

After The Bell

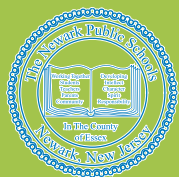


RESOURCE GUIDE

- Fact Sheet
- Parent Tip Sheet
- Grades 3-5 Lesson Plan
- Grades 6-8 Lesson Plan
- Grades 9-12 Lesson Plan
- Discussion Questions



Connect with Kids



Marion A. Bolden
Superintendent



Character Traits

All Connect with Kids programs address these 26 character traits:

Caring/Compassion

Civility

Cooperation

Courtesy

Freedom

Helpfulness

Honor

Justice/Fairness

Loyalty

Peace

Respect

Self-Control

Tolerance

Citizenship

Conviction

Courage

Diligence

Generosity

Honesty

Integrity

Kindness

Patience

Perseverance

Responsibility

Togetherness

Trustworthiness



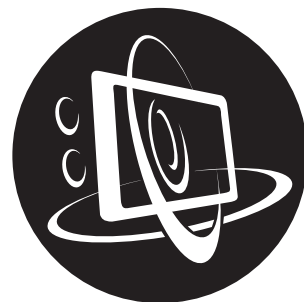
Connect with Kids

After The Bell

Studies have shown that the hours of greatest risk for children are between 3:00 and 6:00 in the afternoon. Teen crime, drug and alcohol use, sex, and teen pregnancy – all of these get worse when kids are let out of school with no place to go. What can parents do? How can they find good alternatives? What can schools do to reduce these risks? And how can after-school programs help foster aspirations?

This resource guide is designed to accompany the video entitled “After The Bell.” This resource guide includes:

- Fact Sheet
- Parent Tip Sheet
- Grades 3-5 Lesson Plan
- Grades 6-8 Lesson Plan
- Grades 9-12 Lesson Plan
- Discussion Questions



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After the Bell

Fact Sheet

WHAT WE KNOW

According to the experts, the peak hours for juvenile crime are between 3:00 and 6:00 p.m. Those are the after school hours when as many as 14 million children are left unsupervised by parents or other responsible adults. This means that not only are young people the victims of crimes, they are also perpetrating the crimes. Unsupervised time leaves plenty of room for trying new things such as smoking, drugs and sex.

Studies show that after school programs can teach children of all ages the skills they need to succeed in life and can seriously curb dangerous risk taking during the “crime prime time hours.” They teach kids how to take initiative in addressing challenges, working in teams, recognizing and developing their emotions, self-motivation, and becoming independent.

WHAT WE CAN DO

Schools, community centers, religious centers and various community groups need to develop and offer places and programs during the afternoons for students of all ages. Quality after school or youth development programs can turn those challenging hours into a time for academic achievement, enrichment, community service time and one of the best things of all – fun. A strong after school program should have the following characteristics:

- Frequent interaction with adults, both in group settings and as individuals
- Quiet areas as well as areas where noise is accepted
- Clear responsibilities (such as setting up and cleaning up)

- Projects that extend the school day academic curriculum
- Opportunities for projects in science, math, arts, etc.
- Physical activity, especially for non-competitive games as well as competitive sports
- The arts — visual, music, dance and drama
- Multi-cultural experiences
- Connections to real world experiences
- Opportunities to teach younger children
- Problem solving and reasoning skills practice
- Time for discussion groups, and expressing feelings
- Community service opportunities

RESOURCES

Afterschool Now,
www.afterschool.org

Child Trends Data Bank,
www.childtrendsdatbank.org

Fight Crime: Invest in Kids,
www.fightcrime.org

William T. Grant Foundation,
<http://web.aces.uiuc.edu>



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After the Bell

Parent Tip Sheet

WHAT WE KNOW

After school activities and programs are very important not only for a child's safety but also for a child's development. In after school programs, children of all ages develop social and academic skills and build crucial relationships with mentoring adults. Children who attend these programs are less likely to participate in risky behaviors such as skipping school, drinking alcohol, smoking cigarettes, trying drugs and/or other detrimental or anti-social behaviors. Also noteworthy is that children who consistently participate in after-school activities are more likely to attend college, volunteer in community service and vote.

