

Fremont Unified School District



Healthy Teens



This project was funded by the Innovation Grants Program through the Prop 63 Mental Health Services Act



Contact:

Amy Perez

Amyperez717@gmail.com

Fremont, CA

510-657-9155 x 49017

www.fusd.k12.ca.us

This work is placed in the public domain and may be freely reproduced, distributed, transmitted, used, modified, built upon, or otherwise used by anyone for any purpose.

The views and opinions of authors expressed herein do not necessarily state or reflect those of the County of Alameda or the County Behavioral Health Care Services Agency.

Our Story

Fremont Unified School District recognized in BHCS' Innovation Grants Program an opportunity to better serve and address the mental health needs of its African American student population. In response to this historically underserved population, three high schools collaborated for the first time to address some of these needs through an intervention program called Healthy Teens. Each of the high schools implemented their programs uniquely, but all targeted African American students specifically. The three schools were selected based on the criteria of having the largest African American student population, which would yield the greatest impact. The referral process included multiple stakeholders such as: teachers, counselors, administrators, and even peers. Each site conducted their weekly meetings using group norms, agendas, outcomes, group activities, reflections, discussions, and also refreshments.

As a result of these sessions, many African American students graduated with the tools necessary to identify their own mental health needs, and the resources to obtain help. Furthermore, they were able to make the African American historical experience relevant, and express pride in their ancestry and culture through examining heritage, food, and music. Many strong, meaningful relationships were established.

Sincerely,

Rochelle Hooks, Healthy Teens Facilitator
Sean Moffat, Healthy Teens Facilitator
Dr. Rickey Jones, Director of Student Support Services, FUSD
Amy Perez, Healthy Teens Facilitator



**INNOVATION GRANTS ROUND TWO
Course Development Template - June 2012**

INN 2 - LEARNING QUESTION #1

What are the cultural and spiritual nuances, beliefs, practices and norms specific to the African American community that should be incorporated into the planning, delivery, and outcomes of mental health and co-occurring conditions services for this community?

Age- based curriculums shall specifically address the following age groups:

- a. Children (0 -18?)
- b. Youth/Transition Age Youth (16 – 24)
- c. Adults (18 – 59)
- d. Older Adults (60+)

Desired Outcome: Age-based, culturally-informed provider training curriculum designed to improve effectiveness of behavioral health care services to African American Behavioral Health Care Services (BHCS) clients/consumers and their families that has been ‘field tested’ and evaluated by BHCS clients/consumers, family members and County and contracted community-based providers.

<p>Course Title: Healthy Teens Program</p>	<p>Total Length of Time: The curriculum is designed into twelve 30-minute modules to be implemented in a comprehensive or alternative high school setting.</p>
<p>Course Purpose: 1. <i>(BHCS Desired Outcome):</i> Teach an age-based, culturally-informed provider training course designed to improve effectiveness of behavioral health care services to African American Behavioral Health Care Services (BHCS) clients/consumers and their families.</p>	
<p>Learning Objectives:</p> <ul style="list-style-type: none"> 1. Learn the cultural and spiritual nuances, beliefs, practices and norms specific to the African American community. 2. Learn how to incorporate the African American cultural and spiritual practices and norms into the planning, delivery, and outcomes of mental health and co-occurring conditions services for the African American Community. 	
<p>Key Concepts to be Taught:</p> <ul style="list-style-type: none"> ● Increased knowledge about African American spiritual nuances, beliefs, practices and norms that relate to African American high school students. ● More positive attitudes/beliefs about the importance of understanding how to make healthy decisions. 	

- **Increased confidence in student’s ability to set and meet short-term goals.**
- **Increased negotiation skills to deal with stress at home, with friends, and at school.**
- **A stronger sense of pride and responsibility in making positive choices**

Target Audience:
The target audience of the curriculum is African American teenagers in grades 9-12 who attend high schools and who willingly desire to participate in weekly group sessions.

TRAINING OUTLINE

Module/Section & estimated length of time	Specific Content – Focus Area (provide detailed content information in a training manual)	Relate to Objectives	Methodology
Module 1	Introductions	Introduction and overview of the Healthy Teens Program that includes a presentation of the 10 ways to build healthy teens connected to mental health issues affecting African Americans in the USA.	Group Discussion
Modules 2 & 3	Emotional and Psychological Resiliency	<p>In Module 2, students work in pairs to identify their strongest emotional strengths. Overview of the emotional strengths identified with the African American culture. Group discussion regarding the emotional strengths that have been identified as part of the African American culture, and how the students use one or more of them on a daily basis in their life.</p> <p>Module 3 begins with an introduction to self efficacy and the belief that one can meet the demands of school, home, community and peers and the connection to well developed emotional competence and emotional strengths identified with the African American culture. Group discussion providing an opportunity for students to relate the topic to their emotional well being.</p>	Group Discussion
Modules 4 & 5	Dealing with Stress	Module 4 begins with a presentation of the Shifting Lens Study, the perception of stress, the sources of stress and coping strategies among urban African American	Group Discussion

		<p>teens. Students participate in a group activity called Mind Body Connection where they think of a specific time when they felt stressed out in the past two weeks, identify how the stress made them feel (physically and emotionally), and how the stress affected them (physically and emotionally). Individual activity with group discussion at the end.</p> <p>Module 5 is a continuation of the Shifting Lens Study, the perception of stress, the sources of stress and coping strategies among urban African American teens. Focus on how students cope with stress on a daily basis so that it does not become a major health issue. Group activity with skits.</p>	
Module 6	Creating Personal Boundaries	<p>During Module 6, students are presented with an overview regarding setting personal boundaries and recognizing when they feel angry, frustrated, violated, or resentful. Understanding the connection between feeling angry, resentful, frustrated or violated and having a boundary "crossed". Individual reflection with group discussion.</p>	Group Discussion
Module 7	Identity Development	<p>During Module 7, students discuss labels that they use to identify themselves and others (i.e. skin color, size,). Connections to positive factors associated with the African American culture and how these labels connect to their racial and ethnic culture are discussed. Students have time to reflect on the labels they use to identify themselves and present to group for discussion.</p>	Group Discussion
Module 8 & 9	Positive Social Interactions	<p>Module 8 prepares students with an overview of the social and emotional</p>	Group Discussion

		<p>skills associated with positive peer relations. Students are divided into groups by topic and come up with two ways to respond, one negative and one using the social and emotional skills associated with positive peer relations. Group debrief/discussion after each presentation.</p> <p>Module 9 Continues addressing the social and emotional skills associated with positive peer relations. Students are divided into groups to create a real life scenario. One scenario will be selected and will include a group debrief/discussion with connection to the social and emotional skills associated with positive peer relations.</p>	
Module 10	Current School Experiences	<p>During Module 10, students discuss African American stereotypes in relation to positive school experiences. Students listen to a short NPR podcast called: <i>Facing Identity Conflicts, Black Students Fall Behind</i>. Students have time to relate video to their personal experiences. Group discussion.</p>	Group Discussion
Module 11	Goal Setting	<p>In Module 11, students are presented with the five facts about goal setting and an overview of SMART goals. Students create one short-term (for the school year) SMART goal that relates to their learning over the past 11 weeks. Students willing, present their goals to the group.</p>	Group Discussion
Module 12	Closure & Wrap Up	<p>Module 12 reviews the topics discussed and the connection to mental health issues affecting African Americans in the USA. Students read a short article about African American student success. Connected discussion between the article and the positive mental health practices</p>	Group Discussion

		of the students in the article. Group discussion regarding dealing with closure.	
--	--	--	--

Other Learning Tools to be developed (web page; video clips; CD or DVD, etc.):

Activities Details (small group activities, exercises, case studies, etc.):
Think, Pair, Share, group discussions, Mind Body Connection Activity, Scenarios, journaling, note-taking, reading, listening to stories

Resources (manuals, reading lists, recommended movies list, etc.):
Please see *Healthy Teens Program Manual* in PDF form is attached to this document.

