

2. Present "What to Expect From 5 – 8 Year Olds." Introduce the mentors to the common developmental characteristics and behaviors that mentees in the program may exhibit. It is important that mentors be acquainted with these qualities to establish realistic expectations and an understanding of children's behavior, and to recognize cues children may use to express embarrassment, frustration, anger, confusion, sadness, happiness, gratitude, joy and delight. Emphasize that children develop individually—no two children are alike.

   – Five to eight-year-olds learn typically through: Tactile experiences (hands-on); repetition; games; play; guided instruction; praise

   – Developmental characteristics include (adapted from Denny, 2005):

     > **Physical:** Are growing; have better control of large muscles that allow them to run, jump, skip, etc.; are still developing muscles necessary for physical skills requiring athletic coordination

     > **Emotional:** Understand fairness (they are starting to understand how their actions affect others; are keen to cooperate with their peers, teachers and parents); seek adult (parent/teacher) approval; love to play games (rules and processes are important; cooperative-type games are best because children are still developing a sense of winning and losing)

     > **Social:** Are family oriented; learning about friendships; approval from peers is becoming important; routines are important

     > **Mental:** Are beginning to understand cause and effect; able to categorize; understand the difference between fantasy and reality (thinking is based in reality); best at handling one mental task at a time; still developing communication skills necessary to articulate their feelings

3. Break mentors out into groups of four. Assign each group a different developmental theme (social, mental, physical, emotional).

4. Ask the members of each group to think about the characteristics of younger siblings or how they, themselves, were as a 5-8 year old, in terms of their developmental theme. Have each group answer the following questions:

   – How did school challenge or support that particular developmental theme?

   – What about school, in regard to your developmental theme, made you happy or sad?

   – How did you (or your younger sibling) express: Happiness, sadness, frustration, confusion, pride, anger, embarrassment?

5. Have smaller groups present their discussions to the entire group. Compare answers and discuss ways in which children's behavior may be expressions of the above feelings.

Training Exercise: **Brain Break**

This activity provides academic mentors with a break that models how they can re-energize and to refocus their mentees. Academic mentors are asked to generate ideas for periodic, five-minute "brain breaks." Examples:

- Simon Says
- Red Light/Green Light

Trainers and academic mentors test a few of the suggestions.

Training Exercise: **Me, The Mentor**

Description: This training activity encourages academic mentors to reflect on the lessons and activities of the day.

Outcomes: Reinforce core concepts; encourage cooperative learning; consensus; information sharing

Time: 30 minutes

Materials needed: Handout 4; lined notebook paper

Setting/accommodations: Small group discussion exercises

Special notes: Offer minimal guidance

Activity:

1. Trainers distribute Handout 4 to all academic mentors.

> ### Handout 4. **Me, The Mentor**
>
> 1. What are the characteristics of a good mentor?
> 2. What's the most important characteristic an employee should have?
> 3. How is your daily routine important to your success?
> 4. What does success mean to you?
> 5. What does doing well in school mean to you?
> 6. What might be the most difficult part of being a mentor?

2. Divide mentors into groups of four. Each group is supplied with one sheet of lined paper.
3. Group members discuss questions on handout.

4. Ask each group to develop one answer to each question and record it on lined paper.

5. Each small group presents an answer to one question. Trainer facilitates large group discussion. Compare and contrast with other groups' answers.

This wrap-up activity provides some time for the mentors to reflect on their new roles, specific issues or how to approach certain circumstances. It also leads nicely into a question and answer session about program requirements and expectations.

Mentoring

1. What is mentoring?

2. Respecting limits and boundaries

3. Problem solving and conflict resolution

1. What is Mentoring?

Purpose: Introduce mentoring and related concepts and skills (what mentoring is; what are the roles of a mentor)

Learning objectives: To understand the qualities of a good mentor; that mentoring is a socially interactive activity; and the formal and informal mentor roles in their own lives. Also, to help high students see themselves as mentors.

Activities:

1. Discuss the PAS mentoring approach:
   - It's an intergenerational program whereby the program supervisor mentors undergraduate college students who mentor high school students. They in turn mentor the boys in grades K-3.
   - Mentoring involves being a positive role model. It is also the process of guiding young boys toward success in school and in life.
   - Guidance is delivered through advice, lessons, direct assistance, praise, intervention, and modeling behavior.
   - The process of mentoring rests on a foundation of a trusting relationship, and it requires engagement, empathy, dependability, and authentic concern for the boys' well-being.

2. Ask students what behaviors mentors can do to build trust. Some examples include:
   - Listen and give clear, thoughtful, caring advice and assistance
   - Provide encouragement and support to the child
   - Recognize accomplishments
   - Show that you care
   - Be thoughtful and dependable
   - Be an advocate by helping with difficult situations

Training Exercise Example: Mentors—It's How We Roll

Description: This training activity explores the roles and qualities of mentors.

Outcomes: Clarify what their roles will be; put mentoring into personal context; connect qualities of mentor to action

Materials needed: Handout 5; chart paper or chalkboard

Time: 40 minutes

Setting/accommodations: Small group discussion exercises

Special notes: Guide academic mentors toward identifying people who may have acted as a mentor.

Activity:

1. Trainers distribute Handout 5 to all mentors.

2. Divide mentors into groups of four.

3. Mentors fill out questions 1-3 on Handout 5. Trainers circulate to help mentors identify people who may possess the qualities of a mentor.

4. Group discusses Question 4 on Handout 4. Trainers help mentors think of scenarios in their lives where the person identified helped them through a problem or difficult situation.

5. Reconvene larger group. Ask mentors to read aloud the list of qualities from Question 3 on Handout 5. Record those qualities on newsprint or chalkboard.

6. Trainer chooses a mentor to read the following script:

    Hi, my name is Derrin. I know it doesn't look like it because I'm so small, but I'm in the third grade. Some kids like to call me mini-peewee. I don't like that name because kids always laugh, especially when I say I want to be a professional basketball player. It makes me so mad…

    Today wasn't a good day. I was shooting some hoops with my friends during recess and then some other boy came and tried to take the ball away from me. He called me mini-peewee and told me to go jump rope with the first grade girls. I'm small but I got skills, so I did a little fake and got a lay-up on him. My friends started to laugh and they—not me—called him a ****. I got in trouble for calling him a name. And, now he wants to fight me. I'm not scared of him, but…

7. Discuss with mentors:

    – What they heard in the story

- What advice they would give Derrin

- How they would communicate their message

- What actions they would take

NOTE: It is important for the trainer to lead the discussion in such a way that it teases out possible meanings from context, possible causes and consequences of the behavior, and the bigger picture—connecting their response to the qualities of a mentor. The following prompts may be used to keep the discussion going:

- What does it mean when…?

- How do I encourage…?

- How do I discourage…?

- How should I approach a mentee when…?

- Is it okay if I…?

Handout 5. Mentors—It's How We Roll

1. Name one important older person in your life who always looks (or looked) out for you (for example, a coach, a teacher, an older student or team mate, etc.).