WHAT YOU CAN DO

There are times when parents may not be able to find a quality after school program available for their children, or it may be that such a program is not financially feasible. For those parents who must leave their children alone after school, experts offer the following suggestions:

- **Set up clear, fair ground rules.** Children should call to check in as soon as they arrive home and be available to talk to a parent whenever he/she calls. When the conversation occurs, be sure to check on what homework they have, which chores need to be completed and ask how they are feeling and/or how their day has been so far. Make it a caring call, not just a checklist.
- **Establish limitations on computer use, television viewing, phone calls and video games.** All recreational electronics really should be off limits until homework and chores are completed, and parents should consider setting up guidelines for times when these devices are in use. Moreover, parents need to review and establish which games, programs and sites are age appropriate for their children.
- **Create guidelines for the phone.** Consider leaving all phone calls to the answering

machine except for parent calls. Set up an important and/or emergency phone number list and make sure it is readily available and easy to read. Help young children practice making emergency calls, so they know what to say and who to call in different situations.

- **Create guidelines for answering the door.** Insist children do not open the door for anyone, even neighborhood friends, until a parent is home.
- **Set rules for neighborhood play/outdoor time.** Unless a neighbor or relative is there to supervise, it is wise to insist children stay indoors until a responsible adult is home.
- **Contact a neighbor, friend or relative as an emergency contact.** Make sure there is an adult everyone trusts that they can go to if you are suddenly unavailable or unreachable by phone.
- **For older children who have access to a car, establish driving rules.** Once an agenda is set, there are to be no unapproved changes. No cell phones, no unapproved teen passengers in the first six months of driving, and always wear seatbelts.

RESOURCES

"After-school Peril for Teen Drivers,"
by Larry Copeland, October 25, 2006, USA Today,
www.usatoday.com

Child Trends Data Bank,
www.childtrendsdatbank.com

Kids Health,
www.kidshealth.com

Journal of Adolescent Research,
www.sagepub.com/journals

MSNBC Interactive,
www.msnbc.msn.com

*U.S. Department of Health and Human Services,
Administration for Children and Families, Child
Care Bulletin,*
<http://nccic.org/ccb>



Connect with Kids

For the Classroom

After the Bell

Title: Home Alone Safety Checklist

Lesson Plan Grades 3-5

PURPOSE:

Students create a safety check list for parents to leave with kids when they are alone.

OBJECTIVES

Students will...

- Brainstorm information they need to have when they are at home alone
- Design a safety check list that is suitable for hanging next to the phone at home

MATERIALS

- Black/white/green board
- Pens, pencils
- Paper
- Poster board
- Art supplies (scissors, magazines, glue, markers, etc.)

PROCEDURE:

1. Open a discussion by asking, *How many of you have ever stayed home alone? How many of you have ever been home alone after school? How did your parent/s prepare you for being alone? What advice did they give you?* If it seems helpful, collect their ideas on the board.
2. Break the students into pairs or trios and explain that each group is a design company. Your company has been hired to create a board that parents can place next to a phone with information kids might need when they are left home alone. It should have all the information any kid would need in case of an emergency, reminders of house rules, and any other information or reminders they think might be important. Above all, it should make a kid feel confident he or she has all the information needed to stay home alone safely and confidently. Each group will create one product.
3. They should start by creating their group's list of important information before heading to the design stage. Remind them to think of the

things from the documentary that all kids should know.

4. For the design, each group's board must be interesting to look at, easy to read, easy to understand, and it should cover all the important necessary information. Each group can personalize the product, or even create gender specific (male or female) versions of the information board, or versions of the board that might appeal to different interests of families. For example, a family that likes to ski might like pictures of snow on their board, or a musical family might like their board decorated with musical notes. However, the information is more important than anything else.
5. They may use any classroom art supplies as provided by the teacher.
6. Give them a designated amount of time to complete their lists and boards.
7. On the due date, mount the boards around the room and have the students compare and contrast their projects. Ask, *Do they all have the same information? Would you be able to read each one in an emergency? Which would look best in your house? Why?*
8. As a closing to this activity, have each student compile a final safety check list to take home and keep by the phone. As student's complete their lists, be sure to review them to be sure they have included all of the vital items.

EXTENSION

Have the students present their information boards to a PTA meeting or a teacher meeting.

Evaluation:

1. Did students participate in the discussion?
2. Did students contribute to the group project?
3. Did each student understand the importance of safety information for kids who are home alone?



Connect with Kids

After the Bell

Title: Looking Back

Lesson Plan Grades 6-8

For the Classroom

PURPOSE:

Students imagine themselves as adults and write letters to their childhood mentors.

OBJECTIVES

Students will...

