

CURRICULUM



VOICE IN THE MUSIC

A JOURNEY UNHEARD

An outlet to address the needs of our youth!



B-YOURSELF ORGANIZATION
GRADES 6-12





VOICE IN THE MUSIC PROGRAM

GRADES 6-12

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Attendance

- 1. Be on time and remain for the entire session.
a. If you are not present by 3:10, do not enter the classroom
b. Leaving early will be considered an absence
2. If you miss class, it is your responsibility to obtain course work from instructors or other students.
3. Student participation is critical to your success in the program therefore every student must actively contribute to discussions and activities.
4. Students may be dropped from the program after 3 unexcused absences.

Ground Rules

- 1. Come fully prepared with any necessary course material Including your B-You journal, pen, pencil, and a positive attitude.
2. Show respect to others including staff
3. No texting or phone use while the course is in session. This is Only allowed during breaks.
4. No use of profanity
5. No sagging
6. No sitting on desks
7. No outsiders allowed

I _____ (Print Name), agree to all the conditions listed above and understand that excessive disregard of these conditions will result in my dismissal from the project.

Participant Signature

BY/VOY Staff Signature

Date

Date

OVERVIEW



What is Voice In The Music program?

A program designed to encourage, empower and inspire youth to discover their journey in life, school and themselves.

How Voice In The Music Works

- We offer an engaging, multifaceted 10 week unit course that we refer to as MEM: Mentorship, Education and Music.
- The program is designed to function once a week 3 hours a day.
- Each unit will operate 1 hour per week.
- Through mentorship our students learn to identify their journey
- The education component helps them to document their journey.
- The music component allows them to express their journey through a powerful song written and recorded by them!