2. How do/did you benefit from this relationship?

3. List some admirable qualities about that person.

4. Think of one time when this person really made a difference in your life.

Training Exercise: **Respecting Limits and Boundaries**

Purpose: To introduce boundaries and limits (staff/academic mentors; academic mentors/mentees; academic mentors/academic mentors; academic mentors/families)

Learning objectives: To recognize and respect boundaries; to develop skills to negotiate boundaries

Activities:

1. Introduce the topic by explaining that establishing and respecting boundaries is critical to building and maintaining healthy and meaningful mentoring relationships. Boundaries help protect everyone involved in the program. Ask the mentors: What is a boundary? Do they have any boundaries they must respect? List what will be covered in this session on a whiteboard or poster:

   – What a boundary is

   – Why boundaries are important (for themselves, for mentees)

   – How to establish boundaries

   – How to maintain boundaries

   – What to do when boundaries are breached

   – When should boundaries be breached

Training Exercise: **Stay in Bounds: No Harm, No Foul**

Description: This training activity will acquaint high school mentors with situations that may breach mentoring boundaries, and explore appropriate responses.

Outcomes: Understand boundaries (identify situations that strain boundaries; explore strategies to maintain boundaries)

Materials needed: Handout 6

Time: 40 minutes

Setting/accommodations: Small group discussion exercises; area to accommodate role-playing

Special notes: Guide mentors toward identifying what makes them uncomfortable in a new relationship. For example: Divulging a medical condition; family business; grades; sharing fears

Activity:

1. Trainer leads discussion with mentors about the "special objects" they brought with them to introduce during the initial day's ice-breaker exercise.

   – Explain to mentors that sharing something meaningful with others often serves as a "common ground" for initiating relationships because the meaning of the special

object, and their willingness to share it, is a glimpse into their values, likes and dislikes.

- – Ask them if the exercise felt intrusive. Point out to them that they were really in control of what they presented and how much information was shared with the group—they were setting boundaries; a protective space.

- – Explain to mentors that it is difficult for young children to set boundaries for themselves or to recognize other people's boundaries.

2. Divide mentors into groups of four.

3. Trainers distribute one scenario from Handout 6, "Stay in Bounds: No Harm, No Foul," to each group of academic mentors.

4. Each group discusses its respective scenario in preparation for acting it out in front of the larger group.

- – Each group discusses the questions that follow the scenario.

- – Trainers circulate to help mentors identify boundaries and potential consequences of breaches and responses. NOTE: These scenarios represent potential boundary issues for multiple actors.

- – Each group devises a response to the scenario.

5. Each small group acts out its scenario, including the response, in front of the entire group of academic mentors.

6. After each acting scene, ask the group what boundary issues were identified.

- – Open the discussion to the larger group. Ask if other boundary issues could be identified; ask to evaluate response; ask for alternative responses.

Handout 6. **Stay In Bounds: No Harm, No Foul**

Scenario 1

After a few months into the program, you've developed a pretty tight bond with Mike, a first grader. He really looks up to you and trusts you. You know that his dad's not around and his mom does a good job on her own, but she struggles sometimes because she's so busy. One day, Mike tells you that his mom said she has to work late on the day of the next program meeting. So, he'll have to go to his grandma's house, instead of attending. Mike told his mom that he was certain that you would watch him after the program, and then drive him home at 7:30 p.m., when she gets off work. Mom told Mike to get your cell phone number so she can call you and make the arrangements. Mike is so excited to spend time with you. It's pretty obvious his mother trusts you, too.

- What are the boundaries?
- What are the potential consequences?
- How do you respond?

Scenario 2

César is a third grader. His older cousin is dating one of your fellow mentors, but their relationship is a bit rocky at the moment. During one-on-one time with César, he shares with you some of his cousin's private business that involves your fellow mentor. Both you and César hold your fellow mentor in high esteem, although this bit of information does make you wonder. César doesn't really seem all too distressed about it, but it seems like it's the only thing he wants to talk about.

- What are the boundaries?
- What are the potential consequences?
- How do you respond?

Scenario 3 First Name

Some circumstances prevented you from showing up to work at the program. To make it worse, you weren't near a phone, so you couldn't call in and let your supervisor know about your absence. The following program, you showed up late and inappropriately dressed. Consequently, you got chewed out by your supervisor. Unfortunately, it happened in front of the children. The whole situation put you in a bad mood. It was pretty obvious to the children that you were not happy. During mentoring time, several boys asked you about the incident. Some even made a couple of mean remarks about your supervisor.

- What are the boundaries?
- What are the potential consequences?
- How do you respond?

Problem Solving and Conflict Resolution

Purpose: To introduce problem solving strategies

Learning objectives: To recognize any potential problems and develop skills to reduce and negotiate problems

Activities:

1. Explain that today's session presents a problem solving framework to help mentors handle problems they may encounter in their program. Often, problems that could have been avoided altogether or minimized if dealt with quickly are postponed or avoided. Consequently, even small glitches can have lasting effects for the program.

2. Ask mentors to think about the difference between simple problems and conflicts. Problems involve a source of difficulty or distress, but they do not necessarily involve disagreement between people. Conflicts can be characterized as disagreements or arguments that present themselves over differences in ideas or resources. They can also be generated by personalities. List some potential problem and conflict areas.

    – Potential problem areas: Schedule, dress code, tardiness, absence, ineffective activities, bored children

    – Potential conflict areas: Supervisor/academic mentor, academic mentor/mentee, parent/academic mentor, academic mentor/academic mentor, boundaries

Training Exercise: What Every Academic Mentor Must Know: The Four Ps of Problem Solving

Description: This training activity helps mentors to identify potential problems and conflicts, and use a structured method to arrive at effective solutions.

Outcomes: Increase awareness of potential problem and conflict situations; practice dissecting problems and conflicts; explore possible consequences; hone decision-making skills

Materials needed: Handouts 7a and 7b

Time: 40 minutes

Setting/accommodations: Small group discussion exercises; area to accommodate role-playing

Activities:

1. Trainer leads discussion with mentors about the about the four Ps of problem solving.

    – Use the traffic graphic on Handout 6 to help mentors visualize obstacles that may present themselves over the course of the program.

    – Lead mentors in a discussion exploring the differences between conflicts and problems. Brainstorm examples of each.

2. Divide mentors into groups of four.

3. Trainers distribute Handouts 7a ("What Every Mentor Must Know: The Four Ps of Problem Solving") and 7b ("Problem-Solving") to each group of mentors.

   – Each group discusses the above scenarios and trainers circulate to help mentors identify options.

   – Each group uses Handout 7b as a guide for problem solving the scenarios.

4. Trainer leads discussion to compare and contrast small group responses.

   – It is important for the trainer to reinforce the idea that mentors should ask for help when dealing with problems or conflicts.