- Define and understand what a mentor is
- Brainstorm their futures
- List their current mentors
- Analyze how those mentors help them and what their help might mean for the future

MATERIALS

- Pens, pencils
- Paper
- Black/white/green board

PROCEDURE:

1. Ask students, *Have you ever thought about what you might do or who you might grow up to be in the future? Have you ever thought about the people in your life right now who are trying to help you become a terrific adult?* Make lists on the board of both categories.
2. Remind them of Jamal from the documentary and how he already realizes his football coach has had a huge influence on his life. Ask them to describe their relationship. *How is his coach a mentor? What is a mentor?*
3. Tell students they are going to use their imaginations and a bit of current reality for this project. Say, *I want you to think of a mentor, some adult who is currently helping you right now with projects or problems, or someone you greatly admire for spending time with you. This person should be special. You know this person wants you to succeed at something, even if that something is just being a great kid. This person is your mentor.* Give them time to think about this person and have them write down at least one name on a sheet of paper. Then have them write down the many ways this person helps them or guides them or inspires them.

4. Now tell them to imagine 25 years have flown by and they are adults. They are successful in a career and in their relationships with friends and family.
5. Their job is to write a letter to their mentor as if they are 25 years older than today, thanking that person for all their guidance. They should be very specific and tell which things their mentors did with them as kids that helped them become better adults. An example would be to thank the piano teacher who helped you learn how to keep on practicing and never quit until the music sounded right. The piano teacher taught you that hard work and diligence pays off in the end. That lesson came in handy when it came time to fix a car for work, even though it was a very difficult problem. You never gave up and now you own your own mechanic shop. Think of other examples of how mentors might influence the life of a grown-up.
6. Give them time to write their letters, edit as necessary, and submit.
7. Upon completion, be sure to allot enough time for further class discussion and individual responses.

EVALUATION:

- Did students participate in the class discussion?
- Could students understand the concept of a mentor?
- Did each student find a mentor in his/her life?
- Did each student submit a written assignment?



Connect with Kids

After the Bell

Title: The Plan

Lesson Plan Grades 9-12

For the Classroom

PURPOSE:

Students research and create advertisements for the ideal after school program.

OBJECTIVES

Students will ...

- Research outstanding after school programs in their community
- Identify qualities and activities of an outstanding program
- Design the perfect after school program for a target age group
- Create an advertisement for their program

MATERIALS

- Pens, pencils
- Paper
- Black/white/green board
- Access to community information
- If possible, access to the Internet for research

PROCEDURE:

1. As a class, discuss the “Five Key Elements” of a good after-school program as discussed in the closing section of the documentary (safe, interesting, homework help available, a focus on future career goals, fun). If necessary, write them on the board for review.
2. Ask the class if they have attended, have a sibling or a friend who has attended, or if they know of any good after-school programs in the community. *Do these programs meet the requirements of the “Five Key Elements?” Why or why not? Explain your answer.*
3. Break the class into groups of two or three students and tell them they have a choice of research or design. Some students may wish to combine both; use your discretion.

4. Give students a defined period of time to work on their projects and have them present their projects on the due date. Make sure all members of the group present a portion of the project. Allow classmates to ask questions and constructively critique projects.
5. Display projects in the classroom, or consider displaying them at the locations of the real after-school programs.
6. After all projects have been presented, have students write a response to the following question: What after school programs are available for your age group? If you participate in one of them, describe it and tell why you participate. If you do not, explain why not.

CHOICE 1: Research

Research a community after school program. Identify the location, the age group it targets, the offerings, the cost per week and how it matches the “Five Key Elements” as listed in the documentary. Be sure to find out about the people who work there and how they are hired. Find testimonials from satisfied customers (possibly in the center’s marketing materials or by interviewing clients).

CHOICE 2: Design

Using the “Five Key Elements” as your outline, design the ideal after-school program for a specific age group. Define the location, cost, professionalism of people who work there and its offerings. (Consider designing a program for your own age group.)



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After the Bell

Title: The Plan

Lesson Plan Grades 9-12 *(cont.)*

FOR BOTH:

- Prepare an oral presentation for the class about your program. This must include creative ways to present your research materials as well as visual aids to support your statements.
- The second part of your project is a radio commercial for your program that would attract parents and kids. Create the script, a jingle (short song that captures your idea), and prepare to read it for the class or record it in advance and play it for the class. Your commercial may have background music, but you will be graded on how well it relays the information about your after-school program.

EVALUATION

- Did students understand the “Five Key Elements” of a good after-school program?
- Did each group prepare and present a project?
- Did each member of the group participate?
- Could students evaluate each other’s projects?
- Did each student submit a written response?

**For the
Classroom**



After the Bell

Discussion Questions

Open

1. Why are the hours immediately after school called “the most dangerous hours of the day?”
2. Have you had experiences like the kids in the opening? Do you know some people who have? How do you explain those behaviors?
3. How do you feel about after school programs? Can you imagine ways in which such programs might be of benefit to you? Explain your answers.

