Empowerment Club
Rising 9th Grade Program

The Empowerment Club was created to be taught during the CONNECTIONS Summer Program 2012.

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Week 1:
Class 1: Team Building, guidelines, examples of media projects

Goals:
- Students will have begun to build positive relationships with each other and the instructors through icebreaker/team building activities.
- Students will have created their own group guidelines for the summer.
- Students will have understood broadly the media project they will be working on by viewing examples of student projects.

Learning Standards:

A:A3 Achieve School Success
A:A3.1 Take responsibility for their actions
A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students

PS:A1 Acquire Self-knowledge
PS:A1.1 Develop positive attitudes toward self as a unique and worthy person
PS:A1.2 Identify values, attitudes and beliefs
PS:A1.6 Distinguish between appropriate and inappropriate behavior
PS:A1.8 Understand the need for self-control and how to practice it
PS:A1.9 Demonstrate cooperative behavior in groups

PS:A2 Acquire Interpersonal Skills
PS:A2.6 Use effective communications skills
PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior

PS:C1 Acquire Personal Safety Skills
PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact
PS:C1.4 Demonstrate the ability to set boundaries, rights and personal Privacy

MA Curriculum Frameworks

ELA Guiding Principle: Respect for differences in home backgrounds [and] nurturing students’ sense of their common ground as present or future American citizens in order to prepare them for responsible participation in our schools and in civic life. (W4-1, W4-3)

Health Guiding Principles: Work in a positive manner with families, school staff, peers, and community members to […] create a safe and supportive environment where individual similarities and differences are acknowledged.

Materials Needed:
Poster for group guidelines
Markers
Media project examples: Adobe Youth Voices “Under the Influence”
Way to show example media projects (projector/smartboard)

Lesson Plan:
1. Icebreaker: Name Bop, Common Ground
2. Check-in (in circle)-How are you doing today? 1-5 fingers up (1 is bad 5 is good)
3. Group guidelines activity:
   a. What we want in the group, what we don’t want in the group
   b. What the consequences will be
4. Media project examples
5. Closer: What are you excited about in the program?
Week 1:

**Class 2:** “I Am…” poems and using agendas.

**Goals:**
- Students will continue to have built positive relationships with each other and the instructors through icebreaker activities.
- Students will have created poems to learn about their identity.
- Student will have learned how to use their agendas.

**Learning Standards:**

**PS:A1 Acquire Self-knowledge**
- PS:A1.1 Develop positive attitudes toward self as a unique and worthy person
- PS:A1.2 Identify values, attitudes and beliefs
- PS:A1.10 Identify personal strengths and assets
- PS:A1.11 Identify and discuss changing personal and social roles
- PS:A1.12 Identify and recognize changing family roles

**PS:A2 Acquire Interpersonal Skills**
- PS:A2.1 Recognize that everyone has rights and responsibilities
- PS:A2.2 Respect alternative points of view
- PS:A2.3 Recognize, accept, respect and appreciate individual differences
- PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity
- PS:A2.5 Recognize and respect differences in various family configurations
- PS:A2.6 Use effective communications skills

**MA Curriculum Frameworks**

**ELA Guiding Principles:** (1) Writing as an essential way to develop, clarify, and communicate ideas in a persuasive, expository, narrative, and expressive discourse

**ELA General Standard:** Students will organize ideas in writing in a way that makes sense for their purpose.

**ELA Guiding Principles:** (1) Building on the language, experiences, and interests that students bring to school; (2) developing each student’s distinctive writing or speaking voice; (3) Attaining independence in learning (students articulate their own learning strategies, evaluate their effectiveness, and use those that work best for them.)

**Materials Needed:** Paper for poem writing Poem examples/template Agendas Beach Ball

**Lesson Plan:**
1. Circle up for Check-in 1-5 fingers
2. Icebreaker: Beach Ball Questions
3. “I am” poem activity
   a. Introduce Writing Journals; Quick Write 2 min How are you feeling this morning?
   b. I am from Prewriting activities
   c. Identity sheet
   d. Quick write (2min) “What makes you, YOU?”
4. Agendas
   a. Each student is given agenda
   b. Explain the importance of having an agenda, especially in High School.
   c. Have students write important summer events in Agenda
5. Closer: One word, Journals/story board preparation
Week 1:
Class 3: Media day

Goals:

- Students will introduce themselves and share a pronounced quality about them.
- Students will understand the social, class, and equipment rules.
- Students will be introduced to computers, hardware, and PowerPoint to complete projects.
- Students will seek clarification to unanswered questions.

