

# Richmond County Children of Hope



## RESOURCE GUIDE



Connect with Kids

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



# Character Traits

All Connect with Kids programs address these 26 character traits:

- |                   |                 |
|-------------------|-----------------|
| Caring/Compassion | Citizenship     |
| Civility          | Conviction      |
| Cooperation       | Courage         |
| Courtesy          | Diligence       |
| Freedom           | Generosity      |
| Helpfulness       | Honesty         |
| Honor             | Integrity       |
| Justice/Fairness  | Kindness        |
| Loyalty           | Patience        |
| Peace             | Perseverance    |
| Respect           | Responsibility  |
| Self-Control      | Togetherness    |
| Tolerance         | Trustworthiness |



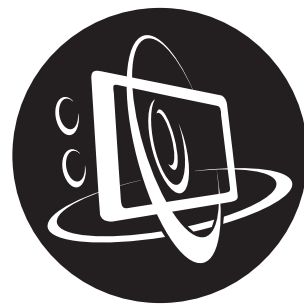
Connect with Kids

# Richmond County Children of Hope

Gangs. Drugs. Crime. Dropping out. While there are many circumstances that ensure failure in a child's life, but one way is certain: remove all hope. This program explores how can parents and educators help to protect optimism and our children's view of their future, and help foster the presence of hope.

**This resource guide is designed to accompany the video entitled "Richmond County Children of Hope." 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



## Connect with Kids



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# Children of Hope

## Fact Sheet

### WHAT WE KNOW

Data gathered by the Richmond County School System during the 2006-07 school year reveals the following information:

- The student population totaled 32,368.
- 12.7 percent of students missed more than 15 days of school.
- Only 66.3 percent graduated from high school in four years.
- 6.4 percent of the total student population dropped out.

Statistics show that nationwide in the past 12 months:

- 35.9% of students participated in a physical fight
- 18.5% of students carried a weapon to school
- 6% of students did not go to school because they feel unsafe or threatened
- 16.9% of students have seriously considered suicide
- 13% of students have made a suicide plan, and 8% have attempted suicide
- **28.5% of students feel sad or hopeless almost every day**

Violence, depression and hopelessness are all intermingled for children in today's society. Helping them develop a sense of hopefulness is the way to build effective coping strategies for their health, well-being and their future.

### WHAT WE CAN DO

Experts agree that in order for a child to become hopeful, to avoid risky behaviors and violence toward themselves and others, and to pull themselves out of depression, several factors must be developed. Children need a sense of:

- **Skill and Accomplishment** – They need to know what they do well and how to celebrate and improve their skills.

- **Being Needed** – They must feel a part of a positive, loving, accepting social group, found in their families, schools and communities.
- **Community** – They need to belong and contribute to their communities.
- **Control** – They must be able to say, "I am in charge of my future. I know how to ask for help to get there and where to find training and education. I will work hard to reach my goals."

When we teach children to build relationships with family, friends, teachers, co-workers and other community members, we help them understand how they fit in. When they give back to a community, they become an integral part of it and learn how to help it grow. By building these social relationships, children learn their own value, and in so doing, the seeds of hope are planted.

### RESOURCES

*Administration for Children and Families,*  
<http://www.acf.hhs.gov/>

*Gang Free Schools Initiative,*  
*National Youth Gang Center,*  
[www.iir.com/nygc](http://www.iir.com/nygc)

*Higher M-pact,*  
[www.higherpact.org](http://www.higherpact.org)

*National Child Traumatic Stress Network,*  
<http://www.nctsnetwork.org>

*National Clearing House on Families and Youth,*  
[www.ncfy.com](http://www.ncfy.com)

*National Youth Risk Behavior Survey: 1991-2005,*  
*Centers for Disease Control and Prevention,*  
[www.cdc.gov](http://www.cdc.gov)

*Youth Violence Prevention,*  
*Centers for Disease Control and Prevention,*  
[www.cdc.gov](http://www.cdc.gov)



Connect with Kids

# Children of Hope

## Parent Tip Sheet

### WHAT YOU NEED TO KNOW

Studies indicate that children who seem to have lost hope:

- Live in a state of high emotional distress
- Live in families that exhibit violent and/or very conflict-oriented behaviors
- Have low parental involvement
- Are poorly monitored by parents and/or caregivers
- Are not involved in activities such as sports, arts, social and/or service organizations, etc.
- Do not participate in school activities and do poorly in academic areas
- Have little or nothing to do with their communities
- Live in socially dysfunctional and/or violent neighborhoods

### WHAT YOU CAN DO

There are many things parents can do to help their children develop a sense of hope and learn how to dream and to set goals. A hopeful child possesses coping strategies to deal with obstacles on a daily basis and can find people to help them and ways to achieve their goals.