Other Information

Materials and Equipment Required:

- **Computer and Screen**
- **Internet Access**
- **Sound**
- **CD Player**
- **Copies of handouts assigned to sessions (located in *Healthy Teens Program Manual*)**

Other Pre-Training Preparations:
 Teachers need to be trained as group facilitators and need to have experience in Culturally Relevant Pedagogy.

Additional Notes:
 This program was designed to be taught by a teacher, counselor, or school administrator that has a strong background in multicultural education.

Field Study:
 During May- July 2013 a Healthy Teens Curriculum Field Study in the form of a video overview of the Healthy Teens Curriculum and a survey was provided via email to Fremont USD students, parents, staff and Community Mental Health Providers. In addition, an informal focus group of educators participated in a discussion where they had an opportunity to provide feedback regarding the Healthy Teens Curriculum. Based on feedback from the Healthy Teens Curriculum Field Study questionnaire and Informal Focus Group responses, the Healthy Teens Curriculum was revised in August 2013.

Your Contact Information:

**Created under Rickey Jones, Former Dir of Pupil Services - New contact: Greg Bailey, Dir Student Support Svcs.
Fremont Unified School District
4210 Technology Drive
Fremont, CA 94538
510. 659. 2534**

Please add handout items, brochures, or other items to this template.

Healthy Teens: A Group Intervention focused on African American Teens in the Fremont Unified School District



Manual

History of the Fremont USD Intervention Program for African American Teens

The Healthy Teens program is an outcome of the Alameda County Behavioral Health Care Services Innovation Grant Round Two. The program was developed as an intervention for African American teens at three high schools in the Fremont Unified School District. Each of the high schools implements their program differently but all target African American students specifically.

Leader Backgrounds

African American Male Group Leader

The African American male group was started at Washington High School by one of the African American male assistant principals. He had significant training and experience increasing his own personal awareness through continuing his education around Black issues, working with Adewole advocacy group, professional development provided by Glenn Singleton, and through *Why Try* training. This group was focused on serving African Males only and initially targeted all African Males at the school with a personal invitation to an orientation session.

African American Male and Female Group Leaders

The remaining two African American groups were mixed male and female students with each of the groups facilitated by a teacher at the school.

At the comprehensive high school, an African American female Special Education teacher facilitated the group. This teacher had experience in multicultural education and had attended professional development provided by *Why Try*.

At the continuation high school, an Asian American English teacher facilitated the group. This teacher also had been trained in multicultural education and had attended professional development provided by *Why Try*.

High Schools Implementing the Healthy Teens Program in the Fremont Unified School District- Recruitment and Group Selection

Three high schools in the Fremont Unified School District are currently offering the Healthy Teens program to African American students. Each of the three high schools is implementing the program based on their individual needs and student population. A brief overview of each of the high school's implementation of the Healthy Teens curriculum is listed below:

American High School

A female, African American, Special Education teacher, facilitates the Healthy Teens program at American High School. The group consists of 40 male and female African American students. Students meet one day weekly, Wednesday for 30 minutes during lunch. Many students come to the group with their lunch. The group is open and students are able to attend at will. Students were made aware of the Healthy Teens program through Flyers, Intercom broadcasts, Personal mailers, and the home & school loop. Students, parents and guardians were part of the recruitment and students self selected to participate in the group. The school has a total of 138 students identified as African American in grades 9-12 based on 2011-12 CDE data. Group confidentiality was addressed through an agreement stating, “everything that is said in this room remains in the room because we want to feel safe”.

Washington High School

The Healthy Teens program at Washington High School is facilitated by a male, African school administrator (Assistant Principal). The group size varies but targets only African American male students in grades 9-12. The school has a total of 59 students identified as African American in grades 9-12 based on 2011-12 CDE data. The Healthy Teens group meets twice weekly on Monday and Friday for 30 minutes in the morning. The school originally had 30 minutes of Silent Sustained Reading (SSR) as a time built into the master schedule on a daily basis; they discontinued the SSR program but kept the time for individual student support. This time is now used for a variety of interventions with the Health Teens program being one of the interventions supported at the school. All male African American students are given a pass to come to the library to attend a Healthy Teens orientation meeting at the beginning of each school year. This intervention is not mandatory and students are given the choice to attend or not in order to respect the individual wishes of every student.

These two days were selected to support students transitioning to school after and into the weekend. While students self select into the Healthy Teens program at Washington High School, teachers, administrators, counselors, and parents/guardians, are encouraged to recruit students.

Robertson High School

A female, Asian, English teacher facilitates the Healthy Teens program at Robertson High School. Robertson High School is the only continuation high school in the Fremont Unified School District. The school has a total of 41 students identified as African American based on 2011-12 CDE data. A total of 6 male and female African American students participate in the Healthy Teens program at Robertson High School. The students meet every Thursday after school for one hour. Students at Robertson are identified to participate in the Healthy Teens program based on truancies, behavior management in class, substance abuse issues, and poor grades. These students are referred through the school's teachers, administrators and counselors at the school.

Challenges & Ideas

- *Open group vs. closed group- at two of the schools the group was closed and one school the group was open*
- *One group allowed students to invite teachers to attend at any time.*

- *The length of time was a challenge. Two schools met for 30 minutes. This seemed like a short length of time but seems to be a time easily allotted.*
- *It was had to get parents involved in the program but would be a great addition.*
- *The teachers felt that including scholarships or other incentives such as food, health fair, payment of graduation fees would be helpful*

Methods used for group participation

- Talking stick
- Hand raising
- Students are allowed to take a pass if they do not feel like speaking

Background of the curriculum developer

Pamela Good was hired as a consultant by the Fremont USD to develop this curriculum. Mrs. Good has co developed culturally relevant curriculum for the Los Angeles County Office of Education and The Achievement Council. Mrs. Good has worked as a school administrator in a number of administrative positions focusing on closing educational gaps for underserved students. For further information please contact her at pamelagood46@gmail.com.

Healthy Teens Group Sessions

Overview of the Curriculum

The Healthy Teens Curriculum is a 12-module course that targets African American Adolescents grades 9-12. It is grounded in research and was developed as part of the Alameda County Behavioral Health Care Services Innovation Grants Round Two. The focus of the program is to provide students with the knowledge and skills they need to prevent mental health issues.

Goal of the Curriculum

The goal of the curriculum is to provide a space for African American teens to improve their understanding of adolescent mental health issues and build their capacity as decision makers in their day-to-day life.

Facilitator selection

It is important that the group facilitators are culturally proficient and have established strong positive relationships with African American students at the school. Cultural proficiency is a way of being that allows individuals and organizations to interact effectively with people who differ from them.

