

EMPOWERED AMBITION



Empowered Ambition Youth Development

A Restorative and Reflective Social Emotional & Character
Development Program for Young Men

-Instructor's Manual-

The Sims-Fayola Foundation

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FROM OUR CEO AND FOUNDER DEDRICK SIMS

I am absolutely thrilled that you made the decision to include the Empowered Ambition Youth Development Program in your toolbox for improving the life outcomes of the young men you serve. The one thing that I know you and I have in common is that we both recognize the brilliance boys bring to the educational landscape. I'll go out on another limb and say that we also know and agree that the learning experiences in most classrooms doesn't account for the natural energy of boys as well as the unique aspects of learning that boys present to educators. As a result, boys find themselves on the opposite side of many of key success indicators. It's even worse for young men of color.



As a result, high drop out, suspension, failure, and expulsion rates dominate the narrative for our young men and paint a false picture about their abilities. Unfortunately, many school design models don't complement, celebrate, and nurture the nature of boys and as a result, boys are being penalized for just being boys!

Our Empowered Ambition Youth Development (EAYD) Program is designed to use the uniqueness of boys in a learning experience that focuses on character development and social emotional learning (SEL) through improving self-efficacy using therapeutic and restorative practices. The program modules help young men discover who they are, what their dreams and goals are, and what impacts the attainment of their dreams. In the end, our goal is to help young men harness their unique energy and brilliance as they work to reach their goal.

I invite you to take a look at our work on our website at www.sffoundation.org and use it as a resource for yourself and your team. On our site you will find videos, highlights of our advocacy events and programming, and much more.

Thank you for taking the time to read this. I applaud the initiative you are taking to support and serve your uniquely brilliant population of boys!

Dedrick Sims

Founder and CEO, Sims-Fayola Foundation

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FREQUENTLY ASKED QUESTIONS

What is the Empowered Ambition Youth Development Program?

Empowered Ambition Youth Development (EAYD) Program for Young Men is a social emotional and character development curriculum for young men in the 4th - 12th grades from the Sims-Fayola Foundation designed to equip young men with the skills needed to make *their futures* look like *their dreams*. The EAYD Program engages young men in deep, reflective work using restorative practices, cultural identity, social and emotional learning (SEL) tenants, conflict resolution, mentoring, and goal setting practices.

What is Social Emotional Learning?

Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.



- A. **Self-awareness:** Know your strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”
- B. **Self-management:** Effectively manage stress, control impulses, and motivate yourself to set and achieve goals.
- C. **Social awareness:** Understand the perspectives of others and empathize with them, including those from diverse backgrounds and cultures.
- D. **Relationship skills:** Communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

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- E. **Responsible decision-making:** Make constructive choices about personal behavior and social interactions based on ethical standards, safety, and social norms.

What is the goal of the Empowered Ambition Youth Development Program?

The overarching goal of our EAYD Program is to assist our young men in increasing their capacity to be better stewards of their choices, careers, and ultimately their lives, while developing into positive, culturally aware, and emotionally healthy role models.

How is the Empowered Ambition Youth Development Program delivered?

Addressing the *school to prison pipeline*, at the intersection of education and the juvenile justice systems, the Empowered Ambition Youth Development Program is delivered over 18, 60-minute sessions. The EAYD Program can be implemented in middle and high schools through a dedicated class, an after school intervention course by our staff or your staff, *or* as part of an existing class curriculum in collaboration with the classroom teacher. As a juvenile diversion program, the EAYD Program can be delivered by our trained professionals over 18 sessions in our training location. Students can also be matched with a mentor for the duration of the program. The mentors are available to the participant 24 hours a day through an online platform.

What research is the Empowered Ambition Youth Development Program based on?

Our EAYD Program is designed on the pillars of *Restorative Justice, Character Development, and Trauma and Resilience Informed Engagement*.

- **Character Development:** EAYD draws upon the powerful and overwhelming research that building self-efficacy, responsibility, and goal setting are critical to behaviors that are productive and progressive.
- **Restorative Justice:** EAYD also uses the framework of the Restorative Justice approach where taking responsibility for one's actions and repairing and valuing relationships is an invaluable part of becoming a better steward of one's life.
- **Trauma and Resiliency Informed Engagement:** With an eye towards proven practices that are sensitive to the traumas our students may have encountered, EAYD focuses on them helping to build capacity and tools to successfully navigate the challenges of life. Emphasis is on supporting our children and youth in drawing upon their personal and social resources to work toward healing. (Nadine Burke-Harris, 2018).

