



Academically Focused. Life Skills Driven.

AIMHIGH
EMPOWERMENT INSTITUTE

AIMHIGH LESSON PLANS



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**WELCOME TO
THE AIMHIGH CULTURE IMMERSION
THESE FIRST 6 WEEKS WILL SERVE AS AN
ORIENTATION TO AIMHIGH.**



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Lesson 1: Welcome to AIMHigh

LEARNING OBJECTIVE: To help members understand the Value of AIMHIGH Membership

After learning the content in this session, a student should:

1. Know the Mission / Vision of the AIMHigh Empowerment Institute.
2. Understand the expectations for AIMHigh Members.
3. Know what the APPS Acronym stands for.
4. Receive the Guidelines for Courtesy & Respect.
5. Understand the Importance of the AIMHigh Empowerment Affirmation.
6. Know the 7 Pathways for Youth post Middle School and/or High School.

MATERIALS NEEDED:

TIME REQUIRED: 90 MINUTES

- **AIMHigh Overview PowerPoint Presentation**
- **AIMHigh One Pager Document**
- **Guidelines for Courtesy & Respect**
- **7 Pathways for Youth Handout**

KEY WORDS

APPS Performance – The categories for which AIMHigh students will be tracked for improvement. The Acronym APPS stands for (Academic, Personal, Professional & Social) Outcomes.

Empowerment Affirmation – The pledge that is recited at the end of every meeting to express the beliefs of who we are and what we stand for as AIMHigh Members.

Academic Skills – a collection of study habits and learning strategies that students need to succeed in an educational setting (i.e. reading, writing, research, math, test taking, study strategies etc.)

Life-Skills – the abilities for adaptive and positive behavior that enable students to deal effectively with the demands and challenges of everyday life. (i.e. communication, literacy, decision making, planning, time management, problem solving etc.)

FEMC² – The Epic Impact formula used to achieve positive outcomes for AIMHigh Members. Fe stands for Family Engagement, M stands for Mentorship, C² stands for College and Career preparation.



LESSON 1: Session Outline

I. INTRODUCTION TO THE AIMHIGH EMPOWERMENT INSTITUTE

A. Setting the Atmosphere (5 Minutes)

1. Upbeat Energy as students enter the room
2. Positive Energy Display on the Screens
3. Welcome all students as they arrive.

B. Empowerment Ice Breaker & Introductions (20 Minutes)

1. Video, Quote or Activity Encouraging Students to AIMHigh.
2. Introduce Yourself
 - a. All students will stand to introduce themselves before the class (Name, A word to describe You and Why were You born)

C. The AIMHigh Empowerment Program (45 Mins)

1. Who we are (The AIMHigh Empowerment Institute)
2. Why we exist (Answering the Call for Epic Impact)
3. How we Impact (Improving APPS)
4. 7 Pathways post High School Discussion / Handout
5. The AIMHigh Empowerment Affirmation

D. Key Term Debrief & Announcements (15)

1. Handout AIMHigh One Pager
2. Discuss Guidelines for Courtesy & Respect
3. Provide students with basic forms that must be completed by next session (Media Consent, Student and Parent Agreement, Application etc.).

E. Empowerment Affirmation Closing (5 Mins)

1. Discuss the importance of the Empowerment Affirmation
2. Explain the Affirmation in detail
3. Have students practice reciting the Empowerment Affirmation together



LESSON 1: Class Discussion

DISCUSSION TOPICS and STUDENT ACTIVITIES

1. Do students believe that participating in extracurricular activities will increase their likelihood of being successful in academic and life endeavors?
2. How would students explain the factors that distinguish between those who achieve positive outcomes vs. those who have negative outcomes?
3. Ask students to consider the relationship between doing well academically and achieving success in live. Is there a connection? Is education Important? How does education connect to careers?
4. Ask students to describe what APPS mean and why it's important to Academically Focused and Life Skills Driven.
5. Have students review the AIMHigh Empowerment Affirmation and have them describe in their own words what each stanza of the pledge means to them.

USING MEDIA IN THE CLASSROOM

Show video testimonial of AIMHigh Students on the College Level:

<https://youtu.be/YJD9367ym2A>

Assignment: After viewing the video, ask students to discuss what they like most about what they've seen about the AIMHigh Program. Allow them to express what benefits they believe could be gained from participating in such a program.



LESSON #1 ADDENDUM

Lesson #1 is an overview of the AIMHIGH program. If you are working in an elementary or middle school, you should read the lesson plan and relate it appropriately to the students you are working with.

Attempt to teach the students the vocabulary through the use of synonyms (i.e. Empowerment Affirmation = Statement of Beliefs.)

Follow lesson as stated.

Lesson 2: AIMHigh Philosophies

LEARNING OBJECTIVE: Defining the 6 Core AIMHigh Philosophies

After learning the content in this session, a student should:

1. Know the 3 C's & 3 E's of the AIMHigh Empowerment Institute
2. Articulate how the development of these tenets is beneficial to their future.
3. Complete the AIMHigh Pre-Assessment Intake Form
4. Know the requirements to be inducted to the AIMHigh Empowerment Institute
5. Receive the AIMHigh Syllabus for the year.

MATERIALS NEEDED:

TIME REQUIRED: 90 MINUTES

- PowerPoint Outlining the 3 C's & 3 E's
- AIMHigh Pre-Assessment Handouts
- AIMHigh Induction Ceremony Standards Handout
- AIMHigh Syllabus

KEY WORDS

Competence – the ability to acquire knowledge, improve skills-sets and conduct oneself appropriately in various settings.

Confidence – the ability to communicate effectively, while building the belief in their ability to accomplish goals and achieve aspirations.

Character – Students will comprehensively develop the mental, moral, social and personal qualities distinctive to themselves as individuals.

Engaged – the strategies to build relationships, stimulate interest and involvement and participate in extra-curricular programming.

Educated – the ability to think critically and engage in the process of learning using both formal and informal methods (i.e. forums, conferences, internships, work study etc.)

Empowered - to increase control over their lives by equipping themselves with the skills to move from dependency to self-determination and independence.



LESSON 2: Session Outline

II. THE AIMHIGH EMPOWERMENT PHILOSOPHIES

A. Setting the Atmosphere (5 Minutes)

1. Upbeat Energy as students enter the room
2. Positive Energy Display on the Screens
3. Welcome all students as they arrive.

B. Empowerment Ice Breaker (5 Minutes)

1. Video, Quote or Activity Encouraging Students to AIMHigh.

C. The 3 C's & 3 E's (60 Mins)

1. What are the 3 C's
2. What are the 3 E's
3. How attendance impact student outcomes
4. $E + R = O$, Events + Response = Outcome. A formula for dealing with attendance
5. Discuss the AIMHigh Syllabus
6. Discuss the AIMHigh Induction Ceremony and its Significance
7. Go over guidelines and standards that must be met for induction.

D. Key Term Debrief & Announcements (15)

1. Begin Discussion on My Story Assignment
2. Display Sample Story
3. Play video of AIMHigh Induction Ceremony.

E. Empowerment Affirmation Closing (5 Mins)

1. Have Students discuss the importance of the Empowerment Affirmation
2. Have students practice reciting the Empowerment Affirmation together



LESSON 2: Class Discussion

DISCUSSION TOPICS and STUDENT ACTIVITIES

1. Have students discuss why the 3 C's and 3 E's are important for their academic and professional pursuits.
2. Have Students compete to see who could memorize most of the AIMHigh Empowerment Affirmation.
3. Have students discuss what can be done to ensure that they maintain satisfactory attendance standing as well as avoid disciplinary issues in the weeks prior to the induction ceremony.
4. Discuss the need to balance the Grade Point Average (GPA) and the Character Point Average (CPA)

USING MEDIA IN THE CLASSROOM

Show video the AIMHigh Induction Ceremony:

<https://www.youtube.com/watch?v=GZh7Pd1-X34&t=2s>

Assignment: After viewing the video, ask students to discuss what they like most about what they've seen about the AIMHigh Induction Ceremony



LESSON #2 ADDENDUM

Use the syllabus at the college level, or even high school level. Use syllabus when AIMHigh is part of the regular school day, not as an after-school program or extra-curricular activity.



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Lesson 3: The Power of Competence

LEARNING OBJECTIVE: Define competence and learn the AIMHigh Competence Philosophy

After learning the content in this session, a student should:

1. Know the AIMHigh Competence Philosophy and articulate its meaning
2. Understand Abraham Maslow's levels of competency
3. Learn the importance of academic, personal, professional and social competence.
4. Begin writing their personal story describing who they are.
5. Identify areas in which they need to improve competency

MATERIALS NEEDED:

TIME REQUIRED: 90 MINUTES

- AIMHigh Competence philosophy
- Abraham Maslow's Levels of Competency Handout
- Personal Story Example and Template

KEY WORDS

AIMHigh Competence Philosophy – The fundamental belief of the AIMHigh program as it relates to the importance of being competent about where you stand related to your skills.

Four Stages of Competence – the psychological states involved in the process of progressing from incompetence to competence in a skill.

Unconscious Incompetence – you don't know that you don't know something.

Conscious Incompetence – you are now aware that you are incompetent at something,

Conscious Competence – you develop a skill in that area but have to think about it.

Unconscious Competence – you are good at a skill and it now comes naturally for you.



LESSON 3: Session Outline

III. THE AIMHIGH COMPETENCE PHILOSOPHY

A. Setting the Atmosphere (5 Minutes)

1. Upbeat Energy as students enter the room
2. Positive Energy Display on the Screens
3. Welcome all students as they arrive.

B. Empowerment Ice Breaker (5 Minutes)

1. Video, Quote or Activity Encouraging Students to AIMHigh.
2. Facts or Feelings Discussion
 - a. Ask three questions about questionable situations that students may or may not know about. Ask the question and then give the answer, the students then must determine whether your answer was based on facts or feelings.
 - b. Use the above-mentioned activity to make to reinforce the point that we don't have all the answers and to make students aware that there are many areas in which we lack competence.

C. What is the AIMHigh Competence Philosophy and what does it mean?

1. AIMHigh Competence Philosophy
 - a. **“You will never give the best of yourself until you discover the rest of yourself.”**
 - b. The main idea of this philosophy makes the point that if one hopes to be the best that they can possibly be in any area of life, it begins with a thorough self-evaluation to know where they stand academically, personally, professionally and socially. You can't track your progress if you've never identified your current state.
2. Introduce students to the 4 competencies they need to identify and work on for the school year.
 - a. Academic Competencies
 - b. Personal Competencies
 - c. Professional Competencies
 - d. Social Competencies

D. Key Term Debrief & Announcements (15)

1. Recite AIMHigh Empowerment Philosophy
2. Students must use their basic competency assessment in their Personal Stories
3. Have students practice reciting the Empowerment Affirmation together.



LESSON 3: Class Discussion

DISCUSSION TOPICS and STUDENT ACTIVITIES

1. Ask students to discuss their interpretation of the AIMHigh Competence Philosophy
2. Have students express the areas of their life that they feel competent about and areas in which they feel incompetent.
3. Ask students to rank the competencies in which they need the most assistance at this point of their life (Academic, Personal, Professional, Social) . 1 will indicate that they need the most help in the category and use 4 to indicate the category they need the least help.
4. Remind students that although they may be weak in certain areas, they could work together to help each other improve.

USING MEDIA IN THE CLASSROOM

Show video the AIMHigh Insights Levels of Competency

<https://www.youtube.com/watch?v=hBkwi0OsVYM>

Assignment: Students must complete their Personal Stories by the next session



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Lesson 4: The Power of Confidence

LEARNING OBJECTIVE: Define Confidence and learn the AIMHigh Confidence Philosophy

After learning the content in this session, a student should:

1. Know the AIMHigh Confidence Philosophy and articulate its meaning
2. Learn the 8 components of Self-Confidence
3. Learn how to build academic, personal, professional and social confidence.
4. Create their Personal Confidence Mantra
5. Identify areas in which they want to develop more confidence

MATERIALS NEEDED:

TIME REQUIRED: 90 MINUTES

- AIMHigh Confidence philosophy
- 8 Components of Confidence Handout
- My Personal Confidence Mantra sample
- 1, 5, 10 or 20 Dollar Bill

KEY WORDS

AIMHigh Confidence Philosophy – The fundamental belief of the AIMHigh program as it relates to the importance of being confident about who you are.

8 Components of self-confidence – the multi-faceted components that must be mastered to have true, lasting and unshakable inner confidence.

Self-Acceptance – Understanding who you are and accepting your faults.

Self-Respect – Taking care of yourself and treating yourself right.

Self-Esteem – The value you place on yourself in recognizing that you are good enough.

Self-Belief – Trusting yourself and having faith in your judgment, skills and abilities.

Self-Love - Having a high regard for your own well-being and happiness.

Self Assurance – the ability to validate yourself and not depend on others for validation.

Self-Determination – the ability to be in complete and total control of your destiny.

Self-Admiration – Pride in yourself while acknowledging and celebrating your progress.



LESSON 4: Session Outline

IV. THE AIMHIGH CONFIDENCE PHILOSOPHY

A. Setting the Atmosphere (5 Minutes)

1. Upbeat Energy as students enter the room
2. Positive Energy Display on the Screens
3. Welcome all students as they arrive.

B. Empowerment Ice Breaker (5 Minutes)

1. Video, Quote or Activity Encouraging Students to AIMHigh.
2. A crushed Dollar Bill still has the same value.
 - a. Take out a dollar bill and ask the students if you were to give this out today who would want it. After hands are raised, ask what if I crushed it? After hands are raised ask what if I threw it down to the floor, stepped on it then picked it back up? After hands are raised, ask the students why they would still want it. Use this illustration to point out that a dollar bill even when crushed, stepped on or thrown down still has the same value. Remind them that no matter what they've gone through in their life, they are still valuable.