Target Audience

The target audience of the curriculum is African American teenagers in grades 9-12 who attend high schools and who willingly desire to participate in weekly group sessions.

Implementation of the Curriculum

The Healthy Teens Curriculum is designed to be used with groups of African American high school aged teens over a 12-week period. The number of students in the group can vary between 5-40 students.

Selection Criteria

The selection criteria is open and to be the decision of the school. Groups can be open, closed, mixed (male and female) or male and or female groups.

Length of the Curriculum

The curriculum is designed into twelve 30-minute modules. The curriculum is designed to be implemented in a comprehensive or alternative high school setting.

Objectives of the Curriculum

- Increased knowledge about African American spiritual nuances, beliefs, practices and norms that relate to African American high school students.
- More positive attitudes/beliefs about the importance of understanding and learning the knowledge and skills needed in order to make healthy mental health decisions.
- Increased confidence in student's ability to set and meet short-term goals.

- Increased negotiation skills to deal with stress at home, with friends, and at school.
- A stronger sense of pride and responsibility in making positive choices

Modules

1. Introductions
2. Emotional and Psychological Resiliency
3. Emotional and Psychological Resiliency
4. Dealing with Stress
5. Dealing with Stress
6. Creating Personal Boundaries
7. Identity Development
8. Positive Social Interactions
9. Positive Social Interactions
10. Current School Experiences
11. Goal Setting
12. Wrap Up

Curriculum Groups

Within each group session of approximately thirty minutes, activities vary among:

- Facilitator sharing of research base
- Group discussions
- Individual writing
- Pair/share discussions
- Role-playing activities
- Extended learning assignments that feature both reflection and practice

Reviews of previous information are also built in throughout the group sessions to reinforce knowledge and offer opportunities for reflective thinking and questioning.

Background information

The Why

The Office of Minority Health have identified the following in regards to mental health and African Americans:

- Poverty level affects mental health status. African Americans living below the poverty level, as compared to those over twice the poverty level, are 3 times more likely to report psychological distress.
- African Americans are 20% more likely to report having serious psychological distress than Non-Hispanic Whites.
- Non-Hispanic Whites are more than twice as likely to receive antidepressant prescription treatments as are Non-Hispanic Blacks.

- The death rate from suicide for African American men was almost four times that for African American women, in 2009.
- However, the suicide rate for African Americans is 60% lower than that of the Non-Hispanic White population.
- A report from the U.S. Surgeon General found that from 1980 - 1995, the suicide rate among African Americans ages 10 to 14 increased 233%, as compared to 120% of Non-Hispanic Whites.

Unemployment rates continue to be highest among African Americans with minimal education. In 1999, for example, over half of all African Americans with a high school diploma or less were unemployed, compared to 21% of whites (U.S. Department of Education, 2001b). Even during the booming economy of the late 1990s, African Americans 16–19 years of age were nearly three times more likely to be unemployed than similar whites. However, among college graduates there was little difference between African American and white employment rates (U.S. Department of Education, 2001b).

Healthy Teens Environment

Research has identified that positive ethnic identification contributes to the academic achievement of African American students. It is recommended that the environment where the Healthy Teen Program is implemented include Africultural themes which may include the scholarly works of authors listed below. In addition African American music is a way to connect with the students and provide them with their rich history. The environment provides the students with a place to air their frustrations receive positive feedback, express their concerns in a manner that does not criticize the teachers/administrators themselves, only school, home and or community policies and or procedures that affects their mental health on a daily basis.

African American Scholars (limited list)

Langston Hughes, Booker T. Washington, Juan Williams, James Baldwin, Dr. Benjamin Elijah Mays, Carter G. Woodson, Dr. W.E.B. Dubois, Dr. Beverly Tatum, Dr. Theresa Perry, Dr. Juwanza Kunjufu, Niki Giovanni, Paul Dunbar, and Dr. Martin Luther King Jr. and Jean Michel Basquite

Links to possible slideshows, music, quotes, and videos to project as the students enter the room: All links need to be copied and pasted into your browser. Links were working as of 12-5-13.

Langston Hughes Quotes

http://www.brainyquote.com/quotes/authors/l/langston_hughes.html

Jean Michel Basquite

<http://basquiat.com/>

Dr. W.E.B. Dubois Musical Bibliography-Short video set to John Coltrane's song "A Love Supreme"

http://www.youtube.com/watch?v=C_C37uBjLoM&list=PL9945F871100ED267

Booker T. Washington Quotes

<http://www.goodreads.com/work/quotes/358903-up-from-slavery>

Dr. Beverly Tatum, President of Spelman College- a historically black liberal arts *college* for women located in Atlanta, Georgia speaks about race in the era of Obama.

<http://www.youtube.com/watch?v=L71zN1hp-UE>

National Public Radio- Blues Foundation-Free Blues Music explained in a radio series. Very extensive and rich with history and music and can be used each week.

https://www.blues.org/blues/index.php4.php#ref=blues_radioshow

SOUND OUT-Student Activism On The West Coast From San Diego to Seattle, the West Coast student activist movement is represented in a variety of communities. Rural, suburban, urban, African American, Latinos, and white young people are all providing vital energy to the school reform movement.

http://www.soundout.org/west_coast.html

In addition to the resources above we purchased the Why Try Poster and music CD for two of our teachers at the cost of \$175 per CD.

Overview of Healthy Teens Curriculum Sessions 1-12

Session 1: Introductions

Goal

Provide students with an overview of the Healthy Teen Program and why they should attend the 12-week group sessions.

Meeting Outcomes

Students will feel comfortable with the Healthy Teen program and encouraged to continue to attend on a weekly basis.

Set Up

If possible, organize the room in advance by having chairs in a large circle. Create a sign in sheet that includes the date of the session, student name and grade level this way you can keep data on the impact of your group comparing student group attendance and the impact on attendance, behavior, and or grades. Select music or use a link that describes an African American artist to play as the students enter the room. You may want to have a different genre or person each week, be sure that there are no cursing or violent lyrics. Or you may want to highlight a specific topic that relates to the Healthy Teen Environment listed above and have a slide show running or a video as the students enter the room.

Introduction

Have music playing by an African American Artist as the students enter the room (Jazz or contemporary as long as there is no cursing or violent lyrics). Begin the session by introducing yourself and welcoming all of the students.

Resources Needed

Copies of *10 Ways to Build Healthy Teens* (one per student).
Copy of sign in sheet

Facilitator Notes

Tell them that before we get to know everyone in the room you want to share with the 10 ways to build healthy teens: Let the students know that supporting them to make healthy positive decisions is what the group is about. Share the 10 Ways to Build Healthy Teens on a poster (see appendices) or put them up on the screen through the projector.

10 Ways to Build Healthy Teens

- (1) Maintaining good relationships with close family members, friends and others;
- (2) Avoiding seeing crises or stressful events as unbearable problems;
- (3) Accepting circumstances that cannot be changed;

- (4) Developing realistic goals and moving towards them;
- (5) Taking decisive actions in adverse situations;
- (6) Looking for opportunities of self-discovery after a struggle with loss;
- (7) Developing self-confidence;
- (8) Keeping a long-term perspective and consider the stressful event in a broader context;
- (9) Maintaining a hopeful outlook, expecting good things and visualizing what is wished;
- (10) Taking care of one's mind and body, exercising regularly, paying attention to one's own needs and feelings.

