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# The William Byrd Community House : developing youngsters into future leaders

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The William Byrd Community House:

Developing Youngsters Into Future Leaders

by

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and

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University of Richmond

Richmond, VA


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As William and I struggled with the idea of what our senior project would be, our minds began to think about the plight of our youth today. We thought about the dozens of issues that children, but specifically the youth in the inner city, face each and every day. These issues include: child neglect and abuse, poverty, crime, teenage pregnancy, drugs, mental disorders. All of these problems result in a greater lack of self esteem for those children involved.

Who is responsible for those inadequacies? Is it the parents, the school system, the community, the church, or does the responsibility rest solely on the child? In all honesty, it is a compilation of all these units: the parents, the schools, the community, the church and the children. Although, it is primarily the responsibility of the parents to instill in their children the values and morals essential for being a productive citizen, it does not stop with the parents efforts. The schools, the community and the church also have a vital role to play; this role is to reinforce, and, in some cases, enforce those values and morals that we, as adult citizens, value and try to uphold. The old cliche which states "children mimic what they see" is a very true statement. Hence, the responsibility of role-modeling does not end with the effort of the parents, but extends to the teachers, the

neighbors, the clergy, and the children's peers.

When we turn on the television or look at the newspapers, we see the pleas of youths crying out for leadership, crying out for role-modeling.  In fact, as we began to look through Tuesday's edition of the Richmond-Times Dispatch, the following articles supported our views that, indeed, children are crying out for help.  On the front page there were two articles that grasped our attention, one was titled the "Status of U.S. Children is Bleak, Study Says" and the other was titled "Tearful Teen Makes Plea for Safer Schools in U.S."   Something has to be done to help these children.

Consequently, we vowed to ourselves and to God to help facilitate a change in a group of young people.  As we attempted to ascertain developmental leadership programs for children so that we could analyze what has already been done and try to perfect those efforts, our search was futile.  As we looked into the school systems for leadership opportunities for children between the ages of eight to twelve years old, we found that the only leadership opportunity available to them is to become a safety patrol or to be recognized as a

scholar student, honor roll student, or to be recognized for perfect attendance.

Next, we researched the leadership opportunities of elementary aged students in the community, and once again little was found. With the exception of the efforts of the Boy Scouts and the Girl Scouts, and, to a lesser extent the YMCA\YWCA and the Boy's and Girl's Clubs of America, little has been done to provide young children between the ages of eight to twelve years of age with leadership opportunities.

Lastly, we researched the leadership opportunities available to youngsters between the ages of eight to twelve years of age within the church; once again very limited opportunities were instituted. Basically, the only opportunities for youth were the youth choir or the youth group.

In hopes of facilitating change we chose one of these areas, the community, to focus on and began to pioneer our own leadership program at the William Byrd Community House.

## BACKGROUND ON THE WILLIAM BYRD COMMUNITY HOUSE

The William Byrd Community House is a federally funded, community-based organization, established to provide a number of services to adult and youth populations within the greater Richmond area. It provides its adult population with tutorial programs, which prepare those individuals for their GED's. It provides its youth population with an after school program, where they are given help with their homework, a chance to relax or play games, and a nutritious snack, which should "tide them over" until they go home.

## LOCATION OF LEADERSHIP PROGRAM

William and I had several debates around the central issue of where we wanted our leadership program to be housed. Originally, I wanted to work with an inner city elementary school, such as George Washington Carver Elementary School, and institute a leadership program within the school system. On the other hand, Bill wanted to

work with an older group of kids in a community-based organization, such as The Boy's and Girl's Clubs of America. Hence, we both compromised and chose to work with the William Byrd Community House, where we worked with children between the ages of eight and twelve years old in a community-based setting.

## FOCUS OF THE LEADERSHIP PROGRAM

Often, when a leadership program is offered, it is only offered to a select group of people, who are usually very smart and well refined individuals. However, because this project was a learning experience for both us and the kids, we wanted a variety of students. Our definition of "leadership potential" was inclusive of all types of students; these students varied in academic skills, personality types, race, and socio-economic status.

With a definition this broad, we knew we had "our work cut out for us", but we were ready for the challenge. We had a strong desire to dispel the myths about certain leadership types and to prove that anyone who desires to improve his or her leadership potential, can be

induced to do so.

## PURPOSE OF LEADERSHIP PROGRAM, TANYA

The reason why I decided to take on the challenging task of creating and administering a leadership program for children is multi-faceted. My top reason is that there are currently no programs of this nature in place. We-parents, teachers, community leaders and the general public-wonder why there is so much negativity coming from our youngsters today. The reason for this problem is that our children are not being challenged. They are not being challenged to reach their full potential in our school systems. They are not challenged to mature into moral, productive citizens in our families. They are not challenged to reach a higher level of spirituality in our churches. When it comes down to it, they are not challenged at all.

Consequently, our leadership program at the William Byrd Community House was a rude awakening for them. Here we challenged students to explore, experience, and excite their curiosities.

We put in place three fundamental rules, which were: listening attentively, participating, and addressing fellow students by their names. As we encouraged each and every student to listen attentively to what their fellow peer was saying, we were giving each student the opportunity to explore or take a closer look at themselves, and, in the same breath, we were allowing the other students to get a better understanding of their fellow peers. A subtle push of encouragement was given to the introverted children, inviting them to come out of their shells and share aspects of their lives, which they deemed important or interesting. Lastly, there is nothing more rewarding or exciting for children in elementary school than to be acknowledged. They feel special when you call them by their names. As their self-esteem increased so did their desire to be a vital participant within a group setting.

Also, on a more personal level, I think about the future of our children. I look at my daughter who is now four months old, and I look at my sister who is eight years old and ask myself, "What can I do to prepare them for future leaders?" Simply put, there is something

within me that propels me to give back to society some of my experience. As I reminiscence over my life I am reminded of the dozens of individuals who have been my role-models, mentors, or resource persons. I would be remiss if I did not utilize my abilities to invest in our future: the children.

## PURPOSE, WILLIAM

Why did I personally choose to work with the WBCH? I have four primary reasons for wanting to do a project like this. First, I saw this senior project as a really good chance for reaching out to the younger generation. In so many ways, whether through t.v., music or even sports, messages are being sent to kids that being bad is cool. I saw this project as a great opportunity to convey a different message. In a nutshell, I wanted to display to the children that the alternative to being bad is not goofy or nerdy. More specifically, I wanted to provide the males with an example of a true Godly man. Someone who is not afraid of being an individual and standing for what he deeply believes in.

Next, I really felt that, aside from reaching out, this project would be extremely worthwhile. This whole ordeal was wonderful, in that I feel a lot closer to issues that the younger generations are now dealing with than I did before. Also, this project brought out some of my strengths (love, compassion & diligence) and made my worst

weakness (impatience) more visible to me.

I also saw this project as an opportunity to break out of the safe University of Richmond fold. I was really inspireded to attempt a project that could be done on campus through researching information in the library or through dealing with a campus located organization. Not that doing a project involving that would be bad; however, for me I felt as though I would be cutting back on some experiences I could gain by working with kids and adults off campus. In a sense, I would be cheating myself or selling myself short all in the name of convenience, if I had stayed on campus.

Finally, I feel as though I can somewhat identify with some of the kids and their difficulty in school and even the normal growing pains that bother most of us. The bulk of my problems in my early education years were marked with tremendously low reading and comprehension skills, stemming from a sudden loss of hearing at a very early age, along with a mild case of dyslexia. Aside from all of this, I still saw myself as a champion. That is the main objective I hope to demonstrate to these kids; apart from any problem you have, you can overcome because God did not give us a quitter's spirit.

## OBSTACLES SURROUNDING PLANNING

Up until about two days before our first seminar, William and I were under the impression that we would be working with children between the ages of twelve and fifteen. However, as William and I talked briefly before our seminar he informed me that he had been notified the day of our seminar that we would be working with children between the ages of eight and twelve. Immediately after I heard this my heart sank. Our plans for our first session had to be scaled down tremendously!

In addition to the miscommunication about the ages of the children we would be working with, miscommunication resurfaced as we discussed our time allocations. When we first spoke with Ms. Berry, who is the director of the William Byrd Community House, she agreed that we could maintain a two hour session. Later, she came back to us and discussed the drawbacks of having such a long session, with a group of children who had limited attention spans. Therefore, she reduced our time allocation to an hour. Once again, she

confronted us with the same argument, but this time reduced our time allocation to a "heartless" half an hour.

Lastly, we were told that we could video tape segments of our sessions, which we hoped to include as a supplementary portion of our presentation. However, when we asked Ms. Berry a second time if we could video tape, she seemed very hesitant and said she would consult her boss and "get back to us." Consequently, we were not allowed to video tape the children for undisclosed reasons. However, she did offer us the possibility of audio taping the session. Ultimately, we wanted to show the interesting interaction that went on between the children, therefore we declined the audio tape proposition because of its inappropriateness.

## SCOPE OF ACTIVITIES

Apprehending, formulating and agreeing upon activities for the children was probably the most difficult thing for William and me. We tried to attempt each activity from the standpoint that each child is different and processes information differently. Therefore, we tried to structure our activities around the four ways people process information: audio-lingual, visual, audio-visual, and scriptural.

Also, we tried to keep in mind the age group of the children involved. With this in mind we realized that most children between the ages of eight and twelve seem more concerned with themselves than with others. The younger children aged eight to about ten were totally egotistic, while the older children aged ten to twelve were concerned about themselves and in relation to how their peers viewed them. Hence, the activities we selected tended to cause all the children to look at themselves and praise those aspects about themselves which were good and at the same time realize that they are not perfect, which would lead to recognition and ultimately perfection.

## COMPOSITION OF THE GROUP

**Race**

The William Byrd Community House (WBCH) has literally a wide range of faces in terms of color/races. This was also reflected in the group that we worked with. In all, our group including WBCH's own instructors, encompassed African-Americans, Caucasians, and Orientals. All in all I would be willing to say that the racial mix was pretty good.

With the different racial groups, one might think that we would have some type of problems concerning this subject. However, we were dealing with children whose thoughts and actions had not been polluted by the adult world. Out of all the problems that we did face, a racial situation was not one of them. I am very glad to say this because the WBCH is located in Oregon Hill, which is traditionally known to have its racial problems.

I really do not believe that race is a big issue with the kids, yet

anyway. I say this because some of the kids had REAL bonds that went across any and all racial lines. For example, we had the dynamic duo of Julian and Jason. One black, one white; put them together and you have two kids that love to "wreak havoc" together.

## Gender

There is nothing complicated in regard to gender; through our eyes, one is either male or female. Overall we had an adequate mix of boys to girls (7:5). With the group that was presented to us, we had just a good enough mix where the sessions were not dominated by just one sex.

Given the involvement level that we had from the kids, I believe that it is safe to say that there were no sex-felt notions of isolation. For example, if their were only two boys they might "clam-up" to the out numbering girls.