Part I

1. Explain the Police title, “Prime Time for Juvenile Crime.” What does it mean for kids your age? What does it mean for your community?
2. Describe Jamal’s living situation and the possible fate that awaited him. What things changed Jamal’s life and “fate?”
3. Have you found something positive to do after school? Explain your answer.
4. Do you have a mentor? If so, does this person know you think of him or her as your mentor? How could you tell this person how you feel? If you do not have a mentor, do you think it would be to your benefit to have one? What are some ways you might go about finding a mentor?
5. Are there after-school programs in your neighborhood or community? Describe them. Have you ever participated in them? Why or why not?
6. Do you think your parents trust you? If you don’t think that they do, how does this make you feel? Is signing you up for an after-school program just an issue of trust, or do you believe it is about something more? Explain your answer.

Part II

1. Do you feel overscheduled? Why or why not?
2. Do you feel you have too much “free time?” What do you do with your “free time?” In considering how you spend your time, do you think there might be ways of making your “free time” more valuable to you and your future?
3. How do you feel about being without supervision after school? Do you use that time wisely?
4. How do you think kids who have been without supervision after school for a long time would react to being put in an after-school program? Why?
5. What would you do if you were the victim of an after school crime? Would you know who to contact and how to reach that person?
6. Why don’t people take advantage of after-school programs?
7. Many after-school programs are designed for younger kids. What are the options for high school kids in your community? What are some of the reasons people don’t take advantage of them?



Connect with Kids

After the Bell

Discussion Questions *(cont.)*

For the Classroom

Part III

1. Destinee Martinez is evidence that an after-school academic program can be beneficial for everyone involved. Do you think this is a better program for her or for her mother? Explain.
2. Does the program encourage her mother to be irresponsible, or does it make her a more responsible parent? Why? How?
3. Does your school have a homework center or an education center? If so, describe it. If not, how do you think it would be used? WOULD it be used? Explain.
4. Why would some kids avoid a homework center? Why might you avoid it even if it could be helpful to you?
5. How is the homework center for Destinee like football for Jamal?
6. Are you taking advantage of any after-school programs? If so, how has it helped you? If not, why haven't you, and do you think the benefits might be worth reconsidering?

Close

1. List the five key elements every after school program must provide. Which of the five is most important to parents? To kids? You? Why?
2. Why do so many parents pull their kids out of after school programs when they hit middle school? Is this a positive step? Explain your answer.
3. Consider the following statement about the after school hours, "It's like this window that can be a window of opportunity, or it can be a window of great risk."
4. How could you seize this time as a time of personal enrichment? What already exists for you to take advantage of, or what must you learn to create for yourself?



Connect with Kids

After the Bell

Title: Finding and Following Your Dreams Supplementary Lesson Plan Grades 3-5

For the Classroom

PURPOSE:

Students explore their interests, dreams, and goals for their own futures and then while imagining that they have achieved their dreams, they write letters thanking those people and/or programs that helped them along the way.

OBJECTIVES

Students will...

- Identify their interests, skills, talents, and dreams for the future.
- Create a collage that predicts their future and reflects their achievement of having followed their dreams and reached their goals.
- Write a thank you letter to either the after-school program director, mentor, coach, or other individual who helped them achieve their dreams. The letter should include details of how this person made such a difference in their lives.

MATERIALS

- Pens, pencils
- Paper
- Magazines and if possible, catalogues and/or flyers of after-school and community programs
- Unlined paper suitable for a collage
- Construction paper
- Glue
- Scissors

PROCEDURE:

1. On a sheet of paper, have each student write down the following: at least three things he or she does well, at least three things they are very interested in, and then at least three dreams or goals that they have for their future either as adults or while in college or pursuing a career.

2. As students reflect and write their ideas down, remind them that their talents may include activities such as ballet, drawing, writing stories, math, listening to and helping others, making their friends laugh, enjoying nature, running, baseball, singing, and anything that they find rewarding and makes them feel good about themselves. Encourage them to truly dream about their future so that they feel they can really soar beyond what they see as immediate limitations. Remind them that all of us need help from others when trying to reach our goals, and that they too can better reach their goals by turning to the programs and people that may be out there waiting to help guide them along their path. If catalogues and flyers for after-school programs are available, have them displayed for students to review for ideas about the help they can get. If these items are not available, post a list on the board of after-school activities and programs students in your area can utilize.
3. As students are finishing their lists, go around the room and ask those who would like to to share at least one thing from their lists with the class. Be sure to interject encouraging and motivating comments without judging or comparing different students' talents and dreams.
4. After sharing their lists, ask students to pick one item they do well, one item that they are most interested in, and one of their dreams for the future. Then explain that they will create a collage that reflects these talents and dreams and what it may take to achieve them. Instruct students that they may use the various available art supplies, magazines that may be cut up, and words or pictures they create, to produce an artistic rendering of their vision.