Handout 7a. **What Every Mentor Must Know: The Four Ps of Problem Solving**
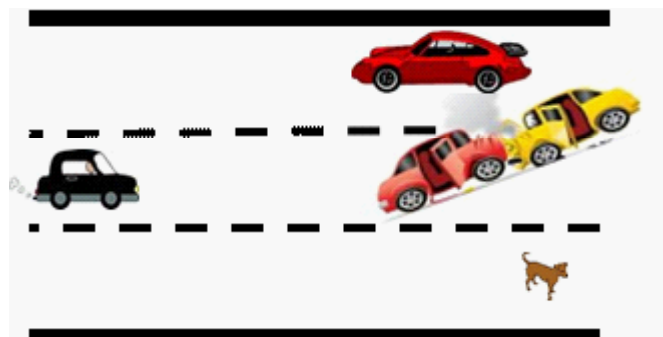
Problem Ahead

Stay alert! Just like a driver, mentors should be aware of what's down the road. Many times problems or conflicts can be avoided before they even happen, but you have to "have your eyes on the road." When you see something that can potentially cause problems, try to figure out what it is. Look at it from all angles. Even though it doesn't seem like such a big deal right now, it could affect you or someone else later.

Pump the Brakes

Slow down! When you see a problem ahead, slow down and take some time to think about it. Many times people react to problems without thinking about the consequences. If you slow things down, you'll be able to consider your options. Think about the consequences each option will bring.

Pick a Lane

Think! Look at all your options. Different options will present advantages and disadvantages. Sometimes what seems like the easy option has obstacles that will get in your way further on down the road. Choose the option that best suits you, but think about how it will affect others, too.

Proceed with Caution

Cruise carefully! Once you decide what plan to follow, keep your eyes open for any further problems. And, most importantly, if it's not working, rethink it and choose another way.

When in doubt, ask a supervisor or adult for help!!

Handout 7b. **Problem-Solving**

Scenario 1

Marco has been repeatedly late to the program because he gives his girlfriend a ride home from school before coming to the program.

Problem/conflict_____

Lane 1_____

      Advantages_____

      Disadvantages_____

Lane 2_____

      Advantages_____

      Disadvantages_____

Proceed with plan_____

Scenario 2

Jarod has a very loud and unique laugh. He's a pretty happy guy and all the mentees love him. The kids really get a kick out of it when he laughs because it seems like the whole neighborhood can hear him. Everybody starts laughing until the teacher starts clapping her hands to restore order.

Problem/conflict_____

Lane 1_____

      Advantages_____

      Disadvantages_____

Lane 2_____

      Advantages_____

      Disadvantages_____

Proceed with plan_____

Scenario 3

The book box has a lot of interesting books. There's one book, however, that the mentees absolutely love. During "ready readers" the boys race to the box to get that one book. It seems like Mikey always gets there first, so he usually gets to read that book. The other boys think it's unfair, and now Mikey and Mario are in a tug-of -war over the book.

Problem/conflict_____

Lane 1_____

      Advantages_____

      Disadvantages_____

Lane 2_____

      Advantages_____

      Disadvantages_____

Proceed with plan_____

Scenario 4

Brian is a pretty physical kid. Sometimes when he's playing with the other boys, he starts to push or pull on them. The mentors have had group discussions with the mentees to explain to them that "horseplay" isn't acceptable. Brian doesn't seem to get the message. He was tussling with another boy, and when you went to address it, he pushed you.

Problem/conflict_____

Lane 1_____

      Advantages_____

      Disadvantages_____

Lane 2_____

      Advantages_____

      Disadvantages_____

Proceed with plan_____

Training Exercise: **Creating a Team Spirit**

Purpose: To support a team spirit

Learning objective: To practice problem solving skills; to work collaboratively on a creed that empowers mentors

Activity:

1. Ask mentors to develop a motto or creed for the mentor program around important PAS themes:

   - Success

   - Achievement

   - Respect

   - Resilience

   - Responsibility

   - Excellence

2. Divide into small groups or try working as a large group.

3. Display the motto/creed at each training session and have mentors recite it each time.

Sample High School Creed

Today is a new beginning in which we strive to succeed through intellectual, academic and social growth.

Every day is a chance for success.

We take our opportunities and turn them into achievements.

If one succeeds, we all succeed, for we are here to improve and develop the future moments of our legacy.

We hold the power to change our lives.

Tutoring Essentials

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Academic Mentoring

1. Relationships and effective communication

2. Academic mentors

3. Behavior management

4. Wrap up and reflection

</div>

1. Relationships and Effective Communication

Purpose: To introduce learning within and about relationships

Learning objectives: To understand the importance of communication and relationships to the concept of tutoring

Activities:

1. Introduce the importance of building a strong trusting relationship with mentees and that it takes time and effort. This is not simply a "job." Mentors have a chance to help a child grow into a caring and confident adult.

2. Ask students to think about behaviors of others they trust. List on paper/board. Some typical behaviors that students may list: show affection; nurture; show emotions; instill confidence; use phrases that support, encourage, and recognize their efforts; do not criticize, deride, or tease; respect feelings; have fun.

3. Brainstorm with mentors the behaviors that will help foster a relationship with mentees.

   – Examples include: Give mentees undivided attention; listen carefully to what they say; watch for nonverbal messages that can clue you into their moods, comfort or seriousness.

   – Nonverbal communication can be eye contact, facial expressions, gestures, crossed arms, stances, or even silence.

   – Make eye contact. Demonstrate interest by avoiding distractions (no paperwork, phones, texts, etc.) Ask questions about successes at school and at home, but let mentees dictate how much intimate information they want to share. Allow mentees time to think about your questions.

Training Exercise: **The Triple Decker: Correcting Behavior**

Description: This training activity helps mentors think about ways to support mentee behavior or academic strategies through positive feedback.

Outcomes: Increased communication skills; strategies for behavior change; hone tutoring/mentoring strategies

Materials needed: Handout 8

Time: 40 minutes

Setting/accommodations: Small group discussion exercises; area to accommodate role-playing

Activity:

1. Trainer asks mentors to recall situations when they have received feedback from a teacher or a coach.

    – How did they react to negative feedback?

    – How did they react to positive feedback?

2. Trainer introduces the idea of "layering" feedback to mentors. Use the graphic found on Handout 8 to provide a visual for offering feedback.

3. Divide mentors into groups of four.

4. Trainers distribute Handout 8 to each group of mentors.

5. Each group discusses the scenario and feedback options on Handout 8.

6. Each group creates its own scenario.

7. Each group role-plays for thelarger group.

8. The large group offers good and bad suggestions for feedback.

Handout 8. **The Triple Decker**

Sam is a third grader. He's behind in his reading skills, but he really tries because he loves the stories in a certain set of books. After you read a story to him, he was so excited by the characters that he wrote a summary, drew a picture of it, and presented it to you with great pride. He got the basic storyline down, and his drawing was beautiful. But his spelling and handwriting were poor.

Feedback 1: "I can't even read this. You're in third grade. By now, you should be able to write simple words. And it looks like chicken scratch. Take some pride in your work. Go back there and do this over."