## Intellectual Ability

Most of the kids we had were labeled as 'slow' or suffering from 'Attention Deficit Syndrome' (ADS). Personally I do not accept this (William). As far as being slow, I often get the feeling that this is nice way of saying dumb, and I firmly believe that there are no dumb or slow people. It is my belief that there may be unlearned people or ignorant people, people who just simply do not know; however, nobody is dumb or slow. I say this simply because God did not make us dumb or slow.

I believe that ADS, which most of these kids have been labelled as, is another label that is stuck on these kids needlessly. While this "tag" may be able to stick to the 1980's crack babies who are in elementary school now, I doubt that this is the case the majority of the time.

I feel that there may be problems with a lack of concentration, discipline or vision within these kids. From everything I hear about ADS, we are only giving children excuses for not sitting still. If a

young child is not sitting still listening to you, thereby showing signs of low concentration, it is possible that the child is simply not paying you any mind. Why? Maybe because your visions in life are different. At that particular point in time your vision (as the parent or teacher) for the child is probably a lot different from the child's own vision for their life--if they even have one at their young age.

I think in this age of luxury, Nintendo, and quick assessability, that this generation is being raised in, many children may not be use to actually sitting down and being required to concentrate on something else. Especially if this 'else' is involving school. I realize a lot of people in the educational field put a lot of weight into ADS; however, when I see those three letters used together I 'hear' lack of concentration. In addition, this lack of concentration or attention is only cured when the child finds something that they want to do. I do some volunteer work at the Boy's and Girl's club, which is literally right around the corner, and I watch these kids play basketball or video games for HOURS. I am talking about the same kids as the ones at the WBCH--playing Mario Brothers for hours! I don't see ADS, I just see

kids doing what they want to do.

When I look at these kids I see tomorrow's geniuses; I see male teachers and female professionals in the business world. I see the future. I see tomorrow's fathers and mothers, and all of them being the force of humanity once they reach adulthood. In addition, I treat them, or any other young kid, with respect knowing that they will become society's leaders one day. As a result of this, I expect for them to ACT in an appropriate manner now. I expect for these children to develop the traits now that will help them be successful leaders.

It is my fear that these kids will latch on to ADS as an excuse for their failures or half-hearted attempts to tackle problems. If somebody can't read, they can be taught; if they can't write, they can be taught that also. Why can't we have a "fun" educational system, that does not compromise the actual education, and still requires the full attention of the students.

I know that these kids are very intelligent, because I can see their eyes light up when they learn something. To me, one of the most

beautiful things in the world is when a child grows mentally, physically and spiritually.  Frankly, I do not want to see anything come in the way of their growth process.

**Personality**

We had it all as far as personalities were concerned!  We experienced quiet kids, loud kids, and even some future performers of the stage and screen.  Amazingly they all fell into two types of sub-categories.

First, the quiet kids.  Their sub-categories were (A) kids who would open up only under certain guarded conditions (i.e. when a particular kid was alone with Tanya or me) and (B) quiet kids who only said things under their breath.

What's the difference?  The first type of quiet kid is generally a nice kid, who is a little slow in opening up verbally in a group setting.  Now the difference in type (B) is quite simple.  They are the kids who don't say a word to your face, but under their breath you better believe

that something unpleasant is being said.

Now the loud kids. Their sub-categories include (A) kids with big mouths and (B) kids who talked too much. The first type of loud kids that we experienced were the trouble-makers. In terms of the quantity of words they spoke, they were few. However, when they spoke, they too, usually said something unpleasant, which normally disrupted the class session for a few minutes.

The second type of loud kid that we witnessed was a little better, but not much. With this group, it was not what they said, rather how MUCH they said. In other words, they never shut up; these kids also would drive Tanya up the wall--that was fun to watch. Whenever she asked them to be quiet, they merely took that to mean talking at a lower pitch of voice. Still, they were preferred over type (A).

This brings us to the third group of children, the performers. These were the loud kids who thought that life was a stage. In all, we had only three kids like this; yet they never missed the chance to show their stuff. Whenever we provided activities that called for presentations, they typically took this as an opportunity to show off their new material.

## EXPECTATIONS

One of the first things that we expected from these kids was for them to act like responsible young adults. To strive for this particular expectation, we established three rules for EVERYBODY to follow. The first rule that we had was, 'Respect each other'. The purpose of this rule was to try to establish order among the students. We could not do anything if they were not going to act in a decent manner.

Next, our second rule called for them to raise their name card when they had something to say. The reason being that we felt very strongly that we all could learn something from the other person if we only spoke one at a time.

The third rule that we introduced read, 'Everyone is expected to participate'. Collectively, we felt that every child was important and that every child could make a valuable contribution to our sessions.

Apart from the regular behavioral expectations, we only hoped that the children would come to the workshops with an open mind and a willingness to engage in some stimulating interactions with us!

**TASK**

Our entire leadership workshop was completed over the span of three weeks (March 17, 24, 30). Week one was basically a "feeling out process". For the most part we had exercises that would orient us with the kids. We had a map game set up so the children could identify parts of the world and various leaders of the past and present. The goal of this session was to give the children "some historical perspective" by exposing them to various leaders from around the world. Also, we had a video clip of Martin Luther King's speech "I Have A Dream"; however, our session ended before the children got a chance to view the tape.

During week two our first task was to review the contents of the previous week. After this, we focused on our goal to make the students aware of differences in people and to show how different situations affect their decision making. To do this we focused on the issue of ethics in general. Next, we split the classes into groups of two members each and gave them words like good and bad, black and

white and rich and poor to consider. After ten minutes, we had them give us a presentation about what their results were.

The last session started once again with a recap of the past week. Following this, we concentrated on our goal which was to encourage the kids to think critically about various aspects of their lives. In addition, we wanted to assist them in working effectively in groups. We attempted to do this by assembling the students into three groups with topics that dealt with their personal lives. For example, one topic called for the students to give advantages and disadvantages of their neighborhood. Next, we had the students draw portraits of themselves to examine the image that they felt they projected to other people.

## INTEGRATION OF CURRICULUM

We tried to draw from all of the core courses throughout the progression of our workshop, these courses included: History and Theories of Leadership (300), Leading Groups (351), Ethics and Leadership (350), and Critical Thinking and Methods of Inquiry (301). Also, we utilized the competency course Leadership and Motivation (353) quite heavily throughout the course of our workshop.

The main issue that we tried to pull from our History and Theories class was the application of leadership by how noted leaders past and contemporary operated along those lines. The map game and Martin Luther King's speech were the tools we intended to use for accomplishing this goal.

We felt that it was important for the children to understand that there is an entire world consisting of different cultures and social norms. In our map game, we chose people from the political world (Nelson Mandela), the social world (Mother Teresa), and the entertainment/sports world (Oh-the Japanese baseball hero). With the

speech we wanted to show the example of a person who was an avid practitioner of his ideals.

The chief focus that we wanted to secure from our Leading Groups class was the understanding of how groups function and can work for you. In general, we accomplished this by "peppering" our entire workshop with group activities. In addition to the numerous group exercises, we would often appoint a group leader who presented the results of his or her work. Also, the group leader would regulate the meeting time for their group. Many times throughout the sessions, we would also remind the students about the importance of working in groups.

Through a combined effort of using ethics, critical thinking, and motivation, we tried to encourage our students to give meaning to a set of words. The words we chose to use were very general, these groups of words included: (dark/light), (good/bad), and (expensive/inexpensive). It was interesting to note that these students came up with very specific definitions for the words provided. Also, the definitions that these students provided were inclusive of their

immediate environment. For example, when two students were asked "What is good or bad?" one student said that "the good" was she gets to play with children her age at the William Byrd Community House. "The bad", the other student replied were the drug dealers on her streetcorner.

The critical thinking component surfaced when we asked the students to draw self-portraits which prompted the children to take a closer look at themselves. Some of the children responded negatively, because they did not see themselves as being "beautiful". For example, one young lady refused to draw a picture of herself, because she saw herself as "ugly" with her glasses on.

Ultimately, motivation was an essential part of our presentation. We had a desired outcome which was to facilitate behavioral and ideological changes where the children wanted to have fun. We hoped to have fun, too. However, during the course of the workshop the nature of the material limited our ability to have a lot of fun; therefore, we had to rely on positive reinforcement in order to gain participation.

## CLOSING REMARKS, WILLIAM

Whew! It is over, FINALLY!  Well it wasn't that bad, I actually had fun doing this project.  Working with the children, and I do mean 'with' was truly a heart-warming experience.  It was rewarding in that I actually learned from them.  Primarily, I learned exactly what it means to have the faith of a child.  The way they were so willing to put their trust in our hands meant a lot to me.

Another experience that I will always recall with pleasure was the chance to work with Tanya Tyree.  We have been friends since freshman year; in fact my first collegiate class was with her.  One thing that this project gave me was the chance to get to know her even better, and seeing her "leadership" qualities flourish.  Watching her that first day was a near thing of beauty.  My only wish was that I could have video taped that and shown it to the class.  That first day Tanya really worked and 'controlled' the kids well.  Where I would have lost patience, she was calm, cool and collected.  Nevertheless, she was not without flaw, for she often spoke over me.  This gave the

impression, to anybody that happened to be watching us, that I was just some dumb lug. Tanya talking over somebody? How's that for someone who is supposed to be <u>so</u> quiet.

Aside from my personal feelings about the children or Tanya, I know more could be done by the City of Richmond to help its youth. I know the various Boy's and Girl's Clubs and other assorted youth-oriented programs exist, yet more needs to be done. I sincerely believe that we need more programs that do more than just get our children 'off the streets'. I feel that programs that challenge our children's mental abilities, and, more importantly, their spiritual minds are needed. I know that the mention of God is taboo around certain people; however, our children do have a concept of God along with what is good and bad. Instead of suppressing this feeling, programs should be developed to help foster this feeling and shape it. I can hear the "you're forcing your religion on them" argument already; to counter this, alternatives should be made for the ones that reject anything dealing with spiritual matters.

I believe that once people are exposed to the true character of Jesus, and in an underlining manner, God, they will receive the true perception of exactly how a man and woman are to act in public and in the privacy of their own home. If people come to know God and His standard for our lives, it is possible that many will see the worthlessness of living a corrupt lifestyle (i.e. rape, murder, vandalism, gang violence and sexual immorality). The bottom line is that we need more programs that provide a wide variety of subjects. Included in this would be the God aspect. Everything should not fall completely on the church's shoulders, though they could take the brunt of the blow, because realistically speaking, how many of these kids go to church?

In conclusion, I hope that the children of today get a better vision for themselves. Many people look to where they are, in terms of family structure, economics or race, and use that as an excuse for failures. While at times this may legitimately be the case, this excuse is used so often that the power is gone--just like the boy who cried wolf. It is my hopes that the children realize that they can do anything through Christ that strengthens us.