Connect with Kids

After the Bell

Title: Finding and Following Your Dreams Supplementary Lesson Plan Grades 3-5 *(cont.)*

For the Classroom

5. When everyone is done, allow students to view one another's work by having a "museum walk" whereby each project is displayed while students walk around the room looking at the collages as if in a museum. Be sure to allow some time for individual comments following the walk (perhaps reminding students of the power of positive feedback). Make sure to mount their artwork in the classroom following the activity.
6. The second part of the lesson is for students to imagine a time when they are much older and they have achieved the dreams and goals that they represented through their collages. Tell them that they are to write a thank you letter to either the after-school program director, mentor, coach, or other individual who helped them achieve these dreams. The letter should include details of how this person helped them explore and reach their goals thus making such a difference in their lives. Be sure to discuss the meaning of "mentor" and how these individuals help others.
7. As students write their letters, walk around the room offering individual help and remind everyone that they should be very specific about the help they received and how it made such a difference in allowing them to reach their goals. Give them plenty of time to work on the letters and to edit as needed.
8. Upon completion, be sure to allow those who would like to share what they have written to do so. If you trust that the group is confident enough, collect the letters and redistribute so that classmates may read aloud each others' letters.
9. Close the lesson by reviewing the various ways that different after-school programs, mentors, and coaches that the students wrote to helped them find and follow their dreams.

EVALUATION:

- Did each student list their skills, interests, and goals?
- Did each student participate in sharing something from their lists?
- Did each student create a collage reflective of their dreams and goals?
- Did each student complete a thank you letter detailing how they were helped?
- Did each student understand the importance of after-school programs or mentors in achieving their goals?



Connect with Kids

After the Bell

Title: Following Your Dreams: “I’ll Work on it After School”

Supplementary Lesson Plan Grades 6-12

For the
Classroom

PURPOSE:

Students explore possibilities for their own futures and identify how after-school programs can help them attain their goals.

OBJECTIVES

Students will...

- Assess their skills/talents
- Set goals for the future
- Plan a strategy to achieve goals
- Identify possible challenges
- Restructure strategy to achieve goals
- Complete a project

MATERIALS

- Pens, pencils
- “Inventory of Me” Worksheet
- Catalogues from after-school and community programs, and/or a list of after-school activities — including sports, arts, business, etc., Big Brother/Sister, Boy’s Club, Girl’s Club, programs at your own school, YM/WCA, Community Centers, Junior Achievement, etc. If possible, provide a list of relevant websites and access to that information online.

PROCEDURE:

1. Begin a discussion by asking students, *How many of you watch television reality shows such as ‘American Idol’, ‘The Great Race’, ‘Survivor’, or ‘Project Runway’? Why do people go on these television shows? How many times do you hear contestants say, “It’s been my dream to win this contest”? Is it a realistic dream for most contestants? Do you have similar dreams?*
2. Explain how students are going to work on identifying their dreams for the future. They will work in small groups to assess their skills, set some goals and plan a strategy to achieve their goals.
3. Break the class into pairs. Give each person a worksheet and have them begin by answering the questions in Part I for their partners. Remind them that they are not interviewing their partners, but rather providing their own ideas about their partner that might help them to see themselves differently. This way, they might receive some insight from another person’s point of view that either supports their own ideas or gives them new ones. Then they will complete the same inventory for themselves. This should take about 10 minutes.
4. After they complete Part I, they will work together to plan strategies in Part II. This should take about 10 minutes.
5. When done, discuss their findings. Ask, *How many of you considered and listed the training you will need to reach your goal? Where can you find this training or support?*
6. Prior to the lesson, have on hand a list of places that offer after-school programs. As evidence that these places do exist, present them with the catalogues from your school and community. Challenge each pair to find at least one program in one of the catalogues to help each person in the group reach their goal. Plan on this taking anywhere from 5 to 10 minutes.
7. As a final project, each person must complete one of the following options (and if time permits, allow those who would like to share their final projects to do so or display them and allow time for the class to take a “museum tour”):



Connect with Kids

After the Bell

Title: Following Your Dreams: “I’ll Work on it After School”

Supplementary Lesson Plan Grades 6-12 *(cont.)*

For the Classroom

OPTION A: Write a brief paper that outlines your goal for the future and how you will achieve that goal, paying close attention to the training you will need and where you will find programs TODAY to help you on your way.