Feedback 2: "Wow, this summary is great. You must have been paying attention. I think we need to spell some words differently. Let's do that together. Who taught you to draw like that? It's such a great picture! When we're done, let's put your work up on the wall.

Compliment

Correction

Compliment
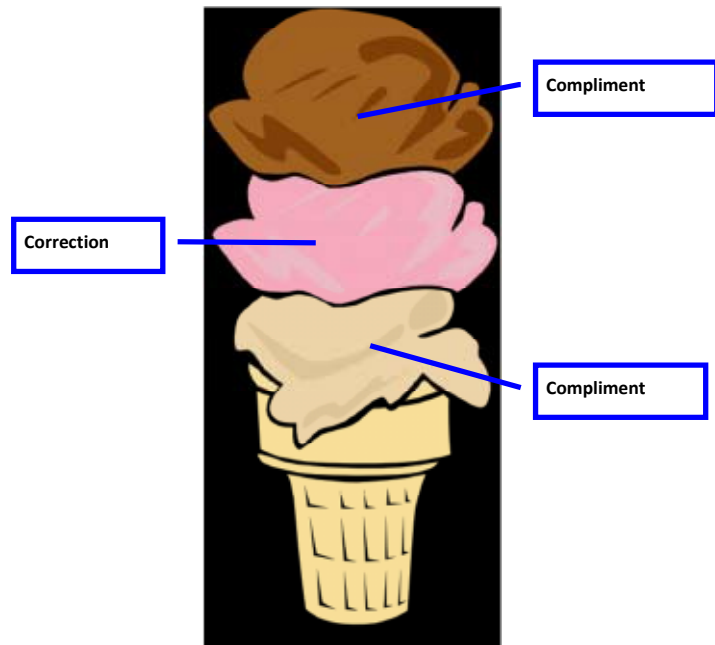
2. Academic Mentors

Purpose: To introduce the concept of tutoring

Learning objectives: To understand that mentors help mentees learn, rather than provide answers; mentors reinforce concepts being taught in classrooms

Activities:

1. Remind mentors how we defined their role as a mentor in previous sessions. Explain that this program combines tutoring with the mentor role. In this role, they will help students academically by reinforcing math and reading skills of their mentees.

2. Brainstorm how tutoring differs from mentoring. Refer to previous discussions on what mentors do and ways to build mentoring relationships. Make a list of what tutors do and ways to build a tutoring relationship. Compare lists, identifying common roles and strategies. There will be many commonalities between the lists. Some specific differences are that tutors:

   - Display a positive attitude about learning is that infectious
   - Challenge students to do their best
   - Understand academic expectations for the child

3. Prepare a handout for the mentees on grade level expectations. Include word lists and instructional support material that will be used in the program. Give students time to review the materials. Have mentors construct math and word flash cards to use in their first mentoring sessions.

4. Explain the daily schedule for the mentoring sessions, which includes specific time for academic work.

Training Exercise: **Play at Learning**

Description: This training activity helps familiarize mentors with rules for instructional games that will be employed in the program.

Outcomes: Learn rules for games; hone tutoring strategies

Materials needed: Board games like Yahtzee, Monopoly, Chutes and Ladders, Uno, Trouble, Apples to Apples, etc.

Time: 40 minutes

Setting/accommodations: Area to accommodate groups to play board games

Activity:

1. Divide mentors into groups of four.
2. Each group plays a different game.

3. Groups switch games every 10 minutes.

4. Trainer leads discussion exploring rules of games and appropriateness for learning.

    –   Which game did they like most/least. Why?

    –   Which game do they feel will be liked most/least by mentees? Why?

    –   Elicit suggestions for other games.

3. Behavior Management

Purpose: To introduce the concept of group management

Learning objectives: To understand the importance of routine and rules, teamwork, and consistency

Activities:

1. Explain that a teacher will be in the classroom setting with the mentors, but will not provide direct supervision to the mentors or mentees. The teacher will provide suggestions for program content and be there if any major problems occur. Therefore, they will need to be careful in following the daily schedule and practice proactive behavior management strategies.

2. Remind mentors that children will emulate their behavior and react to their attitudes. One of the most useful tools they possess for managing a group of mentees is modeling behavior. Some suggestions for setting the tone:

    –   Post the daily schedule on the wall

    –   Have children sign in each day when they come to the program

    –   Post a chart of expected behaviors

    –   Follow the schedule

    –   Model cooperative behavior

    –   Be prepared with materials for each session

    –   Have plans for alternative activities

    –   Keep lessons, games, or other activities short (15-20 minutes at any one activity is fine; if activities run longer, make time for a "brain break")

    –   Use positive reinforcement

    –   Reward children for good individual and group behavior and successes

    –   Establish rules for sharing during community time

    –   Recognize accomplishments (book completions, math proficiencies, game champions)

    –   Be flexible if something isn't working

3. Develop a plan for mentee behavior issues. Discuss rule setting and consequences. Refer back to the problem solving activity. Ask mentors what might be the source of a child's acting out. List possible reasons on a paper/whiteboard. List possible ways that the mentors might react to the problem. Discuss consequences of each alternative. Some ideas for managing behavior issue:

    – Remain calm and in control

    – Identify the problem

    – Talk to the child away from the group

    – Redirect the situation by offering options: "You can do option (a) or option (b). Which do you prefer?"

    – Identify consequences of the behavior

    – Enlist the help of your supervisor or teacher

4. Wrap Up and Reflection

Purpose: To encourage mentors to reflect on what they have learned and to provide an opportunity to ask questions; to provide closure and recognize accomplishments

Learning objectives: To synthesize concepts

Activities:

1. Quickly review some of the topics covered in the nine-hour training. Ask mentors about sessions or activities they particularly liked and would like to learn more about. This will help the trainer to design follow-up training. It is important to keep in mind that the mentors are high school students who might not have had good experiences themselves in school. Therefore, additional training sessions will be needed to reinforce understandings and address new issues as they arise.

2. Discuss the role of the college students as mentors to the high school students. They will be assisting with the training of the high school students, but it is important for the high school students to know that they also serve as mentors. Ask if their relationship is similar to or different from the high school-elementary student mentor relationship.

Training Exercise: **Wrap Up Session**

Learning objectives: To encourage self-awareness and build mentor team rapport

Materials: Handout 10; completion certificate; pen or pencil

Time: 40 minutes

Activities:

1. Academic mentors work in groups of four. Each group is assigned a college mentor facilitator.

2. Distribute Post-Training Survey. Each group will have approximately 20 minutes to discuss the questions on the survey. College mentor facilitators will guide discussions toward ideas covered during training.