## REMARKS, TANYA

This project has been both rewarding and insightful. During the course of this semester I have had a chance to work with kids who did not necessarily want to participate in our workshop. At first, the students seemed real shy and reserved. But after one session, students began to voluntarily participate. Despite the fact, that our delivery techniques improved over with each session, the children continued stimulated us to "dig a little deeper" within ourselves to give them our best efforts.

Also, working with William was an experience! We had our good days and we had our bad days--but we stuck together. William, the behind the scene's man, proved his leadership potential through concise organization and keen negotiation in securing a site for our workshop. Although, William and I argued constantly he was my support system. When I felt overwhelmed with stress and frustration, he was "the voice of reason." Consequently, this project has allowed me to flourish into a more refined person as I watched my students develop into more confident young men and women.

# APPENDIX

# SAMPLES OF

# MATERIAL FROM

# OUR WORKSHOP

# AGENDA

## WILLIAM BYRD COMMUNITY CENTER

### March 17, 1994

I.   Introduction (Tanya)
    A.  Introduce Ourselves
    B.  Go Over Rules (Get three volunteers)
    C.  Distribute Name Cards
    D.  Distribute Background Sheets
        (Randomly Select five sheets to read)

II.  Hand out maps (Bill)
    A.  Map Game (Ask For About 8 Volunteers)
    B.  Have children fill in the correct responses
        on their maps

III. I Have A Dream Speech (Bill)
    A.  Bill will read excerpts from speech
    B.  Question and Answer period (3 questions)
    C.  Conclusion:  Choose one or two students to
        reflect on what they learned today

Goal:  To learn more about leaders around the
    world, both past and present.

Please raise your name card when you have something to say:

We are here to learn from each other and addressing people by their names are important!!!!!!!

*Everyone is expected to participate:*

*Everyone is important and has something worthwhile to contribute!!!!!!!*

Please Respect
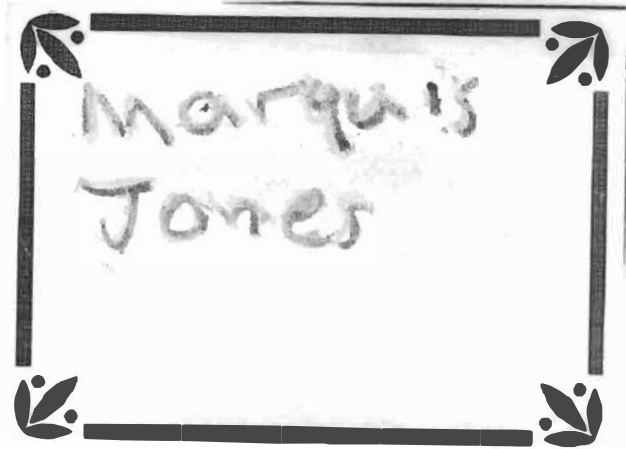
Each Other:

If someone is talking, you are listening attentively!!!!!!!

Jason
zintner

Nichole
Michelle
Kelley
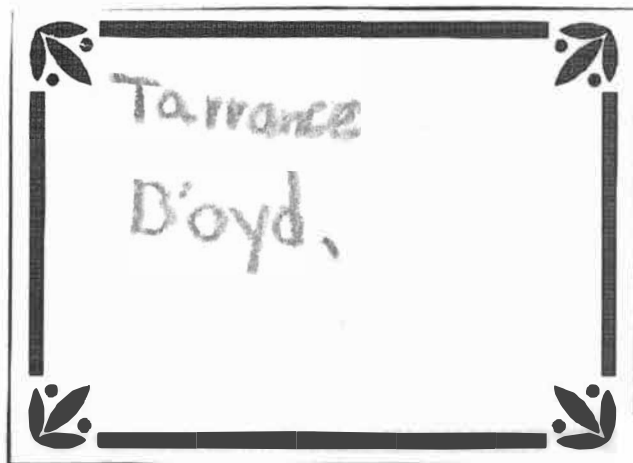
Christopher
Oliver

Marquis
Jones

Stephen
Baynard

Tarrance
D'oyd.

TAZ
Harris
Dhet

Tommy
Deur

Jeffrey
Cliser
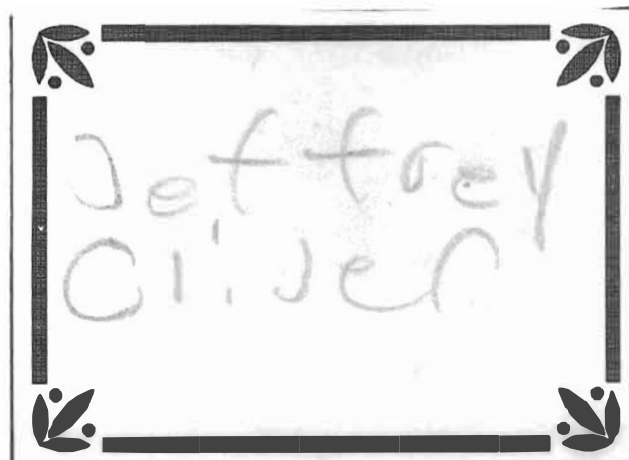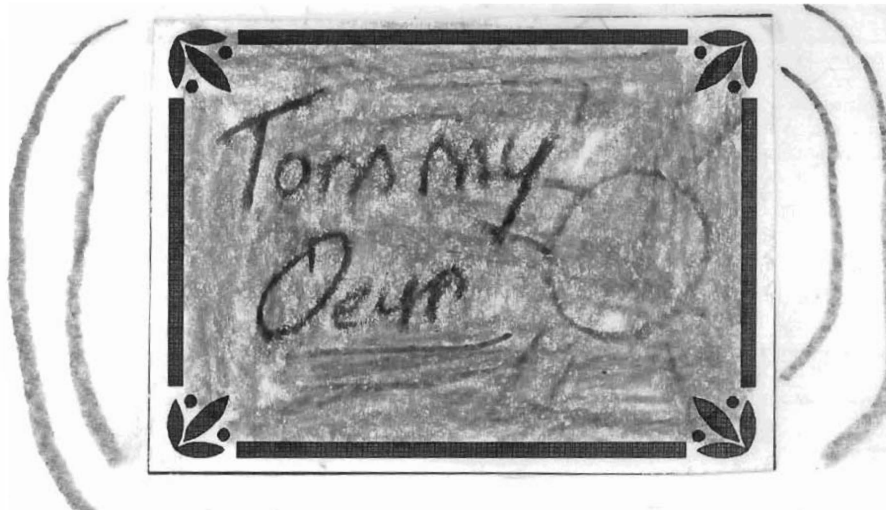
Crystal Mitchell

Jolenn Williams

# Nichole KELLY

I Go to st. Andrus
and I am 11 years old
I live on Ceader st.
R.V and I like to
Play Soft Ball
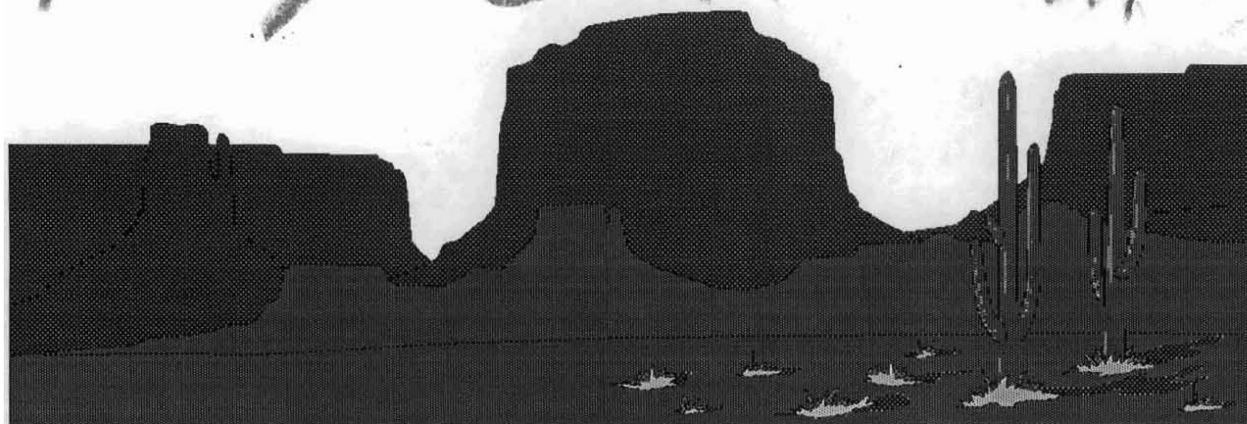
and I have 4 dogs
5 fish 1 snail 2 frogs
and My best frind is
Candy conconsh
and I am in 5th grade

Tarrance Boyd

I have Three
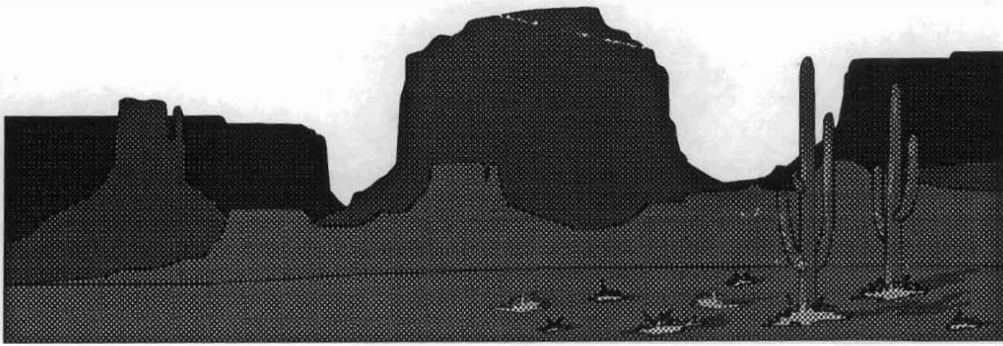
Jolenn Williams

I like Football.
I have one little sister.

I Love to play and watch T.V.