(American Psychological Association, Wikipedia)

Let the students know that these 10 ways are woven into the 12 sessions of the Fremont Healthy Teens curriculum.

Getting to know you Activity

Have students turn to the person next to them and introduce themselves saying their name, grade and which one of 10 Ways to Build Healthy Teens resonated with them the most. Give them three minutes to talk. When they are done ask each student to introduce their partner and the way that resonated with their partner.

Developing Group Norms Activity

Once the students have completed the introductions go over the Healthy Teens program process. Be sure to include the meeting day, time and location. After you have done this ask the group to develop norms that are important to them. Sample norms are in the appendices if needed. The facilitator should be charting these norms. If students have a problem getting started start with this norm "What is said in here stays in here" they should be able to come up with other norms. After they have been listed find out if anyone has a problem with one of them. If they all agree with what was posted ask them for assign of affirmation (thumbs up, nod etc.). Once the norms have been agreed upon tell the students that at each meeting you will ask for a volunteer to review their norms before the group begins.

*Once this activity is completed let the students know that the next two group topics are **Emotional and Psychological Resiliency**. Inform the students that the groups are flexible and if there is something specific that they would want to talk about to please let you know.*

After Group Leaves

Be sure to type up the norms and or have them posted in a prominent location in the room.

Session 2 and 3: Emotional and Psychological Resiliency

Session 2: Emotional and Psychological Resiliency

Goal

Students will understand the emotional strengths identified with the African American Culture.

Meeting Outcomes

Students will identify their emotional strengths, connect them to the positive strengths found in the African American culture, and understand how they can use those strengths on a daily basis to support their emotional and psychological resiliency.

Set Up

If possible, organize the room in advance by having chairs in a large circle. Create a sign in sheet that includes the date of the session, a place for the student name and grade level and then place on a clipboard with a pen. Be sure that you have the group norms posted in a prominent location. Have music or video link playing as the students enter the room.

Resources Needed

Make copies of the *Emotional Strengths Identified with African American Culture* handout found in the appendices.

Introduction

- Welcome the students
- Review the group norms
- Pass around the sign in sheet, if there is any new students welcome them and ask them their name.

Facilitator Notes

Let the students know that today we are going to talk about Emotional Resiliency and that the next two sessions are dedicated to us discussing these emotional strengths or special skills and how we can use them on a daily basis. Share the research base listed below. Best to have this on the screen and let everyone read it silently.

Research Base

The American Psychological Association's Task Force on Resilience and Strength in Black Children and Adolescents, found that there may be special skills that African American teens and families have that help them cope, including the ability to resist racial prejudice. The following emotional strengths have been identified with the African American culture: spirituality, cooperation, respect for others, a sense of humor, and expressive individualism.

Activity

Pass out the Emotional Strengths Identified with African American Culture handout. Tell the students to pair up. They are to share with their partner the emotional strengths that they think are their strongest. Once the room has quieted down have them return to their seats.

Overarching Group Discussion Question:

If these are the emotional strengths that have been identified as part of our culture, how do you use one or more of them on a daily basis in your life?

Wrap Up

Let the students know that we will be continuing this topic at the next session.

Session 3: Emotional and Psychological Resiliency

Goal

Students will understand the emotional strengths identified with the African American Culture.

Meeting Outcomes

Students will identify their emotional strengths, connect them to the positive strengths found in the African American culture, and understand how they can continue to use those strengths on a daily basis to support their emotional and psychological resiliency.

Set Up

If possible, organize the room in advance by having chairs in a large circle. Create a sign in sheet that includes the date of the session, a place for the student name and grade level and then place on a clipboard with a pen. Be sure that you have the group norms posted in a prominent location. Have music or video link playing as the students enter the room.

Resources Needed

Make additional copies of the *Emotional Strengths Identified with African American Culture* handout for students that may not have attended last session.

Introduction

- Welcome the students
- Review the group norms
- Pass around the sign in sheet, if there is any new students welcome them and ask them their name.

Facilitator Notes

Let the students know that today we are going to talk about Emotional Resiliency and that the next two sessions are dedicated to us discussing these emotional strengths or special skills and how we can use them on a daily basis. Review the emotional strengths identified with the African American Culture. Share the research base listed below. Best to have this on the screen and let everyone read it silently.

Research Base

Emotional and Psychological resiliency requires a strong and positive sense of self-efficacy (*Self-efficacy* is the measure of one's own ability to complete tasks and reach goals) so that you believe that you can meet the demands of school, home, community and peers. African American youth with well-developed emotional competence are able to mobilize resources, learn new information, acquire new insights, or develop their talents despite negative messages from society to the contrary (*Resilience in African American Children and Adolescents: A Vision for Optimal Development*, APA, 2008).

Overarching Group Discussion Question:

When we think of positive emotional health we generally think of people that are generally in a good mood, are optimistic about life, are empathetic towards others and interact well with their friends. How does this description relate to you and your emotional well-being?

Extended Learning:

Explain to the students that it would be nice to have a mission statement, a statement of purpose or why our group exists. Show the students the mission statement developed by the African American males group (located in the appendices) and ask them “if there may be a few people who would be willing to work together and come up with a mission statement for our group?” They could bring it next week and we could see if it defines our work together.

Sessions 4 and 5: Dealing with Stress

Sessions 4: Dealing with Stress

Goal

Students will understand what triggers stress, the feelings connected with stress and strategies for dealing with stress on a daily basis.

Meeting Outcomes

Students will be able to identify the physical and emotional feelings related to stress in their lives.

Set Up

If possible, organize the room in advance by having chairs in a large circle. Create a sign in sheet that includes the date of the session, a place for the student name and grade level and then place on a clipboard with a pen. Be sure that you have the group norms posted in a prominent location. Have music or video link playing as the students enter the room.

Resources needed:

Make sure that you have enough copies of Handout # 2 from the Coping with Teen Stress resource and colored pencils, markers and crayons.

Introduction

- Welcome the students
- Review the group norms
- Pass around the sign in sheet and if there are any new students welcome them and ask them their name. Review the research base with the group.

Facilitator Notes

First ask if anyone worked on the mission statement since the last meeting. If a student or students worked on a mission statement, spend time sharing what they developed with the group. Let the students know that today our opening activity is called the Mind Body Connection (located in the appendix). We will be spending our entire time today on this activity. A screen shot of the Facilitator Guide and the mind Body Connection handout are below.

Research Base

There was a study called the Shifting Lens study and the purpose of the Shifting the Lens study was to explore the perceptions of stress, sources of social support, and use of coping strategies among urban African American ninth graders.

In this study teens said their five **most frequently experienced sources of stress** were coming mainly from schoolwork (78%), parents (68%), romantic relationships (64%), friends' problems (64%), and younger siblings (64%).

The five **sources of stress that caused the most worry** in the lives of the participating youth were: school work (68%), parents (56%), friends' problems (52%), romantic relationships (48%), and drugs in the neighborhood (48%).

Small Group - Mind Body Connection Activity

**To obtain copies of
this activity, go to:**

http://www.jhsph.edu/research/centers-and-institutes/center-for-adolescent-health/_includes/Teen_Stress_Guide.pdf

Mind-Body Connection Activity

Think of a specific time when you felt stressed out in the past two weeks. How did that stress make you feel? On the body below, draw where and how the stress affected you.