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What is the school-to-prison pipeline and how is it relevant to the EAYD Program?

Smith (2009) defined the *school to prison pipeline* as “a conceptual framework used to understand how policies and practices – primarily from, but not limited to, the education and criminal justice systems – intersect in a manner which cumulatively results in students of color being disproportionately pushed out of school and into prison” (p. 1019). In other words, there exist policies in preschool to grade 12 schools that result in the punishment, suspension, and expulsion of boys and young men of color at much greater rates than their White peers; these policies directly correlate with the juvenile arrest and incarceration rates, and subsequently adult incarceration rates (Curtis, 2014; González, 2012; Healy 2014; Porter, 2015; Skiba, Arredondo, & Williams, 2014). There is a significant consensus of research and data to evidence that we have a pervasive challenge in society with an overrepresentation of young men of color, particularly African American males, in juvenile detention centers and prison in comparison to an underrepresentation of their high school and graduation rates (Casserly *et al*, 2012; Fowler, 2011; Hatt, 2011; Nicholson-Crotty, Birchmeier, & Valentine, 2009; Raible & Irizarry, 2010; and Shippen, Patterson, Green, & Smitherman, 2012). The Sims-Fayola Foundation believes that in order to improve the life outcomes of urban males, it will take the strategic, collaborative efforts of educators, educational and community leaders, policy makers, researchers, and criminal justice industry professionals to effectively dismantle the school to prison pipeline. The EAYD Program is a *strategic* effort designed to serve as a preventative tool in the educational system and restorative tool in the criminal justice system.

Why begin the EAYD Program in elementary school?

The school to prison pipeline does not begin in middle and high school; it begins in preschool when boys, particularly boys of color, are punished, suspended, and expelled at much higher rates than their White peers (Gilliam, Maupin, Reyes, Accavitti, & Shic, 2016; Meek & Gilliam, 2016; Wesley & Ellis, 2017). Policies and practices, such as out of school suspensions and “zero tolerance policies” that have the potential to impact male students in significant and enduring ways begin much earlier than secondary school. The EAYD Program recognizes that supporting our young men in recognizing their passions, strengths, and resources, and learning to use these in navigating choices and behaviors has the capacity for greater impact if started in elementary school. EAYD Program modules for secondary and elementary school have similar overall outcomes, but are appropriate to the developmental levels and experiences of the different age groups.

How is the effectiveness of the EAYD Program evaluated?

In order to evaluate the effectiveness of the program, EAYD provides evaluation strategies by using pre and post outcome surveys to students as well as their teachers. The surveys help establish baseline data, set measurable goals, and assess the effectiveness of the

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program based on the degree of satisfaction of those goals. Quantitatively, our goal is to improve the performance of the young men in the areas of:


- School Attendance
- Suspensions
- Negative Discipline Referrals
- Decision Making
- Goal Setting
- Grades (Indirectly)

Qualitatively, our goal is to improve the capacity and frequency of young men in:

- Make goal aligned decisions.
- Realize they can still take control of their lives through better decision making.
- Learn to use the resources and people currently in their lives to achieve their goals.
- Reduce risky behaviors.
- Understand the power of and leverage relationships.

EVIDENCE-BASED BEST INSTRUCTIONAL PRACTICES FOR BOYS

EAYD leverages learning style differences to support participants through evidence-based best instructional practices for boys (Gurlan & Stevens, 2005; King & Gurian, 2006). While every boy is different and there are no “rules” about what works for all boys, research has evidenced patterns of teaching and learning that support the academic engagement and success of young boys and male youth. Some of these differences between how boys and girls learn has historically been attributed to gendered differences in brain development and structure (King & Gurlain, 2006); however, evidence-based research suggests that these differences may not be as significant as once thought (Jäncke, 2018). Some of these gendered differences in learning have been attributed to the ways boys and girls may be socialized differently from birth to engage in the world; for example, from infancy girls are more likely to be given toys that foster nurturing, such as dolls, while their male peers are more likely to be given toys that build visual-spatial reasoning, such as building blocks. Even differences in the ways mothers talk about emotions with their male children and female children present gendered differences in opportunities to develop and strengthen skills in articulating and processing personal and inter-personal emotions, which may impact later learning in the social context of the classroom. (Aznar & Tenenbaum, 2019).