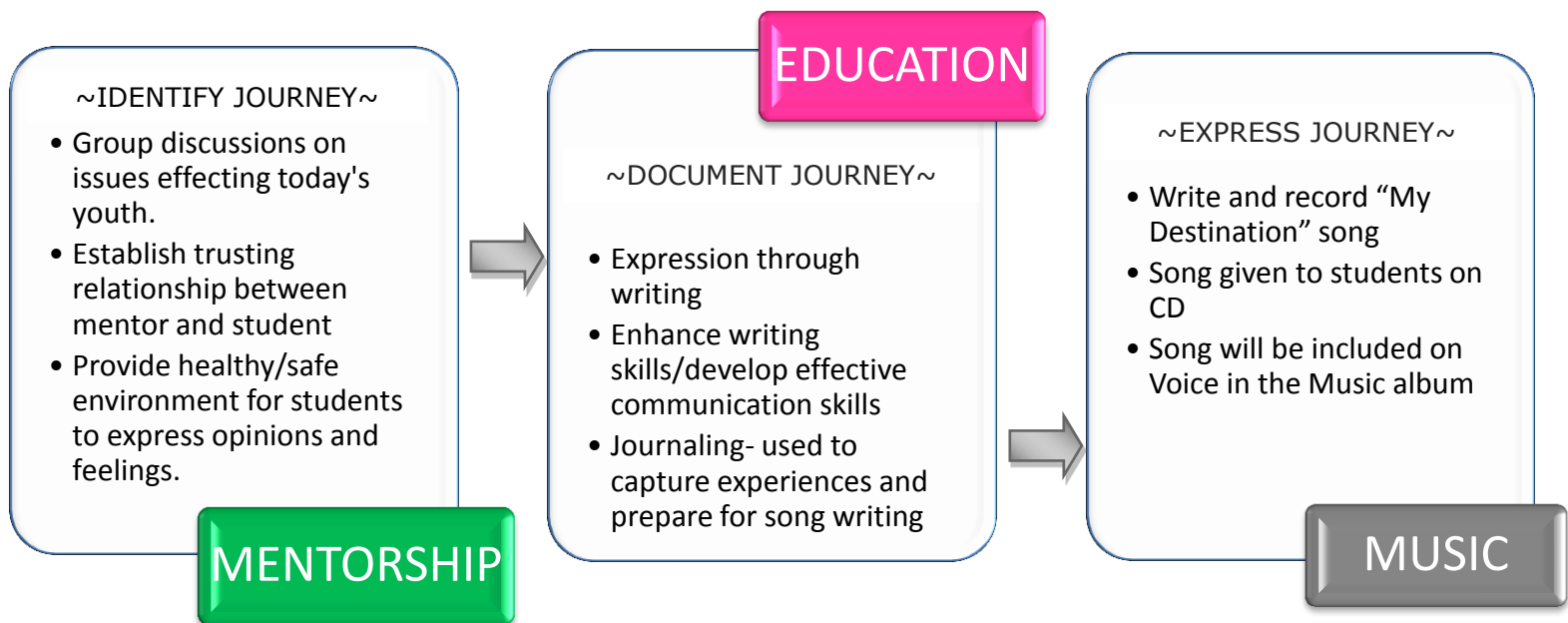
Purpose

- To provide creative outlets for the youth so they can project positive messages and impact their generation.
- To help shape the minds of our youth in such a way that they are equipped to be productive and influential leaders within their community.

Goal

Youth will:

- learn how to communicate more effectively.
- understand and value the significance of staying focused, setting attainable goals and following their own journey.
- have a better understanding of themselves.



OVERVIEW



Music is very impacting and has the potential to affect our youth in a negative or a positive way. A lot of our youth feel like no one listens to them or they are misunderstood. As an organization we will be traveling to several cities to capture the youths' journey and ultimately will create a "Voice in the Music" album. The album will be for sell and proceeds will go towards our scholarship fund to help further their education. This is their opportunity to use one of the most powerful forms of expression as a

platform to have their story and their journey heard.

M.E.M

*M*ENTORSHIP

The purpose of this component is to promote healthy personal development. We use various discussion forums and activities to tackle such topics as personal goal development, anger management, and building/maintaining healthy relationships. A key element to our mentorship program is ensuring that we check in with our students 2-3 times a week outside of the weekly after school program.

*E*DUCTION

We offer a very unique and creative outlet to address the educational needs of our youth. Through our online teen magazine, the students get the opportunity to learn, discuss, and write about various educational topics including college planning/success, bullying, teen drug abuse, teen violence, etc. The youth will have the opportunity to provide valuable input when it comes to the material covered in each issue of the magazine. They will also be able to showcase their writing skills by submitting articles to be published in the magazine. This is a fun and engaging approach to the educational piece of the program. B-You magazine encompasses ALL aspects of teen life and we keep the youth engaged in such a way that they are equally entertained, inspired and educated!

*M*USIC

The main goal of this program is to use music as an outlet for youth to have their voices heard in a positive and creative manner. Through the music program the youth will be able to record/write songs and learn the intricacies of the music business. Because music is such a powerful force in the world we also want to help our youth understand the impact it can have, both positive and negative, on their lives and the lives of their peers. We accomplish this through group discussions, various activities and bringing in recording artist as guest speakers.

WHO AM I?



WEEK 1

3:00-3:50

TEACHING STRATEGY PROCEDURES:	DESCRIPTION:	TIMELINE:
INTRO	<ul style="list-style-type: none"> Explain activity and lesson plan 	5 MIN
STUDENT LEARNING ACTIVITY	Students will identify who is in the classroom and learn the names of their peers by partnering up side by side and facilitator asking series of questions. Students will learn the difference between short and long term goals connecting to the success of the program.	35 MIN
GOALS	Students to interact with unfamiliar peers and structure their own short term and long term goals that are attainable.	
OBJECTIVES	<ul style="list-style-type: none"> Students will engage in positive peer interaction Students will identify individual short and long term goals 	
MATERIALS	<ul style="list-style-type: none"> Handouts Pens 	
CONCLUSION	<ul style="list-style-type: none"> Writing down individual goals Group discussion on how to obtain goals 	10 MIN
TEACHER EVALUATIONS	<ul style="list-style-type: none"> ✓ Could students differentiate between long and short term goals ✓ Did students work well with peers they were not familiar with 	

5 MIN BREAK

WHO AM I?



