

Recommended Programs:	American Black History: <u>Exhibition, Educational and Motivational Outreach Programs</u> pursuant to the Program Focus for Pre-K through Elementary .
	American Black History: <u>Motivational Program</u> for the Alternative, Middle and High Schools . Refer to American Black History Flyer.
Subject Areas:	Science, Math, Language Arts, Social Studies/History, English, Reading, Biology, Chemistry, Health, Government, Performing Arts, Literature, etc.
Ethnicity:	All groups.
Targeted School Calendar:	Commencement of each Semester; M.L. King, Jr. Birthday; Black History Celebration; Career Awareness Day/Week; National Reader's Week; Motivation Day; Students' Awards and Honor's Day; Parents-Faculty and Students Night; Graduation Exercise; Enrichment and Summer School and/or any Academic School Activities and Events.
Implementation:	August 2005
Basis:	First-come, first serve. Commit now to early planning particularly, for January 2006, M.L. King Celebration and February, Black History Celebration and throughout the year for other academic events.
Suggested Appropriated Sources:	1) Principal fund; 2) Title I Program –For Education & Instructional Programs; 3) Title IV Program - Safe and Drug Free Schools; 4) PTSA fundraising, earmarked for Black History Programs one (1) year of early and advance planning and appropriations; 5) Media Specialist budget, a portion used to purchase Black History materials and instructional programs for reinforcement; 6) School Clubs and Organizations financial contribution; 7) Ultimately, a charge of \$1.00 per student to defray cost for an American Black History: Exhibition, Cultural, Educational, Innovative and High Impact Motivational Program(s); 8) Appropriations/Funding for Social Studies Department and; 9) Communities in Schools Programs and 10) Schools Sponsorship.
Benefits for Schools:	<u>Affordability</u> and <u>Services</u> available to all schools district-wide; no more planning headaches; no student rehearsals; more instructional and classroom time; greater exposure and opportunities for students; innovative learning; new teaching and classroom techniques and products; educational for faculty; opportunity for observations and evaluations by the administrators, faculty, staff, parents and students regarding BJPPMC programs delivery and impact; creativity at work; professionally designed and delivered.
Schools Reinforcement:	Media Specialist , purchase of easels and portraits. Purchase dry mounted portraits for classroom instructions . Guidance Counselors planning for Career Awareness Day and Week Program assembly and keynote speaker and for individual and group counseling sessions. Social Studies class use of dry mounted portraits for each period of American History and infusion in Biology, Chemistry, Government, Science, Mathematics, Health, Music, English, Literature, Art, Reading, Language Arts classes, etc.

Celebration: M. L. King, Jr. Birthday and Kick-off of Black History. Schools can **mobilize** their own Black History displays and exhibits with the purchase of easels.

Proverbs:

“The ruin of a nation begins in the homes of its people.”

“It takes the whole village to raise a child.”

“When spider webs unite they can tie up a lion.”

“How can we effectively prepare our students to meet the global world, if we cannot accept the cultural differences and history of all groups domestically?”

Program’s Mission: Endeavors to transform the youth population, improve education, teaching and learning by providing a traveling, Cultural, Enrichment Exhibition, Educational, Motivational and Preventive Outreach Program to the student and youth population of inner cities, suburban and rural elementary, middle, alternative and high schools in the State of Georgia and Southeastern Region, United States, that are geographically, economically, culturally, educationally disadvantaged, under-served and subjected to at-risk environment, behavior and characteristics.

Program’s Objectives: To address, combat and reduce the national, state, intra-racial, soaring and multiple social problems that are threatening and devouring our youth e.g.: 1) low self-esteem and low self-concept; 2) teenage pregnancy; 3) sex and health related issues and problems; 4) high school dropout; 5) conflict and violence in public schools; 6) Black-on-Black and juvenile crimes; 7) youth gangs, drugs, suicides, smoking and alcohol; 8) peer pressure; 9) lack of morals, social values and respect for self and others; 10) poverty; and 11) racism.

Program’s Purpose: To educate, motivate, cultivate, illustrate and impact positively upon the student population by utilizing and exhibiting African-Americans as positive role models; depicting, contrasting and building off of their struggles, obstacles, adversities; and emphasizing the positive of our legacy and many successes, achievements and contributions with a methodical, analytical, psychological and philosophical style and approach that will encourage and motivate students to stay and succeed in school and pursue post-secondary education, etc. These programs have a **contributing, preventive, diverse and high impact** solution that will help to combat and reduce the social problems that are threatening and devouring our youth.