3. Reconvene larger group and discuss and compare group answers.

4. Conclude exercise with graduation or completion ceremony.

Handout 10. **Post-Training Survey (as used in PAS)**

1. What characteristics should a good academic mentor should have?

2. What's the most important characteristic an employee should have?

3. What is professional development?

4. What does success mean to you?

5. What does doing well in school mean to you?

Appendix

Additional Training Activities for High School Mentors

Appendix A contains additional activities for ongoing training and personal development of the high school mentors. We developed these activities to address the academic and behavioral challenges of many of our academic mentors. In our experience, important themes to consider for further training were:

- Conflict resolution (authority and peers)

- Respect, responsibilities, and relationships

- Personal growth

Additional lessons are presented for each theme.

Tips for Conducting Activities

To promote an environment where students feel safe with one another, it is essential to develop opportunities for adolescents to engage in conversations that allow them to look introspectively at themselves through deep questions that penetrate their minds and emotions. This can be done through personal group conversations between the young men, facilitated by the young men themselves. One way to do this is to assign a different student to facilitate discussions. The leader should demonstrate the process and turn over the discussion to a selected student. This approach will help develop leadership and a sense of responsibility among the group members.

The activities that follow in Appendix A are guides for programs to use. Adapt the lessons to your particular group of mentors to increase the likelihood that they will be appropriate and meaningful for your population.

Theme 1. Conflict Resolution

Exercise 1

Total time: Approximately 30 minutes

Area(s) of focus: Learning how to handle conflict; learning how to deal with internal conflict; learning how to deal with external conflict; conceptualizing conflict

Overview: Students engage in various activities to promote internal awareness and understanding of conflict and how conflict occurs. They learn how to deal with conflicting problems in a constructive and mature way through abstract activities that promote deep thought about conflict.

Purpose: To create a working understanding of conflict, identify moments of conflict, and be able to handle conflict in a constructive manner; to learn how to carefully select steps before engaging in conflict.

Objectives: To promote healthy conflict resolution; to conceptualize conflict both internally and externally; and to learn how to identify resources when conflict is too difficult to handle

Supplies needed: Tennis balls, Aristotle quote on anger management, chart of conflict cycle, space in the room

Instructions:

1. The group leader develops a working definition of conflict and provides an opportunity for students to define the words "conflict" and "cycle." Discuss the following definitions[6]:

    – **Conflict:** A struggle between two opposing sides on one particular issue. For a conflict to occur there must be 2 opposing sides and 1 issue. Conflicts can occur internally (in the mind) or externally (between two people)

    – **Cycle:** A continuation of moments or actions that leads into one another, circularly; repeating constantly over a period of time

    – **Conflict cycle:** A perpetual motion of behaviors and consequences that prompt other behaviors and consequences, including conflict, conflict baggage, reactions and responses, and consequences. To interrupt the conflict cycle, an individual must change his/her behavior, thus creating a new cycle with "intended consequences" as the focus.

2. Conflict occurs, often unintentionally. For example, a teen's parent or guardian wakes him in the morning. This teen doesn't like school and therefore hates waking up for it. His parent repeatedly tells him to get up. The teen does so, but now is frustrated and angry. We term that frustration and anger as "conflict baggage," meaning that prior negative experience was a catalyst for handling the next conflict in a negative way.

    In this example, the teen goes on to school, but if faced with even a relatively minor issue (conflict) that would otherwise be overlooked, he responds in an inappropriate way (reaction). The consequence of that behavior could send him to the principal's office.

3. Show the conflict cycle with Stop, Think, Talk, Listen including:

    – Conflict baggage affects reactions to other conflicts.

    – A conflict occurs.

    – Reactions to the conflict are affected by prior conflict baggage.

    – Negative consequences and outcomes may occur.

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[6] Definitions adapted from dictionary.com.

– Explain how the Stop, Think, Talk step may lead to a more appropriate reaction and consequence.

4. Close the session with an assignment for the students to think about how they handle conflict. Advise them that the next session will focus on their understanding of handling conflict.

Exercise 2

Total time: Approximately 1 hour and 30 minutes

Area(s) of focus: Learning how to handle conflict; learning how to deal with internal conflict; learning how to deal with external conflict; conceptualizing conflict

Overview: Students engage in various activities to promote internal awareness and understanding of conflict and how conflict occurs; they learn how to deal with conflicting problems in a constructive and mature way through abstract activities that promote deep thought about conflict

Purpose: To create working understanding of conflict; to identify moments of conflict and be able to handle conflict in a constructive manner; and to learn how to carefully select steps before engaging in conflict

Objectives: To promote healthy conflict resolution; to conceptualize conflict both internally and externally; and to learn how to identify resources when conflict is too difficult to handle

Supplies needed: Tennis balls, Aristotle quote on anger management, chart of conflict cycle, space in the room

Instructions:

Part 1

1. The leader asks the students to line up in a circle. The leaders should also be in the circle with the mentors. Explain the activity. The object of the activity is to get seven tennis balls in the circle circulating at once.

2. There are only two rules: Know who you threw it to and know who threw it to you. The person should be the same every time. Focus only on those individuals.

3. Throw the ball across the circle and have each student throw it to someone across the circle who hasn't touched the ball yet. Once the last person has touched the ball, the ball should end up back in the leader's hand to distribute again. Once each person can identify the person that they retrieved the ball from and the person who they were to throw the ball to, the activity can begin and the leader can add balls at his/her leisure.

4. Leader, keep in mind that the purpose of the activity is to understand the rules and to focus on the rules only. The balls represent distractions.

5. Pause between mistakes to allow participants to identify the issues in the activity that are allowing the mistakes to occur. Allow them to articulate the mistakes and what

can be done to correct them. Be sure that the students are mindful of the mistakes and able to correct them during subsequent attempts. Always follow up after mistakes occur. After the activity is completed successfully, inquire about the reasons why it was successful. Connect the success of the activity back to the two rules mentioned above: Know who you threw it to and know who threw it to you. The person should be the same every time. Focus only on those individuals.

6. The rules are analogous to laws, expectations, and rules of authority. Focusing, following instructions, asking questions, being respectful, and having patience are rules that can help build relationships with authority.

Part 2

1. Students line up in two lines facing each other. Have one side (line) grab the right hand of the person diagonally across from them to the right. After everyone has the right hand of another person diagonal to them, have the students grab another hand of someone not too close to them. This cannot be the same person.

2. You have now formed a knot.

3. The objective of this activity is to strategize about how to get out of the knot. Hands cannot disconnect. To complete the activity, the students must form a circle facing each other. You have the option of allowing talking or not.

4. Leader: Notice how the students establish a leader and allow themselves to follow the identified leader.

5. Be sure to take breaks during mistakes to discuss what is working and what is not working. Use the mistakes to allow participants to develop solutions.

   – How can conflict be handled with authority using these tools?

   – How can conflict be handled with peers using these tools?

   – Is there a difference between how things should be handled for authority and for peers?

Part 3

Students describe continuing conflicts that they have. Offer alternative reactions through the steps learned during the previous session. Other students critique the solutions so that each student understands the most appropriate response to the conflict discussed.