Experts suggest the following:

- **Be consistently present** and set a dependable pleasant routine during at least one time of the day, such as the morning hours before school or later in the evening at bedtime.
- **Eat dinner together** as a family as often as possible. This is the time when most conversations happen and a sense of belonging is reinforced.
- **Set realistic expectations** about academics. The importance of education must be not only stated, but also supported by regular parental involvement in school activities, homework, conferences and general interest. Applaud effort as well as achievement.

- **Help your child develop life-time skills.** What does he or she do well? What ways can you find for him/her to practice and learn more? Help him/her find the skills that will help in a career, as well as skills that provide for recreation and relaxation to develop a healthy lifestyle.
- **Participate regularly in social activities.** Modeling proper behavior with a group of people and demonstrating the importance of finding a group of friends in the community will serve well.
- **Find opportunities for community service.** Doing something for others builds confidence, self-worth and a sense of belonging. People who build something for others learn to preserve, not destroy.
- **Talk about the future** and how they see themselves in the days, weeks, months and years to come.

### RESOURCES

Administration for Children and Families,  
[www.acf.gov](http://www.acf.gov)

*Gang Free Schools Initiative,*  
*National Youth Gang Center,*  
[www.iir.com/nygc](http://www.iir.com/nygc)

*Higher M-pact,*  
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Connect with Kids

## For the Classroom

# Children of Hope

## Title: Hope United

### Grade Level: 3-5

#### PROJECT AND PURPOSE

Students will create a class "chain of hopes" for tomorrow, the end of the week, the end of the school year and beyond, in addition to creating a plan on how to accomplish these hopes.

#### OBJECTIVES

Students will...

- List hopes for tomorrow, the end of the week, the end of the school year and for their future
- Determine what they need to do to make these hopes come true
- Establish a plan for each hope
- Link their hopes together as a class

#### MATERIALS

- Lined paper
- Colored paper in five different colors cut in strips to create links.  
(Suggested size: 2" X 11")
- Pens, pencils, markers, crayons
- Glue or glue sticks

#### PROCEDURE

1. Ask the children to define "hope." Ask, *What did you hope for when you were little? What do you hope for now? How are your hopes the same? Different?*
2. Explain how hope is important and that it is that active pursuit of those things you hope for that makes them come true. One of the first steps is putting that hope into words. Ask students to take out a piece of paper and number down the left side 1-4, skipping several lines between each number. After #1, they are to write a hope for tomorrow, such as "I hope we have pancakes for breakfast" or "I hope my grandmother comes to visit" (a very short term hope). #2 will be their hope for the end of the week. Do they want to do well on Friday's spelling quiz? Do they hope to see a new movie that opens? Do they hope to go skateboarding? Line #3 will be a hope for the end of the school year, such as "I hope I get straight A's," or "I hope I make it to the last day of school without detention." Hope #4 is the super long-term hope for the future. This might be something like, "I hope to become an astronaut," or "I hope I can walk without my wheelchair."
3. Give each child four strips of paper, one each of four of the colors, saving the strips in the fifth color for end of the project. Tell them that they are to write one of their hopes on one side of one color, their second on the next strip, and so on. They may decorate them any way they like.
4. When they finish, ask them to think about a plan of action for each of their hopes. What can they do to make that hope come true? Do they need to ask somebody to help them? Do they need to study extra hard? Do they need to get a job? Do they need to raise some money? Do they need to go to college?
5. Leaving about 1/2" of space on either end of the strip, have them turn over each "Hope" strip and write one thing they can do to make that hope come true.
6. When they have finished, ask them to make a chain of their four paper strips by making a circle with one strip, then interlocking each of the next three and gluing the edges together.
7. Using the strips in the fifth color, have the class connect their links to make a class chain of hope.



Connect with Kids

# Children of Hope

## Title: Hope United

### Lesson Plan Grades 3-5 *(cont.)*

## For the Classroom

8. Ask, *What do you see? How long is our chain? If everyone in the class has four hopes, how many hopes are in our chain? Now that we are all linked, how can we help each other reach our hopes?*
9. Display your chain of links in the classroom or somewhere special in the school.