Learning Standards:
Massachusetts Science and Technology Expectations:
G9-12 G9-12: 1.32 Identify technology tools (e.g., authoring tools) that can be used to create a multimedia product.
G9-12: 1.33 Use a variety of applications to plan, create, and edit multimedia products (e.g., slide presentations, videos, animations, simulations, podcasts).
G9-12: 2.8 Design and implement a personal learning plan that includes the use of technology to support lifelong learning goals.
G9-12: 3.1 Devise and demonstrate strategies for efficiently collecting and organizing information from electronic sources.
G9-12: 3.2 Compare, evaluate, and select appropriate electronic resources to locate specific information.
G9-12: 3.6 Use a variety of media to present information for specific purposes (e.g., reports, research papers, presentations, newsletters, Web sites, podcasts, blogs), citing sources.

Materials Needed:
Projection screen
PC computers
Photo/video recording devices
Flash drive-USB device

Lesson Plan:

1. Students will collectively introduce themselves and share a quality they are proud of to support cross content curriculum.
2. The class rules will be discussed including social, class, and equipment.
3. Will discuss the consequences of breaking those rules.
4. Discuss the tools to achieve an excellent project they are expected to create.
5. Wrap-up- open for answering questions and feedback.
Week 2:
Class 1: Goal setting

Goals:
- Students will continue to have built positive relationships with each other and the instructors through icebreaker activities.
- Students will have learned the importance of goal setting.
- Students will have set their own goals for the summer and beyond.

Learning Standards:

A:A1 Improve Academic Self-concept
A:A1.5 Identify attitudes and behaviors that lead to successful learning

A:B2 Plan to Achieve Goals
A:B2.1 Establish challenging academic goals in elementary, middle/ jr. high and high school
A:B2.3 Develop and implement annual plan of study to maximize academic ability and achievement
A:B2.4 Apply knowledge of aptitudes and interests to goal setting
A:B2.5 Use problem-solving and decision-making skills to assess progress toward educational goals

A:C1 Relate School to Life Experiences
A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals

C:A1 Develop Career Awareness
C:A1.6 Learn how to set goals

PS:A2 Acquire Interpersonal Skills
PS:A2.6 Use effective communications skills
PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior

PS:B1 Self-knowledge Application
PS:B1.9 Identify long- and short-term goals
PS:B1.10 Identify alternative ways of achieving goals
PS:B1.12 Develop an action plan to set and achieve realistic goals

MA Curriculum Frameworks

ELA General Standard: Students will organize ideas in writing in a way that makes sense for their purpose.

ELA Guiding Principles: Attaining independence in learning (students articulate their own learning strategies, evaluate their effectiveness, and use those that work best for them.)

Materials Needed:
Goal setting hand out (who wants to be a millionaire)
Goal setting worksheet
Poster paper
Markers
Starbursts

Lesson Plan: **Let students know about career week next week.
1. Circle up for Check-in 1-5 fingers
2. Icebreaker: Starbursts, Zen Counting
3. Goal setting:
   a. Explain about goal setting (who wants to be a millionaire)
   b. Worksheet: By the end of the week, by the end of the summer, in 5 years, in 10 years.
   c. Make poster to be displayed throughout program
4. Closer: One Word
Week 2:

Class 2: HS students design (with help) their own lesson plan and present on:
* High school culture
* Expectations of high school
* Credits you need to graduate
* Programs that are available
* Office Hours & Students Supports
* Extra Curricula Activities
* Credit Recovery
* Being organized and prepared for your first day
* The social aspects of high school
* Sharing of personal high school experience
* Question and Answer Session
Week 2:
Class 3: Media Day

Goals:
- Students will learn how to name files on devices: Camera/video, flash drive, C drive).
- Students will create a personal folder in the shared folder directory to save material.
- Students will create a picture/video clip to save in the shared folder directory.
- Students will seek clarification to unanswered questions.