> Anybody can become angry—that is easy, but to be angry with the right person and to the right degree and at the right time and for the right purpose, and in the right way—that is not within everybody's power and is not easy.
> ~ Aristotle

Part 4

Conclude with the Aristotle quote on anger management and a connection that you develop for all activities. Remind them of why thinking, deciding based on consequences or outcomes, and learning how to see things unfold before acting is so vital to survival.

Read more: http://www.brainyquote.com/quotes/quotes/a/aristotle132211.html#ixzz1jjlY6bf1

Theme 2. Respect, Responsibilities and Relationships

Exercise 1

Total time: 1 hour

Area(s) of focus: Self-reflection, race and masculinity

Overview: This activity provides students an opportunity to discuss how they view themselves as young men of color. Many young men have varying definitions of maleness, male responsibilities and roles, how males view relationships, gender, and race/ethnicity. This dialogue aims at shedding light on assumptions, providing opportunities for narrative and self-reflection, and learning how to accept differences in perception and experience.

Purpose: To improve critical thinking skills, introspection, emotional well-being

Supplies needed: None

Instructions:

1. Form a large group circle. Introduce the topic of maleness by showing an appropriate video about minority men discussing maleness (video *Tough Guise* is one possibility). Be sure the video provides a variety of opinions and concepts as well as experiences. Please explain that there is not one general definition of any concept and that there is not one right answer.

2. Discuss the following questions related to the roles of men and record answers. Make sure all group members are a part of the conversation. Questions:

   – What are the responsibilities of a man?

   – What distinguishes a "man" from a "boy"? What are their different characteristics?

   – What does it mean to be a minority man?

   – Does manhood depend on age?

   – Where do you learn how to be a "man"?

   – How is the role of a man different from the role of a woman?

   – Can a mother teach you how to be a man?

   – What is a good father?

   – What are the responsibilities of a father?

   – Where do imagines of masculinity come from?

   – How are minority men portrayed in the media?

   – How do these images affect you?

3. Summarize what was discussed. Remind the students about how they might perpetuate standards of maleness in a positive or negative way. Challenge them to change behaviors

that might misrepresent their intentions of maleness. Acknowledge their experiences as a minority male. Conclude with a quote about maleness, for example (Cohen, n.d.):

– "Men are recognizing that they have been forced to conform to a very narrow and rather two-dimensional picture of maleness and manhood that they have never had the freedom to question."

Exercise 2

Total time: Approximately 1 hour and 30 minutes

Area(s) of focus: Power of media in shaping masculinities

Overview: Activity focuses on media and the messages that minority youth receive from media. Session allows students to speak their truth about the influence of media on their lives and how they might view themselves as a result of media.

Purpose: To promote awareness about the effects of media on how minority men view themselves and others

Learning objectives: Learn how to critically analyze social norms; challenge the way reality is perceived; and become aware of how messages are shared and perpetuated

Supplies needed: Computer or laptop, projector screen, list of quotes

Instructions:

1. Pass out the handout entitled "Media's Influence." Have each student answer the questions and return it to the group leader. After all students have completed the handout, move to Step 2.

2. Play the video *Does Rap Music Influence Teens?* (available on YouTube) using the computer or laptop and project the video on the projector screen. After playing the video, ask for responses from the students. Be sure to encourage critical thought about words and points made in the video. Share with students that critical thinking involves looking at meanings and asking questions about the meanings and purposes behind the words being used.

3. Divide students into groups to think about popular songs, movies, and commercials (different forms of media) that depict minority men. Identify and record both positive and negative messages that are being conveyed from the media sources (list sources). Ask students to write down, in their own words, what they think the messages mean and what is their impact on minority males in their community.

4. Ask students to identify one example of a negative message and develop a skit to turn the negative into a positive message. Make sure the students understand that they can be as creative as they like. Use props around the room and feel free to move around. The purpose of this activity is to allow the students creative freedom to illustrate their ability to analyze and critique the messages presented through media. After each person shares his skit, allow other students to react to the illustration with feedback and comments.

5. After all the students finish their illustrations, conclude the lesson with a brief summary of what was explored and how this session might inform their work with the students and their perceptions of how messages are communicated and replicated.

Media's Influence

Does music have an impact on your life? If so how? If not why not?

_____

_____

_____

_____

_____

What types of music do you listen to? What is it that you like about the music?

_____

_____

_____

_____

_____

What are the messages that you hear from the music? Are the messages good or bad?

_____

_____

_____

_____

_____

How does the music make you feel about yourself, the people around you, and the world?

_____

_____

_____

_____

_____

Does what you watch on television or the internet affect you positively or negatively? What types of things do you view through the internet or television?

_____

_____

_____

_____

_____

Vocabulary Words for Sessions[7]

Adaptation: A form or structure modified to fit a changed environment.

Conflict: To come into collision or disagreement; be contradictory, at variance, or in opposition; clash.

Conformity: Action in accord with prevailing social standards, attitudes, practices, etc. Correspondence in form, nature, or character; agreement, congruity, or accordance. Compliance or acquiescence; obedience.

Culture: A particular form or stage of civilization, as that of a certain nation or period. The quality in a person or society that arises from a concern for what is regarded as excellent in arts, letters, manners, scholarly pursuits, etc. The behaviors and beliefs characteristic of a particular social, ethnic, or age group.

Cycle: Any complete round or series of occurrences that repeats or is repeated. A round of years or a recurring period of time, especially one in which certain events or phenomena repeat themselves in the same order and at the same intervals.

Distrust: To regard with doubt or suspicion; have no trust in.

Fear: A distressing emotion aroused by impending danger, evil, pain, etc., whether the threat is real or imagined; the feeling or condition of being afraid.

Hypervulnerable: Overly open, capable of or susceptible to being wounded or hurt, as by a weapon. Open to moral attack, criticism, temptation.

Identity: The condition of being oneself or itself, and not another. Condition or character as to who a person or what a thing is. The state or fact of being the same one as described.

Influence: The capacity or power of persons or things to be a compelling force on or produce effects on the actions, behavior, opinions, etc., of others. The action or process of producing effects on the actions, behavior, opinions, etc., of another or others.

Insecurity: Lack of confidence or assurance; self-doubt.

Masculine: Having qualities traditionally ascribed to men, as strength and boldness.

Prejudice: An unfavorable opinion or feeling formed beforehand or without knowledge, thought, or reason. Any preconceived opinion or feeling, either favorable or unfavorable. Unreasonable feelings, opinions, or attitudes, especially of a hostile nature, regarding a racial, religious, or national group.

Protection: The act of protecting or the state of being protected; preservation from injury or harm.

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[7] All definitions provided by: Dictionary.Com. Retrieved December 10, 2011.
http://www.dictionary.com.

Racism: A belief or doctrine that inherent differences among the various human races determine cultural or individual achievement, usually involving the idea that one's own race is superior and has the right to rule others. A policy, system of government, etc., based upon or fostering such a doctrine; discrimination. Hatred or intolerance of another race or other races.

Repercussion: An effect or result, often indirect or remote, of some event or action. The state of being driven back by a resisting body. A rebounding or recoil of something after impact. Reverberation; echo.