WEEK 1

3:55-4:45

TEACHING STRATEGY PROCEDURES:	DESCRIPTION:	TIMELINE:
INTRO	<ul style="list-style-type: none"> Explain activity and lesson plan 	5 MIN
STUDENT LEARNING ACTIVITY	Students will be paired in groups of three. Each group will compete by guessing the successful person on the index card. Students cannot use words or phrases listed on the card.	35 MIN
GOALS	To have students engage in conversation about famous people who graduated from college and became successful.	
OBJECTIVES	<ul style="list-style-type: none"> Students will work together as a team Students will utilize their social skills Students will compete 	
MATERIALS	<ul style="list-style-type: none"> Handouts Pens Index cards 	
CONCLUSION	<ul style="list-style-type: none"> Group discussion Distribute B-You journals 	10 MIN
TEACHER EVALUATIONS	<ul style="list-style-type: none"> ✓ Did students work well together ✓ Did students compete fairly ✓ Did students engage in conversation about college 	

10 MIN SNACK

WHO AM I?



WEEK 1

4:55-5:45

TEACHING STRATEGY PROCEDURES:	DESCRIPTION:	TIMELINE:
INTRO	<ul style="list-style-type: none"> Explain activity and lesson plan 	5 MIN
STUDENT LEARNING ACTIVITY	Students use a questionnaire form to interact with peers by revealing their interest in music. Students will watch music videos completed by staff and other teens.	35 MIN
GOALS	By filling out the questionnaire form, students will learn more about their peers. By presenting their questionnaire students will increase their social skills	
OBJECTIVES	<ul style="list-style-type: none"> Students will compare visual concepts Students will interact Students will critique Students will engage in public speaking 	
MATERIALS	<ul style="list-style-type: none"> Handouts Pens Video's 	
CONCLUSION	<ul style="list-style-type: none"> Discussion Brief summary of what they've learned 	10 MIN
TEACHER EVALUATIONS	<ul style="list-style-type: none"> ✓ Did students interact with others? ✓ What was the challenge for this lesson? ✓ Did students improve critique methods? 	

CLEAN UP

I JUST WANT TO BE SUCCESSFUL



WEEK 2

3:00-3:50

TEACHING STRATEGY PROCEDURES:	DESCRIPTION:	TIMELINE:
INTRO	<ul style="list-style-type: none"> Explain activity and lesson plan 	5 MIN
STUDENT LEARNING ACTIVITY	Students will receive a form listing the 8 key components to success. Students will discuss and analyze the different success patterns. Students will break into groups and recite the 8 key components to their partners.	35 MIN
GOALS	By reciting the 8 key components, students will be able to develop different strategies to success. Students will be able to apply these strategies to their daily lives.	
OBJECTIVES	<ul style="list-style-type: none"> Students will engage in positive peer interaction Students will analyze Students will recite 	
MATERIALS	<ul style="list-style-type: none"> Handouts Pens 	
CONCLUSION	<ul style="list-style-type: none"> Group discussion 	10 MIN
TEACHER EVALUATIONS	<ul style="list-style-type: none"> ✓ Were students able to interact? ✓ Were students able to understand the different success patterns? 	