#### EVALUATION

- Did students participate in the discussion?
- Could each student define "hope" and state his/her four hopes?
- Did each student participate in the activity?
- Could each student plan at least one step to help him/her accomplish each hope?



Connect with Kids

# Children of Hope

## Title: A-Maze Yourself

Grade Level: 6-8

For the  
Classroom

### PROJECT AND PURPOSE

Students will create a maze that represents what they must do and what they must overcome to accomplish their hopes.

### OBJECTIVES

Students will...

- Define hope as an active process
- Identify obstacles they must overcome to achieve one of their greatest hopes
- Create a plan for things they must do to achieve their hopes
- Create a maze that is a metaphor for pursuing their hopes

### MATERIALS

- Board/overhead projector
- Paper
- Examples of mazes (can be downloaded from websites such as [www.clickmazes.com](http://www.clickmazes.com), [www.mazes.org](http://www.mazes.org), [www.abcteach.com](http://www.abcteach.com), [www.puzzlemaker.school.discovery.com](http://www.puzzlemaker.school.discovery.com) )
- Pencils, pens, markers

### PROCEDURE

1. Ask the class to define hope, as stated in the documentary. Ask any of the following questions: *How did each of the people in the documentary actively pursue their hope? Did they do it alone? Do you think it was scary some of the time? Why or why not? Do you think it was easy or hard? Why?*
2. Ask the class about their hopes. What do they hope will happen today? Tomorrow? By the end of the week? By the end of the school year? Ten years from now? Collect and record their responses in columns on the board/overhead projector.
3. Ask them what they know about how to make that hope a reality. They should list steps they would need to take, people they would need to ask for help, the education they will need, etc.

4. Ask students to think about the obstacles in their lives they must overcome to achieve their hopes. What or whose assistance will they need in order to do this?
5. Now ask if they have ever completed a maze and distribute several copies for them to try. The samples should vary in levels of difficulty.
6. When they have tried one or two, ask the class: *How is a completing a maze like actively pursuing your hope? How are the walls in the maze that stop your pencil's progress like obstacles in your life? What things in your life might be an obstacle standing in the way of your reaching your hope? How are some of the open roads in the maze like the steps you need to successfully complete to reach your hope? What are some of the real steps you need to complete to reach your hope?*
7. Explain: *Each of you will create an original maze, and label the start with your name and today's date. Think very carefully about one of your greatest hopes for the future and write that at the end of the maze. Label the dead end walls with things in your life that might be an obstacle to reaching your hope. Label the open paths with some of the steps you need to complete to reach your hope.*
8. Give students enough time to complete the assignment, possibly at home. Allow them to decorate their mazes.
9. Mount the class projects on a bulletin board that proclaims how your students have hopes that will A-MAZE the world.

### EVALUATION

- Did students participate in the discussion?
- Could each student identify one of their hopes and plan the steps toward achieving it?
- Was each student able to complete a maze?
- Did students create original mazes and label them correctly?



Connect with Kids

# Children of Hope

**Title: Dare to Hope**

**Grade Level: 9-12**

## PROJECT AND PURPOSE

Students will generate a list of hopes for their immediate and long-term future and write a 10-step plan of action to pursue one of their biggest hopes.

## OBJECTIVES

Students will...

- Define hope as an active process
- Create an unlimited list of 50 things they hope for
- Select at least one hope and write a 10-step plan for making that hope a reality.

## MATERIALS

- Black/white board
- Paper
- Pens or pencils

## PROCEDURE

1. Ask the class to define hope, as stated in the documentary. Ask any of the following questions: *How did each of the people in the documentary actively pursue his/her hope? Did anyone of them do it alone? Do you think it was scary some of the time? Why or why not? Do you think it was easy or hard? Why?*
2. Ask them if they have ever hoped for something when they were little kids and have them share their memories of how they expressed their hopes. *Do you hope for things the same way now? Why or why not? What if you were given the opportunity to hope for ANYTHING at all? Could you do it? Would you dare to hope? Why or why not?*
3. Announce: *Today is 'Dare to Hope Day' and everyone is going to make a hope list of 50 — yes, 50 — things they hope will happen. These can be as small as "I hope we have ice cream for dessert tonight" and as big as "I hope I will be the first person to walk on Mars." Your*