C. What is the AIMHigh Confidence Philosophy and what does it mean?

1. AIMHigh Confidence Philosophy
 - a. "True confidence is not based on compliments, it's built through accomplishments. "
 - b. Explain that the main idea of this philosophy makes the point that our confidence and self-esteem is linked to what we believe we could achieve. People who are confident believe in their own abilities to accomplish goals and are not afraid to associate themselves with progressive individuals. What you say and believe about yourself matters.
2. Discuss how to develop the 8 components of self-confidence (See Handout)

D. Key Term Debrief & Announcements (15)

1. Recite AIMHigh Confidence Philosophy
2. Students must develop their Personal Confidence Mantra
3. Have students practice reciting the Empowerment Affirmation together



LESSON 4: Class Discussion

DISCUSSION TOPICS and STUDENT ACTIVITIES

1. Ask students to discuss their interpretation of the AIMHigh Confidence Philosophy
2. Have students discuss how being more competent will help them gain more confidence.
3. Ask students to discuss areas where they lack confidence and areas where they have more confidence.
4. Remind students that the more they work on a skill the more confident they will become in that area of skill.

USING MEDIA IN THE CLASSROOM

Show video: AIMHigh Insights Recognize Your Value

<https://www.youtube.com/watch?v=3uk15yNexUE>

8 Components of True Inner Confidence

<http://www.selfgrowth.com/articles/Oreilly3.html>

Assignment: Students must complete their Personal Confidence Mantra



8 Components of Inner Self-Confidence

Self-Acceptance – Understanding who you are and accepting your faults.

Self-Respect – Taking care of yourself and treating yourself right.

Self-Esteem – The value you place on yourself in recognizing that you are good enough.

Self-Belief – Trusting yourself and having faith in your judgment, skills and abilities.

Self-Love - Having a high regard for your own well-being and happiness.

Self Assurance – the ability to validate yourself and not depend on others for validation.

Self-Determination – the ability to be in complete and total control of your destiny.

Self-Admiration – Pride in yourself while acknowledging and celebrating your progress.



LESSON #4 ADDENDUM

It is not imperative that the members identify all of the eight components of inner self-confidence. The paper is there to help provide information to the members and as a resource for you. The students are not required to memorize the information.

Lesson 5: The Power of Character

LEARNING OBJECTIVE: Define Character and learn the AIMHigh Character Philosophy

After learning the content in this session, a student should:

1. Know the AIMHigh Character Philosophy and articulate its meaning
2. Learn the AIMHigh Principles of good Character^{R5}
3. Learn how to build academic, personal, professional and social character.
4. Receive their Reputation vs. Character Analysis

MATERIALS NEEDED:

- AIMHigh Character Philosophy
- Principles of good Character^{R5} Handout
- My Reputation vs. My Character Activity Sheet

TIME REQUIRED: 90 MINUTES

KEY WORDS

AIMHigh Character Philosophy – The fundamental belief of the AIMHigh program as it relates to the importance of being a person with good character.

Principles of good Character^{R5} – the AIMHigh principles of great character comprised of 5 traits students must develop.

Respect – the ability to show consideration or regard to others regardless of race, ethnicity, sexual orientation, economic status etc. Treating yourself and others with dignity.

Responsible – being answerable and/or accountable for your actions and/or decisions. Not engaging in blaming or finding excuses.

Reliable – the ability to be honest and trustworthy by keeping your word and your commitments. Living with uncompromised integrity.

Resourceful – the ability to be creative and imaginative to overcome difficult situations. Maximizing the use of your available resources.

Resilience - the ability to successfully adapt to life tasks in the face of social disadvantage or highly adverse conditions. Demonstrating Grit pursuit of goals.



LESSON 5: Session Outline

V. THE AIMHIGH CHARACTER PHILOSOPHY

A. Setting the Atmosphere (5 Minutes)

1. Upbeat Energy as students enter the room
2. Positive Energy Display on the Screens
3. Welcome all students as they arrive.

B. Empowerment Ice Breaker (10 Minutes)

1. Video, Quote or Activity Encouraging Students to AIMHigh.
2. Caught in a lie video Trump Surrogate (Pastor Burns).
 - a. Use video to demonstrate the importance of being authentic
 - b. <https://www.youtube.com/watch?v=5GmDqeZr97w>

C. What is the AIMHigh Character Philosophy and what does it mean? (45 Mins)

1. AIMHigh Character Philosophy
 - a. "Your words set the bar, but your actions show us who you are."
 - b. Explain that the main idea of this philosophy makes the point that although it's easy to talk, your words tell us your truth. You could discuss how people always discuss what they will do for the new year, but often don't follow through on their commitments. Tell the young men not to allow their ego to write checks that their character can't cash.
2. Introduce the Character^{R5} principles of AIMHigh (See Handout)
 - a. Discuss the Induction Ceremony and begin rehearsals

D. Key Term Debrief & Announcements (30 Mins)

1. Recite AIMHigh Character Philosophy
2. Discuss the AIMHigh Induction Ceremony and the importance to living up to what they say in the Empowerment Affirmation.
3. Have students practice reciting the Empowerment Affirmation together



LESSON 5: Class Discussion

DISCUSSION TOPICS and STUDENT ACTIVITIES

1. Ask students to discuss their interpretation of the AIMHigh Character Philosophy
2. Discuss with students, which of the Character^{R5} traits do they need the most improvement.
3. Ask students to discuss areas in which their reputation may not be in alignment with their character.

USING MEDIA IN THE CLASSROOM

Show video: AIMHigh Insights Reputation vs. Character

<https://www.youtube.com/watch?v=6n1PMOXm6PM>

Assignment: Students should continue preparation for the induction ceremony.

Lesson 6: Story-Sharing

AIMHIGH STORY-SHARING DAY

The story-sharing day is an opportunity for school administrators, teachers and staff to gather with AIMHIGH Members and their families, to learn more about how the AIMHIGH Students view themselves. On this day, students will have their “Life Journey” stories on display highlighting who they are, where they come from, and where they hope to go (See sample story below). All stories require a head shot and should be formatted using the same story template.

During this day, refreshments should be provided for attendees and should be promoted as a social gathering for parent engagement.

Salah Taleb

Salah is one of the distinguished
Legacy Cohort Members of the
AIMHigh Empowerment Institute
@ Life Sciences Secondary School



ENLISTED: March 16, 2017



Salah's Story

My name is Salah Taleb. I was born in Yemen and spent a majority of my life living there. Now I live in New York City and attend the Life Sciences Secondary School.

My deepest aspiration has always been to join a team or be apart of an academy in New York City, but I've experienced much difficulty in this area because I found that many organizations are either full or not as inclusive. I truly enjoy sports and hope to become a pro soccer player. My journey has just begun and I look forward to achieving greatness. My journey continues...



I'm a man with ambition, inspiration and motivation. My attitude and actions will transform this nation. I'm a man with competence, confidence and character. I walk with integrity and return with honor. I'm engaged, educated and empowered; persistence and intelligence is the source of my power. I'm a man of distinction, living this life by design, moving forward together, no man left behind. #AIMHIGHEI

LESSON #6 ADDENDUM

Today is a day to get the Members pumped up, and sharing their stories.

Some ideas:

- Throw some sort of party during aim high on this day.
- Encourage members to share their stories with the group.
- Have an adult coach model how to share a story. This might motivate the Members to share their stories!
- Take a few breaks in between to change the flow of the exercise.
- This day should be fun and upbeat – use your judgment!



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**WELCOME TO SEMESTER 1:
THIS SEMESTER WILL BE FOCUSED ON
COMPETENCE AND ENGAGEMENT**

Lesson 7: The Journey to Self-discovery

LEARNING OBJECTIVE: To understand the importance and value of self-awareness

After learning the content in this session, members should:

1. Embrace self-discovery as a foundation for personal growth
2. Discover how morals, values & beliefs shape who we are
3. Connect their personal self-concepts to career choices
4. Complete their Personal SWAG Analysis

MATERIALS NEEDED:

TIME REQUIRED: 90 MINUTES

- **AIMHigh Self-discovery PowerPoint Presentation (Optional)**
- **Iceberg of Differences Illustration**
- **SWAG Analysis Hand Out**

KEY WORDS

Self-discovery – the act or process of gaining knowledge and insight into one’s own character, abilities and feelings

Morals – principles and beliefs concerning right and wrong behavior

Values - principles, standards or qualities that an individual holds in high regard

Beliefs – an idea one accepts as being true or real and is usually held with conviction

Preferences – a greater liking for one alternative over another or others

Strengths – attributes that you do in your everyday life that you are good at

Weaknesses – attributes that are more challenging for you that you would like to improve

Attitudes – a lasting group of feelings, beliefs and behavior tendencies directed towards specific people, groups, ideas or objects.

Grit – passion and perseverance toward a long-term goal, so much that it organizes and gives meaning to almost everything you do



LESSON 7: SESSION OUTLINE

VI. WHO ARE YOU? WHAT DO YOU BELIEVE? WHY DO YOU BELIEVE IT?

A. Empowerment Ice Breaker (20 Minutes)

1. Our Iceberg of Differences Illustration

- a. On the board, show an image of an iceberg. Above the surface of the iceberg, have the members express the features of a person that we visibly see. Give examples (i.e. Gender, Ethnicity, Attire etc.) Ask the students to name other features that are easily recognizable when you meet a person. This is only 10% of the entire iceberg.
- b. Below the surface of the iceberg, ask students to name attributes that might not be easily recognizable (i.e. Morals, Values, Beliefs). Explain to the students that there are many factors that shape who we are; but most people only focus on what they see. Much of who we are and what we become in life is a result of the matters below the surface of the iceberg. Below the surface is 90% of the iceberg.

B. What is self-discovery?

1. Self-discovery: becoming aware of one's true potential, character and motives.
2. Explain that many people do not know themselves very well and therefore they often try to be something they are not. They struggle against their natural strengths, are unaware of their weaknesses and eventually blame themselves when things do not go as well as they had hoped. Becoming more self-aware through self-discovery is the foundation for your growth as an individual.
3. Remind members of the AIMHigh Competence philosophy: "You will never give the best of yourself until you discover the rest of yourself."
4. To know YOU is to know your values, morals and preferences. But it's also about knowing your SWAG— Strengths, Weaknesses, Attitudes and Grit

SWAG Analysis Activity: Have students complete their SWAG Profile. Use the key words section to enhance the meaning and understanding of the terms below.

S: STRENGTHS – are the skills that you are good at (i.e. writing, dancing etc.)

W: WEAKNESSES – areas that you would like to improve (i.e. studying, speaking etc.)

A: ATTITUDES – beliefs that you have about yourself (i.e. intelligent, compassionate etc.)

G: GRIT –Why is it important to be successful in all things you do? (i.e. family, goals, dreams etc.)

C. Empowerment Affirmation Closing (5 Minutes)

1. Have students practice reciting the Empowerment Affirmation together



LESSON 7: CLASS DISCUSSION

DISCUSSION TOPICS and STUDENT ACTIVITIES

1. What are some of the beliefs that have shaped how you think and what you do?
2. How has your self-concept shaped what you aspire to become in future careers?
3. What are the dominant values of American Society and which ones do you value most?
(See activity on the last page of this document)
4. How did you feel while completing your SWAG Analysis?
5. What steps can we take to strengthen our strengths and improve our weaknesses?
6. How can being more self-aware improve your chances for success in academic, personal, professional and social endeavors?
7. Recognizing that your beliefs, values and attitudes have shaped who you are; could you identify any attitudes that you may want to adjust based on new perspectives?

USING MEDIA IN THE CLASSROOM

AIMHigh Insights: Believe in Yourself

https://youtu.be/d4_sshnySDA

Assignments: Ask students to identify attitudes and beliefs about themselves that may be limiting their potential for growth. Explore ways that these self-imposed limiting beliefs may be overcome.



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DO YOU HAVE SWAG?

First, Last Name: _____

One Word to Describe You: _____

Why were you born? _____

Fill in the organizer below using the following guidelines.

S: STRENGTHS – are the skills that you are good at (i.e. writing, dancing etc.)

W: WEAKNESSES – areas that you would like to improve (i.e. studying, speaking etc.)

A: ATTITUDES – beliefs that you have about yourself (i.e. intelligent, compassionate etc.)

G: GRIT – Why is it important to be successful in all things you do? (i.e. family, goals, dreams etc.)

YOUR SWAG ANALYSIS

S	W
A	G



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Dominant values in American society: Values Assessment

The following is a list of common dominant values in American society. Place a Check Mark on the values that apply to you and then select the ten most important values you ticked and rank them.

(1 = most important, 10 = least important)

Value	Applies to me	Rank order	Value	Applies to me	Rank order
Being independent			Being health conscious		
Being glamorous			Being financially secure		
Being powerful			Being there for family		
Being my own boss			Being there for friends		
Being a leader			Being confident		
Being a follower			Being a good parent		
Being recognized as an expert			Being a good partner		
Doing what is expected of me			Having a good income		
Helping others			Being optimistic		
Being liked by others			Working in a team		
Working for social justice			Always learning		
Promoting understanding			Accepting people as they are		
Working for women's rights			Standing up for what I believe in		
Protecting the rights of children			Doing a good job		
Protecting the rights of disadvantaged groups			Fitting in to the group		
Working to change society			Other:		
Developing inner peace and harmony					

Being conscious of our values helps us to:

- Ask ourselves why we are doing what we are doing
- Identify the consequences of our actions for ourselves and others
- Consider other and better options if necessary.

Your values underpin your beliefs and beliefs underpin behavior. How we behave is a reflection of our beliefs and our beliefs are a reflection of our values.

LESSON #7 ADDENDUM

We modified the handouts to include questions that elementary and middle school members can answer. Use both, and in the dominant values handout, perhaps go without the “rank order” column.

Lesson 8: Academic Learning Styles

LEARNING OBJECTIVE: Members will understand the different methodologies for learning and retaining information.

After learning the content in this session, a student should:

1. Discover members intellectual interests and preferences
2. Know their different learning styles (VARK)
3. Identify how to use their learning style to improve results
4. Connect learning styles to college and career choices

MATERIALS NEEDED:

TIME REQUIRED: 90 MINUTES

- **VARK Assessment (See Handout)**
- **Learning style strategies for different learners (See Handout)**
- **Students need Pen/Pencil and 3 sheets of blank paper**

KEY WORDS

Learning Style – the preferential way in which someone absorbs, processes comprehends and retains information

Visual Learner – a style of learning in which the learner prefers to use graphs, charts, maps and diagrams to enhance learning.