What is clear is that by the time boys reach school-age, there are differences in how they learn and engage socially. Male ways of knowing, being, doing in the classroom are often a mismatch for classroom culture. King & Gurian (2006) found that “Teachers tended to view the natural assets that boys bring to learning—impulsivity, single-task focus, spatial-kinesthetic learning, and physical aggression—as problems,” rather than as assets upon which to build learning opportunities. EAYD is built around active learning opportunities, including kinesthetic learning, to provide opportunities for greater engagement and success. Modules indicate active learning opportunities with the icon  to highlight the importance of this throughout the EAYC program.

General Areas of Learning Style Differences

Preference for Logic-Based Learning

- Boys tend to be better at deductive reasoning, i.e., beginning reasoning from a general principle and then applying to specific details.
- Boys often ask for a clear evidence to support the claim made by a teacher or peer. This does not necessarily mean they are challenging the speaker, but that they are seeking more information.
- Boys tend to be dominant in logical-mathematical intelligence.

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Visual-Spatial Reasoning

- Boys tend to perform better with spatial relationships and abstract reasoning
- Boys tend to be better than girls at not seeing or touching the thing and still being able to calculate it by visualizing it without seeing the written representation (e.g., When math is taught on the blackboard)

Physical Movement and Physical Learning

- Boys tend to use more physical space when working
- Boys need to move around more while learning; movement not only helps to stimulate a boy's brain, but helps to manage and relieve their impulsive behavior

Novelty-Seeking

- Boys tend to become bored more easily and require varying stimulants to keep them attentive.

Social Aspects of Learning

- Where boys are in pecking order can actually affect learning. Boys at the higher end produce less cortisol (the stress hormone), while boys at the lower end produce more. Cortisol can disrupt the learning process because it forces the brain to attend to emotional and survival stresses rather than intellectual learning.
- When working in groups, boys tend to focus more on goal orientation than managing team process.

Non-Verbal Learning

- Boys rely more heavily on non-verbal communication in comparison to girls whose verbal abilities develop much earlier in childhood.

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EMPOWERED AMBITION

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SAMPLE: ELEMENTARY MODULE 6
MAKE THE RIGHT CHOICES, PART 2



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EAYD Elementary Module 6: Making Choices, Part 2 –DRAFT INSTRUCTOR GUIDELINES

Outcomes That Build Across Modules 5-6	Related Key Concepts
Students will understand, discuss, and connect to themselves and their own experiences and lives: <ol style="list-style-type: none">1. Differences among right choices, good choices, and wrong choices.2. Decision-making processes when faced with a challenging decision.	<ul style="list-style-type: none">● choices● impact of choices● decision making

TOTAL TIME: 60 MIN

PREPARATION NOTES FOR INSTRUCTOR:

- Arrive early to check that computers and WiFi are accessible for the module.
- Have a personal definition of respect to share with the students. You will facilitate a group activity on respect in this module.
- You will need to make copies of the pocket sized *Listen to the Mustn'ts* poem by Shel Silverstein (located at the end of this module). There are 4 on the page to reduce paper use so you will need to cut the copies apart prior to the lesson

MATERIALS NEEDED:

- Student Guide for each participant
- Copy of pocket sized *Listen to the Mustn'ts* poem by Shel Silverstein for each participant
- Computers and WiFi access
- Chart paper that can be stuck to the wall
- Markers—enough for each student to use one at the same time. They will be writing on chart paper, so darker colors may work better for others to see.

I. COMMUNITY MEETING: 10 MIN

Framing: Community Meeting begins each session and serves as a context to build a positive, safe, and collaborative community to support students' engagement in and success with the EAYD Program. Community Meeting provides a check-in with students and an authentic opportunity for them to further develop communication, mutual respect, responsibility, social skills, and positive conflict resolution. Sometimes called "democratic class meetings," such meetings have been shown to positively support

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learners' academic success, school attendance, and social skills, while decreasing school suspensions.

Facilitating Community Meeting: Instructor greets each student as they enter the space—making eye contact with each individual, warmly greeting them, shaking their hand, or greeting in another way that feels comfortable for the student and instructor. Students greet the instructor similarly and this becomes one of the ways of building a sense of caring from the moment students enter the space. Once in the space, students sit/stand in a circle, facing one another. Students are able to speak freely, but follow established norms.

- We are in a safe space to share feelings and ideas.
- We keep conversations we have here private.
- We listen to each other and take turns speaking.
- We work to understand each other.
- We can disagree with a person without it being personal.
- We work to be problem solvers.