- hopes should range from immediate gratification ("I hope there's no homework in this class tonight") to something that might take years to happen ("I hope I am the coach of a professional basketball team"), or might even be something you think is impossible ("I hope I own the world's supply of gold"). You may work alone or join with two or three people at the most and help each other come up with a list of 50 hopes. The wording of your hopes must be school appropriate and you should feel comfortable sharing anything on your list with the people in your group. You have 15 minutes — start listing!*
4. After 15 minutes, have the class share some of their hopes and compare and contrast them. Ask, *Do you recognize any themes or categories for these hopes? Has anybody hoped for something truly impossible? Explain your reasoning.*
  5. Now comes the hard part. In order for a hope to come true, a person must actively pursue it. Select one of the hopes from your list that you really want to happen for you in the future and write a 10-step plan to achieve it. You should consider answering the following questions: *What can you do today to work toward making it happen? What can you do this weekend? What do you need to learn to make it happen? Where can you learn what you need to know? Where can you get the experience you will need? Who will you need to work with? What obstacles will you need to overcome? Is this something you want enough to really put the time and effort into achieving it? What will you gain by reaching this hope?*
  6. Have them submit their 10-step plan as a formal writing assignment.

For the  
Classroom



Connect with Kids

# Children of Hope

**Title: Dare to Hope**

**Grade Level: 9-12** *(cont.)*

**For the  
Classroom**

## **EVALUATION**

- Did each student participate in the discussion?
- Could each student define hope as an active process?
- Did each student complete the 50 Hopes list?
- Did each student complete the written assignment?



Connect with Kids

# Children of Hope

## Discussion Questions

### Open

1. What do gang violence, suicidal depression and dropping out of school have in common?
2. Why is there “no hope in the hood”?
3. The documentary poses the question, “How do you convince kids their future isn’t what they see outside the front door?” How would you do just that for others and for yourself?

### Part I

1. Describe David Lockett’s school experiences starting with his first attempt at completing ninth grade. Have you ever felt about school the way he did? Why or why not? Has anything changed?
2. How did Ms. Highfill give David a sense of belonging?
3. How did that change his attitude and behavior in school? How did this connecting give him hope for the future?
4. How do you connect to school? What would help you to connect even better to school?
5. What are your hopes and dreams for the future?

### Part II

1. Why did Alexandra Reyes try to kill herself?
2. Why do you think some kids of divorce are seriously depressed while others seem to handle it in stride?
3. What are some of the warning signs of suicide?
4. How can you help someone who shows these signs?
5. What are the ingredients to Alex’s hope? How did her mom help? What was the most important thing for her success? Why?

### Part III

1. Describe George Kolonias’ neighborhood and then describe how his neighborhood could create an atmosphere of hopelessness. Do you think he was destined to go through all he did because of his neighborhood? How did he pull himself out of his problems?
2. Would anyone in George’s neighborhood be able to pull him or herself out of the same situation? Why or why not?
3. What helped George find hope for a future?
4. How does MPACT empower kids to believe they can have a future? Why is it successful? What opportunities like this exist in your community? Do you need something like this? Why or why not?
5. How do you measure hope and/or hopelessness? Where do you stand on your own scale?



Connect with Kids

# Children of Hope

## Discussion Questions *(cont.)*

For the  
Classroom

### Close

1. The documentary clearly states that living in a violent neighborhood, having divorced parents or falling behind in school can cause hopelessness. It then states ways parents can help their children find hope. What are those ways?
2. What does it mean to 'fight for hope'?
3. Who in addition to parents helps kids in your community fight for hope? In what ways?
4. What are ways you can help yourself find hope? What are some ways you can help others find hope?
5. What is your dream, your goal and/or your purpose? If you don't have any of them, who can you talk to for help to develop one or all three?

## For more information



**Connect with Kids**

on Connect with Kids or *Richmond County Children of Hope*, please call (888) 598-KIDS (5437) or email to [sales@cwknetwork.com](mailto:sales@cwknetwork.com)

# Hope (hōp)

The desire of some good, accompanied with a belief that a positive outcome is possible, even when there is some evidence to the contrary.



## Richmond County Children of Hope

Gangs. Drugs. Crime. Dropping out. While there are many circumstances that ensure failure in a child's life, but one way is certain: remove all hope. This program explores how can parents and educators help to protect optimism and our children's view of their future, and help foster the presence of hope.

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

**CWK**Network  
Connect with kids.

Phone 1.888.598.KIDS  
[www.connectwithkids.com/RCBOE](http://www.connectwithkids.com/RCBOE)

