

LESSON PLAN: OUR COMMUNITY

Overview: Students will examine and form community agreements to ensure that everyone in our space abides by the agreements, has equal access to power, and is comfortable in the space. Students will unpack the meaning of relationship building through artwork and students will be introduced to relationship building and understand how elements of their local culture and politics relate to building a base.

DAY 1

05 MIN WELCOME

NOTE: The welcome should include announcements, a recap of BSA's mission and vision, a review of community agreements, and an overview of the agenda.

WELCOME

1. Make any important announcements
2. Answer any immediate questions

AGENDA OVERVIEW

- Take a moment to review the goals for today's program meeting
- Review and have a student read outloud different parts of the agenda

05 MIN INTRODUCTIONS/CHECK-INS

TIP: Facilitators and volunteers should participate in this and be willing to model by starting first. Be honest, share as many details as you feel comfortable sharing.

CHECK-IN

1. Name and Pronouns
2. Check-in question: **facilitators choice! :)**
3. BSA Mission Review

05 MIN **SLOWDOWN**

NOTE: The slowdown is meant to help everyone transition into the space. It's up to the facilitator and youth to decide how to use this time, but youth should be able to process their check-ins and adjust how they're showing up in the space as needed.

1. Facilitators choice! :)

15 MIN **QOTD/DISCUSSION**

In your own words, what do you think relationship building means? How do you keep a relationship with friends, loved ones and/or community?

1. Students will write their answers in their journal and share-out answers once done. Lead will then also share the full and dictionary definition of relationship building.
 - a. Students will need to write down the definition after the lead shares out dictionary definition of relationship building.

DEFINITION: RELATIONSHIP BUILDING

a tool within a broader organizing strategy to build power in which individuals, groups, or organizations mobilize their personal networks and relationships to effect change.

15 MIN **ENERGIZER**

TIP: Facilitators should participate in the energizer, and really all parts of the lesson. The point is that this is communal conversation where everyone's experiences are valuable and considered expertise. Facilitators should be facilitating through conversation and shared experiences, not down or with youth members.

Human Knot

How are we all connected? What does it mean to work as a team? Students work together to untangle their human knot to form a connected circle without letting go of their hands. This is a fun, physical and visual way for students to see that we are all connected and practice various communication and problem-solving skills.

1. Clear a space so there is enough room for groups of 10 to stand comfortably in a circle.
2. Have students stand shoulder to shoulder facing each other in the circle.
 - a. Explain that this game is about working together and seeing how we can communicate to untangle ourselves. Remind students they will try to untangle themselves without letting go of their hands.
3. Direct students to reach across the circle with one hand and shake hands with another student.
 - a. If this is used as an ice breaker, have participants introduce themselves and then continue holding hands.
4. Now direct students to reach their other hand across and hold hands with someone else.
5. Explain that you'd like them to untangle themselves without letting go of hands, into a circle.
6. Remind students that by making small adjustments with their hands, arms, legs, feet, and whole bodies, as well as by maintaining a positive attitude (ex: "we can untangle ourselves"), they can make a big difference for their team.
7. If a group untangles into a circle quickly, have them try the exercise again. It is okay if some group members are facing backward when the circle is finished.
8. Congratulate a group when it untangles itself, though it is unnecessary to make this into a race or competition since the process of untangling is the focus of this exercise.

35 MIN **MAIN ACTIVITY: SETTING THE IMAGE**

TIP: This is the most important part of the lesson plan, the facilitator needs to make sure students are fully engaged and participating as they are creating their art piece. By the end of the lesson plan students will need to understand qualities of healthy versus unhealthy relationships and explore the ways in their art piece that their interpersonal relationships impact their identity and the way that they see themselves.

Healthy Relationships vs Unhealthy Relationships

1. Lead will ask students what kinds of relationships they have or name different types of relationships they know/are aware of.
 - a. Students may share that they have relationships with *friends*, *boyfriends/girlfriends*, *family*, *etc.*
 - b. Ask students: Why do you think that it's important to have healthy relationships? What does an unhealthy relationship look like?

1. **Healthy Relationships** – involve honesty, trust, respect and open communication between partners and they take effort and compromise from both people.
2. **Unhealthy Relationships** – an ongoing pattern of behavior, such as lack of communication, power imbalances, lack of mutual respect, lack of boundaries, physical abuse, verbal abuse, emotional abuse, etc.
 - a. Lead will write definitions and explain the difference between Healthy Relationships and Unhealthy Relationships for a better understanding; if needed. Students will need to jot down in journals.

TRANSITION

Lead will split youth leaders off into **two** groups

1. **Healthy Relationships (1) | Unhealthy Relationships (2)**
2. Students will create an art piece **together** based on their group's relation.
 - a. Lead will explain to students that they are split into groups by a specific relationship – healthy and unhealthy. This will determine how each group art piece will look and the outcomes of it.
 - b. Students can use Black Youth Agenda issues one pager as a reference to in the art piece.

GUIDING ART-WORK QUESTIONS:

1. What is the environment like?
2. What are we trying to grow/remove within your relationship?
3. What is community like based on your relationship?

After students' art works are done, both groups will share their art piece out aloud to everyone.

10 MIN **CLOSING/COMMUNITY CIRCLE**

NOTE: The closing is an opportunity for the facilitator and for young people to reflect on what they gained from the day's conversations and activities. This is a great way for the facilitator to know what works and what doesn't, what young people enjoy the most, and how to adjust future lesson plans as needed. Take notes and use them.