I was born in Richmond.
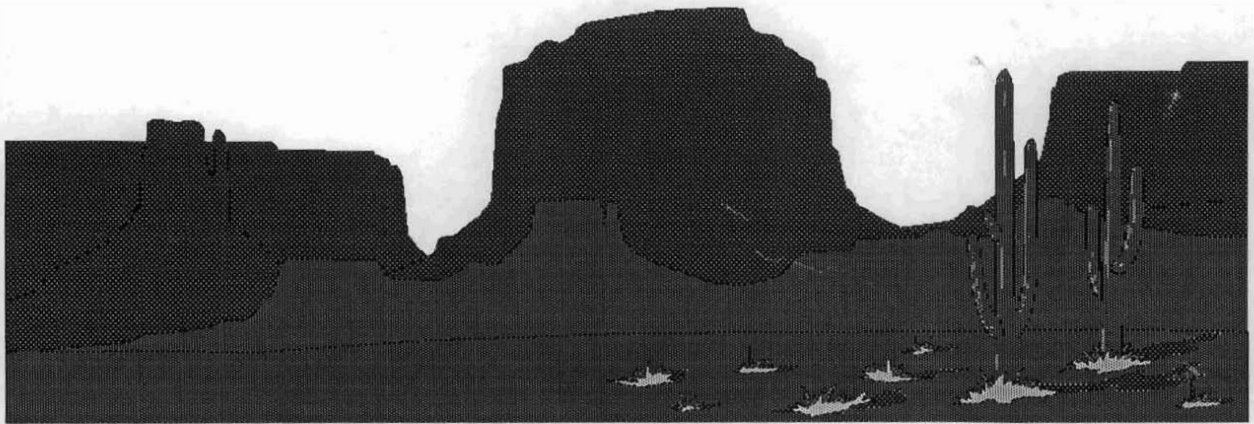
Crystal Elizabeth Mitchell

I like to ber a cheerleader.

I have a sister and a brother.

There names are Valerie and Virgil.

I go to Clark SPrings.

I am in 4th grade.
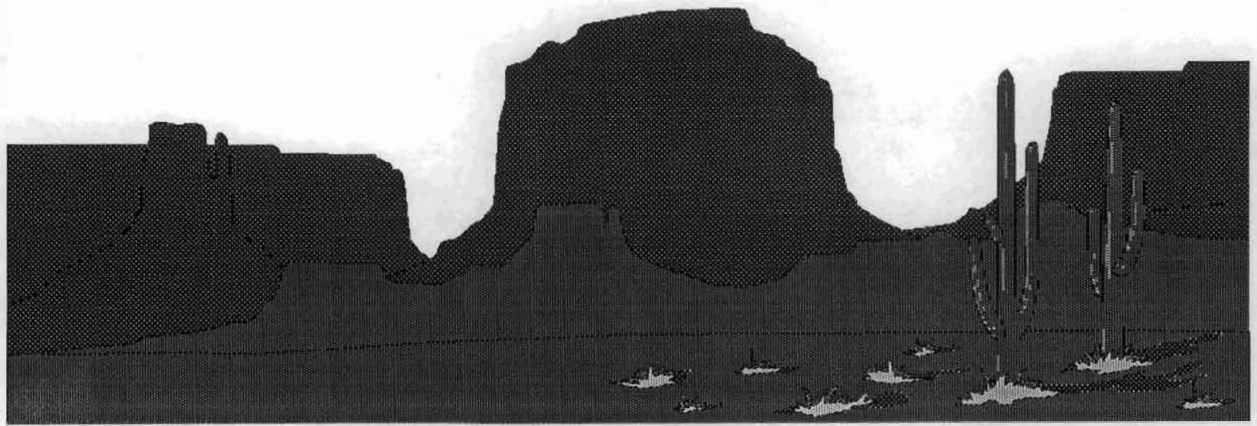
My Birthday is August 25. 1983 8:15 a.m.

Jason. N. Zintner
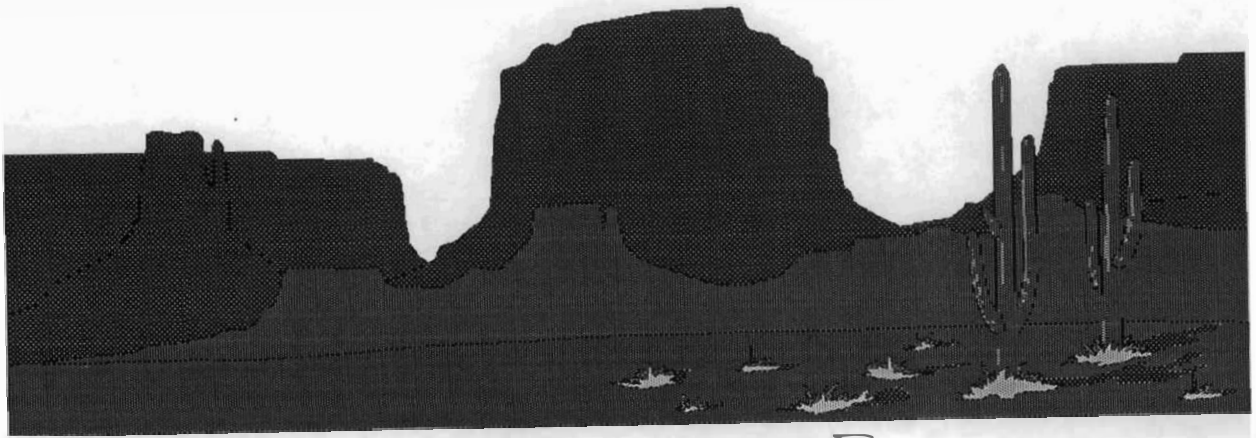


I go to St. Andrus and I am 10 years old. Im in 4th grad and I like dogs and cats

My name is Jeffrey
L. Oliver. I am 8 years
Old. I go to maymont
school. I am in
the second ~~grade~~
grade
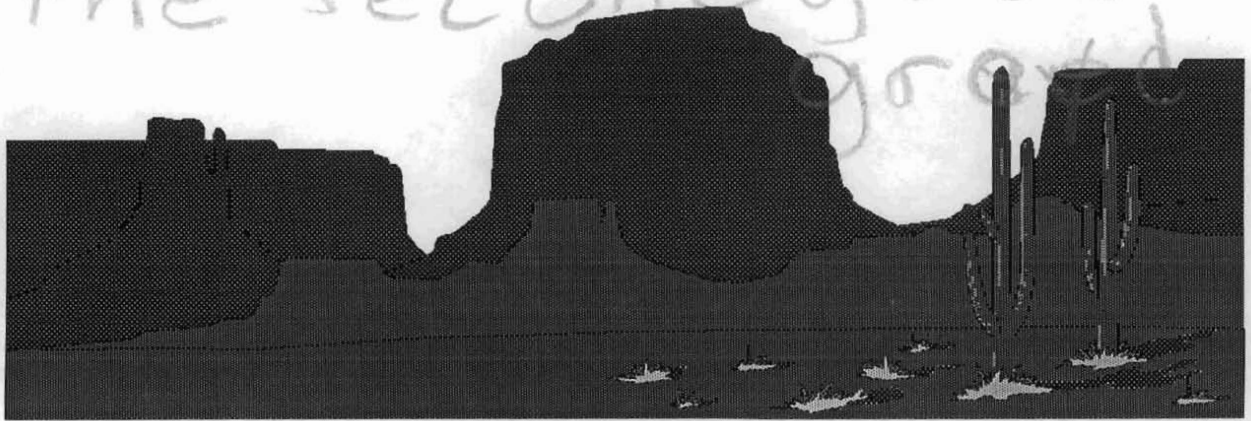
Marquis Jones

I have 2 sister 1 brother
My brother live in washington D.C.
I live in richmond I'm in the
3th grade. My like football is my
favorite sport
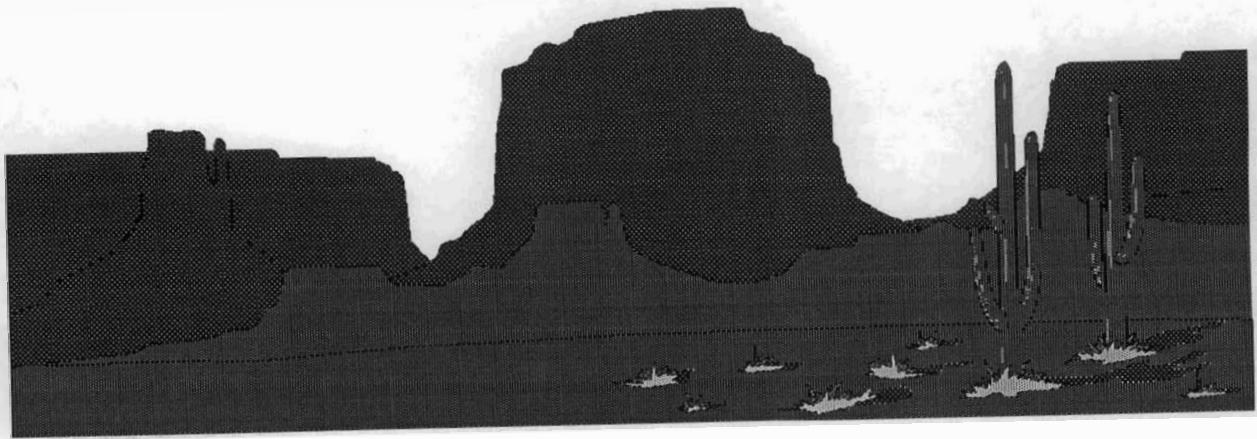
Tommy

I am a 4th grader.
I like to ride bikes.
and watch sports.
I like basket ball.
I like orlando majic's,
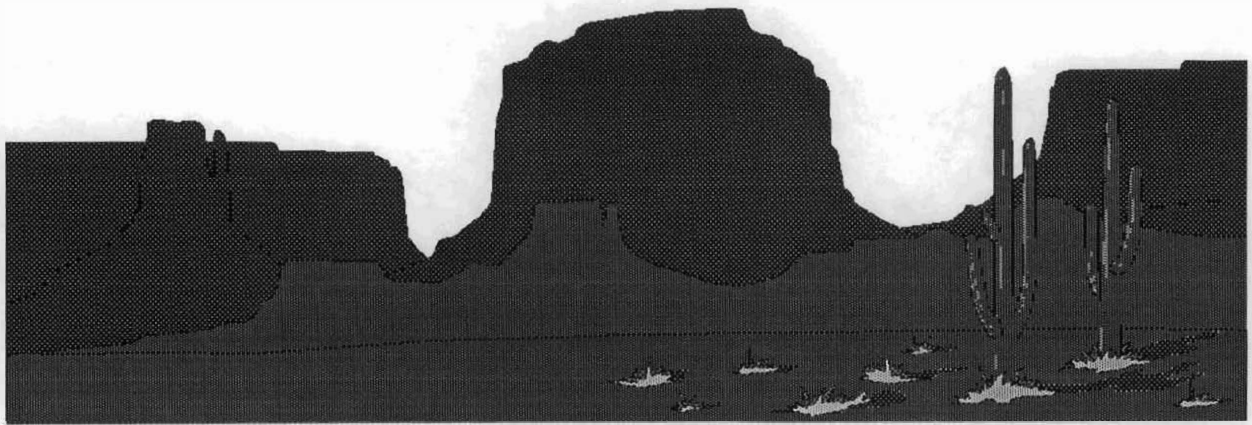
Stephen