You may draw any pictures or symbols and may use any colors you choose. Below is a screenshot of the handout to use with the students. You may need to modify this activity if your group meets for 30 minutes or less,

Body - Mind Body Connection Activity

**To obtain copies of
this activity, go to:**

http://www.jhsph.edu/research/centers-and-institutes/center-for-adolescent-health/_includes/Teen_Stress_Guide.pdf

Session 5: Dealing with Stress and Coping with Feelings

Goal

Students will understand what triggers stress, the feelings connected with stress and strategies for dealing with stress on a daily basis.

Meeting Outcomes

Students will be able to identify the physical and emotional feelings related to stress in their lives.

Set Up

If possible, organize the room in advance by having chairs in a large circle. Create a sign in sheet that includes the date of the session, a place for the student name and grade level and then place on a clipboard with a pen. Have the group norms posted in a prominent location. Have music or video link playing as the students enter the room. Be sure that you read over the Trading Faces Activity so that you can modify to meet your time constraints but still include all of the activity components.

Resources needed

None

Introduction

- Welcome the students
- Review the group norms
- Pass around the sign in sheet if there are any new students welcome them and ask them their name. Review the research base with the group.

Facilitator Notes

Let the students know that this session is part two and a continuation of last week's session regarding coping with stress and the research from the Shifting Lens Study. Post and read the following research that comes out of the Shifting Lens Study.

Research Base

On average, boys report more frequent use of avoidance and distraction coping strategies than girls, while girls indicate more frequent use of support seeking and active coping. Avoidance strategies involve not dealing with the stress at all. Distraction involves temporarily getting one's mind off the stress. Support seeking includes getting help. Active coping entails taking action to reduce or remove the stress. Stress can become a major health issue because it can disrupt your daily life so today we are going to talk about how you cope with stress on a daily basis so that it doesn't become a major health issue for you.

Activity

Let the students know that the activity that we are going to do today is called Trading Faces. You can post the directions on the screen. This activity will need to be monitored time wise for groups meeting for 30 minutes or less. Let the students know in advance that not all groups will be able to act out their conflict because of time constraints but be sure to allow time for group comments, practicing the role play again, and closure.



Additional Resource:

“Shifting the Lens” A 25-minute DVD produced by youth about perceptions of teen stress and coping.
<http://commprojects.jhsph.edu/communications/centers/23/ShiftingHigh.mov>

Sessions 6: Creating Personal Boundaries

Goal

Students will understand the feelings associated when personal boundaries are disrespected.

Meeting Outcomes

Students will be able to become self aware of their feelings and set one or more personal boundaries for when their space has been violated.

Set Up

If possible, organize the room in advance by having chairs in a large circle. Create a sign in sheet that includes the date of the session, a place for the student name and grade level and then place on a clipboard with a pen. Be sure that you have the group norms posted in a prominent location. Have music or video link playing as the students enter the room.

Introduction

- Welcome the students
- Review the group norms
- Pass around the sign in sheet. If there are any new students welcome them and ask them their name.

Wikipedia Definition

Personal boundaries are guidelines, rules or limits that a person creates to identify for him- or herself what are reasonable, safe and permissible ways for other people to behave around him or her and how he or she will respond when someone steps outside those limits. They are built out of a mix of beliefs, opinions, attitudes, past experiences and social learning. Personal boundaries define you as an individual, outlining your likes and dislikes, and setting the distances you allow others to approach. They include physical, mental, psychological and spiritual boundaries, involving beliefs, emotions, intuitions and self-esteem. Jacques Lacan considered them to be layered in a hierarchy, reflecting “all the successive envelopes of the biological and social status of the person” from the most primitive to the most advanced. An important facet of good personal boundaries is that they operate in two directions, affecting both the incoming and outgoing interactions between people.

Facilitator Introduction

Let the students know that today we are going to talk about setting boundaries. Let the students know that having strong boundaries are important for protecting their body, mind, and spirit. Tell them that setting boundaries can make an enormous impact on the quality of their life. It is the one skill that they most need to develop in order to create the kind of life they really want.

Let the students know that personal boundaries are the lines that they draw around themselves and the agreements that they set with others.

The first step in establishing boundaries is self-awareness; it is important that each of you realize when you need more space, self-respect, energy, and/or personal power.

To begin setting personal boundaries you need to recognize when you feel angry, frustrated, violated, or resentful. Go back to some of the stressful feeling we were discussing at the last two groups. Many times when you are feeling angry, resentful, frustrated or violated it is because you have had a boundary "crossed". A person's tone of voice, negativity, criticism, derogatory language, or other form of disrespect, may prompt you to create a boundary in order to protect yourself and your goals from their disruptive behavior.

Boundary Setting Activity

PRACTICE SETTING A BOUNDARY:

1. Name or describe the behavior that is not acceptable to you.
2. Express what you need or expect from the other person.
3. Know for yourself what action you will take if the person does not respect your boundaries.

“ Don't disrespect me! If you won't respect me, then stay away. ”

Wrap up

Remind students that as they set boundaries they can control their own response to other people's behavior by delivering a request gracefully of what you expect or need from that person. Remind them that the one thing we can't control is their response or behavior to our request. People who continuously refuse to respect and honor your boundaries are clearly not willing to change. The change you need to see may come from yourself. Be sure that you have provided direct requests and communicated your boundaries consistently. If you have, and they still refuse to honor your boundary, it's up to you to decide how you wish to proceed. In these (hopefully rare) cases, you may need to negotiate further or end the relationship. Share the extended learning tips with them. Post them where the students can see them on a regular basis.

Extended Learning Activity

Creating Personal Boundaries Tips for Everyday Living

- If you have a hard time saying no, look for chances to practice
- Look for mentors who have strong but flexible boundaries
- Find your own balance of alone time and time with other people
- Build a support team of people who respect your boundaries
- Write a letter to yourself encouraging yourself to set clear, strong boundaries
- Work at getting comfortable with change
- Remember that setting personal boundaries is important work because you are important

Sessions 7: Identity Development

Goal

Students will understand the social and relational factors that impact African American teen identity development.

Meeting Outcomes

Students articulate the labels that they use to identify themselves and make a personal connection to positive factors associated with the African American culture.

Set Up

If possible, organize the room in advance by having chairs in a large circle. Create a sign in sheet that includes the date of the session, a place for the student name and grade level and then place on a clipboard with a pen. Be sure that you have the group norms posted in a prominent location. Have music or video link playing as the students enter the room.

Resources needed

Label identification Worksheet. Make copies of the worksheet found in the appendices.

Introduction

- *Welcome the students*
- *Review the group norms*
- *Pass around the sign in sheet if there are any new students welcome them and ask them their name.*

Research Base

African American adolescents are exposed to a variety of factors that impact their identity development. Such factors include:

- (1) Interactions with female and male peers (Tatum, 1997);
- (2) The ways in which they relate to their parents and family members as they grapple with simultaneous needs for independence and dependence;
- (3) Exposure to the plethora of African American male and female images portrayed in print material and the media (Gooding, 2010);
- (4) The underlying context of race relations based on the history of racial groups in this country (Bonner, et al, 2009 Thomas, Hoxha, & Hacker, 2012).