Auditory Learner – a style of learning in which the learner prefers to listen, and depends on hearing and speaking as a main way of learning.

Reading / Writing Learner – a style of learning in which the learner prefers writing materials as a way of learning.

Kinesthetic Learner – a style of learning in which the learner prefers physical activity or hand-on experience as a way of learning.

(Use vocabulary that is age appropriate- i.e. Kinesthetic can be replaced with hands-on)



Lesson 8: Session Outline

I. THE SEARCH FOR YOUR LEARNING STYLE

- A. Empowerment Warm-up (5 minutes). Hand out an index card to each student. Direct students to leave names off the cards. Ask them the question “What are you interested in learning about?” Discuss answers and try to draw parallels between the answers. (i.e. ten kids like learning about cars, four kids like learning about science etc.)
- B. Empowerment Ice Breaker (15 Minutes)
 1. Draw Your Experience
 - a. Have members take out 3 sheets of blank paper and inform them that they will be creating 3 different drawings.
 - (a) First place an image in front of them and have them write down the first words that come to mind on the bottom of the page.
 - (b) Second, tell them what to draw with very specific details (i.e. draw a 2 X 2 Inch Square, then a Circle around the square, then draw a 1 inch diagonal line on the right side of the square.) have them draw what they heard.
 - (c) Third, play a video of someone drawing and have them draw what they see.
 - b. After all drawings are completed ask students to review their personal experience with the exercise (Which one was easiest to do? Which one was most difficult?) Explain to the members that the more positive experiences may be a result of a learning style preference.
- C. What are Learning Styles and why do they matter?
 1. Learning Styles: the preferential way in which someone absorbs, processes comprehends and retains information. Highlight 4 different learning styles and explain the strategies that are beneficial for each style (See Handout)
 2. Explain that understanding their learning style will be beneficial to finding tips, tools and techniques to improve learning outcomes in academics and life.
 3. Share Your Story: Explain to members your preferred learning style and some strategies you’ve used to improve outcomes. Share which learning style is the most difficult for you and why.
 4. Do you know Your Learning style? Have students complete the VAK learning style assessment. After completing the assessment have members make groups of 3 or 4. Each member of the group should have a different learning style (if possible). These are the members they will work with when coming up with ideas for the first (CREATIVE DAYS).
 5. Explain how their leaning styles might be applied in the different types of colleges / universities (Teaching based vs. Research based institutions)
 6. Describe careers that may be better suited to each learning style.
- D. Empowerment Affirmation Closing (5 Minutes)



Lesson 8: Class Discussion

DISCUSSION TOPICS and STUDENT ACTIVITIES

1. What is the easiest way for you to absorb, process and retain information?
2. How can you use your understanding of learning styles to improve academic outcomes?
3. Are there any strategies that you could identify from other learning styles that might work for you?
4. Do you understand the difference in Teaching vs. research based collegiate institutions?

USING MEDIA IN THE CLASSROOM

Different types of learners

https://youtu.be/3_bQUSFzLI4

REFERENCES

- Introduction to the DVC Learning Style Survey for College
written by: Catherine Jester, Learning Disability Specialist© Copyright 2000
adapted for the Web by: Suzanne Miller, Instructor, Math and Multimedia © Copyright 2000
- Central Piedmont Community College. Academic Learning Center
skills/learning_styles-vak.pdf
- VARK, A Guide to Learning Styles. <http://www.vark-learn.com>
Springfield, MO
- Adapted from <http://www.vark-learn.com/english/page.asp?p=helpsheets>

Lead Coach or Aim High Representative: Ask Aim High Members to stand up. Direct the students to raise their hand if they learn best by seeing something. Separate all students who identify as visual learners into one corner of the room. Now ask, who learns best by hearing things? Separate all students who identify as auditory learners into one corner of the room. Ask members who learns best by reading and writing. Separate all students who identify as reading/writing learners into one corner of the room. Ask Aim High Members who learns best by using their hands. Separate all students who identify as kinesthetic learners into one corner of the room. Cut out the following information and give to the appropriate group. Have them read and discuss (under the guidance of a coach). Have them prepare a very short summary about these different learning styles, and present to whole group once all groups are ready.

Visual Learning Style

They generally prefer to sit at the front of the classroom. These individuals think in pictures and may learn best from visual displays including: diagrams, illustrated textbooks, overhead transparencies, videos, flipcharts, use of interactive whiteboards, and handouts. During a lesson or classroom discussions, visual learners often prefer to take detailed notes to absorb the information.

Learning strategies:

- *Highlight important points in text; key words*
- *Create flashcards for key information; be concise*
- *Limit amount of words/information; allows for mental imagery*
- *Convert notes and translate words into symbols, diagrams, and/or pictures*
- *Color-code, underline, and/or highlight information*
- *Be creative with charts, diagrams, mindmaps*

Auditory Learning Style

These individuals learn best through verbal lessons, discussions, talking things through, and listening to what others have to say. Auditory learners interpret the underlying meanings of speech through listening to the voice tone, pitch, and speed. These learners often benefit from reading the text and notes out loud and/or listening to recorded notes and information from texts.

Learning strategies:

- *Work in groups or with a study partner; i.e. discussions: listening, talking*
- *Review assignments and text reading before class*
- *Recite information that is important to remember*
- *Discuss questions/problems in a group or with a study-buddy*
- *Record notes, key information, and lectures; listen to recordings regularly*
- *Use books-on-audio*

Read/Write Learning Style

Individuals with this preference prefer output; (i.e. reading and writing in all its forms. Internet, lists, dictionaries, thesaurus)

Learning strategies:

- *Rewrite notes*
- *Rewrite ideas and principles into other words*
- *Organize diagrams/graphs into statements*
- *Turn reactions, actions, charts, etc. into words*
- *Practice with multiple choice questions*
- *Write paragraphs, beginnings and endings*
- *Arrange words into hierarchies and points*

Kinesthetic Learning Style

Kinesthetic learners learn best through hands-on learning. Kinesthetic learners can become distracted by their need for movement and activity.

Learning strategies:

- *Skim through reading material*
- *Move around as you read aloud or*
- *Take frequent study breaks*
- *Listen to music while studying*
- *Stay actively engaged in class: take notes*
- *Create hands-on learning when possible*
- *Create cards for processes*

LESSON 8: VAK Learning Style Assessment

Circle or check the answer that most represents how you generally behave.
(It's best to complete the questionnaire before reading the accompanying explanation.)

VAK Learning Styles Self-Assessment Questionnaire

1. When I operate new equipment I generally:
 - a) read the instructions first
 - b) listen to an explanation from someone who has used it before
 - c) go ahead and have a go, I can figure it out as I use it

2. When I need directions for travelling I usually:
 - a) look at a map
 - b) ask for spoken directions
 - c) follow my nose and maybe use a compass

3. When I cook a new dish, I like to:
 - a) follow a written recipe
 - b) call a friend for an explanation
 - c) follow my instincts, testing as I cook

4. If I am teaching someone something new, I tend to:
 - a) write instructions down for them
 - b) give them a verbal explanation
 - c) demonstrate first and then let them have a go

5. I tend to say:
 - a) watch how I do it
 - b) listen to me explain
 - c) you have a go

6. During my free time I most enjoy:
 - a) going to museums and galleries
 - b) listening to music and talking to my friends
 - c) playing sport or doing DIY

7. When I go shopping for clothes, I tend to:
 - a) imagine what they would look like on
 - b) discuss them with the shop staff
 - c) try them on and test them out

8. When I am choosing a holiday I usually:
 - a) read lots of brochures
 - b) listen to recommendations from friends
 - c) imagine what it would be like to be there

9. If I was buying a new car, I would:
 - a) read reviews in newspapers and magazines
 - b) discuss what I need with my friends
 - c) test-drive lots of different types

10. When I am learning a new skill, I am most comfortable:
 - a) watching what the teacher is doing
 - b) talking through with the teacher exactly what I'm supposed to do
 - c) giving it a try myself and work it out as I go

11. If I am choosing food off a menu, I tend to:
 - a) imagine what the food will look like
 - b) talk through the options in my head or with my partner
 - c) imagine what the food will taste like

12. When I listen to a band, I can't help:
 - a) watching the band members and other people in the audience
 - b) listening to the lyrics and the beats
 - c) moving in time with the music

13. When I concentrate, I most often:
 - a) focus on the words or the pictures in front of me
 - b) discuss the problem and the possible solutions in my head
 - c) move around a lot, fiddle with pens and pencils and touch things

14. I choose household furnishings because I like:
 - a) their colours and how they look
 - b) the descriptions the sales-people give me
 - c) their textures and what it feels like to touch them

15. My first memory is of:
 - a) looking at something
 - b) being spoken to
 - c) doing something

16. When I am anxious, I:
 - a) visualise the worst-case scenarios
 - b) talk over in my head what worries me most
 - c) can't sit still, fiddle and move around constantly

17. I feel especially connected to other people because of:
- how they look
 - what they say to me
 - how they make me feel
18. When I have to revise for an exam, I generally:
- write lots of revision notes and diagrams
 - talk over my notes, alone or with other people
 - imagine making the movement or creating the formula
19. If I am explaining to someone I tend to:
- show them what I mean
 - explain to them in different ways until they understand
 - encourage them to try and talk them through my idea as they do it
20. I really love:
- watching films, photography, looking at art or people watching
 - listening to music, the radio or talking to friends
 - taking part in sporting activities, eating fine foods and wines or dancing
21. Most of my free time is spent:
- watching television
 - talking to friends
 - doing physical activity or making things
22. When I first contact a new person, I usually:
- arrange a face to face meeting
 - talk to them on the telephone
 - try to get together whilst doing something else, such as an activity or meal
23. I first notice how people:
- look and dress
 - sound and speak
 - stand and move
24. If I am angry, I tend to:
- keep replaying in my mind what it is that has upset me
 - raise my voice and tell people how I feel
 - stamp about, slam doors and physically demonstrate my anger
25. I find it easiest to remember:
- faces
 - names
 - things I have done

26. I think that you can tell if someone is lying if:
- a) they avoid looking at you
 - b) their voices changes
 - c) they give me funny vibes
27. When I meet an old friend:
- a) I say "it's great to see you!"
 - b) I say "it's great to hear from you!"
 - c) I give them a hug or a handshake
28. I remember things best by:
- a) writing notes or keeping printed details
 - b) saying them aloud or repeating words and key points in my head
 - c) doing and practising the activity or imagining it being done
29. If I have to complain about faulty goods, I am most comfortable:
- a) writing a letter
 - b) complaining over the phone
 - c) taking the item back to the store or posting it to head office
30. I tend to say:
- a) I see what you mean
 - b) I hear what you are saying
 - c) I know how you feel

Now add up how many A's, B's and C's you selected.

A ' s = _____ B ' s = _____ C ' s = _____

Discover key

If you chose mostly A's you have a VISUAL learning style.

If you chose mostly B's you have an AUDITORY learning style.

If you chose mostly C's you have a KINESTHETIC learning style.



LESSON #8 ADDENDUM

There is a lot of information in this lesson plan. Take it slow! The purpose of this lesson is to teach our members that most people learn differently. At the elementary and middle school levels, use synonyms to help the members figure out the meaning of words. (i.e. kinesthetic = hands on)

Lesson 9: Setting Professional Goals

LEARNING OBJECTIVE: Members will understand the importance of setting professional goals that are achievable

After learning the content in this session, a member should:

1. Understand the value of goal- setting
2. Learn how to create SMART goals
3. Apply SMART technique to academic/ career planning
4. Receive AIMHIGH Goal Setting Guide

MATERIALS NEEDED:

TIME REQUIRED: 90 MINUTES

- **SMART Goal Tactics**
- **SMART Goal Form (See Handout)**
- **AIMHigh Goal Setting Guide (See Handout)**

KEY WORDS

Goal – the object of a person’s ambition or effort; an aim or desired result

Short-term Goal – a goal that you hope to accomplish during the next 3 months to a year.

Long-term Goal – a goal that you hope to accomplish during the next 1- 5 or more years

SMART Goal – a best practice framework for setting goals. Goals should be Specific, Measurable, Achievable, Relevant and Timely



Lesson 9: Session Outline

I. ARE THOSE YOUR REAL GOALS?

A. Empowerment Ice Breaker (20 Minutes)

1. FACT OR FICTION

- a. Have each member compose three goals on a slip of paper, one real and two fakes. Each member will present their three goals to the group, after which the group will vote on which goal is the real one. This allows the teens the opportunity to present their goals in a fun and even comical manner. After the voting is complete, the teenager can present which goal was the real one and even elaborate on the goal if they desire.

B. We've heard about goal setting, but what are SMART Goals?

1. SMART Goals: A best practice framework for setting goals. Goals should be Specific, Measurable, Achievable, Relevant, and Time-bound.
2. Explain to the members that the less specific their goals are the greater potential for failure to achieve the goal. It's essential to create goals with clarity.
3. Breakdown the acronym SMART and give students guidance through the process of creating SMART goals. (See Handout 1)
4. After breaking the Smart Goal acronym, have student pair up with one other student and together the members will work on creating one SMART they will have the choice of creating an Academic, Personal, Professional, or Social goal.

C. Empowerment Affirmation Closing (5 Minutes)

1. Have students practice reciting the Empowerment Affirmation together



Lesson 9: Class Discussion

DISCUSSION TOPICS and STUDENT ACTIVITIES

1. How was your experience in creating your SMART Goals?
2. How will you use the SMART goals process to plan for your College and Career?
3. Name a goal that you've you were unable to accomplish. What were the factors that hindered your ability to accomplish the goal?
4. How do you think you could remain accountable to your future goals?

USING MEDIA IN THE CLASSROOM

AIMHigh Insights Tired of Goals? Well it's time for action.

<https://youtu.be/mAqVnxPOgLA>

REFERENCES

<http://www.yourcoach.be/en/coaching-tools/smart-goal-setting.php>



(SMART GOAL TACTICS)

S - Specific

Questions you may ask yourself when setting your goals and objectives are:

What exactly do I want to achieve? Where? How? When? With whom?

What are the conditions and limitations?