Program’s Design: 1) To cause students to think before they act; 2) emphasizes that real heroes make their marks by overcoming adversities, hurdles and struggles and 3) to educate the **“head, heart and hands.”**

Program’s Focus: 1) Student achievement and development; 2) love; 3) hope; 4) confidence; 5) improve learning and education; 6) respect; 7) faith; 8) dignity; 9) a desire to live harmoniously; 10) a responsibility to our youth; 11) to foster cultural awareness, understanding and appreciation; and 12) to improve race relations, respect and a better understanding for other cultures and history.

Program’s Goals: 1) Increase and promote cultural awareness; 2) enhance self esteem and self-concept; 3) reduce teenage pregnancy and encourage abstinence; 4) utilize the arts and history to encourage reading, creativity and learning; 5) help students to realize their true and fullest academic potential; 6) encourage students to set realistic goals and achieve them against the odds of life; 7) encourage students to stay and succeed in school; 8) encourage post-secondary education; 9) make good grades and increase the reading levels and test scores; 10) overcome adversities and at-risk characteristics; 11) promote conflict resolution; 12) induce and encourage independent, positive and analytical thinking and positive peer pressure; 13) create thirst and the desire for reading and education; 14) reduce student suspension and expulsion; 15) reduce the high school dropout rate; 16) reduce gangs affiliation; 17) increase the timely graduation rate; 18) improve race relations; and 19) reduce the use of drugs, smoking and alcohol; and 20) offer realism and preparation of all youth and students to meet the global world and domestically through these outreach programs and acceptance of education of all cultures and history unlimitedly and beyond the classroom doors and windows.

Critical Need and Facts:

1) Research reveals many youth have little and no fear or respect for life. They are hopeless, lack the exposure of positive role models and give up from day-to-day; 2) youth under age 18 have doubled in our prison system over the last decade from 1985-1997; 3) TN, MS, AL, GA, FL, SC, and LA are among the country’s leaders in teenage pregnancy; 4) violent crime and homicide is the number one cause of death for Black males between ages 15-24; 5) there are more Black males inside penal institutions than there are enrolled in institutions of higher learning; 6) by 2005, twenty-five percent of all homicides will be committed by juveniles; 7) Americans between ages of 15-24 are projected to increase through 2005 and for the next ten years; 8) experts predict an increase in violent crimes in the

years ahead for demographic reasons alone; 9) crime is highest in the South than any other region in the U. S.; 10) suicides are the 11th leading cause of death nationwide among youth 15-24 years of age and highest among White Americans; 11) the high school dropout rate is highest among Hispanics and followed closely by Blacks for the first time opposed to other groups in America; 12) crime is lowest during the month of February. February is American Black History Celebration. If our youth self-esteem and self-concept is heightened for 28 days in the calendar year, then we have failed our children for the remaining eleven months giving rise to these social problems and leading categories that can be resolved and diffused by and through the presentations of these outreach program services that have significant educational and motivational value; 13) drug use increase is highest among Black youth than any other groups; 14) the use of hallucinogenic drugs, inhalants and beer drinking are highest among White youth than any other groups; 15) bullying, threats, bombings and mass murders are occurring in U. S. public schools and have become an America epidemic; 16) there is a widespread erosion of morals, social values and respect among the youth population; 17) GA is among three other southern states (FL, MS and TX) with the most hate groups in the U. S.; 18) GA has the highest high school dropout rate in the country and **fewer** than half African-Americans and Hispanics graduate timely or within four years in Georgia public schools; 19) GA ranks number two (2) in the nation with the worst gang problems; 20) African-Americans make up only 12% and Black youth make up only 5% of the national population yet, disproportionately, they make up 80-82% of the prison inmate population in America's penal institutions; 21) Black youth are **six (6) times** more likely to be locked up than White peers when they are charged with similar crimes and when neither have prior records and; 22) minority youths are more likely than White youth to be referred to juvenile court, detained, face trial as adults, jailed with adults, prosecuted, receive harsher punishment and jail sentences than their White peers for the same, first time and repeated crime(s) by the juvenile justice system. Racial bias exists at every step of the juvenile justice process. **BJPPMC** believes **all youth are at risk** because of their experiences and relationships with the various institutions of society.