The instructor begins the meeting with a dialogue starter, such as “What was the highlight or lowlight of your day?” Students and instructors take turns discussing, actively listening to one another and engaging in authentic conversation that arises. This presents an opportunity for the group to learn more about each other and build a community. It also allows the instructor to learn more about what each student is bringing into the session that day in order to better support all students' engagement and success.

II. MODULE FOCUS ACTIVITIES

Active Learning Techniques: Poster and Gallery Walk; Collaborative Graphic Organizer

10 MIN – Personal Reflection: Who determines what is the right choice for YOU?

The instructor places three sheets of chart paper up on the wall; they are labeled “Good Choices,” “Wrong Choices,” and “Right Choices.” Each paper is divided into sections (either columns or in a web diagram) titled “Looks Like,” “Sounds Like,” and “Feels Like.” The instructor asks the students to reflect silently for a moment on the debate they held as part of the preceding module (See Module 5, Making Choices, Part 1), thinking about what they learned about these kinds of choices as a result of engaging in the debate. After gathering their thoughts silently for a moment, the young men are invited to begin a

Poster and Gallery Walk activity:


1. The instructor assigns different starting point posters to students so that they are evenly distributed among the posters. Students are given 1-2 minutes to jot

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- down thoughts about what the three kinds of choices look like, sound like, and feel. These do not need to be complete sentences; they can be phrases or words. There is no right/wrong answer and this is not about spelling or handwriting; it's way to generate ideas for discussion and check for student understanding of the concepts. After 1-2 minutes, the instructor asks the students to rotate to the next poster and repeat; this happens once more so that students have had a chance to write on each poster.
2. The instructor asks students to now move among the posters for 2 minutes, reading what their peers have written to add any additional thoughts they have and put a star next to any ideas that resonate with them.
 3. The group comes together and stands facing the charts. The instructor helps the group identify patterns in how they are thinking about the kinds of choices and to summarize their learning about the kinds of choices and why they are important.

15 MIN – *Successfully Making Tough Choices*

Make three groups of students and give each a new sheet of chart paper with the title “Making Tough Choices” written on the top. Using the lessons learned from today’s module and the preceding module, each group will be charged with creating a


 **Collaborative Graphic Organizer** (such as a flow chart) to list and order the steps in which they engage (process involved) when making tough choices. The Collaborative Graphic Organizer approach allows students to work together to visually represent their ideas, engaging them in active discussion as they make choices about how to organize their collective ideas. The instructor should circulate among the groups prompting for deeper thinking and equitable opportunities for engagement of group members. Each group will be allowed 10 minutes to engage, create, and develop their framework on the chart paper and hang on the wall in an area near them. Take 5 minutes to discuss what they wrote with them and highlight good points they make and commonalities among the groups’ work.

III. TALKING CIRCLE VIDEO

10 MIN – “*What are the Pros, Cons, and Possible outcomes of the choice you make?*”

The instructor will show the video clip [“Get Through Your Fear” from *The Good Dinosaur*](#) (1:19) to conclude this module. After this video clip, provide each young man with a wallet-sized copy of the poem “Listen to the Mustn’ts” and read it aloud to them, or ask a student volunteer to read it aloud. Ask students to then stand up and face each other in a Talking Circle to conclude today’s module. Before reading aloud the following questions, the instructor will ask each participant to listen closely to the question that will

EMPOWERED AMBITION

be read aloud because each participant will be asked to verbally share a response to one of the questions with the larger group, using the 

Popcorn instructional technique, which is when one student is called upon to start, then he calls upon a peer to reply to a question he poses, and it continues until everyone has had a chance to participate.

- *How are you powerful? How do you wish you could be more powerful?*
- *Do you sometimes hear a voice telling you that you can't do something or that it's impossible? Is it your voice or someone else's? Do you listen to it? How do you ignore the voice?*
- *Do you shine? If not, what do you think it will take for you to shine? Who do you need to help you shine?*
- *Can a decision you make be life saving? If so, how?*
- *How do your decisions impact others?*

IV. MENTOR TIME: 15 MIN

Allow students to log on to Edmodo and send their mentor a message about today's module. Specifically, the students should communicate:

- a. What the module was about.
- b. How today's module impacted them.
- c. Ask the mentor does this topic resonate with them and their lives.

V. CLOSING:

Instructor says good-bye to each student as they finish their emails to mentors and leave the space—making eye contact with each individual, warmly speaking to them, and shaking their hand.

As students are leaving, collect the *Student Guide* that were passed out.