OPTION B: Pretend you are older and successful at the goal you have selected, and you have been asked to give a speech to kids your age who want to follow in your footsteps. Write that speech, paying close attention to the training you will need and where you will find programs TODAY to help you on your way.

OPTION C: Using digital technology, find a picture of someone doing what you have set out for yourself as a goal, and then have someone take a picture of you. Put your face and/or body in place of the person in the picture, and then write how you got there paying close attention to the training you will need and where you will find programs TODAY to help you on your way. If digital technology is not available, this can be done as a cut and paste collage using pictures from magazines.

OPTION D: A project of your own design. Must be approved by teacher.

EVALUATION:

- Did students participate in the discussions?
- Did each student work with a partner to complete the worksheet?
- Did each student understand the importance of after-school programs in his/her goal-reaching strategy?
- Did each student complete one of the projects?



Connect with Kids

“Inventory of Me” Worksheet - Part 1:

YOUR NAME _____ YOUR PARTNER’S NAME _____

Directions: Answer each question. Your partner should complete the left side *without your help* so you may learn from their perspective, and then you complete the right side.

**For the
Classroom**

| Questions | Partner Responses | Your Responses |
|---|------------------------|------------------------|
| List at least three (3) things your partner does or you do very well. | 1. 2. 3. | 1. 2. 3. |
| Does your partner/do you like to do things with people or alone? Explain your answer. | | |
| Does your partner prefer to be inside or outside? Explain your answer. | | |
| Complete the following sentence: My partner likes/I like to: a. work with machines and build things; b. create or perform things; c. be in charge of projects and people; d. help or teach others; e. learn new things and solve big problems; f. deal with details and keep things orderly. You may choose more than one. Explain your answer. | | |
| Using your answers to the first four questions, list at least one dream or future goal for your partner/for yourself. This might include possible careers, endeavors, achievements, etc. | | |



Connect with Kids

“Inventory of Me” Worksheet - Part 2:

YOUR NAME _____

Directions: Select the best goal from #5. Then take turns helping each other answer the following questions designed to help you reach your goal:

For the
Classroom

| Questions | Responses |
|---|-----------|
| <p>State the goal as specifically as possible. In other words, if you want to design a video game, you could make it even more specific by saying, “I want to design high speed driving video games for teenagers to play on a PSP.”</p> | |
| <p>How will you measure this goal? This will help you know whether or not you are accomplishing your goal. Using the example in #1, you might make it measurable by stating, “My video game will be distributed by the Tough Guy Game Company.”</p> | |
| <p>How will you actively pursue this goal? List at least three things you will need to do to achieve this goal. This might include signing up for a class, joining a game club, or working at a store that sells games to learn more about them. It must include at least one IMMEDIATE goal, or one you can start as early as THIS AFTERNOON.</p> | |



Connect with Kids

“Inventory of Me” Worksheet - Part 2: *(cont.)*

**For the
Classroom**

| Questions | Responses |
|--|-----------|
| <p>What might keep you from achieving this goal? What or who might block your success?</p> | |
| <p>How will you deal with those ‘blockades’? Who can help you and how will you overcome these obstacles?</p> | |
| <p>Looking at your answers to the above information, is this a realistic goal? Explain your answers</p> | |
| <p>When do you expect to achieve this goal? How old do you think you will be when you make this goal come true?</p> | |



Connect with Kids

Discussion/Self-Reflection Questions for Supplementary Stories

For the
Classroom

Title: Homework Help

1. What is the name of the after-school program at University High School? Why do you think the program has that name?
2. How does this homework program differ from the more traditional approach? According to students, what is it about the program that makes such a big difference to them?
3. Many of the students in the video indicate that they feel safe to ask the questions they might not ask during regular class time. Why do you think they don't ask these questions during class? Do you sometimes have questions about what you are learning but choose not to ask them? What are some of the reasons you do not ask certain questions?
4. The video also indicates that there are a lot of schools in Newark with after-school programs such as this one. Have you ever taken advantage of one of these homework help programs? Why? Why not? If so, what did you gain from the experience?
5. Consider what you are presently doing after school. Do you think it might be of greater value to you as an individual and as a student to attend an after-school program that helps kids by working one-on-one with them? In what ways might this help you other than just academically?