I like all sports.
I am in 4th grade
My grandma is half Indian.
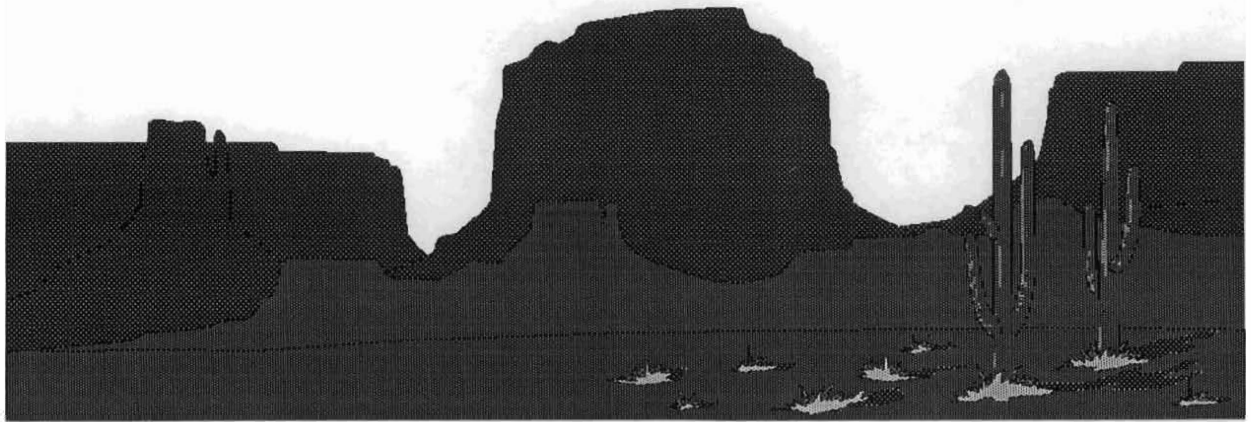
I came here for nothing
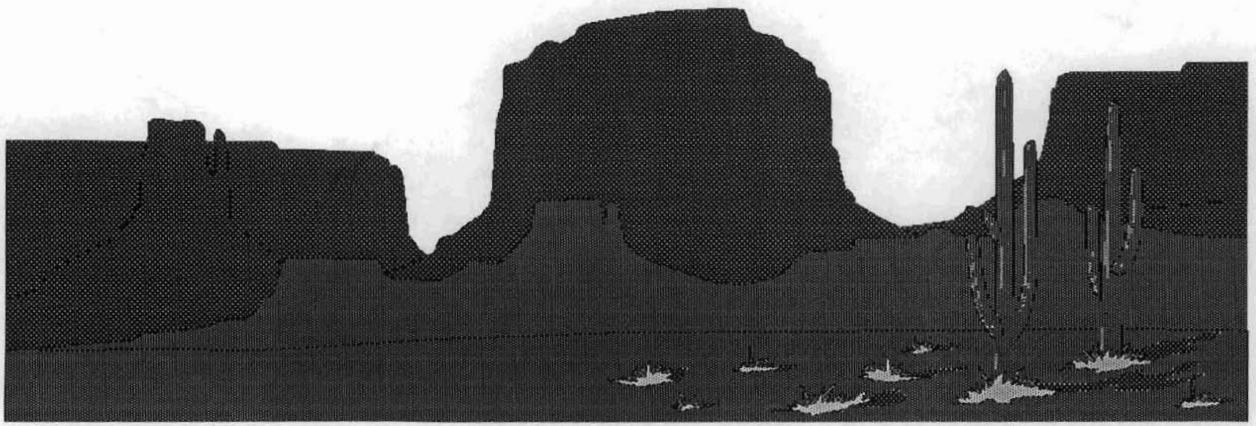
nickname
→TAZ

Layton
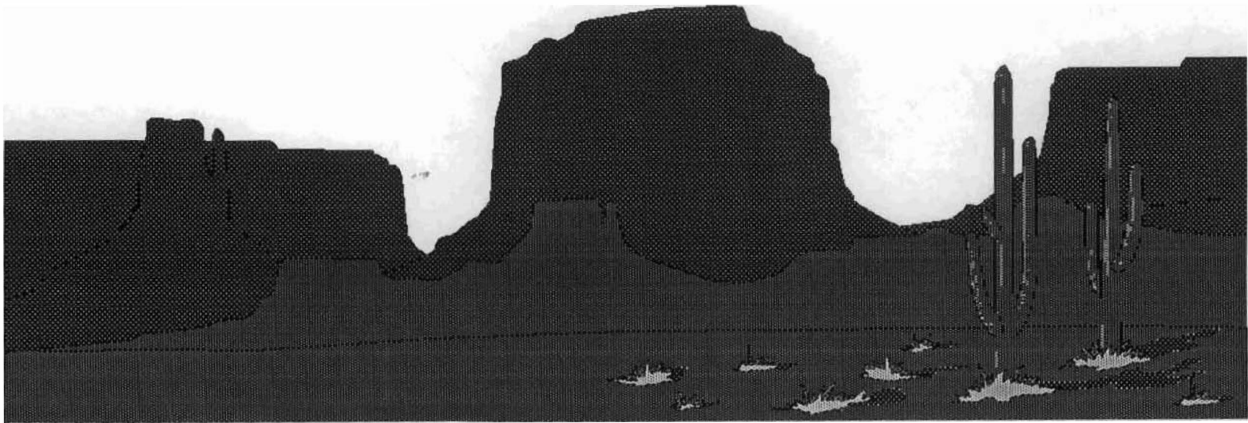


I like shaQ I like reading
and vredo games like mortal komhat
and I am nine and a half
years old and april 12 is my
birthday and Im Five foot three or
something of that nature and in the
fourth grade

Christopher Oliver

I am a third grader and I go to MayMont school.
I have two brothers and no sisters.
I like to play bored games and Baseball and football.
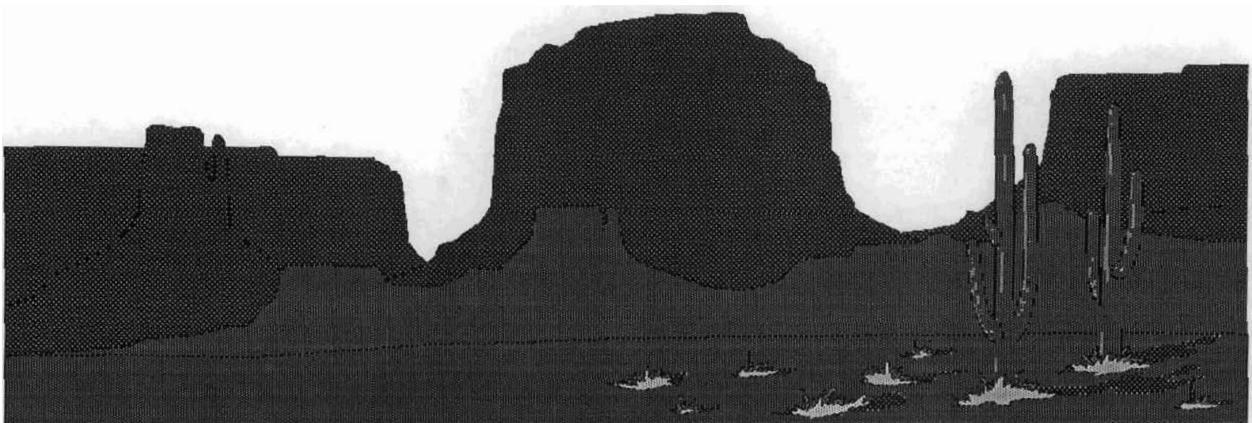
# AGENDA

# WILLIAM BYRD COMMUNITY HOUSE

## March 24, 1994

**Goal: To make students aware of differences in people and to show how different situations affect their decisions.**

I.  Introduction (Bill)
   A.  Welcome to the Second Leadership Workshop

   B.  Select 3 person to discuss the class rules

   C.  Tommy and Nicole with give a summary of what they learned last week


II.  Activity
   A.  What is ethics?

       1.  Bill and I will role play the difference between honesty and dishonesty

   B.  Divide class into groups of two and explain rules of the ethics game

   C.  Give students about ten minutes to come up with a way to express the difference between the two words they have been given (suggest some students may draw pictures to illustrate their words).

   D.  Each group is to give a two minute presentation of what they came up with (in front of the entire group!!)

III.  Conclusion
   A.  Ask students what did they learn today?

Marquis
Good
Bad

2



Marquis

peffrell The work forbad
is
good!!!

cool!!!

hard

easy

had

$$\begin{array}{cc} 4 & 9 \\ \times 5 & 4 \\ \hline 20 & 40 \end{array}$$

Learning
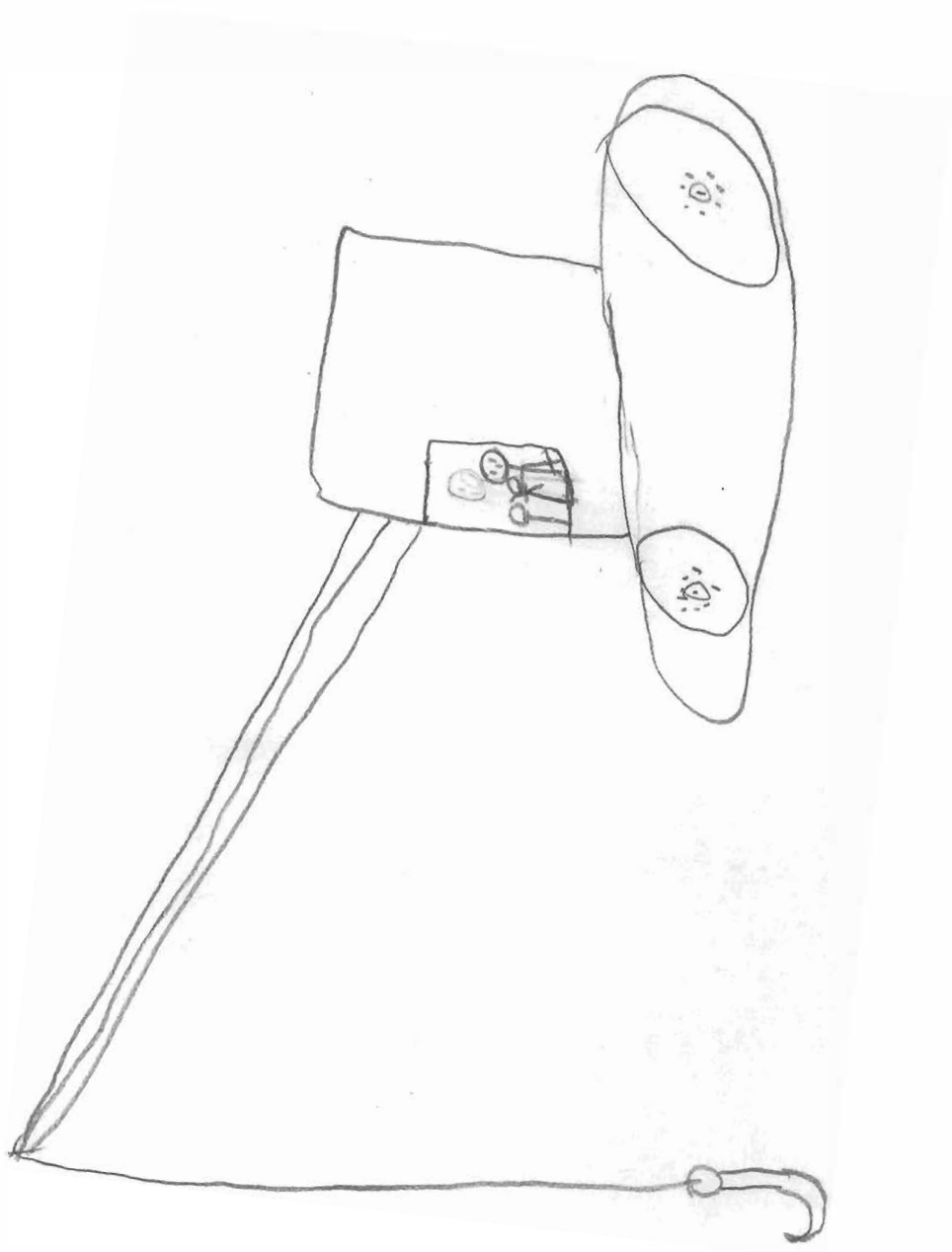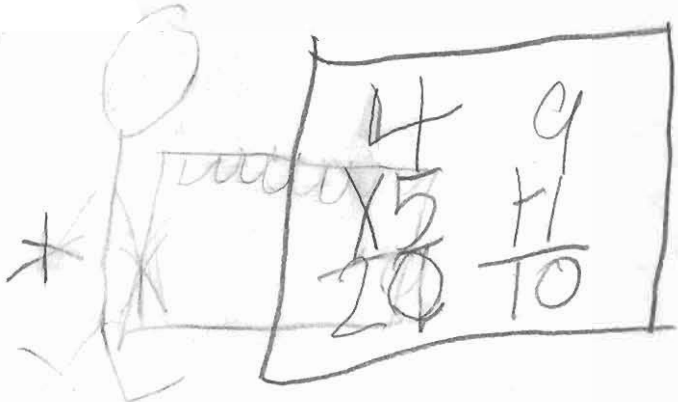
Expensive