Why exactly do I want to reach this goal? What are possible alternative ways of achieving the same?

M- Measurable

Measurable goals mean that you identify exactly what it is you will see, hear and feel when you reach your goal. It means breaking your goal down into measurable elements. You'll need concrete evidence. Being happier is not evidence; not smoking anymore because you adhere to a healthy lifestyle where you eat vegetables twice a day and fat only once a week, is.

Measurable goals can go a long way in refining what exactly it is that you want, too. Defining the physical manifestations of your goal or objective makes it clearer, and easier to reach.

A- Attainable

Is your goal attainable? That means investigating whether the goal really is acceptable to you. You weigh the effort, time and other costs your goal will take against the profits and the other obligations and priorities you have in life.

If you don't have the time, money or talent to reach a certain goal you'll certainly fail and be miserable. That doesn't mean that you can't take something that seems impossible and make it happen by planning smartly and going for it!

There's nothing wrong with shooting for the stars; if you aim to make your department twice as efficient this year as it was last year with no extra labor involved, how bad is it when you only reach 1,8 times? Not too bad...

R- Relevant

Is reaching your goal relevant to you? You decide for yourself whether you have the personality for it, or your team has the bandwidth.

If you're lacking certain skills, you can plan trainings. If you lack certain resources, you can look for ways of getting them.

The main questions, why do you want to reach this goal? What is the objective behind the goal, and will this goal really achieve that?

T-Timely

Time is money! Make a tentative plan of everything you do. Everybody knows that deadlines are what makes most people switch to action. So install deadlines, for yourself and your team, and go after them. Keep the timeline realistic and flexible, that way you can keep morale high. Being too stringent on the timely aspect of your goal setting can have the perverse effect of making the learning path of achieving your goals and objectives into a hellish race against time – which is most likely not how you want to achieve anything.



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(SMART GOAL FORM)

Your partner can support you in setting SMART goals and objectives, turning them into measurable goals and following up on their completion.

Learning Activity

(30 minutes)

Name _____

Date _____

What types of goal would you like to set?

- Academic Goal
- Personal Goal
- Professional Goal
- Social Goal

SMART GOAL _____		
Specific	What exactly should be realized?	
Measurable	How will you measure this?	
Achievable	Is it feasible? Do I have control over the outcome	
Relevant & Recorded	Is this goal relevant to my life right now	
Time-Bound	What is a realistic timeframe	

Student Signature _____

Partner Signature _____

Partner's Feedback



GOAL SETTING GUIDE

To give a broad, balanced coverage of all important areas in your life, try to set goals in some of the following categories.

Career – What level do you want to reach in your career, or what do you want to achieve?

Financial – How much do you want to earn, by what stage? How is this related to your career goals?

Education – Is there any knowledge you want to acquire in particular? What information and skills will you need to have in order to achieve other goals?

Family – Do you want to be a parent? If so, how are you going to be a good parent? How do you want to be seen by a partner or by members of your extended family?

Attitude – Is any part of your mindset holding you back? Is there any part of the way that you behave that upsets you? (If so, set a goal to improve your behavior or find a solution to the problem.)

Physical – Are there any athletic goals that you want to achieve, or do you want good health deep into old age? What steps are you going to take to achieve this?

Pleasure – How do you want to enjoy yourself? (You should ensure that some of your life is for you!)

Public Service – Do you want to make the world a better place? If so, how?

Lesson 10: Introduction to Community/School Resources

LEARNING OBJECTIVE: Members will discover how to access and utilize community resources

After learning the content in this session, a student should:

1. Research community libraries, programs etc.
2. Be aware of elected officials and their roles
3. Know and understand the purpose of community boards and precinct councils

MATERIALS NEEDED:

TIME REQUIRED: 90 MINUTES

- Copies of Civic Score Card
- Lyric video for Where is the Love by Black Eyed Peas

KEY WORDS

Civic Engagement – working to make a difference in the civic life of our communities by developing the combination of knowledge, skill and values to make that difference.

Civic Health – the measure of the civic attitudes, actions, and behaviors of a group of individuals

Good Citizenship - the practice of obeying the law of a country, contributing to society and participating in public affairs with wisdom.

Public Official – anyone in a position of official authority that is conferred by a state, city or municipality

Community Based Organizations (CBO's) – non-profit groups that work at a local level to improve life for residents



Lesson 10: Session Outline

I. NEIGHBORHOOD PROBLEMS

A. Empowerment Ice Breaker (15 Minutes)

1. Surrounded by issues

- a. Begin the session by having members seated in a circle. Display the lyric video for “Where is the Love” by Black Eyed Peas. Ask members to discuss the purpose of the song and what types of issues were discussed. Next, ask each member to share one issue in their neighborhood that they would like to see improved or eliminated. (While members share community issues, write their responses on the board or on a flip chart.)
- b. Now that members have shared the community problems, ask the members whether or not they are aware of the groups, organizations, boards, and/or agencies responsible for resolving the stated issues (i.e. Community Board, Neighborhood Precinct etc.)
- c. Introduce members to AIMHigh Action by describing how the session will be focused on strategies to be more actively engaged in their communities through the use of community resources.

B. What is Civic Engagement?

1. Civic Engagement: working to make a difference in the civic life of our communities by developing the combination of knowledge, skill and values to make that difference.
2. Explain to the members that being civically engaged is the most effective way to bring about changes in their local community. It’s easy to complain about issues, but if we don’t make an effort to bring a solution, then we become a part of the problem. Hand Out the Civic Score Card to have students check their level of civic participation.
3. Inform members that most people are not civically engaged because they lack knowledge about the topic or don’t know what to do to make a difference.
4. AIMHigh Action: based on the issues discussed, group the members according to interest areas. In the groups, members will write and discuss why they care about the topic, what do they want to change and why? Members will then investigate who must they reach out to (i.e. community board) to resolve the issue and draft a letter to submit to the entities.

C. Empowerment Affirmation Closing (5 Minutes)



Lesson 10: Class Discussion

DISCUSSION TOPICS and STUDENT ACTIVITIES

1. What are some positive benefits of being active in your community?
2. What's your level of interest regarding elected officials in your community?
3. Do you believe the problems in your neighborhood are impossible to resolve?
4. What role, if any, do you believe celebrities and athletes should play in the community?
5. Do you know the role of the community board or community precinct council?
6. Who are great civic icons that you are aware of?

USING MEDIA IN THE CLASSROOM

AIMHigh Insights: Giving Back to our Community

<https://youtu.be/ZrMUM8A2jeg>

References

<https://mathewscenter.org/wp-content/uploads/2016/10/ALABAMA-CIVIC-SCORECARD-2016.pdf>



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CIVIC SCORECARD

Ate dinner with the person or people I live with	Wrote an elected official about an issue important to me	Did a favor for a neighbor (without him/her asking)	Attended an after-school club or group meeting	Encouraged someone younger than myself to get involved in a group program
Attended or participated in a pep rally or athletic event	Visited a local park, state park or wildlife refuge	Shared thoughts on a public issue in class	Shared an idea or perspective (In person or in writing) with a community leader	Read an article about a local issue in the newspaper or local newsletter
Watched the local or national news with a family member	Visited a farmers market or local business	Engaged in an appropriate community activity of your choice	Volunteered in the community	Talked with an adult about his/her role in civic life
Signed a petition online or in person	Attended a local arts, museum or cultural event	Worked with others to solve a community problem	Attended a meeting of a local government board or committee	Attended a meeting of an out-of-school club or organization
Discussed politics with a friend or family member	Asked an adult if he/she thinks a community leader (Elected Official) is doing a good job and why?	Saw something that needed to be done at home – did it without being asked or telling anyone	Picked up litter and properly disposed it	Read about a Presidential candidate

Instructions: Mark off activities as you complete them. When you complete the scorecard, you will be eligible for a Certificate of Completion from the David Mathews Center for Civic Life (DMC). Registration information is detailed on the back of the scorecard.

(Name of Member) _____ has successfully completed their civic scorecard.

(Parent or Teacher Signature and Date) _____



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LESSON #10 ADDENDUM

In elementary and middle school settings, begin and concentrate conversations around school resources. Students should know what resources they have around them, and how to use them properly.

Also, emphasize that members must complete the checklist with adult supervision. This is critical for the safety of our younger members.

Lesson 11: Building Positive Relationships

LEARNING OBJECTIVE: To teach members the difference between value adding and value depreciating relationships

After learning the content in this session, a member should:

1. Learn the value of mentors and find sources of mentorship
2. Develop their FAVE 5 Circle of Excellence
3. Participate in “What are you known for?” Exercise
4. Snip, Snip: The Scissor Challenge

MATERIALS NEEDED:

TIME REQUIRED: 90 MINUTES

- Relationship Status Chart & Scissor Challenge Exercise
- Value Adding vs. Value Depreciating Relationships Table

KEY WORDS

Value Adding Relationships – relationships that positively impact a person’s well being, or personal and professional growth. Traditionally, these relationships happen with people who are assets to your life

Value Depreciating Relationships – relationships that negatively impact a person’s well-being or cause confusion or harm and moves contrary to positivity. Traditionally, these relationships happen with people who are liabilities to your life

Mentorship - the process of receiving guidance from a mentor, especially an experienced person in a company or educational setting

Emotional Baggage – the unresolved issues and uninspired emotional weight that one brings to a relationship, which often has a negative effect on behavior within the relationship

Influence – the capacity to have an effect on the character, development of someone or something



Lesson 11: Session Outline

I. RELATIONSHIP GOALS

A. Empowerment Ice Breaker (10 Minutes)

1. What's Your Relationship Status?

- a. Confidants, Constituents or Comrades? Hand out the Relationship Status table (see attachment) and have members examine the status of their current relationships. Members should think about the people they spend the most time with in school, out of school, and at home. Explain the difference between Confidants, Constituents, and Comrades, and then have the students place the name of their closest associates into those categories.

(i) Confidants: People who you trust and who support you regardless of the circumstances. They support what you favor and are against what you are against.

(ii) Constituents: People who join and support you based on issues that they themselves support. They are for what you are for, but could switch on you if you support another point of view.

(iii) Comrades: People whose opposition on certain issues are similar to your oppositions. They are against what you are against.

- b. Now that members have filled out their table, explain to the members that their relationships matter and that they should always assess whether or not their relationships are adding value or depreciating value. Afterward, share with members that one of the best relationships to build is a Mentor / Mentee relationship. Inform members that mentors are positive influencers. Ask members what they know about Mentorship.

B. What is Mentorship?

1. Mentorship: the process of receiving guidance from a mentor, especially an experienced person in a company or educational setting.
2. Benefits of Mentorship:
 - a. Increases the mentee's self-confidence
 - b. Educates the mentee on how to accept feedback in important areas such as communication and leadership skills
 - c. Improves the mentee's interpersonal relationship skills
 - d. Provides an important networking contact for the mentee
3. FAVE 5 Circle of Excellence: Each member should develop a team of 5 people which will help them ensure they stay on track academically, personally, professionally, and socially. Members will develop a formal letter asking these individuals to serve as their mentors. Mentors could be found in schools, places of employment, religious based institutions, social clubs etc.

C. Empowerment Affirmation Closing (5 Minutes)



Lesson 11: Class Discussion

DISCUSSION TOPICS and STUDENT ACTIVITIES

1. What are some positive benefits of having a good mentor?
2. What are some of the reasons that explain why people remain in toxic relationships?
3. What can we do to build better relationships in school and our community?
4. Name three good attributes to consider when determining whether or not to add someone to your circle of friendships?
5. What are your relationship goals?
6. What is the difference between Confidants, Constituents, and Comrades?

USING MEDIA IN THE CLASSROOM

AIMHigh Insights: Relationships; Assets Vs. Liabilities

<https://youtu.be/-7srSqPXfFs>



Instructions:

Consider the people that you spend the most time with in school, out of school, and at home. What role do your closest associates play in your life? Who are your Confidants, Constituents, or Comrades? Read the definitions below and place the names in the appropriate category. After creating the list determine which ones are Value Adding or Value Deprecating relationships.

Your Name _____

Date _____

Confidants - People who you trust and who support you regardless of the circumstances. Often, confidants support what you favor and are against what you are against.

Constituents - People who join and support you based on issues that they themselves support. Constituents are for what you are for, but may change their relationship status if you support another point of view.

Comrades - People whose oppositions on certain issues are similar to your opposition. Comrades are with you because they are against what you are against.

MY RELATIONSHIP STATUS

CONFIDANTS	CONSTITUENTS	COMRADES
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.

Optional: Now that you have categorized your closest associates, determine who you should attempt to spend more or less time with based on the value they're adding or depreciating in your life. Write the names below the line, and then use a scissor or just tear across the line. This is the scissor challenge



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WHAT ARE YOU KNOWN FOR?
THE DIFFERENCE BETWEEN THOSE WHO ADD AND THOSE WHO SUBTRACT

VALUE ADDING RELATIONSHIPS	VALUE DEPRECIATING RELATIONSHIPS
<ul style="list-style-type: none">• Show Integrity: a person who delivers honesty within your circle of influence and have strong moral principles.• Anticipate Needs: a person who looks for ways to serve, and gather resources that may be of value currently and in the future.• Under Promises & Over Delivers: a person who avoids imposing unrealistic expectations. Instead, exceeding expectations creates positive impressions and strengthens relationships.• Shares Valuable Content: a person who when reading articles, books, quotes etc. and it is considered valuable, shares the information with others. They don't spend time gossiping and talking about things that have no value.	<ul style="list-style-type: none">• Stifles Personal and Professional Growth: Aspirations and goals aren't attained due to the negative nature of the relationship.• Carries Emotional Baggage: a person who brings unresolved issues. The culture within the relationship is uninspiring and underwhelming.• Sets Unrealistic Expectations: Reinforces that narrative of an incompetent person, often disregarding the lofty pursuit.• Passive Aggression: a person who doesn't state their thoughts or desires upfront, and instead uses manipulative tactics which lead to frustration.

Lesson 12: AIMHIGH Creative Session

Creative sessions are designed to allow members the free space to develop ideas, projects or work on anything they choose. Empowerment Coaches should guide what members do to ensure that activities are productive toward improving the members Academic, Personal, Professional or Social (APPS) outcomes.