Title: The Safe-Haven Effect

1. How did Rahmir Anderson feel about being approached by gang members while walking home from school? What did his mom do to prevent it from happening again?
2. Do you think something like what happened to Rahmir is common? What are some of the other dangers that can occur during the after school hours? Have these things ever happened to you?
3. What do the kids in the video say about the after-school programs they are in? Do they feel like these programs offer a "safe haven" from the risks that exist outside of the school? How?
4. What other advantages do these programs offer? Have you ever attended an after-school program? If not, why not? Do you think it's something to reconsider?
5. Some kids think school just isn't cool. Is that how you feel? Do you think it's possible that an after-school program might be different for you? Even if you're skeptical, do you think it might be worth a try? Do you think it might actually improve your regular school day as well?



Connect with Kids

Discussion/Self-Reflection Questions for Supplementary Stories *(cont.)*

**For the
Classroom**

Title: Mentor Relationships

1. Who is Jamaal Perry's mentor? Does Jamaal see his coach as more than someone who teaches him how to play football? Explain.
2. What is a mentor? What are some of the roles of the other mentors shown in the video? Why do you think they do what they do?
3. What are some of the ways that these mentors are helpful? Are they just helping kids accomplish things, or is it something more than that?
4. Where do all of the mentors in the videos work? Why do you think that's the case? Do you wish you had that kind of support in your life?
5. If you do have an adult mentor in your life, describe what they do for you. If you don't, what would you want from a mentor if you did have one? Where are some of the places you might find one? What's stopping you from looking?

Title: Safe Corridors Home

1. What are some of the dangers that the kids in the video face during their trip home from school?
2. If their parents are still at work, whom else can they turn to for help?
3. Are the after-school hours the scariest time of the day for you? What are some of the dangers you encounter when heading home? Which adults can you turn to whenever you feel threatened or intimidated? Do you? Why or why not?
4. Do you sometimes keep your fears to yourself even when there might be an adult who could help? If so, is it because it just doesn't feel right or good to talk or tell about certain things? Is it because you are embarrassed? As the counselor in the video strongly emphasizes, do you think that maybe this thinking is wrong? What are some of the consequences of keeping your fears inside and not talking about them?
5. Take a moment to consider all the different adults you could talk to about the scary things that can happen after school. Now, let's post these people on the board as we brainstorm all of the possibilities. Looking at the list, can you pick a few that you could trust to be helpful? Remember these people do want to help, but they can't always know that help is needed if you don't talk to them.



Connect with Kids

Discussion/Self-Reflection Questions for Supplementary Stories *(cont.)*

For the
Classroom

Title: The Over-Scheduling Myth

1. At the beginning of the video, several kids describe how they spend their free time. What sorts of things are many of them doing?
2. Do you agree that many kids are not overly involved with after school activities and that in fact the thinking that kids are over-scheduled is a myth?
3. What do you do after school? Are you often bored?
4. If you are participating in after-school programs, what are some of the benefits? If you aren't, is it because you think they are boring or not cool? Have you ever tried something new and found that your original negative expectations were wrong? Have you ever wondered what you might be missing if you hadn't tried it?
5. Consider for yourself, what are some of the after-school possibilities that you could imagine yourself participating in? What's really holding you back?

Title: After-School Pregnancy

1. Why did Juliann Crommelin choose to have sex for the first time after school?
2. How many New Jersey high school girls (out of ten) get pregnant each year? Are these pregnancies planned? When is a prime time that these girls take the risk of getting pregnant?
3. What other risky behaviors that may lead to lifelong consequences occur during these after school hours?
4. What are some of the regrets that the kids in the video say they have? Have you ever had an experience after school that you regret? Why do you think you did it anyway?
5. What are some of the positive results that might happen if every single student enrolled in an after-school program? Now, how might some of those positive results benefit you? Ask yourself, *what's really keeping me from joining an after-school program? Should I consider changing my point of view? Is positive change healthy?*



Connect with Kids

Discussion/Self-Reflection Questions for Supplementary Stories *(cont.)*

For the
Classroom

Title: Home Alone Need-to-Know

1. What kinds of feelings do the kids at the beginning of the video express that they have when they are home alone?
2. Have you ever felt scared while home alone? Why did you feel this way?
3. Let's brainstorm as many of the real dangers that exist when kids are home alone that we can think of, and then post them on the board. Now, let's look at each one and consider how kids could best handle these various situations if they did occur. Do you think it's a good idea to talk to your parents about having a plan for every possible scary situation?
4. What's another way of avoiding the scary things that might happen while home alone after school? Why do you think the kids in the video feel so safe while participating in their school's after-school program?
5. If you haven't joined such a program, what is keeping you from doing so? Do you think it might be worth overcoming the obstacles and facing the fears that may be keeping you from joining an after-school program? How can you take those first steps that might lead to something very valuable in your life?