Learning Standards:

Massachusetts Science and Technology Expectations:
G9-12 G9-12: 1.32 Identify technology tools (e.g., authoring tools) that can be used to create a multimedia product.
G9-12: 1.33 Use a variety of applications to plan, create, and edit multimedia products (e.g., slide presentations, videos, animations, simulations, podcasts).
G9-12: 2.8 Design and implement a personal learning plan that includes the use of technology to support lifelong learning goals.
G9-12: 3.1 Devise and demonstrate strategies for efficiently collecting and organizing information from electronic sources.
G9-12: 3.2 Compare, evaluate, and select appropriate electronic resources to locate specific information.
G9-12: 3.6 Use a variety of media to present information for specific purposes (e.g., reports, research papers, presentations, newsletters, Web sites, podcasts, blogs), citing sources.

Materials Needed:
- Projection screen
- PC computers
- Photo/video recording devices
- Flash drive-USB device
- PowerPoint Software

Lesson Plan:

1. Students will follow the instruction model to explore access to root directories to create folders on devices.
2. Students will open My Computer and Shared document folder to create personal folder.
3. Students will explore the features and usage of the Flip video and flash drive.
4. Students will organize into groups for a period of 5-10 min to record (3) 30-45 sec video clips (using content from previous classes).
5. Students will insert device, name files, and click and drag pictures/video clips into personal folders.
6. Wrap-up- open for answering questions and feedback.

** Reminder to students about career week next week! Make sure to save nice clothes for Tuesday!
Week 3:

Class 1: Career preparation & Interview Skills

Goals:
- Students will continue to have built positive relationships with each other and the instructors through icebreaker activities.
- Students will have learned and practiced networking and interviewing skills.

Learning Standards:

C:A2 Develop Employment Readiness
- C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills
- C:A2.2 Apply job readiness skills to seek employment opportunities
- C:A2.4 Learn about the rights and responsibilities of employers and employees
- C:A2.5 Learn to respect individual uniqueness in the workplace
- C:A2.7 Develop a positive attitude toward work and learning
- C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace

PS:A1 Acquire Self-knowledge
- PS:A1.1 Develop positive attitudes toward self as a unique and worthy Person
- PS:A1.6 Distinguish between appropriate and inappropriate behavior
- PS:A1.7 Recognize personal boundaries, rights and privacy needs
- PS:A1.8 Understand the need for self-control and how to practice it
- PS:A1.10 Identify personal strengths and assets
- PS:A1.11 Identify and discuss changing personal and social roles

PS:A2 Acquire Interpersonal Skills
- PS:A2.6 Use effective communications skills
- PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior

Materials Needed:
- Presenting points about networking/interviewing
- Pocket guides from REBHC

Lesson Plan:
1. 5min: Check-in circle 1-5
2. 5min: Icebreaker:
   - Non-verbal communication exercise, charades: Students given adjective, have to act out how this would look. Talk about how this is a critical part of interviewing for a job, which is what we will be working on today!
3. 30 min: Interview Skills:
   a. How to prepare for an interview: Go over resources
      i. Appearance/what you should bring. Hand out pocket guides.
      ii. How to speak confidently and listen carefully.
      iii. Know your strengths/weaknesses and your applicable skills.
      iv. Have answers ready to common interview questions, and questions to ask the interviewer.
   b. Practice! In groups of 3, ask each other common interview questions while one person observes. Give each other feedback.
4. 5min: Closer: Come back as group for feedback and to assign groups. Remember to dress nicely tomorrow, and come on time.
Week 3:
Class 2: Career Day

Goals:
- Students will have practiced interviewing and networking skills learned in previous lesson.
- Students will have explored possible career paths by talking to professionals in various fields.

Learning Standards:

C:A1 Develop Career Awareness
  C:A1.2 Learn about the variety of traditional and nontraditional Occupations
  C:A1.9 Develop hobbies and vocational interests

C:A2 Develop Employment Readiness
  C:A2.2 Apply job readiness skills to seek employment opportunities

C:C1 Acquire Knowledge to Achieve Career Goals
  C:C1.1 Understand the relationship between educational achievement and career success
  C:C1.3 Identify personal preferences and interests influencing career choice and success
  C:C1.5 Describe the effect of work on lifestyle
  C:C1.7 Understand that work is an important and satisfying means of personal expression