During the creative session, members could also choose to work collectively on ideas or activities to be completed within the class. Below is a list of potential activities for members.

AIMHigh Creative Activities:

- Learning Community (Study Group)
- Speaker Series (Invite Guest Speakers)
- Social Issues Discussion
- Creative Expression (Spoken Word)
- School Service (Volunteer for Impact)
- Arts & Culture (Cultural Exploration)



Lesson 13: Intro to School/Campus Connections

LEARNING OBJECTIVE: Help members learn how to be at the center of positive change on campus

After learning the content in this session, a member should:

1. Build learning communities on campus
2. Complete campus relationship assessment
3. Complete Our Mission and Policies Analysis Activity

MATERIALS NEEDED:

TIME REQUIRED: 90 MINUTES

- Copies of the School Mission
- Copies of School Policies/ Rules of Engagement
- Relationship Self-Assessment Tool
- Mission and Policies Analysis Form
- Bite Sized Candies
- \$5 Dollars

KEY WORDS

Learning Community – a group of people who share common academic goals and attitudes

School Mission – the public declaration of purpose that a school uses to describe their high level goals

Campus Connections – the valuable relationships that are built with teachers, administrators, classmates and staff at an institution



Lesson 13: Session Outline

I. CAMPUS ENGAGEMENT

A. Empowerment Ice Breaker (15 Minutes)

1. Is this my school?
 - a. Begin the lesson by asking the members “How well do you know your school?”
 - b. After receiving responses, test their knowledge on characteristics of the school community (i.e. Personnel, School Colors, School Mascot, School Founder etc.) Every time a member gets an answer correct, throw a bite sized candy to them.
 - c. For the last question, offer to give \$5 to any member who could recite the School’s Mission without researching or reading it. Discuss the importance of campus engagement and campus connections. Hand out the school mission and policies analysis form and ask members to assess whether they believe the school is effectively carrying out its stated mission. (Mission statement should be placed on board for members to see.)

B. What is the value of campus engagement and building connections?

1. Remind members that they spend most of their day in the school. The school campus becomes the center of their experience and belief. If students believe the environment is nurturing and caring it helps to guide their actions. There is great value gained from being engaged.
2. Explain to the students that one of the tactics that highly increase the likelihood for success in school and beyond is being apart of learning communities. Ask students to identify possible learning communities that they could create or join.
3. Encourage students to consider developing positive relationships with teachers, administrators, classmates and school staff. Remind members that these relationships might be helpful in their future goals (i.e. Letters of Recommendation, Referrals etc.)
4. AIMHigh Activity: to measure the students trust and connection to the school, have them fill out the relationship self-assessment tool
5. Have members discuss their responses and provide ideas on how the school could increase student engagement.

C. Empowerment Affirmation Closing (5 Minutes)



Lesson 13: Class Discussion

DISCUSSION TOPICS and STUDENT ACTIVITIES

1. Are you currently a member of a learning community?
2. If you were to create your own learning community, what would be the focus?
3. Who on campus do you think would possibly be a good mentor for you?
4. What are some school campus activities that you would like to see happen in this school?
5. What can teachers, administrators and staff do to gain your trust as a member of the school community?

USING MEDIA IN THE CLASSROOM

AIMHigh Insights: Connections vs. Contacts

<https://youtu.be/XA8TZ4z1W2Y>



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Relationship Self-Assessment Tool

For each statement, check “rarely,” “sometimes,” or “often” to indicate how consistently you use the described behavior at school

Name _____

Date _____

“I Trust my school community” – My belief

	Rarely	Sometimes	Often
I believe in my teachers.			
I believe in the school administration.			
I value my classmates opinions.			
I encourage feedback from my teachers.			
I encourage feedback from my classmate.			
I apologize to my classmate if I cause any confusion/ or adverse behavior.			
I remember to thank and encourage feedback from my classmate.			
I accept redirection and reinforcement rather than denying them.			
I accept responsibility for keeping my emotions in check during feedback discussions.			
I am committed to listening and learning in all feedback situations.			

Reviewing Your Assessments

How did you score on the self-assessments?

If you answered most of the questions with “often,” you trust the school environment and should be willing to share why you believe in the environment

If you answered most of questions with “rarely” or “sometimes,” you don’t trust the school environment and should think about how you can help make this environment more trustworthy!



Learning Activity

(30 minutes)

1. Divide the group into manageable working groups: not more than 5 students in one group.
2. Each group should re-examine the school mission and policy
3. Each member of the group should be prepared to discuss their understanding of the mission and policy
 - a. Is the school fulfilling its mission?
 - b. Does the school policy have validity?
 - c. Does the policy have room for improvement?
 - d. What would you like to see change?
 - e. What can you do to improve the school community?

Name -----	Date-----	Student Comments
Is the school fulfilling its mission?		
Does the school policy has validity?		
Does the policy have room for improvement?		
What would you like to see change?		
What can you do to improve the school community?		

Lesson 14: The Extracurricular Activities

LEARNING OBJECTIVE: Members will learn how to identify, evaluate and select extracurricular activities aligned with their goals

After learning the content in this session, a student should:

1. Find Extracurricular activities on campus
2. Identify community service opportunities
3. Articulate the benefits of service activities for future goals

MATERIALS NEEDED:
MINUTES

TIME REQUIRED: 90

- **Best Practices Guide for Extracurricular Activities**
- **My Extra-curricular activity form**
- **Extra Mile Youtube video**

KEY WORDS

Extracurricular Activities – Activities that are outside the regular curriculum or program of courses.

Volunteerism – the use or involvement of volunteer labor, especially in community services

Internships – a temporary position with an emphasis for on the job training rather than merely employment



Lesson 14: Session Outline

I. WHY ARE YOU BEING EXTRA?

D. Empowerment Ice Breaker (15 Minutes)

1. The Value of Extra

- a. Begin by showing video about going the extra mile in life.
<https://youtu.be/EGkkKLM2HVE>
- b. Ask members to discuss their reaction to the message.
- c. Explain to members that there is value in doing extra, and then inform them of the day's lesson "Extra-Curricular Activities."

II. What are extra-curricular activities? – Activities that are outside the regular curriculum or program of courses.

Give examples of Extra-curricular activities

- Volunteering in a after school program
- Participating in the PAL
- Joining a sports team
- Internship at a local political office

Discuss the learning opportunities gained from participating

- Listening skills
- Time management
- Communication skills
- Career exploration
- Teamwork and respect building opportunities
- Conflict management tools
- Leadership and self-confidence skills

**Have Student Create a potential Extra-curricular activity for which they want to be involved.
(See Extra-Curricular Activity form)**

E. Empowerment Affirmation Closing (5 Minutes)



Lesson 14: Class Discussion

DISCUSSION TOPICS and STUDENT ACTIVITIES

1. What are some of the extra curricular activities on your school campus?
2. Why is it beneficial to join a student club or organization?
3. Describe the benefits of volunteering.
4. Have students identify 2 extra curricular activities for which they will volunteer at least twice a month.
5. What are some best practices for finding the right extra curricular activity that fits you?

USING MEDIA IN THE CLASSROOM

AIMHigh Insights: Be Engaged

<https://youtu.be/Wd2VmwcoMmQ>



Six Best Practices about extra-curricular activities

DON'T OVERDO IT

Ultimately, your academics are the number one priority throughout high school. Becoming overly involved in one or many out-of-school activities can take away from your study time and negatively affect your grades, which will influence your chances of admission the most. Remember that academics come first and consider lessening the extracurricular load if it begins to feel too heavy.

FOCUS ON QUALITY, NOT QUANTITY

The number one thing to remember about extracurricular activity is that it's not the number that counts, but the depth of your involvement in the activity. Whether it's volunteer work at a soup kitchen or a starring role on the basketball team, college admissions boards want to see passion, dedication and involvement over the long haul. It's much more desirable to have two or three extracurricular activities to which you are truly devoted, than to load up on superficial activities that you don't care much about.

CONSIDER YOUR TALENTS, INTERESTS AND SKILLS

Put some thought into which activities you take on in high school. After all, each group you join or volunteer assignment you spearhead will take valuable time and energy. Look at your talents and passions and choose accordingly. A gifted writer might benefit more from a spot on the school newspaper than a position on student council, for example. There will always be popular activities or groups you feel might impress admissions officers more than others. But stick to your real interests! If you're passionate about the topic and you don't see anything else like it at your school, go for it!

TAKE ADVANTAGE OF SUMMER

Whether it's a summer job scooping ice cream or an internship at a law firm, take advantage of the summer months to build your life experience. Summer is a great time to focus on extracurricular activities because it's the one time of year when your involvement won't hinder your academic growth.

BE CONSISTENT WITH YOUR ACTIVITIES

Demonstrating how "well-rounded" you are by joining a wide range of extracurricular activities can sometimes backfire. What you see as diverse interests, admissions officers may see as flaky or unfocused, especially if you're picking up and dropping a slew of activities each year. While it's certainly okay to explore new interests in high school, be sure to stick with your core activities, too. An activity that you can show consistent involvement with from freshman to senior year will impress admissions officers more than five or six groups you've joined and dropped over your time in high school.

FOLLOW YOUR PASSIONS

Remember there are no right or wrong activities. Admissions officers want to know what you do when you're not in school, even if this does not include traditional extracurricular involvement. Taking care of younger siblings or working part-time counts just as much as the tennis team or chess club. If it expresses your individuality and your passions, admissions officers want to know about it.



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Have 5 students volunteer to discuss their Project of Interest (What need do they see in their community they would like to address)

Name _____

Project of Interest/ Extra-curricular Activity

Why is this extra-curricular important to you?

Who will benefit most from this extra-curricular activity

How will this activity improve your SWAG (Strength, Weakness, Attitude, Grit)

Lesson 15: On Campus Service Activity

LEARNING OBJECTIVE: Members will take part in activities that pervades the institution's culture

During this session, a student should:

1. Creatively develop a service activity that will be carried out during this session (i.e. Morning Welcome to School Community)

From theory to application!

During this week, members will develop and engage in a full week of on campus service activities geared toward improving the culture and overall appearance of the school community. Members will work collectively with the teacher to develop and carry out the activity.

Lesson 16: AIMHIGH Service Execution

IN THIS CREATIVE SESSION, STUDENTS WILL EXECUTE THE IDEAS DEVELOPED IN SESSION 15.

Creative sessions are designed to allow members the free space to develop ideas, projects or work on anything they choose. Empowerment Coaches should guide what members do to ensure that activities are productive toward improving the members Academic, Personal, Professional or Social (APPS) outcomes.

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AIMHigh Creative Activities:

- Learning Community (Study Group)
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- Social Issues Discussion
- Creative Expression (Spoken Word)
- School Service (Volunteer for Impact)
- Arts & Culture (Cultural Exploration)



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**WELCOME TO SEMESTER 2:
THIS SEMESTER WILL BE FOCUSED ON
CONFIDENCE AND EDUCATION.**

Lesson 17: From Competence to Confidence

LEARNING OBJECTIVE: Members will develop strategies to improve their overall confidence

After learning the content in this session, a student should:

1. Complete a self- confidence assessment
2. Know how competence builds confidence
3. Examine how self- efficacy improves leadership potential

MATERIALS NEEDED:

TIME REQUIRED: 90 MINUTES

- The Guided Imagery Illustration
- Examples of Confident VS. Lack of Confidence Hand Out

KEY WORDS

Self Confidence – a feeling of trust in one’s abilities, qualities and judgments

Leadership - is a process of social influence, which maximizes the efforts of others towards the achievement of a goal

Affirmation - the act of confirming something to be true

Guided Imagery - is a stress management technique, where you use your imagination to picture a person, place, or time that makes you feel relaxed, peaceful and happy

Self-efficacy - the act of mastering skills and achieving goals that are important in a specific skill set

Commitment - the state or quality of being dedicated to a cause, act or pursuit

Accelerate - the process of moving swiftly towards an expected end



Lesson 17: Session Outline

1. BUILDING SELF CONFIDENCE AND LEADERSHIP POTENTIAL

A. Empowerment Ice Breaker (20 minutes):

1. The Guided Imagery Illustration

- a. Ask the students to recall a moment when they were intimidated or nervous (i.e. giving a presentation, submitting a job application etc.) Explain the definition of Guided Imagery (it is a stress management technique, where you use your imagination to picture a person, place, or time that makes you feel relaxed, peaceful and happy)
- b. Ask the students to associate the guided imagery with their previous negative emotion and share if the outcome of that situation would have been any different. Research suggests that this technique can lower stress levels considerably and encourage them to use guided imagery as a strategy to increase self-confidence.

B. What is self-confidence?

1. Self Confidence: a feeling of trust in one's abilities, qualities and judgments.
2. Self-confidence can be built with affirmations, consistent practice, setting and achieving goals, thereby building competence, self-efficacy and improving leadership potential. Below are the three steps that are paramount self-confidence:
 - Step 1: Assessment: Think of where you are, where you'd like to be, prepare your mind for the road to success by reading books, having a mentor and resources that provides valuable insight. Set attainable goals make a commitment to endure to the end.
 - Step 2: Begin: Identify short and long term goals. Be sure to get in the habit of setting, achieving, and celebrating each accomplishment. During this phase, short-term goals should be practical. This will increase your self-confidence since you will now have a history of pursuits to be delighted in. Likewise, it will give you the enthusiasm to attain your long-term endeavors. Unforeseen challenges and mistakes along the way will occur, but be sure to use them as learning experiences.
 - Step 3: Accelerate: Increase the size of your commitments, and extend the skills that you've honed to uncharted, yet similar territories. Thereby, stretching yourself and feeling proficient.

"Self-confidence is the fundamental basis from which leadership grows. Trying to teach leadership without first building confidence is like building a house on a foundation of sand. It may have a nice coat of paint, but it is ultimately shaky at best". Standing on its own merit, your confidence, competence, and character will ultimately lend itself to the leader that is within you. Remind members that the key to building self-confidence is to continually work on improving your craft. The more you practice, the more you will improve. Show members the AIMHigh Insights video entitled "Work on your craft."