Title: Staying Fit

1. What kinds of things do the kids at the beginning of the video say they do after school? Did some of what they expressed sound familiar? What do you do right after school?
2. Why is exercise so important? Is it just beneficial to your physical health? What are the other benefits?
3. Many of you may already be involved in a sport such as basketball, football, dance, or soccer, or maybe some of you are not involved in these activities but would like to be. What is holding you back? Do you know of some sports programs that are available to you, but you're worried that you might not fit in or be "good enough?" Are there ways of exercising that are not competitive, but are more suited for individuals simply trying to achieve their "personal best"?
4. Even though you may see the benefits, is exercise something that you really would rather avoid? If so, does it help to consider the small steps that you could take to get you closer to having a healthier body and mind? How could an after-school program help you in doing this?
5. If you do not choose to find a way of exercising regularly, what are some of the negative consequences of such a choice? Are those consequences worse than confronting the roadblocks that are standing in your way right now? Do you think being with others in an after-school program who are also just starting to exercise might help you?



Connect with Kids

Discussion/Self-Reflection Questions for Supplementary Stories *(cont.)*

**For the
Classroom**

Title: Weekend Programs

1. What is the primary focus of the “Saturday Academy” at the Miller Street Academy School in Newark?
2. Do you think that such a focus on academics on the weekend is unusual? Do you think it’s valuable?
3. In what areas other than academics might the kids in this video be positively affected by attending the “Saturday Academy”? What would you want to focus on in an after school program (i.e. academics, sports, music)? What are your interests?
4. How do you spend your Saturdays? Do you ever feel like you have nothing to do? Is that really true?
5. If you knew of a Saturday program near you that could help you with your schoolwork or other interests, would you take advantage of it? Why? Why not? Do you think you might be missing out on an opportunity to improve your life by not attending such a program?

Title: Thinking About the Future

1. What is “The Law Academy,” and what is the purpose of a mock trial?
2. In what ways might an after-school program such as “The Law Academy” cause students to “see into the future” as suggested in the video?
3. What are your thoughts about your future? Have you considered what kind of career you may want to pursue? What ideas do you have about career choices?
4. Everyone has times when they doubt themselves. When you think about what you may want to do with your life, do you sometimes feel unsure of your ability to do what you may want to do? Do you think having a chance to explore your possible aspirations in an after-school program might help with those feelings? How?
5. At the closing of the video, Ricardo Astacio states, “I saw what law was about. Instead of what I read or see on TV... I actually got to be there. I got to experience it.” How is actual experience different than reading or watching a TV show? What kinds of experiences have you had that may impact your future choices? Have they been positive? If not, how can you change that?



Connect with Kids

Discussion/Self-Reflection Questions for Supplementary Stories *(cont.)*

**For the
Classroom**

Title: Lack of Interest

1. The video opens with the question, “Why not join an after-school program?” Well, what do you think, why not? Is being at home more fun? Are you someone who believes that the programs are boring or stupid?
2. What do the kids in the video say about being home after school? Do you watch TV when you go home? Are you sometimes just killing time on the computer? Are you ever scared or bored?
3. The narrator states, “according to a recent national poll, forty percent of students who don’t attend after-school programs say they don’t believe there are any programs that match their interests.” Is that how you feel? How do the kids in the video respond to this thinking? Do you think it might be worth your reconsidering?
4. The video also points out that some kids just don’t consider after-school programs to be cool. Are you one of those kids? Is it possible that you’re wrong? Do you think it’s worth your experiencing before you decide that these programs are boring?
5. Some kids think that there just isn’t anything available that they would be interested in. What does the after-school director in the video say at the end? Do you think that the way you spend your time after school is really up to you? Do you think that part of maturing is realizing that you are the one who really makes your dreams come true? What are your dreams? After seeing this video, do you think that after-school programs can help you find your passions, your dreams, your gifts, and ultimately your future?

For more information



Connect with Kids

on *Connect with Kids* or *After The Bell*,
please call (888) 598-KIDS (5437) or
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as·pi·ra·tion (ās'pə-rā'shən)

A strong desire for high achievement.



After The Bell

Studies have shown that the hours of greatest risk for children are between 3:00 and 6:00 in the afternoon. Teen crime, drug and alcohol use, sex, and teen pregnancy – all of these get worse when kids are let out of school with no place to go. What can parents do? How can they find good alternatives? What can schools do to reduce these risks? And how can after-school programs help foster aspirations?

This special program was produced by the highly skilled television and education team at CWK Network, Inc.

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