PS:A2 Acquire Interpersonal Skills
  PS:A2.1 Recognize that everyone has rights and responsibilities
  PS:A2.2 Respect alternative points of view
  PS:A2.3 Recognize, accept, respect and appreciate individual differences
  PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity
  PS:A2.6 Use effective communications skills
  PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior
  PS:A2.8 Learn how to make and keep friends

MA Curriculum Frameworks

   English Language Arts (ELA) Guiding Principles: Literacy in all forms of media.
   ELA General Standard: Gather information from a variety of sources, analyze and evaluate the quality of the information obtained, and use it to answer [one’s] own questions.
   Speaking an Listening (SL) 8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

Materials Needed:

Lesson Plan:
  1. Check-in circle 1-5
  2. Pep talk about how to approach professionals.
  3. Meet professionals:
     a. 7-10 professionals
     b. 5-6 students per group
     c. Students will go to three stations, organized day before. Professional will give brief presentation/activity about what they do. Then will ask students 1-2 interview questions.
Week 3:
Class 3: Work on Media Project

Goals:
- Students will explore PowerPoint and design self-portrait profile.
- Students will learn how to access files on devices: Camera/video, flash drive, C drive).
- Students will reassess captured material to improve projects.
- Students will seek clarification to unanswered questions.

Learning Standards:
Massachusetts Science and Technology Expectations:
G9-12 G9-12: 1.32 Identify technology tools (e.g., authoring tools) that can be used to create a multimedia product.
G9-12: 1.33 Use a variety of applications to plan, create, and edit multimedia products (e.g., slide presentations, videos, animations, simulations, podcasts).
G9-12: 2.8 Design and implement a personal learning plan that includes the use of technology to support lifelong learning goals.
G9-12: 3.1 Devise and demonstrate strategies for efficiently collecting and organizing information from electronic sources.
G9-12: 3.2 Compare, evaluate, and select appropriate electronic resources to locate specific information.
G9-12: 3.6 Use a variety of media to present information for specific purposes (e.g., reports, research papers, presentations, newsletters, Web sites, podcasts, blogs), citing sources.

Materials Needed:
Projection screen
PC computers
Video recording devices
Flash drive-USB device
PowerPoint Software
External hard drive

Lesson Plan:
1. Students will follow the instruction model to explore access to root directories to create folders on devices.
2. Students will open My Computer and Shared document folder to create personal folder.
3. Students will explore the features and usage of the Photo/video cameras and flash drive.
4. Students will organize into groups for a period of 5-10 min to record (3) 30-45 sec video clips.
5. Students will connect device, name files, and click and drag media into personal folders.
6. Wrap-up- open for answering questions and feedback.
Week 4:

Class 1: Career/Future Planning

Goals:

- Students will continue to have built positive relationships with each other and the instructors through icebreaker activities.
- Students will have explored their possible career paths through a future planning workshop.

Learning Standards:

C:B1 Acquire Career Information

C:B1.1 Apply decision-making skills to career planning, course selection and career transition
C:B1.2 Identify personal skills, interests and abilities and relate them to current career choice
C:B1.3 Demonstrate knowledge of the career-planning process
C:B1.4 Know the various ways in which occupations can be classified
C:B1.5 Use research and information resources to obtain career information
C:B1.6 Learn to use the Internet to access career-planning information
C:B1.7 Describe traditional and nontraditional career choices and how they relate to career choice
C:B1.8 Understand how changing economic and societal needs influence employment trends and future training

C:B2 Identify Career Goals

C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals
C:B2.2 Assess and modify their educational plan to support career

C:C1 Acquire Knowledge to Achieve Career Goals

C:C1.1 Understand the relationship between educational achievement and career success
C:C1.2 Explain how work can help to achieve personal success and satisfaction
C:C1.3 Identify personal preferences and interests influencing career choice and success

Materials Needed:
Computers
Resources about possible professions for personality profiles

Lesson Plan:

1. Check in circle
2. Icebreaker Challenge: Span the Room (Pg 161 in No Props)
3. Career/Future Planning-Online Career Exploration
4. Closer: Journal Reflection on Future Exploration
Week 4:
Class 2: HS students design (with help) their own lesson plan and present on:
* Time Management
* Dealing with Peer Issues and Peer Pressure
* Identity
* School Rules
* Daily Schedules
* Keeping Track of assignments
* Questions & Answer Session
**Week 4:**
**Class 3:** Visit to High Schools
With Parents