Adolescence is a critical time in a young person's life, particularly as it relates to developing their identity as an individual and in relation to others in the community and broader society. Successful navigation of this key development stage is critical to academic achievement and associated attitudes and behaviors (Clements & Seidman, 2002).

Identity Development Activity

Using the Label Identification worksheet , ask students to list all of the labels that they use to identify themselves. Give them about 5 minutes to do this quietly. Have them share out some of the labels they wrote then ask them the following 3 questions:

1. Do those labels change depending on who you are with or in what situation?
2. How?
3. Of those labels that you listed what are the positive factors associated with African American culture and how do they connect to your racial and ethnic culture?

If skin color issues do not come up in the discussion the facilitator may want to find a way to include it. A link to a CNN story is included <http://www.cnn.com/2012/04/21/opinion/martin-skin-color>

Wrap Up

Let the students know that the next two sessions will focus on positive social interactions.

Sessions 8 and 9: Positive Social Interactions

Session 8: Positive Social Interactions

Goal:

Students will understand the relationship between social and emotional skills and positive peer/adult relations

Session Outcomes:

Students will demonstrate the use conflict resolution and positive social skills as they react to short scenarios.

Set Up

If possible, organize the room in advance by having chairs in a large circle. Create a sign in sheet that includes the date of the session, a place for the student name and grade level and then place on a clipboard with a pen. Be sure that you have the group norms posted in a prominent location. Have music or video link playing as the students enter the room. Take the A-E scenarios and cut them into strips.

Resources

Strips of paper with the scenarios listed.

Introduction

- Welcome the students
- Review the group norms
- Pass around the sign in sheet if there are any new students welcome them and ask them their name.

Research Base

Children and youth who are well liked tend to be more adept at managing negative emotions such as anger, nervousness, or sadness and at expressing emotions in appropriate ways.

Varied social and emotional skills have been associated with positive peer relations, including:

- *Emotional understanding and self regulation skills such as understanding one's own feelings and the feelings of others (empathy); being able to manage strong emotions; and being attuned to social cues;*
- *Social problem solving skills such as knowing how to identify problems with peers and being able to generate different solutions for addressing those problems; and*
- *Conflict resolution skills combining a variety of social skills, such as communication, problem solving, self regulation, and negotiation, in order to manage one's own conflicts or to mediate the conflicts of others.*

Positive Social Interactions Activity

Have students get into groups of two, then give each group a scenario. If there are more than 5 groups you can repeat the same groups (i.e. two or more groups of A, B, etc..)

To obtain copies of
this activity, go to Handout #3 at:
http://www.jhsph.edu/research/centers-and-institutes/center-for-adolescent-health/_includes/Teen_Stress_Guide.pdf

Session 8 use Scenarios A, B, & C

To obtain copies of
this activity, go to Handout #3 at:
[http://www.jhsph.edu/research/centers-and-
institutes/center-for-adolescent-
health/_includes/Teen_Stress_Guide.pdf](http://www.jhsph.edu/research/centers-and-institutes/center-for-adolescent-health/_includes/Teen_Stress_Guide.pdf)

Sessions 9: Positive Social Interactions

Goal:

Students will understand the relationship between social and emotional skills and positive peer/adult relations

Session Outcomes:

Students will demonstrate the use conflict resolution and positive social skills as they react to short scenarios.

Set Up

If possible, organize the room in advance by having chairs in a large circle. Create a sign in sheet that includes the date of the session, a place for the student name and grade level and then place on a clipboard with a pen. Be sure that you have the group norms posted in a prominent location. Have music or video link playing as the students enter the room. Take the D-F scenarios and cut them into strips and give groups of student's specific scenarios. Scenario F is a scenario that you can make up as the instructor or have a group of your students develop.

Resources

Strips of paper with the scenarios listed.

Introduction

- Welcome the students
- Review the group norms
- Pass around the sign in sheet if there are any new students welcome them and ask them their name.

Research Base

Children and youth who are well liked tend to be more adept at managing negative emotions such as anger, nervousness, or sadness and at expressing emotions in appropriate ways.

Varied social and emotional skills have been associated with positive peer relations,

Including:

- *Emotional understanding and self regulation skills such as understanding one's own feelings and the feelings of others (empathy); being able to manage strong emotions; and being attuned to social cues;*

- *Social problem solving skills such as knowing how to identify problems with peers and being able to generate different solutions for addressing those problems; and*
- *Conflict resolution skills combining a variety of social skills, such as communication, problem solving, self regulation, and negotiation, in order to manage one's own conflicts or to mediate the conflicts of others.*

Positive Social Interactions Activity

Have students get into groups of two, then give each group a scenario. If there are more than 5 groups you can repeat the same groups (i.e. two or more groups of A, B, etc.)

To obtain copies of
this activity, go to Handout #3 at:
http://www.jhsph.edu/research/centers-and-institutes/center-for-adolescent-health/_includes/Teen_Stress_Guide.pdf

Session 9 use Scenarios D, E & F

To obtain copies of
this activity, go to Handout #3 at:
http://www.jhsph.edu/research/centers-and-institutes/center-for-adolescent-health/_includes/Teen_Stress_Guide.pdf

F. Allow a group of students to make up a scenario. Remind them of the group norms.

(Modified based on Coping With it, Handout # 3 Confronting)

Wrap Up

Let students know that at the next session we will be focusing on their current school experiences.

Sessions 10: Current School Experiences

Goal:

Students will discuss African American stereotypes, self-image and the connection to their personal academic achievement.

Session Outcomes:

Students will become more aware of possible identity issues they are facing and how that connects to their academic achievement in school.

Set Up

If possible, organize the room in advance by having chairs in a large circle. Create a sign in sheet that includes the date of the session, a place for the student name and grade level and then place on a clipboard with a pen. Be sure that you have the group norms posted in a prominent location. Have music or video link playing as the students enter the room. Make copies of note sheet.

Resources

Note Sheet

Computer with Internet access, link to video and sound

Introduction

- Welcome the students
- Review the group norms
- Pass around the sign in sheet if there are any new students welcome them and ask them their name.

Research Base

Without a rigorous high school preparation, young adults are likely to be relegated to the sidelines of our economy, our democracy, and our society. But for far too many low-income students and students of color, the high school experience amounts to little more than a series of frustrations, closed doors, and missed opportunities. *The Education Trust*

Essential Question

Students listen to a story called “Facing Identity Conflicts, Black Students Fall Behind”

<http://www.npr.org/templates/story/story.php?storyId=114327591>

Pass out the note sheet for students to write down their thoughts as they are listening. Let the students know in advance that we are going to be talking about their experiences here at school so if there is anything that they can relate to during the story they should jot it down.

Essential Question

How do your current school experiences relate to the story we just heard?

Wrap Up

Let students know that next week they are going to write a goal so that they should be thinking about what they want to work on.

Sessions 11: Goal Setting

Goals

Students will have a clear understanding of the steps involved in setting and meeting short-range goals.

Session Outcomes

Each student will identify a minimum of one short-range SMART goal.

Set Up

If possible, organize the room in advance by having chairs in a large circle. Create a sign in sheet that includes the date of the session, a place for the student name and grade level and then place on a clipboard with a pen. Be sure that you have the group norms posted in a prominent location. Have music or video link playing as the students enter the room. **Be sure to make copies of the SMART Goal worksheet and the 5 Facts about Goal Setting sheet that you have in PDF form.**

Introduction

- Welcome the students
- Review the group norms
- Pass around the sign in sheet if there are any new students welcome them and ask them their name.