Status quo: The existing state of affairs.

Subculture: A culture within a culture with specific beliefs and behaviors identified by the group alone.

Survival: The act or fact of surviving, especially under adverse or unusual circumstances. A person or thing that survives or endures.

Uncertainty: Unpredictability; indeterminacy; indefiniteness.

Exercise 3

Total time: Approximately 1 hour

Area(s) of focus: Build trusting relationships

Overview: Students engage in tasks that promote trust and positive relationships.

Purpose: To enhance group and individual connections between students in the program; to develop expectations for trusting relationships and group cohesion.

Objectives: Establish healthy and trusting relationships; provide opportunity for personal and communal growth

Supplies needed: Paper, pens or pencils, flip board, markers

Instructions:

1. Building trust activity: Students find a partner with whom they do not have a relationship and find out three things that are personal to that individual. Questions should include:

    –   What are your interests?

    –   How do you define yourself as a person?

    –   What is your biggest fear?

2. After the sharing, instruct the students to come together to have a larger discussion about what was learned about their partner. After each person shares, divide the entire group into small groups of four to five students. Select a leader for each small group. Ask each group to develop a list of things that are necessary in a relationship and provide examples. Once completed, each group presents their list. NOTE: During the reporting, identify themes across all groups and summarize the themes and their importance.

3. One theme inherent in every relationship is trust. After the themes are discussed, engage the entire group in a Trust Fall. In the trust fall mentors fall backwards into the hands of other mentors without looking back. Supervise this activity to avoid any danger or playful behavior. At the conclusion of the activity, debrief the group to determine what was learned or taken away from the session. Use the time to reinforce the themes established by the group that provide the context for trust. Conclude the session by asking students how they demonstrate trust in themselves and others. NOTE: This activity is important for building trust in the work environment. It is also important to relay the significance of trust in mentor/mentee relationships or other interpersonal relationships.

Theme 3. Personal Growth

Exercise 1

Total time: Approximately 1 hour

Area(s) of focus: Male identity and positive self-image

Overview: Activity focuses on learning how to identify a positive trait in others that might improve self-image and self-perception. Students will be prompted to select a male with a positive male identity (famous or local person) and describe his characteristics to learn more about how they might like to behave.

Purpose: To enhance male identities positively; to identify positive characteristics of a male identity; and to learn how to behave in ways that promote a positive male identity

Objectives: To promote self-awareness; to develop positive male identity; and to select an appropriate example of positive male identity

Supplies needed: Paper, pencils or pens

Instructions:

1. Provide an example of what a positive male identity looks like. Select a minority male that every student might know. Post a picture of that male to the group and allow students to offer thoughts about that person. Instruct the group to describe the characteristics of the individual that promote a positive male identity. Be sure to include personal characteristics and not superficial characteristics. For instance, does the person have traits or exhibit behavior that you would like to emulate such as: confidence, strong sense of self, takes care of responsibilities, participates in helping others, leadership qualities, stands up for what is right, fights what is wrong, etc.

2. Provide the students with a sheet of paper to write about a person who portrays a positive male identity. Be sure to ask the students to be specific about the qualities and characteristics of the individual and how these qualities and characteristics are important.

3. After the mentors finish writing, have each present their writing and discuss why such characteristics are appealing to them and how the characteristics demonstrate positive male identity. Then, move toward a large group discussion about positive male identities and how to develop and maintain these characteristics.

Exercise 2

Total time: Approximately 1 hour

Area(s) of focus: Facing fears

Overview: This activity provides an opportunity for students to discuss to topic of "fear" and to identify moments or items or experiences that either have made them afraid or cause fear now.

Purpose: To promote healthy adaptation to emotional experiences and understanding of cultural experiences; to challenge the status quo of masculinity

Objectives: Learn the definition of fear; identify own fears and discuss them; reframe fear as human and not gendered; acknowledge the scariness of the world; identify healthy coping strategies for navigating the world

Supplies needed: None

Instructions:

1. Define coping strategy: Coping skills are those skills that we use to offset disadvantages in day to day life. Coping skills can be seen as an adaptation to circumstances. Coping skills can be positive or negative. Positive coping skills help us get through unknown situations. Negative coping skills may provide short-term relief or distraction. An example of a negative coping skill is the abuse of alcohol or drugs.

2. Introduce the topic of fear to the group by providing a definition.

    –   Disclose your own personal fears and explain to the students why these things are problematic for you. Explain the emotions tied to expressing these things and the feelings that emerge as you talk through them. Provide examples and be clear about the emotions being felt.

    –   Explain to the students that fear comes from a place of a desire to control, uncertainty, misunderstanding, or distrust. Fears are natural and can be controlled.

3. Guided questions: Have students sit in a circle facing one another. Identify a leader of the discussion within the group. Provide the individual with the guided questions. Demonstrate how to ask follow-up questions that are not scripted and then allow the selected leader to begin the discussion with these questions:

    –   Name a fear you have observed in a friend.

    –   What is a fear you think that young men of color experience frequently?

    –   Can they overcome this fear?

    –   How can they deal with fear in a healthy way?

4. Distribute lined paper to students. Ask each student to list a common fear of minority men and three strategies to deal with that fear. Ask the students to describe what will happen if those strategies are used.

Exercise 3

Total time: Approximately 1 hour and 30 minutes

Area(s) of focus: School importance, thoughts about school, school readiness

Overview: Assist the mentors in understanding the importance of school while discussing the challenges about school. Students will learn about important steps for school readiness, think through potential issues with school, and practice negotiating difficulties.

Purpose: The purpose of this activity is to make students aware of their perceptions of school and to challenge the perceptions that are problematic and that can lead to behavioral problems or school disengagement.

Objectives: To heighten awareness of school issues; to acknowledge personal barriers to school; and to improve attitudes toward school

Supplies needed: Flip chart, pencils, paper, and recorder

Instructions:

1. Divide high school students into groups of 4-5 with one leader to each group. Ask the mentors the questions below and record answers on a flip chart:

   – Do you like school?

   – Why or why not?

2. Reconvene the large group. Select one student from each small group to present their answers and summarize their discussion to the large group.

3. Compile a master list about school likes and dislikes. Keep in mind that the perception of school the mentors have will potentially be the perception that they pass down to the mentees. After the list is compiled, post it on the board for the group to view together.

4. Ask the following questions of the larger group:

   – How could school be better?

   – Did you like school when you were in elementary school?

   – How are you trying to be a better student?

   – What are your plans for the school year academically?

   – Is school difficult?

   – What makes it difficult?

   – Are some of your dislikes about school connected to the difficulty of the class work?

   – How can you overcome the difficulty (work, peers, and other challenges) of school?

   – How can we challenge the negative perceptions of the mentees?

   – How can we create positive perceptions of school with our mentees?

- What could have been done for you to challenge your negative perception?

- How can we maintain positive perceptions?

- Can we identify support systems in the school building?

- If so, how can they help?