**Goals:**

**Learning Standards:**

**Materials Needed:**

**Lesson Plan:**
Week 5:
Class 1: Closure, Reflections, & Looking Forward:
“I am” and “I will be”

Goals:

Materials Needed:

Learning Standards:
PS:A1 Acquire Self-knowledge
PS:A1.1 Develop positive attitudes toward self as a unique and worthy Person
PS:A1.10 Identify personal strengths and assets

PS:A2 Acquire Interpersonal Skills
PS:A2.3 Recognize, accept, respect and appreciate individual Differences
PS:A2.8 Learn how to make and keep friends

Lesson Plan:
1. Check in
2. Icebreaker: Pats on the back/paper with picture and messages
3. Journal
4. Closer: Two roses and a thorn
**Week 5:**
**Class 2:** Media Editing Day (all day)

- Students will evaluate presentations for content, transitions, font quality (size-visibility), lengthy, audio, and cohesiveness.
- Students will continue to explore extended features of PowerPoint to increase project creativity.
- Students will continue to explore the use of Paint.Net as an option for creative design.
- Students will continue to explore narration options and music for project.
- Students will continue to collaborate while working individually or in groups
- Students will seek clarification to unanswered questions.

**Learning Standards:**

**Massachusetts Science and Technology Expectations:**

G9-12: 1.32 Identify technology tools (e.g., authoring tools) that can be used to create a multimedia product.

G9-12: 1.33 Use a variety of applications to plan, create, and edit multimedia products (e.g., slide presentations, videos, animations, simulations, podcasts).

G9-12: 2.8 Design and implement a personal learning plan that includes the use of technology to support lifelong learning goals.

G9-12: 3.1 Devise and demonstrate strategies for efficiently collecting and organizing information from electronic sources.

G9-12: 3.2 Compare, evaluate, and select appropriate electronic resources to locate specific information.

G9-12: 3.6 Use a variety of media to present information for specific purposes (e.g., reports, research papers, presentations, newsletters, Web sites, podcasts, blogs), citing sources.

**Materials Needed:**

Projection screen
PC computers
Video recording devices
Flash drive-USB device
PowerPoint Software
External hard drive

**Lesson Plan:**

1. Students will save and present projects for preliminary viewing.
2. Students will save work on flash drive for final presentation.
3. Wrap-up- end of the summer program. Return all equipment.
Week 5:
Class 3: Last Day!
End of Program Ceremony and Celebration, and ECT Performance!
Standards Addressed in Empowerment Club

Massachusetts Curriculum Framework for English Language Arts and Literacy

Writing (WS 8.)
Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Speaking and Listening (SL)

8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.

d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Massachusetts Science and Technology Expectations

G6-8: 1.24 Create a multimedia presentation using various media as appropriate (e.g., audio, video, animations, etc.).

G9-12: 1.32 Identify technology tools (e.g., authoring tools) that can be used to create a multimedia product.

Massachusetts Comprehensive Health Standard 5 Mental Health

5.7 Students will identify and describe the experience of different feelings and how feelings affect daily functioning

5.9 Describe the relationships among physical appearance, changes in the body, and self-concept and esteem

5.14 Describe will explore identity formation, and differentiate among the concepts of ideal self, public self, and private self

5.18 Identify ways in which decision-making is influenced by sound character, family, and personal beliefs
ELL Strategies

Brainstorm or Activate Background knowledge

1. Carousel graffiti. Groups of students respond to content-related question prompts introducing a topic on stations around the room in a sequential manner.

2. Word splash. Key content-related word is written on board for students to spontaneously add words/phrases associated with the topic.

3. “Write 5 words when you think of . . .”. Students individually or in small groups respond to teacher generated content topic word(s).

4. Focused dialogue. Triad discussions about a topic or topic-related prewritten questions on index cards as a means of introducing a unit. In groups of three, each student is given a series of different questions. Other group members respond when it is their turn; then the member who posed the question responds. Each member of the group takes a turn posing a series questions.

5. Ticket to leave. Have students provide a brief written summary of what they have read just prior to the end of the lesson.

6. Last word acronym. Use the letters of a key topic word as the basis for creating words, phrases, or sentences about a topic.