Research Base

Goal setting theory is generally accepted as among the most valid and useful motivation theories in organizational psychology, human resource management, and organizational behavior. Locke and Latham (1990) proposed that the key components are goal choice and commitment. Goal choice includes the goal people are trying to obtain and the level at which they are trying to attain it. Goal commitment refers to how enthusiastic people are about a goal or how determined they are to achieve it.

Today we are going to discuss creating a short-term goal you can accomplish in the next 2-6 months.

Remind students that there is only one more session left for this group. If you are going to continue the group let them know.

5 Facts About Goal Setting

These practical tips on goal setting can help make it easier to set and reach goals:

- 1 **Specific, realistic goals work best.** When it comes to making a change, the people who succeed are those who set realistic, specific goals. "I'm going to recycle all my plastic bottles, soda cans, and magazines" is a much more doable goal than "I'm going to do more for the environment." And that makes it easier to stick with.

- 2 **It takes time for a change to become an established habit.** It will probably take a couple of months before any changes — like getting up half an hour early to exercise — become a routine part of your life. That's because your brain needs time to get used to the idea that this new thing you're doing is part of your regular routine.
- 3 **Repeating a goal makes it stick.** Say your goal out loud each morning to remind yourself of what you want and what you're working for. (Writing it down works too.) Every time you remind yourself of your goal, you're training your brain to make it happen.
- 4 **Pleasing other people doesn't work.** The key to making any change is to find the desire within yourself — you have to do it because you want it, not because a girlfriend, boyfriend, coach, parent, or someone else wants you to. It will be harder to stay on track and motivated if you're doing something out of obligation to another person.
- 5 **Roadblocks don't mean failure.** Slip-ups are actually part of the learning process as you retrain your brain into a new way of thinking. It may take a few tries to reach a goal. But that's OK — it's normal to mess up or give up a few times when trying to make a change. So remember that everyone slips up and don't beat yourself up about it. Just remind yourself to get back on track.

Setting SMART Goals

- Specific
- Measurable
- Attainable
- Relevant
- Time Bound

Talk to students about the importance of setting a goal today as we come to the end of the sessions. Allow time for students to complete the SMART Goal worksheet. If possible have students work on writing their goals in a quiet setting. Give them about 10 minutes. After they have completed allow students that are willing to share their goals to do so.

SMART GOAL WORKSHEET

1. GOAL

My goal is to _____

The date I will reach the goal by is _____

In order for me to reach this goal I must do the following 3 things:

1. _____
2. _____
3. _____

The goal is important to me because _____

Two things that will help me focus on reaching my goal are:

1. _____
2. _____

Session 12: Wrap Up

Goals

Students will have:

- Increased knowledge about African American spiritual nuances, beliefs, practices and norms that they can relate to themselves.
- More positive attitudes/beliefs about the importance of understanding how to make healthy decisions.
- Increased confidence in their ability to set and meet short-term goals.
- Increased negotiation skills to deal with stress at home, with friends, and at school.
- A stronger sense of pride and responsibility in making positive choices.

Session Outcomes

Students will express a desire to continue meeting as a group.

Set Up

If possible, organize the room in advance by having chairs in a large circle. Create a sign in sheet that includes the date of the session, a place for the student name and grade level and then place on a clipboard with a pen. Be sure that you have the group norms posted in a prominent location. Have music or video link playing as the students enter the room.

Introduction

- *Welcome the students*
- *Review the group norms*
- *Pass around the sign in sheet if there are any new students welcome them and ask them their name.*

Research Base

In the ACT 2002 Policy Report titled School Relationships Foster Success for African American Students they stated that although most African American students (88%) expected to attend college or earn a college or advanced degree, just over half (56%) were moving toward that goal. The findings suggest that in the schools African American students attended: fewer students were on a college preparatory track and fewer students took advanced placement courses. Among African Americans, three of the five school relationship characteristics had a positive effect on their educational expectations and postsecondary participation: School Personnel Expectations, Teachers Talking with Students, and School Extracurricular Participation.

Tell the students that you have a short article that you want them to read and that after we read it we are going to have a group discussion.

This article is short and it talks about African American student success at UC Riverside. Put the link up on the screen so that the students can see the picture as they read the article.

<http://newsroom.ucr.edu/2265>

Discussion Question

We have been meeting for the past 11 weeks focusing on healthy practices. What do you think these students needed in order to be successful in high school and then college?

Wrap up

Go back to the emotional strengths identified with the African American culture: spirituality, cooperation, respect for others, a sense of humor, and expressive individualism and in closing, ask the students if there are any final words that they would like to share with the group. Let them know when the next group will begin and encourage them to bring their friends. Ask the students if they have ever visited the website to Historically Black Colleges. Put the site on the screen and ask them to visit the site and drop in and tell you what college they would be interested in attending and why.

Extended Learning

Website to Historically Black Colleges

<http://www.petersons.com/college-search/historically-black-colleges.aspx>

Atlanta HBCU <http://www.atlanta.net/civilrights/colleges.html>

References

American Psychological Association, Task Force on Resilience and Strength in Black Children and Adolescents (2008). Resilience in African American children and adolescents: A vision for optimal development. Washington, DC: Author. Retrieved from <http://www.apa.org/pi/cyf/resilience.html>
VOLUME 3: NO. 2, APRIL 2006

Bandy, T., & Moore, K. A. (2010) What works for promoting and reinforcing positive social skills: Lessons from experimental evaluations of programs and interventions. Research-to-Results Fact Sheet. Washington, DC: Child Trends.

Center for Mental Health in Schools at UCLA. (2003). School-Based Mutual Support Groups (For Parents, Staff, Older Students) Los Angeles, CA: Author

Chandra A, Batada A. Exploring Stress and Coping Among Urban African American Adolescents: The Shifting the Lens study. Preventing Chronic Disease, 2006. Available from: URL: http://www.cdc.gov/pcd/issues/2006/apr/05_0174.htm.

Delpit, Lisa and Kilgour Dowdy, J, *In the Skin that we Speak*, New York: New Press, 2002. 384 pp.

Gordon, B. (1993a). African American cultural knowledge and liberatory education: Dilemmas, problems, and potentials in a postmodern American society. *Urban Education*, 27(4), 448-470. Hughes, L. (1997). In *The Norton Anthology of African American Literature*. New York: WW Norton and Company

Hurn, C. (1993). *The limits and possibilities of schooling: And introduction to the sociology of education* (3rd ed.). Boston: Allyn and Bacon.

Lee, C., Lomotey, K., and Shujaa, M. (1990). How shall we sing our sacred song in a strange land? The dilemma of double consciousness and the complexities of an African-centered pedagogy. *Journal of Education*, 172(2), 45-61.

Mid Atlantic Equity Center, Race Related Best Practices, Best Practice Issue # 3: Identity <http://www.maec.org/equity/race-issue3.html>

Nielson, L. (1991). *Adolescence: A contemporary view*. New York: Holt, Rinehart, and Winston.