Clothes
Plates
Furniture
toys
shoes

1#

Tommy

Fancy
ClothES
$

Brooks

Nintendo

3.
4.
5.

thank that
cheaper an
ea broken
nintindo
or broken
anthing

Star Relee
Star
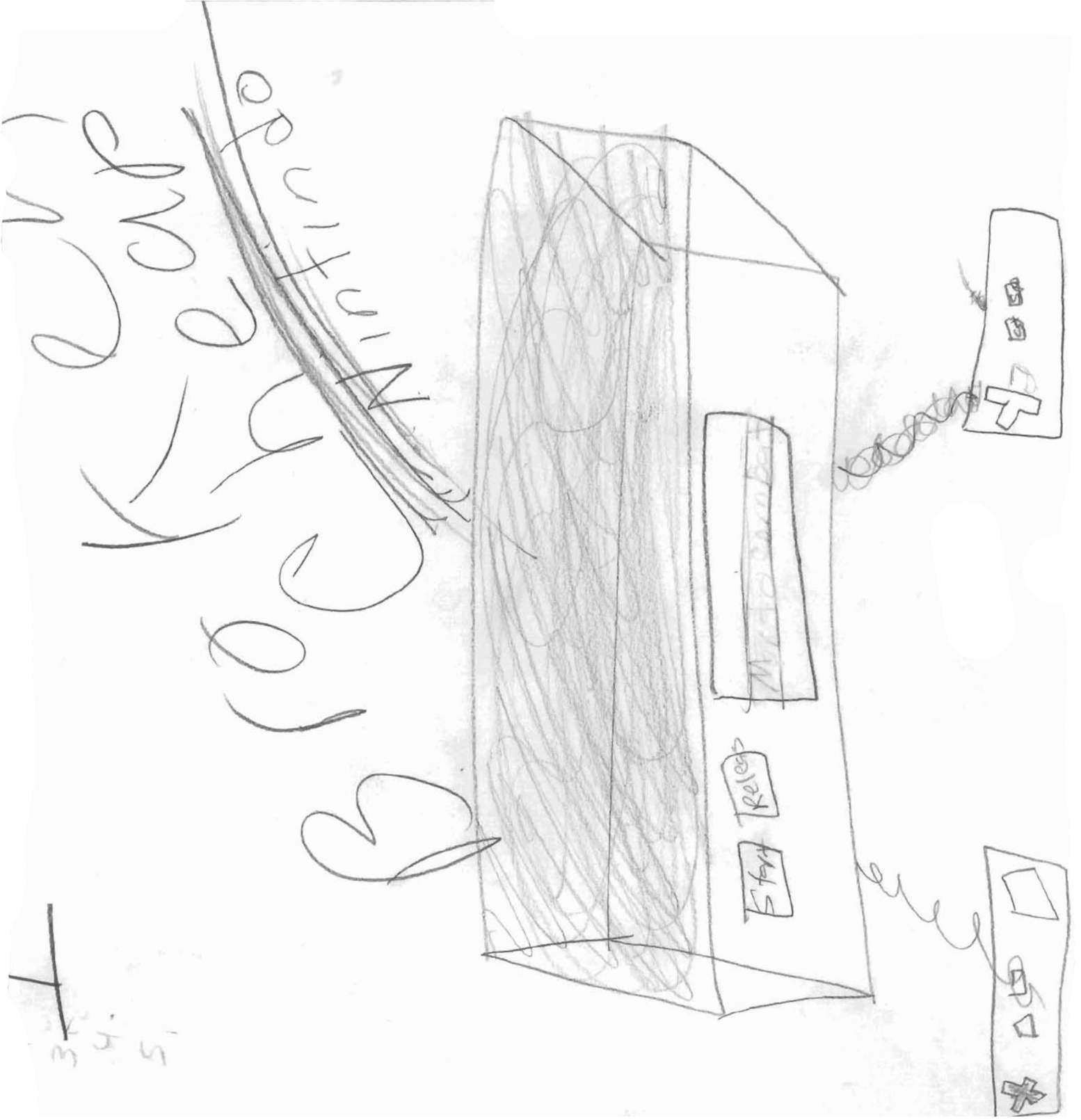
1. ugly
2. you
3. table
4. hen
5. teacher
6. house

by. K.i a

a

Big
Small

2

Din Don
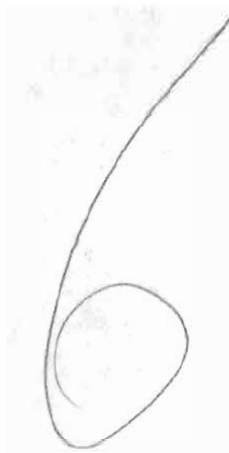
Death
Cemetary
Darkness
Heaven
Peace
Sadness

Life
1) Poor
2) job
3) check
4) bord
5) Deaf

~~ack/lyte skinned~~

~~lond~~

~~ack~~
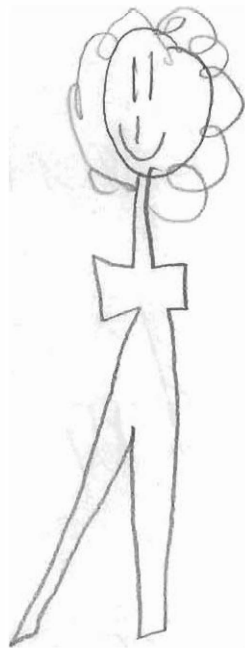
Light

hite

ack/light skinned

lond

rown

an

3

3

Dark

light

lack

ail

e cream chocolate

rens
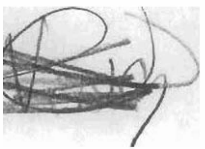
good thing
1 Going to willimabyrd.
2 Going to church.
3 Going to school.
bad thing

1 Bad people killing.
2 Bad peop stealing.
3 Bad peep going to
jall.
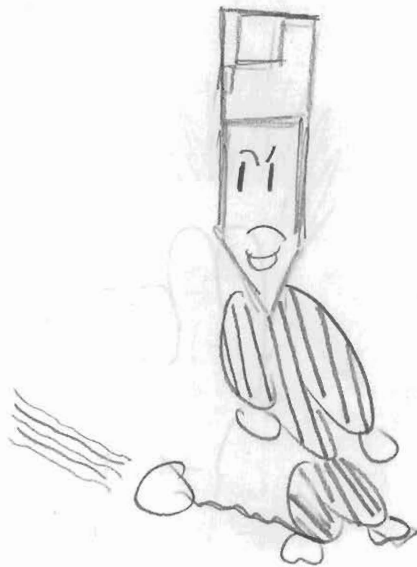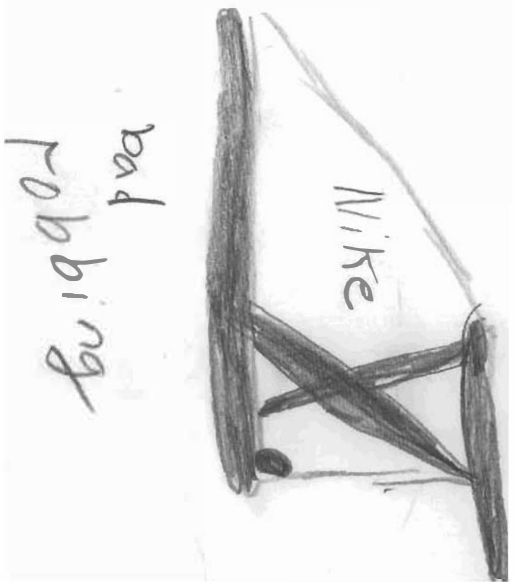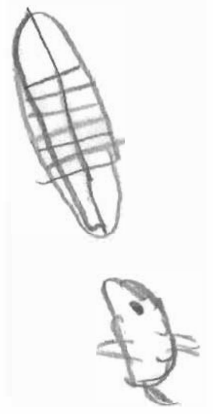
nice
porthole
bad
sad
glad

I like porthole
I like shoes

Nike
bad
robbing

# AGENDA
## WILLIAM BYRD COMMUNITY HOUSE
### MARCH 30, 1994

I.    Introduction

II.   Summary of last week, by Jolenn & Stephen.

III.  Break into three groups, .with questions on three topics

IV.   Draw a portrait of yourself

V.    What did you learn today (everybody)


GOAL:  To encourage students to think critically about various
       aspects of their lives.  To assist then in working effectively in
       groups

LIST SIX QUALITIES (GOOD QUALITIES AND QUALITIES THAT COULD BE IMPROVED) ABOUT PEOPLE YOUR AGE. THINK ABOUT YOUR FRIENDS, BROTHERS, SISTER OR COUSINS. YOU WILL BE GIVEN TEN MINUTES TO COMPLETE THIS ACTIVITY. I WILL ASK EACH GROUP TO GIVE A PRESENTATION TO THE REST OF THE CLASS. REMEMBER EVERY PERSON WITHIN THE GROUP IS EXPECTED TO PARTICIPATE.