5 MIN BREAK

I JUST WANT TO BE SUCCESSFUL



WEEK 2

3:55-4:45

TEACHING STRATEGY PROCEDURES:	DESCRIPTION:	TIMELINE:
INTRO	<ul style="list-style-type: none"> Explain activity and lesson plan Explain the purpose of B-You journals 	5 MIN
STUDENT LEARNING ACTIVITY	Using their B-You Journals, students will write down their success plan to graduate and obtain good grades. Students will present their success plan.	35 MIN
GOALS	By writing in their B- You journals students will create a success map. The success map will be a guide for students to evaluate their progress and make appropriate changes.	
OBJECTIVES	<ul style="list-style-type: none"> Students will utilize their social skills Students will interact Students will evaluate Students will brainstorm 	
MATERIALS	<ul style="list-style-type: none"> B-You journals Pens 	
CONCLUSION	<ul style="list-style-type: none"> Group discussion 	10 MIN
TEACHER EVALUATIONS	<ul style="list-style-type: none"> ✓ Did students work well together? ✓ Were students able to complete their success map? 	

10 MIN SNACK

I JUST WANT TO BE SUCCESSFUL



WEEK 2

4:55-5:45

TEACHING STRATEGY PROCEDURES:	DESCRIPTION:	TIMELINE:
INTRO	<ul style="list-style-type: none"> Explain activity and lesson plan 	5 MIN
STUDENT LEARNING ACTIVITY	Students will fill out a Music Trivia handout. Students will receive a handout on different types of music labels. Students will discuss the different labels.	35 MIN
GOALS	Students will have a better understanding of the different music companies. They will expand their views on what it means to be successful in the music industry.	
OBJECTIVES	<ul style="list-style-type: none"> Students will interact Students will critique Students will engage in public speaking 	
MATERIALS	<ul style="list-style-type: none"> Handouts Pens 	
CONCLUSION	<ul style="list-style-type: none"> Group Discussion 	10 MIN
TEACHER EVALUATIONS	<ul style="list-style-type: none"> ✓ Did students interact with others? ✓ What was the challenge for this lesson? ✓ Did students understand the different music labels? 	

CLEAN UP

I JUST WANT TO BE SUCCESSFUL PT. 2



WEEK 3

3:00-3:50

TEACHING STRATEGY PROCEDURES:	DESCRIPTION:	TIMELINE:
INTRO	<ul style="list-style-type: none"> Explain activity and lesson plan 	5 MIN
STUDENT LEARNING ACTIVITY	Students will present the 8 key components to success. They will also discuss what they learned during their interview process with another individual.	35 MIN
GOALS	By presenting the 8 week components students will be able to retain the information and apply it to their daily life.	
OBJECTIVES	<ul style="list-style-type: none"> Students will present Students will interact Students will critique Students will engage in public speaking 	
MATERIALS	<ul style="list-style-type: none"> Handouts Pens 	
CONCLUSION	<ul style="list-style-type: none"> Group discussion 	10 MIN
TEACHER EVALUATIONS	<ul style="list-style-type: none"> ✓ Were students able to memorize? ✓ Were students able to conduct successful interviews? 	

5 MIN BREAK

I JUST WANT TO BE SUCCESSFUL PT. 2



WEEK 3

3:55-4:45

TEACHING STRATEGY PROCEDURES:	DESCRIPTION:	TIMELINE:
INTRO	<ul style="list-style-type: none"> Explain activity and lesson plan 	5 MIN
STUDENT LEARNING ACTIVITY	Using their B-You journal, students will list individual preferences for college.	35 MIN
GOALS	By listing their preferences, students can get a better idea of what programs fit their interest.	
OBJECTIVES	<ul style="list-style-type: none"> Students will research colleges Students will write in B-You journals Students will organize information Students will brainstorm 	
MATERIALS	<ul style="list-style-type: none"> B-You Journals Pens Computers 	
CONCLUSION	<ul style="list-style-type: none"> Group discussion Assignment: College research 	10 MIN
TEACHER EVALUATIONS	<ul style="list-style-type: none"> ✓ Did students identify their college preferences ✓ Did students organize helpful information for college choices 	