COMMUNITY CIRCLE QUESTIONS

Lead will wrap up and ask students to clean up their areas and form a circle for discussion.

Lead will ask students:

- a. How or what are some ways can we as a group organize, advocate and be a part of our community in healthy relationships?
- b. What is one takeaway from today's session?
 - i. At least 3 or more students need to answer both community circle questions.

CLOSING

1. Thank students for their participation and remind them of the next meeting time and location.
2. Have students sign out of session.

DAY 2

05 MIN WELCOME

NOTE: The welcome should include announcements, a recap of BSA's mission and vision, a review of community agreements, and an overview of the agenda.

WELCOME

3. Make any important announcements
4. Answer any immediate questions

AGENDA OVERVIEW

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05 MIN INTRODUCTIONS/CHECK-INS

TIP: Facilitators and volunteers should participate in this and be willing to model by starting first. Be honest, share as many details as you feel comfortable sharing.

CHECK-IN

4. Name and Pronouns
5. Check-in question: **facilitators choice! :)**
6. BSA Mission Review

03-5 MIN SLOWDOWN

NOTE: The slowdown is meant to help everyone transition into the space. It's up to the facilitator and youth to decide how to use this time, but youth should be able to process their check-ins and adjust how they're showing up in the space as needed.

2. Facilitators choice! :)

10 MIN QOTD/DISCUSSION

In a circle, the cohort lead should ask youth to raise their hand to answer each question. After each answer, the cohort lead should add a bit more information to remind everyone of what was discussed last week.

1. What is our Black Youth Agenda called, this year? Why is it called that?
What are the 4 issues on the Black Youth Agenda and why are we working on them?

15 MIN **MINI ACTIVITY: STORY SHARING WITH MOVING CHAIRS**

1. Make two rows of chairs. Chairs should be facing each other and you need enough for every student to have a place to sit.
2. Explain to students that in Black Swan one way we make change is by sharing our stories, concerns and ideas with our community. Today we are going to practice doing that.
 - a. **Instructions:** *Ask young people to take a seat in front of someone. Have them introduce themselves to the person sitting in front of them. The cohort lead will ask a question about the issues on the Black Youth Agenda and everyone will tell their answer to the person sitting in the chair in front of them. Each person will have 60-90 seconds to answer the question. The lead should time it. Once that time is up the other person should take a turn to answer the question. (You may need to repeat the question). Once they get done. Everyone in one of the rows will stand up and move one chair to the right. That should place them in front of a new person for the next round of questions. Make sure they introduce themselves to the new person before you ask the next question. This should happen after every question.*
 - *Throughout the activity pause in between questions to check in with people and give them tips. How does it feel to share their story? What is challenging about talking to someone else about these issues. Ask them how it feels to listen to someone else's story? What makes someone a good listener? How can we make people feel more comfortable and heard when we are listening to their stories?*

QUESTIONS

1. Fun question: If you could take any 5 snacks to the movies, what would they be and why?
2. Which issue on the Black Youth Agenda do you care about most and why?
3. What is your experience with your school not being clean or students not having access to things they need like clothes, hygiene products for example?
4. What is your experience with violence in your school or community?
5. Have you lost anyone to violence or do you know people that have ever loss someone close to them due to violence?
6. What songs do you like listening to right now?
7. What do you think will help youth who are going through a hard time?

8. Who do you trust to talk to about the things you are going through? Why do you trust them?
9. What do you like to do that is fun and makes you happy?
10. Do you think housing and utility bills are expensive? Why or why not? How has that impacted your family or people you know?

35 MIN **MAIN ACTIVITY**

Explain to youth that the issues on Black Youth Agenda impact us as individuals, but they also impact our communities. As a community we are going to split into small groups and create a community art piece on your assigned issue.

Students will count off 1s 2s 3s,4s then break out into groups based on their issue.

- a. Issue 1: Mental Health/Health Care
 - b. Issue 2: Sanitation In Schools
 - c. Issue 3: School and Community Safety
 - d. Issue 4: Housing
2. Each group will read over the one pagers and answer the questions and then each group will then share out as a whole.
 - a. What does this problem look like? What does it feel like? What does it sound like?
 - b. If we were able to solve this problem and create positive change, what would that look like? What would that feel like? What does that sound like? How would you know that the problem no longer exists?
 3. Based on the answers to those questions, each group should create an art piece using a large piece of chart paper and any materials the cohort lead provides (be creative and give the youth some things to work with. Examples: markers, magazines, different things to glue on the art piece). Thiece should reflect both the problem and what it looks like once the problem is solved.
 4. Have groups share their piece out to the larger group when completed. .

10 MIN **CLOSING/COMMUNITY CIRCLE**

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on what they gained from the day's conversations and activities. This is a great way for the facilitator to know what works and what doesn't, what young people enjoy the most, and how to adjust future lesson plans as needed. Take notes and use them.

COMMUNITY CIRCLE QUESTIONS

Lead will wrap up and ask students to clean up their areas and form a circle for discussion.

Lead will ask students:

- a. What is one takeaway from today's session?
 - i. At least 3 or more students need to answer both community circle questions.
- b. What is something you think you did really well today?
- c. What is something you think someone else did well today?

CLOSING

3. Thank students for their participation and remind them of the next meeting time and location.
4. Have students sign out of session.