LIST SIX QUALITIES (GOOD QUALITIES AND QUALITIES THAT COULD BE IMPROVED) ABOUT YOURSELF. THINK ABOUT YOUR PHYSICAL APPEARANCE, YOUR ATTITUDE, YOUR ABILITY TO PERFORM IN SCHOOL. YOU WILL BE GIVEN TEN MINUTES TO COMPLETE THIS ACTIVITY. I WILL ASK EACH GROUP TO GIVE A PRESENTATION TO THE REST OF THE CLASS. REMEMBER EVERY PERSON WITHIN THE GROUP IS EXPECTED TO PARTICIPATE.

LIST SIX QUALITIES (GOOD QUALITIES AND QUALITIES THAT COULD BE IMPROVED) ABOUT PEOPLE YOUR ENVIRONMENT. THINK ABOUT YOUR PARENTS, YOUR SCHOOL, YOUR CHURCH, AND THE WILLIAM BYRD COMMUNITY HOUSE. YOU WILL BE GIVEN TEN MINUTES TO COMPLETE THIS ACTIVITY. I WILL ASK EACH GROUP TO GIVE A PRESENTATION TO THE REST OF THE CLASS. REMEMBER EVERY PERSON WITHIN THE GROUP IS EXPECTED TO PARTICIPATE.