Close with Empowerment Affirmation (5 Minutes)



Lesson 17: Class Discussion

DISCUSSION TOPICS and STUDENT ACTIVITIES

1. To be the very best expression of yourself, it's important to know who you are and who you are not. What are some traits that best represents who you are?
2. What are you prepared to leave behind as you begin to the process of increasing self-confidence?
3. In what areas of your life, do you consider yourself to be a leader?
4. What impact did poor leadership have in a particular setting you were involved in?
5. Discuss the examples in the Confident and Behaviors Associated with Low Self Confidence Handout.

USING MEDIA IN THE CLASSROOM

Show video AIMHigh Insights: Work on Your Craft

<https://youtu.be/-hRGHsV6ZvU>



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**Place a check mark in the box that applies to you.
There should only be ONE checkmark in each row.**

Doing what you believe to be right, even if others mock or criticize you for it.	Governing your behavior based on what others think.
Being willing to take risks and progress in the face of obstacles.	Staying in your comfort zone, fearing failure, therefore avoiding risks.
Admitting your mistakes and learning from them.	Attempting to cover up mistakes, hoping to fix the problem before anyone notices.
Allowing others to compliment you on your accomplishments.	Admiring your own virtues as often as possible to as many individuals as possible.
Accepting compliments graciously. (i.e. Thanks, I worked very hard on that project. I'm pleased you recognized my efforts)	Dismissing compliments nonchalantly. (i.e. That project had nothing to it, anyone could have done it)

Lesson 18: Confidence Enhancement

LEARNING OBJECTIVE: Members will learn behavioral enhancement techniques and skills

After learning the content in this session, a member should:

1. Understand the value of Personal Affirmations
2. Develop public confidence through acts of service
3. Establish rituals for confidence building

MATERIALS NEEDED:

TIME REQUIRED: 90 MINUTES

- **The Positive Affirmation Handout**
- **AIMHigh Empowerment Affirmation**

KEY WORDS

Rituals - a series of actions or types of behavior regularly and invariably followed by someone.

Unique - having no like or equal; unparalleled; incomparable

Affirmation - a positive statement that we repeat to ourselves for encouragement

Value - the regard that something is held to deserve; the importance or usefulness of something.

Progress - the forward or onward movement towards a destination

Design - to be artistically or skillfully planned for a particular purpose



Lesson 18: Session Outline

1. I DARE YOU TO BE UNCOMFORTABLE (Ice Breaker)

A. Have member's pair up with a partner in the class. Each member should share something that they are very uncomfortable doing or name an area that they lack confidence (i.e. signing, public speaking, dancing etc.) Once the information has been revealed, each member will be dared to do that thing they stated would be uncomfortable. (Provide members with an incentive to take the risk i.e. gift card, bonus points, etc) Only the first 3 members to volunteer will qualify to receive the prize. Discuss what were the feelings of those who volunteered and those who refused to participate. Have members discuss how they could build confidence in areas where they are uncomfortable.

2. THE POWER OF PERSONAL AFFIRMATIONS

A. Explain to members that we often lack confidence when we don't affirmatively believe we could perform at a high level in a specific area (i.e. Sports, Academics, etc.). Members should know that what they say repeatedly is what their mind will believe. (The more you profess that you are not good at something, the more you will live out what you professed.)

B. "Affirmations are a great way to develop new thought patterns and make them become second-nature. Affirmations are simple positive statements that we repeat to ourselves inside our minds". The more we engage in thoughts or beliefs that serve our success, happiness, and well-being, the more readily those thoughts will play into our everyday lives. Use the Positive Affirmation Handout and prompt the members to say each one together aloud in a confident voice. Also encourage the use of the affirmations as a daily routine.

C. Challenge the students to participate in acts of service this week (i.e. organize an event, train in a CPR class, donate stuffed animals to children in a hospital). Engaging in these efforts will sharpen skills, assist in helping others and may result in personal growth, thereby increasing confidence.

2. ESTABLISHING RITUALS THAT BUILD SELF CONFIDENCE

1. Reassure the students that it is perfectly normal not to be great at everything. For example, a fish is not expected to climb a tree. Likewise, a cat will never be expected to bark like a dog. We are only expected to do what we are uniquely designed to do.

2. Encourage members to use a personal development journal. It is a good method to improve their life, build confidence and monitor progress.



Lesson 18: Class Discussion

DISCUSSION TOPICS and STUDENT ACTIVITIES

1. Identify a person who has contributed to building your self-confidence.
2. What would you do if you knew you could not fail?
3. Describe a few daily rituals that you have used that allow you to be where you are today?
4. Are you able to commit to using a personal journal to monitor your progress, revisit strategies that did not yield positive results and start living a more purpose driven life?
5. Recite the AIMHigh Empowerment Affirmation and discuss what elements of the affirmation do the students truly believe about themselves.

USING MEDIA IN THE CLASSROOM

AIMHigh Insights: The Cost of Comfort

<https://youtu.be/aB2Mwv6tyfo>



Positive Affirmations

I Am Enough.

Yes, I Can!

I Have The Power To Create Change.

I Am Stronger Than Any Excuse.

I Release My Negative Emotions And Embrace Positivity And Optimism.

I Am Confident and Courageous. I Have The Strength And Abilities To Accomplish My Goals and Dreams.



Lesson 19: Professional/Academic Confidence

LEARNING OBJECTIVE: Members will identify positive character traits that will enhance their professional development

After learning the content in this session, a student should:

1. Develop a 1 – 5-year college and career plan
2. Establish protocols for professional communication
3. Be introduced to appropriate attire for work, school and leisure
4. Understand the impact of Social Media on members careers

MATERIALS NEEDED:

TIME REQUIRED: 90 MINUTES

Career Edge Online Dress for Success Tips Handout

KEY WORDS

Career planning – the ongoing process of exploring your interests, values, skills and abilities while learning the career options available to you that match you personal circumstances and desires.

College Plan – a step-by-step written account used to explore, assess and choose a college to attend in the future.

Leadership skills – the art of influencing a group of people or an organization to act towards achieving a common goal.

Teamwork skills – the process of working collaboratively with a group of people in order to achieve a goal.

Communication skills – the ability to effectively and efficiently convey information to another person or group of people.

Workplace Confidence – the belief in one’s ability to effectively and efficiently operate within the work environment.



Lesson 19: Session Outline

I. Why Should I Choose You?

A. The Interview Challenge

1. Explain to members that whether they're applying to college or for a job, a major component when applying is the interview process. Oftentimes people are fearful of this process because they lack confidence in a professional setting. The interview challenge will give members the opportunity to demonstrate their ability to communicate effectively about who they are, what they value and what they desire.
2. The Interview Challenge: Identify 2 volunteers who are willing to participate in a mock interview. Once identified, both students will exit the room while the middle of the classroom is setup like an office (All students should sit in a circle.) The student will knock on the door and enter the room for the interview and the instructor will ask each student 2 – 3 questions that are commonly asked on interviews (i.e. Tell me about yourself? What are some of your strengths? Why should we choose you?). Pay attention to the students' demeanor and assess whether or not the student demonstrated confidence in the professional setting. Some factors to pay attention to are (i.e. Eye Contact, Firm Hand Shake, Comfort in communicating, Posture etc.) Upon completion of the challenge ask students in the room to express what they saw as factors that demonstrated confidence or lack thereof.

B. Do You Have TLC?

1. Developing Teamwork, Leadership and Communication skills are essential for building confidence in both the college or job search. These skills are not endowed upon us; these are skills that are developed overtime through practice and repetition.
 - a. Define Teamwork: Discuss why it's important to develop this skill.
 - b. Define Leadership: Give examples of attributes of great leaders
 - c. Define Communication: Express the importance of developing the ability to communicate publicly, interpersonally and electronically in the professional setting. (Emphasize appropriate language for a professional setting)
2. Developing a Professional Image : Dress like how you want to be addressed.
 - a. Do's and Don'ts of Professional Attire (See Handout)
 - b. Do's and Don'ts of Social Media

C. A College and Career Plan instills confidence because it gives you direction.

1. Elements of a solid college or career plan.



Lesson 19: Class Discussion

DISCUSSION TOPICS and STUDENT ACTIVITIES

1. What are some common fears people face during the interview process?
2. Why is it important to begin college and career planning early?
3. Should your social media pages have an affect on a hiring decision by an employer?
4. Have students share their interview experiences. Was the experience good or bad?
5. What are some best practices for dressing in a professional setting?

USING MEDIA IN THE CLASSROOM

AIMHigh Insights: You Need Some TLC
https://youtu.be/3_e30s3FUEE

REFERENCES: Career Edge Online



CAREER EDGE ONLINE DRESS FOR SUCCESS TIPS

RULE #1: You will never get a 2nd chance to make a good 1st impression. Remember, the first impressions are lasting impressions.

- Target the type and style of dress your potential employer utilizes.
- Dress for the job you want and not for the job you currently have or recently had.

RULE #2: Hiring Authorities state that a first impression is often formulated in the first 12-30 seconds of an interview!

- Prior to the actual interview, practice feeling comfortable with your chosen interview attire by going out to dinner or wearing it in a public setting.
- Don't be stiff or uncomfortable or it will negatively impact your chances of getting hired.

RULE #3: If it comes down to spending a little less or a little more to look your best, spend the extra money; it will be worth it in the long run!

A Basic Outline: Dress in your best, most coordinated, and conservative attire

1. Your outfit, suit or dress, should be a dark color, clean and pressed.
2. Be neat, cleaned, trimmed, and well groomed
3. Jewelry, scents, and makeup should be on the conservative side.
4. Practice wearing new outfits before the actual interview.
5. Avoid fashion fads.
6. Dress for work, not to go out on the town.
7. Do not smoke before an interview, and never smoke in your car on the way to the interview.

Remember... Inspect yourself before you leave for the interview and attend each session with a smile and enthusiasm.

1. Your first impressions are critical (opinions are formed in 12-30 seconds)
2. The interviewer will see you before you have an opportunity to discuss your qualifications. Look sharp.
3. Remember, if your appearance is not appreciated, you might not get the position.
4. Dress for the job you want, not the job you have or have had
5. Look professional even as you park your car for the interview; you never know whose office you are parked in front of.

If you look good, you will feel good.



LESSON # 19 ADDENDUM

At the elementary and middle school level, begin your conversations with academic confidence. If there is time, talk about professional, but remember, most of these members are still a while away from needing this information for a job.

Lesson 20: Escaping Comfort: New Levels

LEARNING OBJECTIVE: To introduce members to people, places and personalities out of their comfort zone

After learning the content in this session, a student should:

1. Help members understand the danger of comfort zones
2. Establish the need for education beyond the classroom
3. Be exposed to conferences, symposiums, seminars etc.
4. Develop cultural competency as an imperative for professionals

MATERIALS NEEDED:
MINUTES

TIME REQUIRED: 90

Additional Diversity Icebreakers Handout

KEY WORDS

Diversity – unique elements of individuals or groups, these could be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, religious and political beliefs, or other ideologies

Cultural Competence – understanding and appropriately responding to the unique combination of cultural variables and the full range of dimensions of diversity personally and professionally.

Conferences – a meeting, often lasting a few days, which is organized on a particular subject or to bring together people who have a common interest.

Symposium – a formal meeting at which several specialists deliver short addresses on a topic or related topics.

Seminar – a meeting in which you receive information on and training in a particular subject



Lesson 20: Session Outline

I. DIVERSE PEOPLE, PLACES and PLANS

A. The Diversity Walk

1. Have a pair of student volunteers come forward and stand with their backs together. Ask the other students in the class to list things that are different about the two students, and for every different quality, have the volunteers take one step away from each other. When the two students are far apart, have the class name things that are similar about them, and for every similar quality, have them take a step toward each other. Stress to children that we may have differences in outward characteristics (hair color, skin color, gender etc.), but that it's important to find out and celebrate what we have in common. Point out that learning about commonalities takes effort, but is well worth the time.
2. Explain to the members that it's important that they come out of their comfort zone as it relates to the people, places and plans that they have for their education and life. Connecting with diverse people and attending diverse types of events will give them exposure to various people and cultures while helping them to become more well-rounded.

B. Where can you go to meet new people and diversify your education?

1. Education goes beyond what you learn in a classroom. Attending events is a great source for networking and gaining insightful information.
 - a. Define Symposium: Discuss examples of symposiums they may want to attend.
 - b. Define Conference: Give examples of yearly conferences that students could attend.
 - c. Define Seminar: Provide students with different sources to find info on seminars in their local areas (eventbrite, meetup, etc.)

C. Inform students about the AIMHigh Empowerment Symposium & College Fair and encourage them to get their permission slips returned asap. AIMHigh Symposium Video (See link on the next page)



Lesson 20: Class Discussion

DISCUSSION TOPICS and STUDENT ACTIVITIES

1. How you ever had to work with anyone from a different culture or diverse background than yours? How was the experience?
2. How do you think diversity could benefit an organization? Do you believe diversity could be problematic for an organization?
3. What are some conferences, symposiums or seminars that you've attended in the past?
4. Why do you think people prefer to stick to what they know and who they know?
5. How can remaining in your comfort zone related to who and what you know slow down your growth personally and professionally?