5. Group Splits (groups of 3-4): Students discuss how to be successful in school and develop a plan for the school year. Introduce the idea of students holding each other accountable for their school performance. If students are interested, they can create a system of support for each other, perhaps by studying together, keeping track of homework assignments, test dates, and grades.

6. Teacher or college mentor sharing and tools for school success: Share a personal experience with school to let the high school mentors know everyone has experienced challenges in high school. Present the following tips for improving school performance:

- Study habits: Study one hour per lesson per day after school.

- Read during your spare time: Reread the lessons after school and write down questions you might have.

- Prioritize: Prioritize assignments.

- Set high goals and work to achieve them: Set short term goals to reach long term goals (e.g., turn in all assignments this week, receive an "A" on the next few assignments, have parent check each assignment, go to tutoring 3 times this week, etc.).

- Balance your time per assignment: Organize your time to give each assignment adequate time to be completed.

- Meet with teachers: Attend study hour sessions with teachers or tutoring sessions to brush up on learned material or ask any questions on confusing topics.

- Seek other learning assistance.

Ask students to suggest other helpful study habits. Through this strategy the PAS high school mentors identified and implemented many concrete solutions for improving school performance, both in academics and behavior management.

Appendix B

Personal Development Activities for Mentees

Superheroes/Everyday Heroes – Part 2

Total time: Approximately 30 minutes

Area(s) of focus: Self-esteem, caring; this PDA reinforces the prosocial behavior of sympathy, perspective-taking, empathy and motivation

Overview: In this activity, students draw connections between superheroes and everyday heroes who look like them. Students think and talk about people who have jobs that help people in their community. These people are referred to as everyday heroes (police officer, firemen, teacher, etc.). The book helps lead to a discussion about how normal people are heroes by helping others. To conclude the activity, students write short stories and draw pictures of their everyday hero.

Purpose: To show the importance of helping others and that everyone can be a hero

Objectives: To promote self-esteem and self-worth; to show the importance of helping others and civic engagement

Role of mentors: To lead discussions and read the book; to assist with writing the stories and drawings

Supplies needed: Everyday Hero books, paper, crayons

Books: *A Day in the Life of a Firefighter* and *A Day in the Life of a Police Officer*, both by Linda Hayward

Instructions:

1. Ask students: What is a superhero? Follow with the question: What is an everyday hero? Clarify and contrast the difference between a superhero and an everyday hero. Read an everyday hero book. (10 min.)

2. At the end of the book, ask students to think about everyday heroes present in their own lives. Who are they? What makes them a hero? (10 min.)

3. Help students draw a picture of their everyday heroes. Help them write a sentence or two about their hero. (10 min.)

What is Fairness?

Total time: Approximately 30 minutes

Area(s) of focus: Fairness, caring: this PDA reinforces the prosocial behavior of care or concern for others, empathy and altruism

Overview: This activity begins with students discussing what they believe "fair" is. In this discussion, mentors ask the students to provide examples of fairness. Next, mentors read stories on the subject of fairness, followed by a discussion of the books read. The activity ends with students creating "Fair Pledges" to share with the group.

Purpose: Through discussion and reading, students will be better able to identify what's fair and not fair in multiple situations. Additionally, they will better understand how they can work to be fair. This activity is intended to show the importance of being fair to others.

Objectives: For students to distinguish between what is fair and what is not fair; to foster positive interaction with other students in school as well as out of school

Role of mentors: To lead all discussions, read stories, and make connections from readings to their lives

Supplies needed: Computer access, books, colored pencils, glue, markers, construction paper

Books: *Fairness* by Kathryn Kyle and *Being Fair: A Book About Fairness* by Mary Small

Instructions:

1. Begin by asking students what "fairness" means. Ask them to share examples of having seen it or experienced it. It is important to ask for examples to draw connections with their everyday experiences.

2. Read two stories about fairness. Read both books to small groups of no more than 10 students.

3. Discuss the stories. In small groups ask students what they can do to be fair to each other in their mentor group or in school (for example: share toys, take turns)

What is Honesty?

Total time: Approximately 20 minutes

Area(s) of focus: Honesty; this PDA reinforces the prosocial behavior of care or concern for others, and empathy

Overview: This lesson focuses on the importance of being honest as well as the consequences for not being honest. The lesson begins with the reading of a book about honesty. Next, students discuss the story with the mentors. In the discussion, the mentors focus on having the students share examples of when they or someone they know was honest as well as a time where they or someone they know was not honest. Mentors also discuss the potential consequences of being honest.

Purpose: To promote honesty among students and highlight the importance of being honest always.

Objectives: To assist in the understanding of the importance of being honest.

Role of mentors: To lead discussions and read stories

Book: *Honesty* by Kathryn Kyle

Instructions: Read a book on the subject of honesty. Ask the students questions about the book. What does it mean to be honest? Ask them to give examples of someone being honest. Mentors may ask students to share how they feel when someone is dishonest. (20 min)

What is Trust?

Total time: Approximately 30 minutes

Area(s) of focus: Trust, honesty: This PDA reinforces the prosocial behavior of perspective-taking, social competence, and high self-esteem

Overview: This activity builds on what the students learned in the previous lesson on honesty and introduces a similar concept, trust. The mentors then read a book on the subject of trust that provides examples that the students can relate to in their own lives. After discussing the reading, the students create "Trust Awards" for a person in their lives whom they think is trustworthy. Students end the day by sharing their work with the group.

Purpose: To highlight the importance of being trustworthy and responsible.

Objectives: To show the connection between honesty and trust

Role of mentors: To lead discussions, distribute materials, and help students create the awards

Supplies needed: Computer access, books, colored pencils, glue, markers, construction paper

Books: *Being Trustworthy: A Book About Trustworthiness* by Mary Small

Instructions:

1. Activity begins with the students recalling what they learned about honesty. In the same discussion, mentors ask students what it means to be trustworthy. After hearing what the students think, mentors read a book about trust.

2. Mentors follow up by asking questions about the book and what they learned. Mentors highlight the importance of being fair and honest. After the discussion, students create "Trust Awards." Students take home these awards to give them to someone they trust.

3. Students share their work with the group and discuss who might be receiving their award and why.

All About Us

Total time: Approximately 30 minute

Area(s) of focus: Community: This lesson focuses on family and that it is part of a larger community

Overview: Students draw a picture of their family and write three sentences about it. All the pictures will be put together in a booklet that students can read and reread.

Purpose: To get to know one another

Objectives: To foster a sense of sociability and belonging

Role of mentors: To provide materials; answer questions about the activity (e.g., who may be considered family members); put the individual work together into a booklet that students may read during reading time. Consider taking pictures of group activities and constructing additional books as a literacy activity

Supplies needed: Construction paper, crayons, markers, glue

Instructions:

1. Tell students that they are going to create a book about everyone in this group. Instruct them to draw a picture of themselves and their family. They may include whatever they want, such as pets or favorite toys. Ask them to write a sentence or two about the picture.

2. Provide needed materials.

3. Assist students in writing the sentences if needed.

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