| 1 | 2 | 3 | 1 |
|---|---|---|---|
| 2 | 3 | 1 | 2 |

3    1    2    3

1    2    3
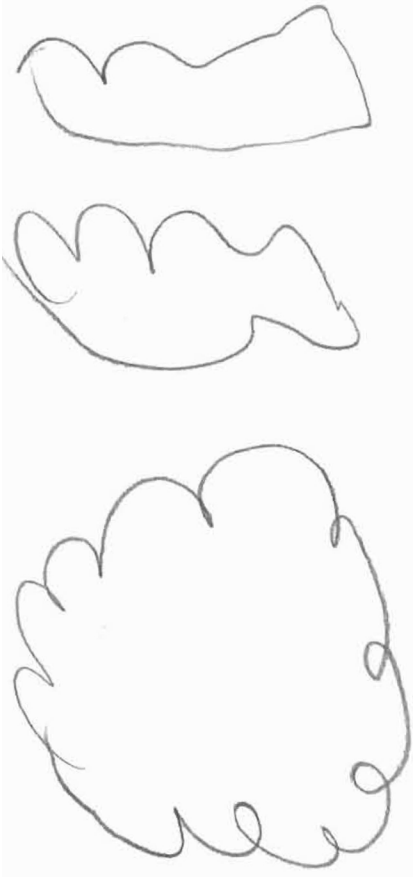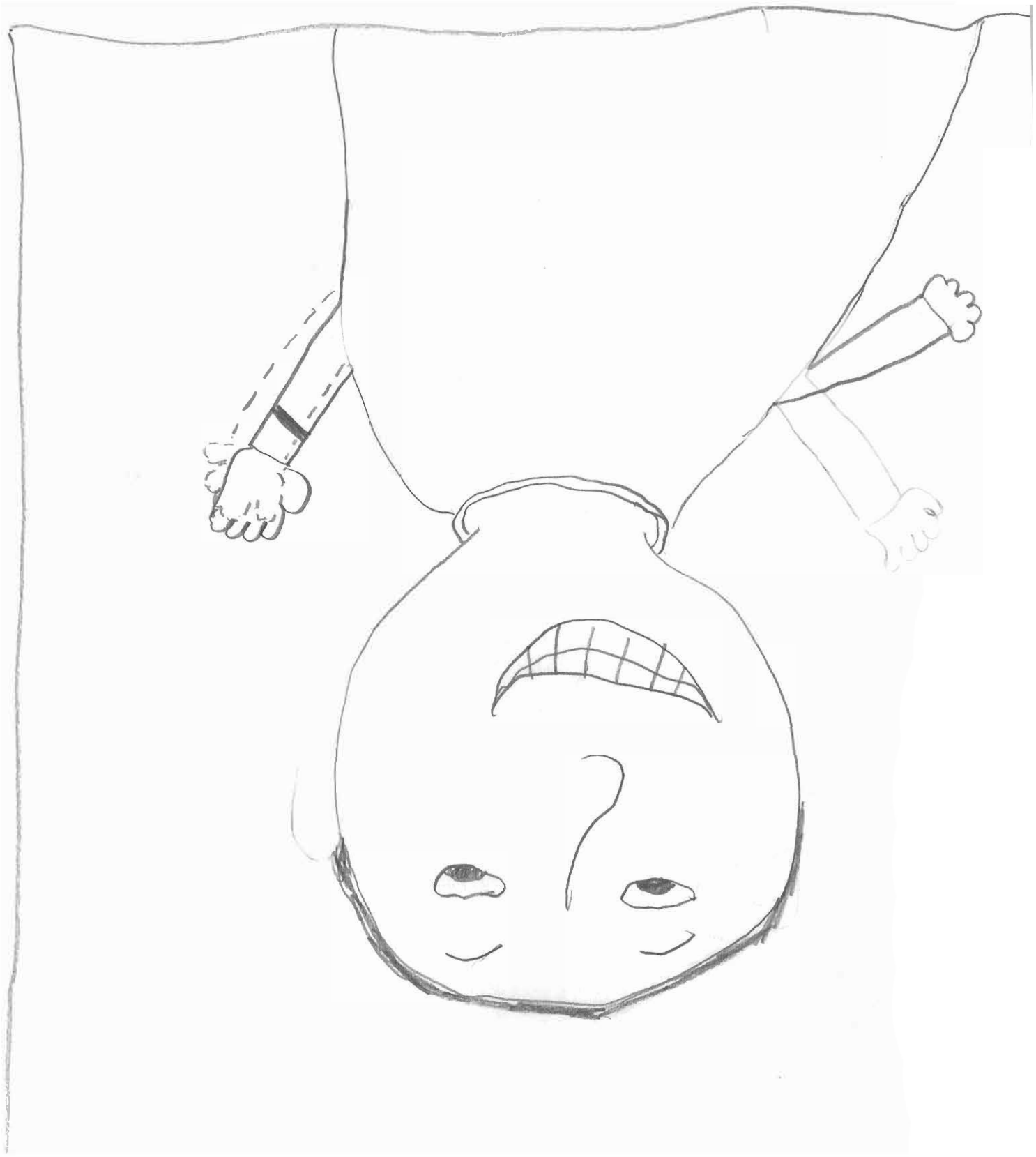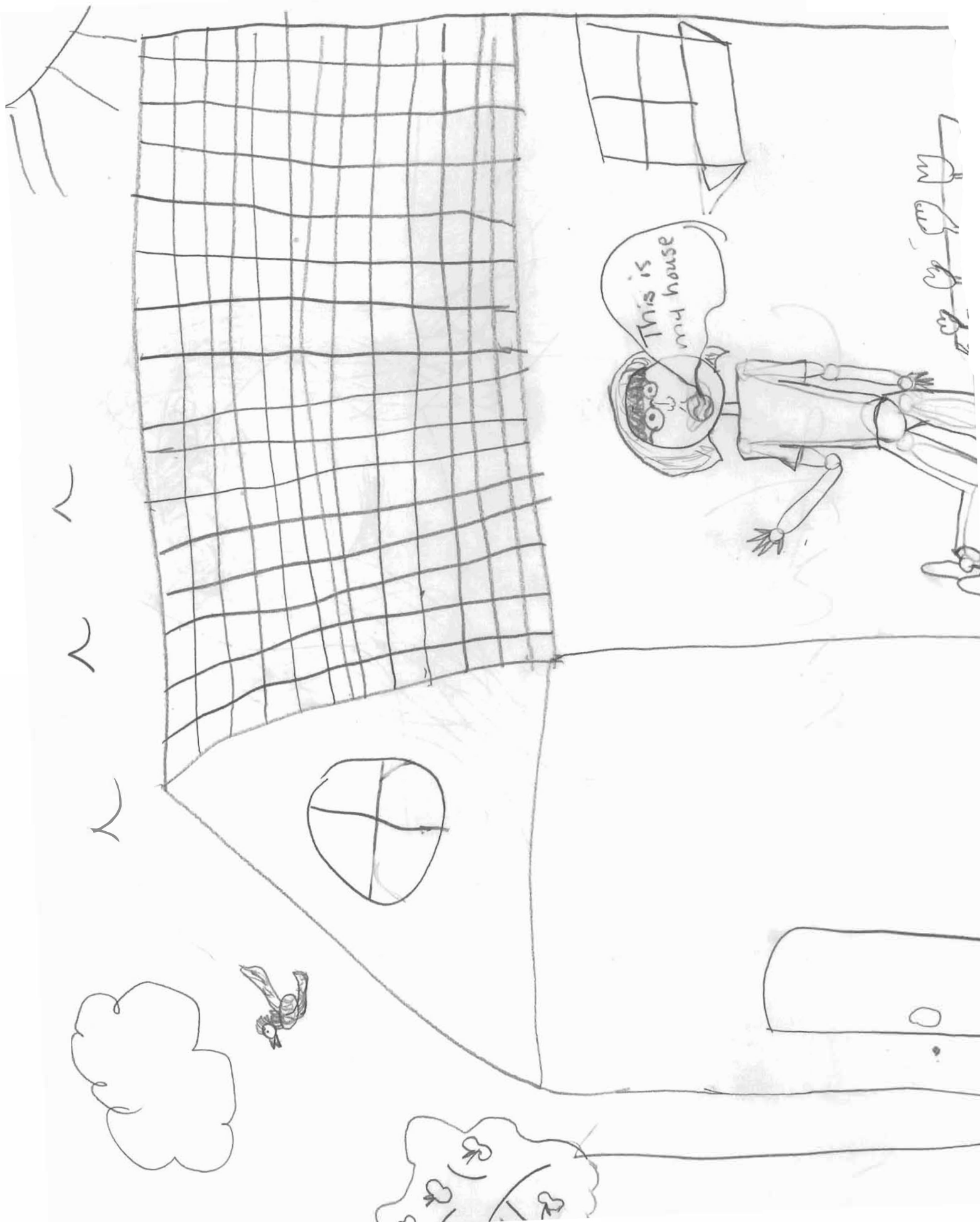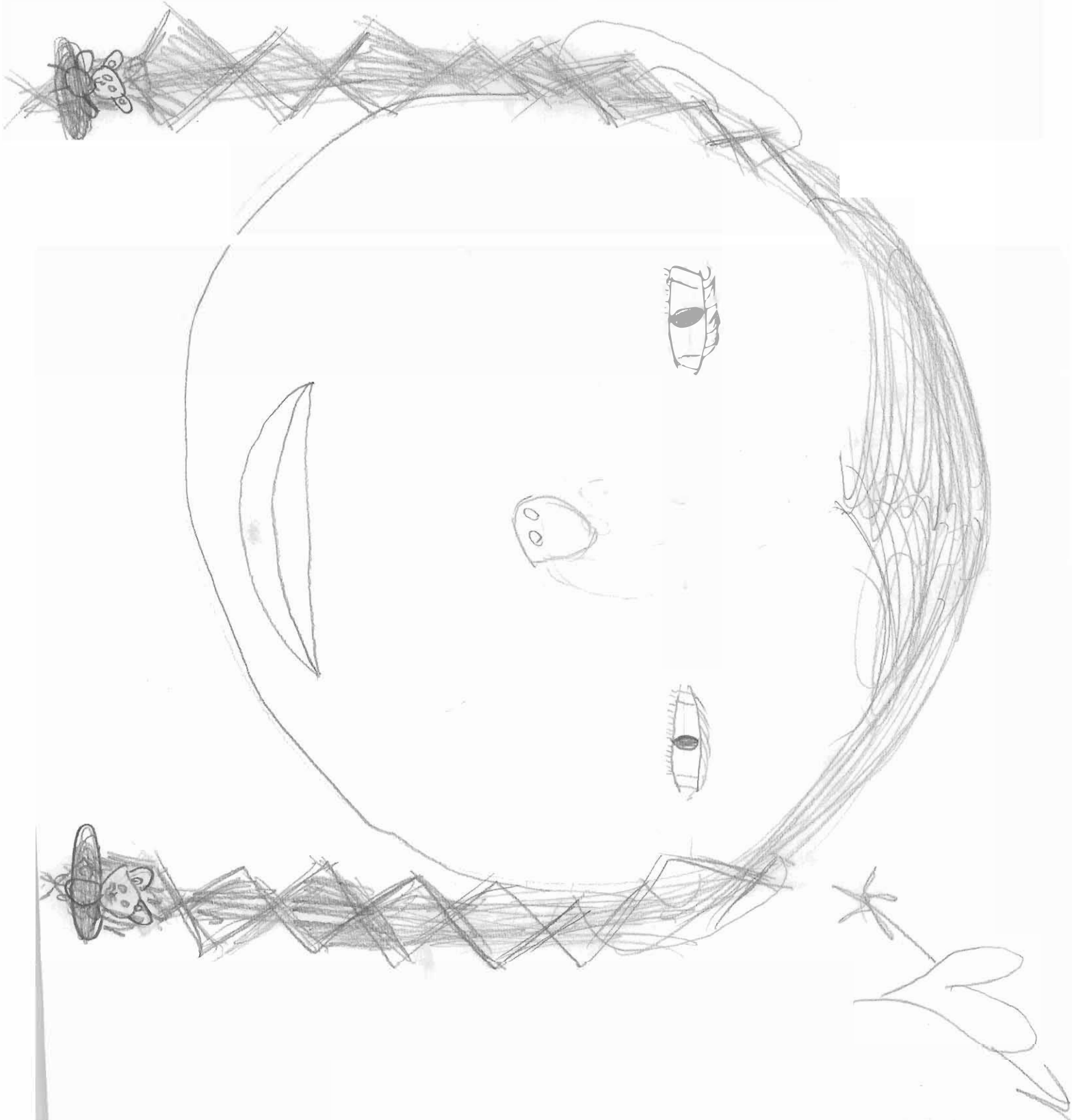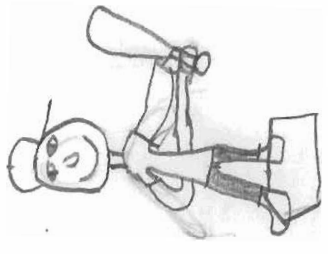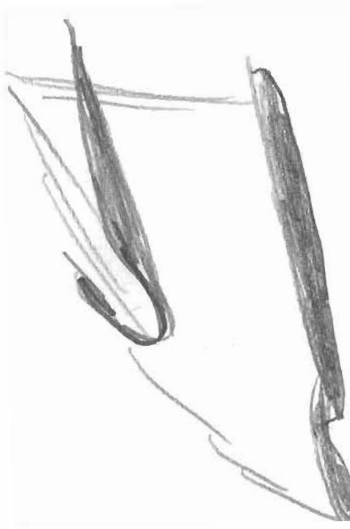
Ronnetta Baker
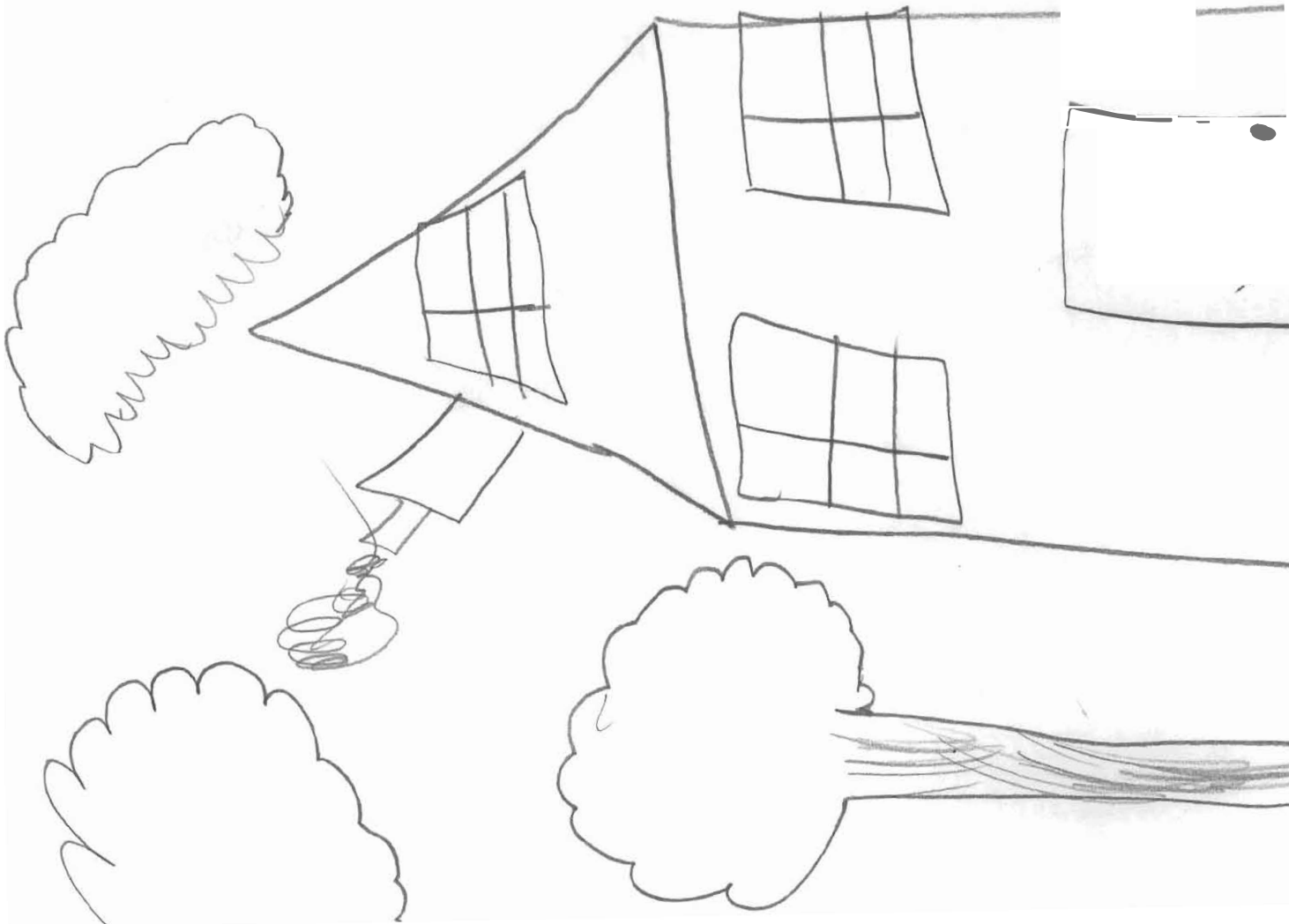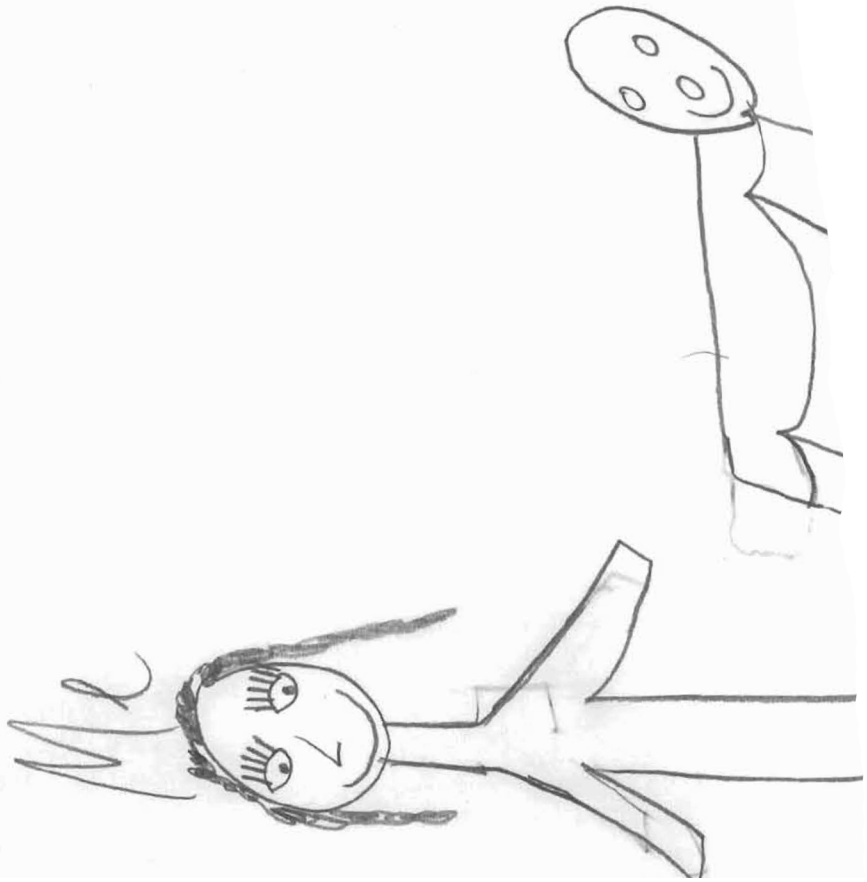
Torrance

3 fish
2 puppys
2 dogs
1 snail
2 african
water
frogs
= 10 animals

christopher

karate shoes

karate

Morgin's