NPR Podcast ***Facing Identity Conflicts, Black Students Fall Behind, Stereotypes and students self image*** <http://www.npr.org/templates/story/story.php?storyId=114327591>

Rebecca Lakin Gullan, Gwynedd-Mercy College, Beth Necowitz Hoffman, The Children's Hospital of Philadelphia, and Stephen S. Leff, University of Pennsylvania, "I Do But I Don't": The Search for Identity in Urban African American Adolescents, Perspectives on Urban Education, Spring 2011

Teens Health, http://kidshealth.org/teen/drug_alcohol/getting_help/goals_tips.html, This information was provided by KidsHealth®, one of the largest resources online for medically reviewed health information written for parents, kids, and teens. For more articles like this, visit KidsHealth.org or TeensHealth.org. © 1995- 2013 The Nemours Foundation/Kids Health®

Center for Adolescent Health, (2006) "Confronting Teen Stress: Meeting the Challenge in Baltimore City" To obtain copies of this guide, go to: http://www.jhsph.edu/research/centers-and-institutes/center-for-adolescent-health/_includes/Teen_Stress_Guide.pdf

Appendices

10 Ways to Build Healthy Teens

- (1) Maintaining good relationships with close family members, friends and others;
- (2) Avoiding seeing crises or stressful events as unbearable problems;
- (3) Accepting circumstances that cannot be changed;
- (4) Developing realistic goals and moving towards them;
- (5) Taking decisive actions in adverse situations;
- (6) Looking for opportunities of self-discovery after a struggle with loss;
- (7) Developing self-confidence;
- (8) Keeping a long-term perspective and consider the stressful event in a broader context;
- (9) Maintaining a hopeful outlook, expecting good things and visualizing what is wished;
- (10) Taking care of one's mind and body, exercising regularly, paying attention to one's own needs and feelings.

(American Psychological Association, Wikipedia)

SAMPLE NORMS

What happens in here stays in here

Turn cell phones off

Be Respectful

Be kind

Share the floor

Assume good will

Emotional Strengths Identified with the African American Culture

Spirituality

Cooperation

Respect for others

Sense of Humor

Expressive Individualism

My strongest emotional strengths are:

African American Male Focus Group Affirmation

The students of the African American Male Focus group are successful

I have the power to achieve

I am powerful

I am determined

I am confident

I will be successful because of perseverance

I will be prosperous because I am a leader

I have the determination to achieve

I will dream the impossible dream, because with hard work, dreams come true.

And I will be successful because it is my destiny.

Washington High School, FUSD

***Written by the African American Male Focus Group at Washington High School in the Fremont Unified School District, Fremont, CA
2009-2010***

Grades 9 – 12

Vision: The African American male focus group is committed to interrupting the trends at Washington High School of Black Males getting pushed out of school, failing classes and achieving at lower levels than their peers at WHS.

Our Mission is to:

1. Support incoming Freshman Black Male Students so that they complete four years of a comprehensive high school education at WHS.
2. Create support networks among our black students for our black students.
3. Advocate for black males on our campus.
4. Develop communication skills and academic habits so black male students can be advocates themselves and build each other up never tearing each other down.
5. Develop a strong sense of identity and awareness about the history of the African Diaspora.
6. To develop within our students a sense of purpose for why their education is important and why a high school diploma from WHS is important.
7. Establish a positive sense of community and belonging that serves to keep our black male students in school.

Small Group

This section contains activities to explore stress in-depth with one or more small groups of teens. In both *Mind-Body Connection* (below) and in *Trading Faces* (next page), teens use their senses to process their stress.

Mind-Body Connection

**Relaxation
Breathing**

To obtain copies of
this activity, go to:
[http://www.jhsph.edu/research/centers-
and-institutes/center-for-adolescent-
health/_includes/Teen_Stress_Guide.pdf](http://www.jhsph.edu/research/centers-and-institutes/center-for-adolescent-health/_includes/Teen_Stress_Guide.pdf)

Mind-Body Connection

To obtain copies of
this activity, go to:
http://www.jhsph.edu/research/centers-and-institutes/center-for-adolescent-health/_includes/Teen_Stress_Guide.pdf

Trading Faces

To obtain copies of
this activity, go to:
http://www.jhsph.edu/research/centers-and-institutes/center-for-adolescent-health/_includes/Teen_Stress_Guide.pdf

Shifting Lens Research

In this study teens said their five **most frequently experienced sources of stress** were coming mainly from schoolwork (78%), parents (68%), romantic relationships (64%), friends' problems (64%), and younger siblings (64%).

The five **sources of stress that caused the most worry** in the lives of the participating youth were: school work (68%), parents (56%), friends' problems (52%), romantic relationships (48%), and drugs in the neighborhood (48%).

Boundary Setting Activity

PRACTICE SETTING A BOUNDARY

1. Name or describe the behavior that is not acceptable to you.
2. Express what you need or expect from the other person.
3. Know for yourself what action you will take if the person does not respect your boundaries.

“ Don’t disrespect me! If you won’t respect me, then stay away. ”

Boundary Setting Tips

- If you have a hard time saying no, look for chances to practice
- Look for mentors who have strong but flexible boundaries
- Find your own balance of alone time and time with other people
- Build a support team of people who respect your boundaries
- Write a letter to yourself encouraging yourself to set clear, strong boundaries
- Work at getting comfortable with change
- Remember that setting personal boundaries is important work because you are important

Label Identity Worksheet

Label	Identification

Positive Social Interactions: Session 8

Positive Social Interactions Activity

To obtain copies of
this activity, go to Handout #3 at:
http://www.jhsph.edu/research/centers-and-institutes/center-for-adolescent-health/_includes/Teen_Stress_Guide.pdf

(Modified based on Coping With it, Handout # 3 Confronting Teen Stress)

Positive Social Interactions: Session 9

Positive Social Interactions Activity



Instructions

Have students get into groups of two, then give each group a scenario. If there are more than 5 groups you can repeat the same groups (i.e. two or more groups of A, B, etc.)

1. Have each team, plan a short skit with a role for each person using the assigned scenario.
2. Pick an unhealthy way that the teen in your skit will cope with the situation.
3. After practicing, present the skit to the entire group. Because of time constraints remind the students that not all groups may get to present.
4. After you present, the large group will comment on the unhealthy coping strategy.
5. Choose one volunteer from the large group to take the place of the stressed teen and act out a healthy coping strategy. The facilitator should tell you the plan.
6. For a second time, your team should act out the entire skit with the facilitator, this time with the teen coping in a positive way.

Scenarios

D. Angela is 16 years old. She feels like her mom puts too many responsibilities on her at home, such as taking care of her little sister every day. She can't stop thinking about all that she has to get done at home and at school.

E. Gretchen is 15 years old. She just heard that someone at school has been talking about her and telling stories that are not true. This problem is really getting to her.

F. Allow a group of students to make up a scenario. Remind them of the group norms.

(Modified based on Coping With it, Handout # 3 Confronting)

Facing Identity Conflicts

Note Taking Form

Questions	Notes

Interest Inventory

Share one thing you feel you excel at:

1. One thing you would like to improve upon:
2. List all your interests (both in school and outside school):
3. Favorite Music Genre:
4. Favorite Family Event:
5. Profession Ideas thus far:
6. Items for exploration (topics for study)
7. Rank the items for exploration in order of importance

List 3 goals you have for this year

Come up with three short-term attainable goals. Underneath each goal, explain why it is a goal you are trying to achieve

- a. Goal: _____
- b. Goal: _____
- c. Goal: _____