Program Narrative and Description:

Methodology of the Specific Activities that are carried out to meet the objectives: It commences with **Stage I:** an art exhibit of our national experiences, successes and 12-14 framed portraits on colorful easels displaying Black achievers, depicting different periods of History, individual achievement, many professions and careers. **Stage II** is an **oral educational presentation** that enthusiastically disseminates and promotes the awareness and contributions African-Americans have made to America and the world. The program enthusiastically disseminates the Why? What? Who? When and How? **Stage III** utilizes **modules** (e.g. props, portraits, name plates, dry mounts, displays, easels, footsteps, exhibit tables, symbolism, simulations, illustrations and teaching tools), to foster a better understanding of the many contributions and successes. **Stage IV** employs questions asked by Bernie regarding **Stage II**. Students' eagerly responds and participate in the questions and answer activity. This is designed to further engage student interaction, encourage classroom participation and develop the appreciation for other cultures and history and thereby, improve race relations. It also helps to build students' confidence, good listening and memory skills and the association of objects, and it encourages individual and teamwork accomplishments and a strong desire for research and reading; and **Stage V** engages fun and games activity that makes learning simple, entertaining, fun and exciting. Students will volunteer to work individually or as a team. They are tasked to work together by placing the nameplates [Who Am I?] on the correct portraits against the clock. They are timed 5 minutes for the completion of the task. The audience will act as judges once the task is concluded. Bernie will be the final judge and announce each portrait placement that is correct. Unknowingly, to the students, sometimes prizes are given to the participants of these exercises and activities as a reward for their courage and confidence to accept the challenge before their peers and the audience for reinforcement to encourage participation and to elevate and build good self-esteem.

The Motivational Program may be optional and offered in 30, 45 and/or 60 minutes increments. It is a high impact motivational program with messages from Black achievers that address the program objectives with a preventive, analytical, psychological and philosophical approach that encourages and motivates students to stay, succeed in school and to think before they act, etc. **BJPPMC** portrays to students and youth that **real heroes** make their marks by overcoming adversities, obstacles, struggles, at risk characteristics and destructive behavior.

BJPPMC utilizes and exhibits African-Americans as positive role models, to educate, motivate and impact positively upon the student/youth population. **BJPPMC** is a traveling art exhibition, educational and motivational outreach presentation designed to give students hope, confidence, encourages participation and respect for self and others. These outreach programs have an immediate, long-term, effective and positive impact upon all groups.

BJPPMC believes the key to reversing these social problems and threats to the youth population lies within the psychological enhancement of self-esteem and self-concept (to educate the **“Head, Heart and Hands”**). Once this is achieved, these social problems will dissipate. These problems are often interconnected, feed and nurture each other. Statistical research has revealed that African-Americans youth are leading all groups in many of these social problems, areas and categories.

Program's Challenge and Impact:

The greatest challenge and success of the program's immediate and high impact, goal and outcome culminated when it was tested at RESA Academy (alternative school) Griffin, Georgia in 1996 and thereafter, the middle and high school levels with much success. Students were captivated, inspired and **self-esteem** was greatly enhanced with inner-**self confidence** and a strong **desire to succeed**.

Some students at RESA Academy returned to their regular school to make the **honor roll** for the first time and determined **to stay in school** and **graduate**. **BJPPMC** is committed to remedying these identified social problems at the primary level that will help to decrease and alleviate compounded problems before they reach the middle and high school levels.

Qualifications and Background:

The programs are delivered by Bernie Abrams. Bernie obtained a Master's of Science degree in Personnel Administration and Counseling and a Bachelor's of Arts degree in History and Sociology from Jacksonville State University, Alabama. Bernie possesses combined and diverse experience in the areas of casework management; directorship; program development; youth and volunteer services; recruitment; career; vocational, financial; educational, budget, personal and family counseling; marketing; and fundraising.

He has taught on a post-secondary level. Served as a Youth Sunday School/Bible Study Teacher; a member of the Youth Steering and the Brotherhood Committees. He is a member of the Moore's Ford Memorial and Athens Human Rights Committee, United Ebony Society, Georgia Association for Educators and the Georgia School Counselor's Association. He has provided these outreach services for over eight years.

Why should the School District permit and encourage these programs to come to fruition?

1) **Without your approval and reception**, more and more youth will continue to under-achieve, give up from day-to-day, lose hope, confidence and faith and become another negative statistic to the climate of these social problems and the penal institutions; 2) Otherwise, **BJPPMC** cannot reach the vast majority of the targeted population; 3) We as a state and nation will continue to be an eyewitness to our own genocide; 4) Youth will become greater populated in our penal institutions disproportionately; 5) We as a nation will perpetuate much of our own stagnation and problems economically, educationally and psychologically; 6) These social problems will perpetuate itself and remain effective, psychologically dormant and more destructive to our people, in our community/institutions and our nation; 7) Our youth are destroyed for the lack of knowledge; 8) **Without your reception and support**, the mission, purpose, objectives, and goals cannot be achieved; and 9) By forming this community and the "whole village and spider web concept", we can have a positive and indelible impact upon the young minds and lives of youth within your school district.

For Additional Information: Contact Bernie or Janice Abrams. Our website is currently under construction for updates and shall be completed not later than July 15, 2005