10 MIN SNACK

I JUST WANT TO BE SUCCESSFUL PT. 2



WEEK 3

4:55-5:45

TEACHING STRATEGY PROCEDURES:	DESCRIPTION:	TIMELINE:
INTRO	<ul style="list-style-type: none"> Explain activity and lesson plan 	5 MIN
STUDENT LEARNING ACTIVITY	Students will receive a handout listing various song formats. Students will listen to different genres of songs to determine song format.	35 MIN
GOALS	By listening to the songs, students will be able to understand song structure. They will also be able to write their own song.	
OBJECTIVES	<ul style="list-style-type: none"> Students will evaluate song lyrics Students will recite songs 	
MATERIALS	<ul style="list-style-type: none"> Handouts Pens Music equipment 	
CONCLUSION	<ul style="list-style-type: none"> Discussion Brief summary of what they've learned 	10 MIN
TEACHER EVALUATIONS	<ul style="list-style-type: none"> ✓ Did students understand the different song formats 	

CLEAN UP

I AM NOT MY PAST, I AM MY FUTURE



WEEK 4

3:00-3:50

TEACHING STRATEGY PROCEDURES:	DESCRIPTION:	TIMELINE:
INTRO	<ul style="list-style-type: none"> Explain activity and lesson plan 	5 MIN
STUDENT LEARNING ACTIVITY	<p>Students will receive a handout containing information about coping with past and present mistakes. Students will discuss what they've learned from their mistakes. Students will participate in role playing activities.</p>	35 MIN
GOALS	<p>By engaging in role playing scenarios students will gain a better understanding of how to handle conflict and make choices resulting in better outcomes.</p>	
OBJECTIVES	<ul style="list-style-type: none"> Students will act Students will interact Students will engage in public speaking 	
MATERIALS	<ul style="list-style-type: none"> Handouts Pens 	
CONCLUSION	<ul style="list-style-type: none"> Group discussion 	10 MIN
TEACHER EVALUATIONS	<ul style="list-style-type: none"> ✓ Did students participate in role play? ✓ Was role play effective? 	

5 MIN BREAK

I AM NOT MY PAST, I AM MY FUTURE



WEEK 4

3:55-4:45

TEACHING STRATEGY PROCEDURES:	DESCRIPTION:	TIMELINE:
INTRO	<ul style="list-style-type: none"> Explain activity and lesson plan Check journal to make sure college research assignment was completed 	5 MIN
STUDENT LEARNING ACTIVITY	Using their B-You journal, students will write about their most fearful and uplifting moments in life. Students will share their journal entries.	35 MIN
GOALS	Students will be able to use this topic as a way to express themselves creatively.	
OBJECTIVES	<ul style="list-style-type: none"> Students will write in B-You journals Students will brainstorm Students will express ideas and thoughts 	
MATERIALS	<ul style="list-style-type: none"> B-You Journals Pens 	
CONCLUSION	<ul style="list-style-type: none"> Group discussion 	10 MIN
TEACHER EVALUATIONS	<ul style="list-style-type: none"> ✓ Did students research colleges ✓ Did students complete journal entry 	

10 MIN SNACK

I AM NOT MY PAST, I AM MY FUTURE



WEEK 4

4:55-5:45

TEACHING STRATEGY PROCEDURES:	DESCRIPTION:	TIMELINE:
INTRO	<ul style="list-style-type: none"> Explain activity and lesson plan 	5 MIN
STUDENT LEARNING ACTIVITY	Students will be given a pop quiz on 5 major music labels. Students will choose a topic and format to start their own song.	35 MIN
GOALS	Using the content of their B-You journal, students will create a meaningful song with substance.	
OBJECTIVES	<ul style="list-style-type: none"> Students will evaluate song substance Students will critique artists lyrics Students will engage in group assessments 	
MATERIALS	<ul style="list-style-type: none"> Handouts Pens Music equipment 	
CONCLUSION	<ul style="list-style-type: none"> Group discussion 	10 MIN
TEACHER EVALUATIONS	<ul style="list-style-type: none"> ✓ Did students understand the importance of having substance? ✓ Were students able to start writing meaningful song lyrics? 	