USING MEDIA IN THE CLASSROOM

AIMHigh Insights: Male Empowerment Symposium & College Fair Video

<https://youtu.be/-f7E9hO2AxY>

References:

http://www.educationworld.com/a_lesson/icebreakers-back-to-school-diverse-students.shtml



ADDITIONAL DIVERSITY ICE BREAKERS

1. **Circles of [Student Name Here]:** Have each student draw a large circle and smaller circles coming from around it. Ask kids to write their names in the center circle and their gender, racial/ethnic background, and other characteristics in the smaller circles. Encourage kids to note other unique characteristics involving their home life (guardians, religion, siblings, etc.) or even their interests, hopes and dreams. Ask students to look around the room and find classmates with whom they share at least one characteristic. This will demonstrate that everyone is unique, but that we all have something in common with others.
2. **The Diversity Poster:** Give each student an index card or a larger sheet of paper and have them make a poster depicting their individual characteristics. This can include culture, ethnicity, religion, language, hobbies, interests, etc. Have the students share their posters and place them on a bulletin board to remind kids that although they are different from one another, they are part of a classroom community.
3. **Diversity Bingo:** Give students a copy of the [diversity bingo worksheet](#) (for younger students, you may have to adapt this worksheet or create your own). Have them travel around the room and get others to sign the descriptions that apply to them. Some descriptions include: "I am left-handed," "A person with red hair," "I live in a single-parent household" or "A person who is a Muslim." This will help showcase--and teach students to value-- diversity in the classroom.
4. **Who I Am Poems:** Ask kids to spend 10 minutes writing a poem called "Who I Am." The only rule is that each line should begin with the words "I am..." Suggest that they can, if they wish, include statements about where they're from regionally, ethnically, religiously, and so on; memories from different points in their lives; interests and hobbies; mottos or credos; favorite phrases; family traditions and customs; and whatever else defines who they are. (You will have to adapt this activity for younger students, perhaps by suggesting and modeling particular types of statements.) Be sure to let them know that they will be sharing their poems. The teacher might want to share a poem about him/herself first.

Lesson 21: AIMHIGH Creative Session

Creative sessions are designed to allow members the free space to develop ideas, projects or work on anything they choose. Empowerment Coaches should guide what members do to ensure that activities are productive toward improving the members Academic, Personal, Professional or Social (APPS) outcomes.

During the creative session, members could also choose to work collectively on ideas or activities to be completed within the class. Below is a list of potential activities for members.

AIMHigh Creative Activities:

- Learning Community (Study Group)
- Speaker Series (Invite Guest Speakers)
- Social Issues Discussion
- Creative Expression (Spoken Word)
- School Service (Volunteer for Impact)
- Arts & Culture (Cultural Exploration)

Lesson 22: A.S.K.: Information Literacy

LEARNING OBJECTIVE: Members will learn how to properly gather and disseminate information

After learning the content in this session, a student should:

1. Find sources and assess the value of information obtained
2. Learn the importance of the A.S.K. Principle
3. Distinguish between Facts and Opinions

MATERIALS NEEDED:

TIME REQUIRED: 90 MINUTES

- N/A

KEY WORDS

Information Literacy – the ability to locate, evaluate, document and use sources of ideas and facts

Relevance- the quality of being closely connected or appropriate

Opinion – a belief or conclusion held with confidence but not substantiated by positive knowledge or proof

Fact – a statement that is true and can be proven with evidence

Credibility- the quality of being convincing and inspiring belief

A.S.K. Principle – Actively Seeking Knowledge with a deliberate or intentional pursuit in attempting to gather information for academic and professional endeavors



Lesson 22: Session Outline

II. ANALYZING INFORMATION

A. What should I wear in this weather? (15 Minutes)

1. Ask the students how they decided on what attire to wear today? Did their parent or guardian tell them how to dress appropriately? Check the weather on an app on their phone? Looked outside their windows? All forms of gathering information may have been ideal, but the most reliable source would have been from a weather app or weather channel because it is based on research. Use the discussion to introduce the concept of Information Literacy.

B. Define Information Literacy?

1. Information Literacy is the ability to locate, evaluate, document and use sources of ideas and facts.

There are two types of sources for information.

- a. Primary Sources – First hand materials (i.e. personal journals, letters, speeches, reports of scientific research, field observation).
- b. Secondary Sources – Explain and comment on primary sources (i.e. national newspapers, magazines with wide circulation).
- c. Anyone who gathers information is engaged in the A.S.K. Process.

C. What is the A.S.K. Principle/Process?

1. ASK is to **Actively Seek Knowledge** with a deliberate or intentional purpose to gather information for academic, personal, professional, or social endeavors.
2. When one is **Actively Seeking Knowledge** it is imperative that the information is:
 - a. Relevant (will this data assist me in the purpose of my pursuit?),
 - b. Current (check the date),
 - c. Credible (is the source qualified to offer this information?)

D. It's also important to distinguish between Fact and Opinion when evaluating information.

1. Ask the members to distinguish between Fact and Opinion:
 - a. A fact is a statement that is true and can be proven with evidence.
 - b. An opinion is a belief or conclusion held with confidence but not substantiated by positive knowledge or proof.



Lesson 22: Class Discussion

DISCUSSION TOPICS and STUDENT ACTIVITIES

1. How have you used the A.S.K. Principle in the past?
2. Why are primary and secondary sources of information persuasive?
3. Is this sentence a fact or an opinion? Lehman College is named after Herbert H. Lehman, who was a governor of New York State and a U.S. Senator. What is the rationale?
4. Is this sentence a fact or an opinion? Stony Brook University is one of the best colleges to attend because it has more than 200 undergraduate programs and more than 100 masters program. What is the rationale?

USING MEDIA IN THE CLASSROOM

Actively Seek Knowledge

<https://youtu.be/Mbr2xZTjslM>



Lesson 23: Stacking Your Future: Finances

LEARNING OBJECTIVE: To expose members to concepts in financial literacy

After learning the content in this session, a student should:

1. Learn how to budget and properly manage money
2. Understand basic concepts of savings and investments
3. Learn about credit cards and debt management

MATERIALS NEEDED:

TIME REQUIRED: 90 MINUTES

Sample Financial Budget (Hand Out)

KEY WORDS

Financial Literacy – the ability to effectively use knowledge and skills to manage financial resources.

Budget- an estimate of income and expenses for a set period of time

Fixed Expenses – expenses that cost the same amount every month (i.e. rent/mortgage, auto loans, insurances)

Variable Expenses – expenses that may fluctuate monthly (i.e. groceries, entertainment, subscriptions)

Coupons- a ticket or document that can be redeemed for a financial discount

Financial Freedom- an ideal situation when your life's purpose and passion funds your monthly expenses and maintain your quality of life

Credit – the ability of a customer to obtain goods or services before payment, based on the trust that payment will be made in the future.



Lesson 23: Session Outline

I. FINANCIAL LITERACY

A. Me and My Honey Money (15 Minutes)

1. Ask the students to describe their relationship with money. Are they casual about money, are they committed to their money, or are they in a complicated relationship with their money. Explain to students that it's important that they commit to managing their money effectively today to avoid money problems in the future. Inform students that this session will focus on educating them on how to Budget Money, Save Money and how to build credit.

B. What is a budget and why is it important?

1. Budget is an estimate of income and expenses for a set period of time.
 - a. Have students write down their own fixed and variable expenses. Now, have them write down their monthly earnings. Some may realize that their expenses exceed their earnings and will need a strategy to offset the negative imbalance.
 - b. Emphasize the importance of managing their money responsibly. At times they will have to sacrifice their wants and only focus on their needs. Express to the members that spending more than they earn will always leave them in deficit.

C. The Value of Savings?

1. Savings and Investments-
 - a. savings is the portion of disposable income after expenses are paid. Ask the students to raise their hands if they participate in saving a percent of their earnings.
 - b. Investments occurs when the investing of money or capital is exchanged to gain profitable return as income or appreciation.

D. What is your Credit Worthiness?

1. Credit – your ability to obtain goods or services before payment, based on the trust that payment will be made in the future.
2. There are different forms of credit, but the most widely known form of credit is credit cards.
3. How to use credit cards - Ask the students how many of them own at least one credit card. Explain that when customers use credit cards, they offer the bank's money, instead of their own, to pay for service, or product today and overtime, repay the bank (forbes). Emphasize that developing good habits is critical to their financial well being such as paying entire monthly balance, never skipping a payment, staying under 30% of your total credit card limit. Poor credit card management will cause you to have higher interest rates on certain applications and a poor credit score to name a few.



Lesson 23: Class Discussion

DISCUSSION TOPICS and STUDENT ACTIVITIES

1. What are the most important elements of a budget?
2. How many students in the class actively engage in saving on a monthly basis?
3. In what ways can credit card usage be beneficial or harmful to a consumer?
4. What financial changes are you willing to make today for a better tomorrow?
5. What is difference between financial stability and financial freedom?
6. Encourage students to avoid costly memberships (i.e. fitness centers, classes) they are no longer using in order to redirect or save money.

USING MEDIA IN THE CLASSROOM

AIMHigh Insights: Get Your Money Right

<https://youtu.be/hig215Slaqg>



LESSON #23 ADDENDUM

At the elementary or middle school level, have members understand how finances are important to their immediate family. Talk about how people make enough money to survive. Use the key words to guide, but make sure the level of the conversation is brought down to a basic level.

This would also be a great place to interject an activity. Print a grocery store flyer and have members do a shopping for a week. Give them a budget.

Lesson 24: Designing Your Destiny

LEARNING OBJECTIVE: Providing exposure to careers, trades and entrepreneurship while designing online profiles and resumes to set members up for success.

After learning the content in this session, a student should:

1. Explore career options
2. Analyze the BLS Occupational outlook handbook
3. Develop resume's and create LinkedIn profiles

MATERIALS NEEDED:

The Dreams/Nightmares Quadrant (Handout)
Ways to learn about Careers (Handout)

TIME REQUIRED: 90 MINUTES

KEY WORDS

Career - an occupation or series of jobs that a person does during their working life, especially when this involves making progress to better jobs or higher levels within a particular profession.

Trades (Tradesperson) - refers to a worker who specializes in a particular occupation that requires work experience, on-the-job training, and often formal vocational education (i.e. carpenter, tile setter, electrician, mechanic, painter etc.)

Entrepreneurship- the capacity and willingness to develop, organize and manage a business venture along with any of its risks in order to make profit.

Resume – a summary of your past and current education, experience, activities, and skills and what employer will use most often to decide whether or not to interview you. .

LinkedIn- a social networking site designed for professionals. The website allows you to share work-related information with other users and keep an online list of professional contacts.



Lesson 24: Session Outline

I. CAREER DREAMS & NIGHTMARES

A. What are your greatest dreams? (15 Minutes)

1. Provide members with the Dreams & Nightmares quadrant and have them write what dream jobs, careers, activities and destinations they hope to explore. Also have them express what types of jobs, activities and destinations would be absolute nightmares.
2. Have a few students share what they wrote, then categorize which choices could be done as Careers, Trades or through entrepreneurship.
3. Define Careers, Trades and Entrepreneurship.

B. Design Your Destiny

1. Explain to members that a key component to ensuring they attain their dream career is to visualize where they want to be and to develop a career game plan to achieve their desired occupation.
2. To design a career game plan requires that members explore and understand their desired career choice (See Learning about careers handout), and that they brand themselves by developing resumes and a LinkedIn profile that illustrates their fit for the field.

II. CAREER TOOLS

A. A resume is a summary of your past and current education, experience, activities, and skills, and what employers will use most often to decide whether or not to interview you. Because employers can take just 5-10 seconds to look at your resume, use the following tips to make sure it does these 3 things:

1. highlights your accomplishments and qualifications
2. is well-organized and easy-to-read
3. is tailored to include the most relevant things to the position
 - **Create a “Master Resume” that has everything.** To get started, write down everything from your past 1-3 years: education, coursework, jobs, internships, activities, skills, honors, publications, language skills, study abroad experiences and community service projects. Then use this master to create one or more versions for particular industries or types of positions. Keep your resume to one page.
 - Combine your resume with other strategies
 - Take part in internships & other work experiences
 - Create a career-planning support group and find a mentor

III. YOUR ONLINE PRESENCE

A. Explain to members that their online presence on social media is increasingly becoming a factor in employer decision making. Introduce members to the value of creating professional LinkedIn profiles.



Lesson 24: Class Discussion

DISCUSSION TOPICS and STUDENT ACTIVITIES

1. What are the differences between careers, trades and entrepreneurship?
2. Should social media be used to determine whether an employer should hire you or not?
3. What ways have you explored potential careers in the past?
4. Are you willing to pursue a career that you love even if that career choice does not pay a high salary?
5. What can you include in your resume if you don't have any professional work experience?

USING MEDIA IN THE CLASSROOM

AIMHigh Insights:

<https://www.youtube.com/watch?v=d6iGiNfIX10>

References:

http://www.wrksolutions.com/documents/whenigrowup/wigu_pdfs/high-school/wfs-wigu-highschool-lessons.pdf



THE DREAMS / NIGHTMARES QUADRANT

First, Last Name: _____

In the quadrant below, record your thoughts into four categories of Dreams that you have for yourself. In the nightmare section name jobs, destinations, and activities that you have absolutely no interest.

The Dream / Nightmare Quadrant

Dream Jobs & Careers	Dream Activities
Dream Destinations	Absolute Nightmares

Ways to Learn about Careers

- Publications
- Career Counseling
- Organizations
- Working People
- Internet
 - Bureau of Labor Statistics – www.bls.gov
 - Occupational Information Network (O*NET) – <http://online.onetcenter.org>
 - New York Metro – www.metronewyorkjobs.com
 - LinkedIn – www.linkedin.com
 - Execu-Search – www.execu-search.com
 - CareerOneStop - www.careeronestop.org
 - The Riley Guide – <http://www.rileyguide.com/>
 - Job-Hunt – www.job-hunt.org/
 - CollegeGrad.com – www.collegegrad.com/
 - Glass Door – www.glassdoor.com
 - Craigslist – www.craigslist.com
 - Monster – www.monsterjobs.com
 - Career Builder – www.careerbuilder.com
 - Indeed – www.indeed.com
 - Idealist – www.idealists.org
 - Job Central – www.jobcentral.com
 - Jobster – www.jobster.com



LESSON #24 ADDENDUM

For elementary and middle school, have members discuss how their performance in school affects their destiny.

Lesson 25: AIMHIGH Creative Session

Creative sessions are designed to allow members the free space to develop ideas, projects or work on anything they choose. Empowerment Coaches should guide what members do to ensure that activities are productive toward improving the members Academic, Personal, Professional or Social (APPS) outcomes.

During the creative session, members could also choose to work collectively on ideas or activities to be completed within the class. Below is a list of potential activities for members.

AIMHigh Creative Activities:

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- School Service (Volunteer for Impact)
- Arts & Culture (Cultural Exploration)



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Lesson 26: Leaving Your Mark

LEARNING OBJECTIVE: Members will identify societal issues that are important to their future and learn how to constructively express arguments opposing or supporting their point of view.