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Listen to the Mustn'ts by Shel Silverstein: Pocket Size Master Copy Sheet

"LISTEN TO THE MUSTN'TS"

LISTEN TO THE MUSTN'TS, CHILD.
LISTEN TO THE DON'TS.
LISTEN TO THE SHOULDN'TS,
THE IMPOSSIBLES, THE WON'TS.
LISTEN TO THE NEVER HAVES,
THEN LISTEN CLOSE TO ME...
ANYTHING CAN HAPPEN, CHILD.
ANYTHING CAN BE.

BY SHELL SILVERSTEIN

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MAKE THE RIGHT CHOICES, PART 2



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EAYD Secondary Module 6: Making Choices, part 2 –DRAFT INSTRUCTOR GUIDELINES

Outcomes That Build Across Modules 5-6	Related Key Concepts
Students will understand, discuss, and connect to themselves and their own experiences and lives: <ol style="list-style-type: none">1. Differences among right choices, good choices, and wrong choices.2. Decision-making processes when faced with a challenging decision.	<ul style="list-style-type: none">● choices● impact of choices● decision making

TOTAL TIME: 60 MIN

PREPARATION NOTES FOR INSTRUCTOR:

- Arrive early to check that computers and WiFi are accessible for the module.
- Have a personal definition of respect to share with the students. You will facilitate a group activity on respect in this module.
- You will need to make copies of the pocket sized “Our Deepest Fears” sheet (located at the end of this module). There are 4 on the page to reduce paper use so you will need to cut the copies apart prior to the lesson

MATERIALS NEEDED:

- Student Guide for each participant
- Copy of pocket sized “Our Deepest Fears” for each participant
- Computers and WiFi access
- Chart paper that can be stuck to the wall
- Markers—enough for each student to use one at the same time. They will be writing on chart paper, so darker colors may work better for others to see.

I. COMMUNITY MEETING: 10 MIN

Framing: Community Meeting begins each session and serves as a context to build a positive, safe, and collaborative community to support students’ engagement in and success with the EAYD Program. Community Meeting provides a check-in with students and an authentic opportunity for them to further develop communication, mutual respect, responsibility, social skills, and positive conflict resolution. Sometimes called “democratic class meetings,” such meetings have been shown to positively support learners’ academic success, school attendance, and social skills, while decreasing school suspensions.

EMPOWERED AMBITION

Facilitating Community Meeting: Instructor greets each student as they enter the space—making eye contact with each individual, warmly greeting them, shaking their hand, or greeting in another way that feels comfortable for the student and instructor. Students greet the instructor similarly and this becomes one of the ways of building a sense of caring from the moment students enter the space. Once in the space, students sit/stand in a circle, facing one another. Students are able to speak freely, but follow established norms.

- We are in a safe space to share feelings and ideas.
- We keep conversations confidential.
- We actively listen to each other and take turns speaking.
- We work to understand each others' ways of seeing things.
- We can disagree without making it personal.
- We work to resolve conflicts.


The instructor begins the meeting with a dialogue starter, such as “What was the highlight or lowlight of your day?” Students and instructors take turns discussing, actively listening to one another and engaging in authentic conversation that arises. This presents an opportunity for the group to learn more about each other and build a community. It also allows the instructor to learn more about what each student is bringing into the session that day in order to better support all students' engagement and success.

II. MODULE FOCUS ACTIVITIES

Active Learning Techniques: Poster and Gallery Walk; Collaborative Graphic Organizer

15 MIN – Personal Reflection: Who determines what is the right choice for YOU?

The instructor places three sheets of chart paper up on the wall; they are labeled “Good Choices,” “Wrong Choices,” and “Right Choices.” Each paper is divided into sections (either columns or in a web diagram) titled “Looks Like,” “Sounds Like,” and “Feels Like.” The instructor asks the students to reflect silently for a moment on the debate they held as part of the preceding module (See Module 5, Making Choices, Part 1), thinking about what they learned about these kinds of choices as a result of engaging in the debate.


After gathering their thoughts silently for a moment, the young men are invited to begin a  **Poster and Gallery Walk** activity:

1. The instructor assigns different starting point posters to students so that they are evenly distributed among the posters. Students are given 1-2 minutes to jot down thoughts about what the three kinds of choices look like, sound like, and feel like. These do not need to be complete sentences; they can be phrases or

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- words. There is no right/wrong answer and this is not about spelling or handwriting; it's way to generate ideas for discussion and check for student understanding of the concepts. After 1-2 minutes, the instructor asks the students to rotate to the next poster and repeat; this happens once more so that students have had a chance to write on each poster.
2. The instructor asks students to now move among the posters for 2 minutes, reading what their peers have written to add any additional thoughts they have and star any ideas that resonate with them.
 3. The group comes together and stands facing the charts. The instructor helps the group identify patterns in how they are thinking about the kinds of choices and to summarize their learning about the kinds of choices and why they are important.