After learning the content in this session, a student should:

1. Constructively express their views
2. Understand the role of protests, programs and policies
3. Gain Insight into ideological views on various issues

MATERIALS NEEDED:

N/A

TIME REQUIRED: 90 MINUTES

KEY WORDS

Freedom of Expression - the right to express one's ideas and opinions freely through speech, writing, and other forms of communication or actions but without deliberately causing harm to others' character and/or reputation by false or misleading statements.

Protest - an expression or declaration of objection, disapproval, or dissent, often in opposition to an idea, an act or a way of doing something.

Program - refers to a collection of people and/or organizational resources that is geared to accomplish a certain major goal or set of goals.

Policy- a course or principle of action adopted or proposed by a government, party, business, or individual

Social Responsibility – an ethical framework that suggests that an entity, be it an organization or individual, has an obligation to act for the benefit of society at large.

Critical Argument- a crucial part of critical thinking in which a person has the ability to identify, construct and evaluate arguments to provide a set of premises as reasons for accepting a particular conclusion.



Lesson 26: Session Outline

IV. EXPRESS YOURSELF

A. Freedom of Expression Explained (10 Minutes)

1. Show the Freedom of Expression Video <https://youtu.be/FEqFp0q60-U>
2. Ask members “What types of personal or societal issues do they feel comfortable expressing their opinions about? Write their answers on a smart board or flip chart. Then ask what types of issues do they feel uncomfortable expressing their opinions or feelings about? Ask members “What are the factors that make them comfortable or uncomfortable about expressing their views?”
3. After hearing their responses explain to members that the ability to constructively express their views on issues that matter to them is critical to building their confidence and allowing them to grow personally and professionally.

B. Constructive Expression

1. Explain to members that the key to constructive expression is to ensure that their argument or point of view is based more on critical information than just emotional expression.
2. Use the following scenario as an example: *Imagine you walk into the lunchroom and see your girlfriend or boyfriend having lunch with someone else. What would you think or what would you do?* When thinking about an argument, a good critical thinker considers questions like the following?
 - a. Is the info given in support of my argument true?
 - b. Does the info support my conclusion?
 - c. Do I need to withhold judgment until better evidence is available?
 - d. Is my argument based on good reasoning or does it appeal mainly to my emotions?
 - e. Based on the available evidence, are other conclusions equally likely?
 - f. What needs to be done to reach a good conclusion?
3. To express yourself constructively, always be sure to:
 - a. Attack the argument, not the person
 - b. Avoid hasty generalization
 - c. Don't threaten in order to win an argument
 - d. Remember it's not a popularity contest.

V. PROTESTS, PROGRAMS AND POLICIES

- A. Explain to members that in a democratic society, there are several ways in which people could express their views. The most widely used methods are Protests, Programs or Policies. Give examples of each: for Protest describe a recent or past demonstration on a social issue, for Programs give examples of organizations that address particular matters, for Policies give an example of a law that was created to address a problem. Explain to members that at AIMHigh we believe that Protest raise awareness, Programs help make progress, but Policies have the most power. All methods of expression allow you to leave your mark on the world.



Lesson 26: Class Discussion

DISCUSSION TOPICS and STUDENT ACTIVITIES

1. What are issues in society that you care deeply about and why?
2. When facts are available do feelings become irrelevant?
3. Have you or anyone you know ever participated in a large protest demonstration? When, where, why and how?
4. If there were a cause that you were willing to fight for, what would it be?
5. What is the mark that you want to leave on the world? What would you want to be remembered for?

USING MEDIA IN THE CLASSROOM

AIMHigh Insights: Change the narrative... Leave Your Mark

<https://youtu.be/2x8AolI0L2o>



**WELCOME TO SEMESTER 3:
THIS SEMESTER WILL BE FOCUSED ON
CHARACTER AND EMPOWERMENT
(EPIC IMPACT PROJECTS)**

AIMHigh Epic Impact Project Guidelines

EPIC IMPACT PROJECT OVERVIEW:

Lessons 27 – 36 are all dedicated to the AIMHigh Epic Impact Project. Facilitators will share brief presentations and then focus on assisting students work in their student teams.

The purpose of this project is to provide students with an opportunity to demonstrate what they have learned and developed throughout the course of the AIMHigh Program (practical knowledge, theoretical understanding, critical thinking skills, and intellectual curiosity) and apply it to a real world problem in their school or community. Members are required to submit their proposed projects with clearly delineated outlines to the Site Administrator. Each student team will also be required to present their project to the group and to generate discussion with AIMHigh Members within the allotted 10 minute time frame. The final presentation must be illustrated in MS PowerPoint

Project Guidelines:

- i. Discuss why you chose the topic and issue a statement of the problem. Where possible, make reference to a specific news story, agency, jurisdiction, legislative act, court ruling, etc.
- ii. Provide a thorough/exhaustive review (research studies, pros and cons, in-depth analysis, etc., if appropriate) of the existing research relative to the issue you are addressing.
- iii. Apply relevant explanation to the unique issue in question and why does this exist.
- iv. Devise strategies (strategic plan, research-based programs, new and innovative initiatives, etc.) to deal with the problem: you must justify the relevancy of the programs you recommend.
- v. Propose evaluation methods: How will the effectiveness of the plan be measured? (What are the goals and objectives of your plan? What are your outcome measures? What are your success indicators?).

The final version of the paper should be **at least 3 - 5 pages in length** (excluding cover page, maps, diagrams, attachments, and references), double-spaced, type written, and include at least 3 references.



INDIVIDUAL WRITTEN PAPER COMPONENTS

Writing Assignment#1 Due (INTRODUCTION)

(1 pages – Discuss the problem you will write about, the different ways it is defined, the different sides of the issue, and the magnitude of the problem statistics MUST be included)

Writing Assignment #2 Due (LITERATURE REVIEW)

(1 pages – Discuss scholarly articles, books and other sources (e.g. dissertations, conference proceedings) relevant to your particular issue, policy, or program, providing a description, summary, and critical evaluation of each work. The purpose is to offer an overview of significant literature published on your topic.

Writing Assignment#5 Due (CURRENT POLICIES)

(1 pages – Discuss the current policies that are in place to address the issue)

Writing Assignment #6 Due (POLICY RECOMMENDATIONS)

(2 pages – Make your policy or program recommendation of how you would deal with the issue based on your research.)

YOUR EPIC IMPACT PRESENTATION:

Your team will present an arguable perspective about the issue of your choice. The goal is to convince the audience that your view is valid and worth listening to. Ideas that you are considering need to be carefully examined when choosing your topic, developing your argument, and organizing your presentation. It is very important to ensure that you are addressing all sides of the issue and presenting it in a manner that is easy for your audience to understand.

Your job is to take one side of the argument and persuade your audience that you have well-founded knowledge of the topic being presented. It is important to support your argument with evidence to ensure the validity of your claims, as well as to address the counterclaims to show that you are well informed about both sides.

Students will then have to provide a policy recommendation to address the issue that takes into account all aspects of the topic (i.e. criminological, legal, ethical, political etc.)

HOW TO CHOOSE YOUR EPIC IMPACT ISSUE:

To take a side on a subject, the team should first establish the reasoning of why that topic interests them. Ask the following questions to ensure that the team will be able to present a strong argument:

- Is it a real issue, with genuine controversy and uncertainty?
- Can you distinctly identify two positions?
- Is the team interested in advocating one of these positions?
- Is the issue narrow enough to be manageable?
- Will the team be able to analyze this issue and develop a valid argument?

Once your topic is selected, you should do some research on the subject matter. While members of your team may already have an opinion on the topic and an idea about which side of the argument they want to take, the team must ensure that the paper is well supported. Listing out the pros and cons of the topic will help you examine your ability to support your counterclaims, along with a list of supporting evidence for both sides. Supporting evidence includes the following:

- Factual Knowledge - Information that is verifiable and agreed upon by almost everyone.
- Statistical Inferences - Interpretation and examples of an accumulation of facts.
- Informed Opinion - Opinion developed through research and/or expertise of the claim.
- Personal Testimony - Personal experience related by a knowledgeable party.
- Once you have made your pro and con lists, compare the information side by side. Considering your audience, as well as your own viewpoint, choose the position you will take.

EPIC IMPACT TOPICS

Note: Below are optional topics that can be used for the Epic Impact issue. If student members chooses to use their own topic outside of these available choices, the topic must be reviewed and approved by the Site Administrator. Feel free to suggest topics that are age appropriate.

Megan's Law: Public safety or double jeopardy?

Illegal immigration: Human rights or national security?

Racial profiling: Effective police tool or Unnecessary harassment?

Solitary Confinement: Torture or Necessary Control?

Female criminality: Are women more intrinsically better than men?

Defending the guilty: How far should a defense go?

Plea-bargaining: Should we put a price tag on justice?

Rotting in prison: What do lengthy prison terms really accomplish?

Women in prison: Who care for the children?

Warehousing offenders: Is it the best way to spend taxpayers' money?

Drug offenders: Do they really belong in prison?

The war on drugs: Political scam or public safety?

Gangs in America: Why are they so out of control?

Fourth Amendment rights: The impact after the Patriot Act.

Three Strikes: Does it work?

Restorative Justice: Is it a viable alternative

Innovative punishments: Is there a better choice?

Recidivism: The revolving door in American jails and prisons

Trying juveniles as adults: Is it a good idea?

Diminished capacity: Holding the offender responsible.

Elderly in prison: Are they still a threat on society?

Mandatory sentences and enhancements: Do they make sense?

Excessive force: Does it help or hinder the police?

PTSD and law enforcement: Is the price too high?

Post Partum Psychosis: Mental illness or a defense tactic?

Rehabilitation: Does our society even try?

Prop. 36: Is it a free pass for bad behavior?

War on terrorism: is it really a war on civil liberties?

Capital punishment: Cruel and unusual?

Domestic violence: How do we break the cycle?

DARE: Does it work or is it making the problem worse?

Double jeopardy: Is it really a constitutional right?

Federalism: Does it hinder crime control on a state level?

LIST IN FORMATION: Please note, these topics are very high-level topics that may not be suitable or applicable to the high school, middle school, or elementary level. Use this as a guide for the coaches to work with students to develop age and grade appropriate topics.

EPIC IMPACT ASSIGNMENTS SNAPSHOT

Team Assignments (4 Points Each unless Charter rules dictate otherwise)

- Team Topic : Each Team Should Submit a one page document describing their topic and focus.
- Team Charter/Presentation: Teams should submit and present the rules that will govern their team.
- Annotated Bibliography: Teams should submit one document of 12 – 15 sources that they will collectively use for their paper.
- Workplan Paper/Presentation: Teams should submit and present a document showcasing who is responsible for what components, and by what date they must be submitted to the professor.
- Final Paper Outline: Teams should submit an outline of what their final paper will look like.

Reflection Assignments (Optional)

Team Success Principles

- (Building Effective Epic Impact Teams): Students should individually submit a one paper describing what it will take for their teams to be successful.
- Current Stage Paper (Team Stages Powerpoint): Students should individually submit a one pager detailing what stage their team is currently in.
- Diversity Paper : Students should describe in one page how has diversity helped or hindered their teams progress.
- My Epic Impact Experience (Students should submit a 2 page paper describing what were their expectations prior to joining AIMHigh, What did they experience, How will they use the knowledge and experience moving forward)

Specialty Segment (Students choose from the list below and determine dates for submission)

Students must take into account the due date for the paper/presentation

- Abstract, Introduction (Mandatory)
- Literature Review (Mandatory)
- Legal Issues (Mandatory)
- Policy or Program Recommendation (Mandatory)

Final Paper / Presentation

- All hands on. Students must assemble entire paper together and create final presentation



The Induction Ceremony (Supplementary Lesson Plan)

LEARNING OBJECTIVE: Students will Prepare for and experience the AIMHigh Induction Ceremony

After this session, a student should:

- Be Officially Inducted into the AIMHigh Empowerment Institute
- Demonstrate their understanding of the 3 C's and 3 E's
- Be able to recite the AIMHigh Empowerment Affirmation
- Fully understand what it means to be an AIMHighEI Member

MATERIALS NEEDED:

- EI Pins
- EI Ties

TIME REQUIRED: 90 MINUTES

KEY WORDS

AIMHigh Empowerment Philosophies – The fundamental beliefs of the AIMHigh program as it relates to competence, confidence and character.

Empowerment Affirmation - The pledge that is recited at the end of every meeting and on the day of the induction ceremony to express the beliefs of who we are and what we stand for as AIMHigh Members.

AIMHigh Syllabus – Outline of the week by week breakdown of topic and activities that they will take part in for the remainder of the school year

AIMHigh CIP's – The 3 required community impact projects that must be completed for the school year. This will be a form of community service

AIMHigh SIP's – The School Impact Projects that students will participating as a means of improving some aspect of the school campus.

AIMHigh Social Gatherings – the informal gatherings that will be used for bonding among EI members (i.e. Group lunch, dinner, sporting events etc.)



The AIMHigh Induction Ceremony.

VII. THE AIMHIGH INDUCTION CEREMONY

- A. Setting the Atmosphere (5 Minutes)
 - 1. Upbeat Energy as students enter the room
 - 2. Positive Energy Display on the Screens
 - 3. Welcome all students as they arrive.

- B. Empowerment Ice Breaker (5 Minutes)
 - 1. Video, Quote or Activity Encouraging Students to AIMHigh.

- C. AIMHigh Syllabus (60 Minutes)
 - 1. Discussion on expectations for the rest of the year will be discussed

 - 2. Discussion on Community Impact Projects (CIP's)
 - a. Show video of sample Community Impact Project
 - b. <https://www.youtube.com/watch?v=ZrMUM8A2jeg>
 - 3. Discussion on School Impact Projects (SIP's)
 - 4. Discussion on AIMHigh Social Gatherings

- D. Key Term Debrief & Announcements (10 Minutes)
 - 1. Recite AIMHigh Empowerment Affirmation

NOTE: Typically on the week of the induction ceremony we spend more time keeping a festive atmosphere for the students. In the meeting for that week, we will focus on painting the picture of what's to come. Use the session for light discussion, but spend time practicing entrance, pledge and other essential duties for the day of induction.