10 MIN – Successfully Making Tough Choices


Make three groups of students and give each a new sheet of chart paper with the title “Making Tough Choices” written on the top. Using the lessons learned from today’s module and the preceding module, each group will be charged with creating a  **Collaborative Graphic Organizer** (such as a flow chart) to list and order the steps in which they engage (process involved) when making tough choices. The Collaborative Graphic Organizer approach allows students to work together to visually represent their ideas, engaging them in active discussion as they make choices about how to organize their collective ideas. The instructor should circulate among the groups prompting for deeper thinking and equitable opportunities for engagement of group members. Each group will be allowed 10 minutes to engage, create, and develop their framework on the chart paper and hang on the wall in an area near them. Take 5 minutes to discuss what they wrote with them and highlight good points they make and commonalities among the groups’ work.

III. TALKING CIRCLE VIDEO

10 MIN – “What are the Pros, Cons, and Possible outcomes of the choice you make?”

The instructor will show the video clip [“Our Deepest Fear” from the film Coach Carter](#) (1:57) to conclude this module. After this video clip, provide each young man with a wallet-sized copy of the poem “Our Deepest Fear.” and read it aloud to them, or ask a student volunteer to read it aloud. Ask students to then stand up and face each other in a Talking Circle to conclude today’s module. Before reading aloud the following questions, the instructor will ask each participant to listen closely to the question that will be read aloud because each participant will be asked to verbally share a response to one of the questions with the larger group, using the

EMPOWERED AMBITION

 **Popcorn** instructional technique, which is when one student is called upon to start, then he calls upon a peer to reply to a question he poses, and it continues until everyone has had a chance to participate.

- *How are you powerful? How do you wish you could be more powerful?*
- *What is your deepest fear?*
- *Do you shine? If not, what do you think it will take for you to shine? Who do you need to help you shine?*
- *Can a decision you make be life saving? If so, how?*
- *How do your decisions impact others?*

IV. MENTOR TIME: 15 MIN

Allow students to log on to Edmodo and send their mentor a message about today's module. Specifically, the students should communicate:

- a. What the module was about.
- b. How today's module impacted them.
- c. Ask the mentor does this topic resonate with them and their lives.

V. CLOSING:

Instructor says good-bye to each student as they finish their emails to mentors and leave the space—making eye contact with each individual, warmly speaking to them, shaking their hand, or engaging in another good-bye that feels comfortable for the student and instructor.

As students are leaving, collect the *Student Guides* that were passed out.

EMPOWERED AMBITION

Our Deepest Fears Pocket Size Master Copy Sheet

OUR DEEPEST FEAR IS NOT THAT
WE ARE INADEQUATE.
OUR DEEPEST FEAR IS THAT WE ARE
POWERFUL BEYOND MEASURE.
IT IS OUR LIGHT, NOT OUR DARKNESS
THAT MOST FRIGHTENS US.
WE ASK OURSELVES, WHO AM I TO BE
BRILLIANT, ACTUALLY, WHO ARE YOU NOT TO BE?
GORGEOUS, YOU ARE A CHILD OF GOD.
TALENTED, YOUR PLAYING SMALL DOES NOT SERVE
FABULOUS? THE WORLD.

THERE IS NOTHING ENLIGHTENED ABOUT SHRINKING
SO THAT OTHER PEOPLE WON'T FEEL INSECURE AROUND YOU.
WE ARE ALL MEANT TO SHINE,
AS CHILDREN DO. WE WERE BORN
TO MAKE MANIFEST THE GLORY OF GOD THAT IS WITHIN US.
IT'S NOT JUST IN SOME OF US;
IT'S IN EVERYONE.
AND AS WE LET OUR OWN LIGHT SHINE,
WE UNCONSCIOUSLY GIVE OTHER PEOPLE
PERMISSION TO DO THE SAME.

AS WE ARE LIBERATED FROM OUR OWN FEAR, OUR PRESENCE AUTOMATICALLY
LIBERATES OTHERS.

— MARIANNE WILLIAMSON —

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