CLEAN UP

HOW TO COPE WITH FAILURE



WEEK 5

3:00-3:50

TEACHING STRATEGY PROCEDURES:	DESCRIPTION:	TIMELINE:
INTRO	<ul style="list-style-type: none"> Explain activity and lesson plan 	5 MIN
STUDENT LEARNING ACTIVITY	Students will break into groups and discuss how to cope with things they did not obtain.	35 MIN
GOALS	Students will learn the difference between failure and quitting. Students will have a better understanding of how failure can be the gateway to success. Students will learn how to deal with failure.	
OBJECTIVES	<ul style="list-style-type: none"> Students will come up with coping mechanisms Students will interact Students will engage in public speaking 	
MATERIALS	<ul style="list-style-type: none"> Handouts Pens 	
CONCLUSION	<ul style="list-style-type: none"> Group discussion 	10 MIN
TEACHER EVALUATIONS	<ul style="list-style-type: none"> Did students identify the differences between failure and quitting and coping with failure differently? 	

5 MIN BREAK

HOW TO COPE WITH FAILURE



WEEK 5

3:55-4:45

TEACHING STRATEGY PROCEDURES:	DESCRIPTION:	TIMELINE:
INTRO	<ul style="list-style-type: none"> Explain activity and lesson plan 	5 MIN
STUDENT LEARNING ACTIVITY	Using their B-You journal, students will write about a point in their life when they felt like a failure. Students will write about a point in their life when they felt most successful.	35 MIN
GOALS	Students will be able to use this topic as a way to express themselves creatively. Students will be able to use this outlet as therapeutic intervention.	
OBJECTIVES	<ul style="list-style-type: none"> Students will write in B-You journals Students will brainstorm Students will express their ideas 	
MATERIALS	<ul style="list-style-type: none"> B-You Journals Pens 	
CONCLUSION	<ul style="list-style-type: none"> Group discussion 	10 MIN
TEACHER EVALUATIONS	<ul style="list-style-type: none"> ✓ Did students complete their journal entry? 	

10 MIN SNACK

HOW TO COPE WITH FAILURE



WEEK 5

4:55-5:45

TEACHING STRATEGY PROCEDURES:	DESCRIPTION:	TIMELINE:
INTRO	<ul style="list-style-type: none"> Explain activity and lesson plan 	5 MIN
STUDENT LEARNING ACTIVITY	Students will listen to songs created by previous students involved in the program. Students will start song writing process.	35 MIN
GOALS	By playing the songs students will understand how to express themselves lyrically	
OBJECTIVES	<ul style="list-style-type: none"> Students will critique songs Students will review 	
MATERIALS	<ul style="list-style-type: none"> Handouts Pens Music equipment B-You journal 	
CONCLUSION	<ul style="list-style-type: none"> Group discussion 	10 MIN
TEACHER EVALUATIONS	<ul style="list-style-type: none"> ✓ Did students comprehend tracks recorded by previous students in the program ✓ Did students begin writing process? 	

CLEAN UP

SELF IMAGE IN SOCIETY



WEEK 6

3:00-3:50

TEACHING STRATEGY PROCEDURES:	DESCRIPTION:	TIMELINE:
INTRO	<ul style="list-style-type: none"> Explain activity and lesson plan 	5 MIN
STUDENT LEARNING ACTIVITY	Students will create a collage identifying who they are and how they view their present and future.	35 MIN
GOALS	Students will develop a deeper understanding of self and how they are viewed by society.	
OBJECTIVES	<ul style="list-style-type: none"> Students will learn self Students will present 	
MATERIALS	<ul style="list-style-type: none"> Handouts Pens Poster boards Magazines 	
CONCLUSION	<ul style="list-style-type: none"> Individual presentations 	10 MIN
TEACHER EVALUATIONS	<ul style="list-style-type: none"> ✓ Did students create collage ✓ Did students have a better understanding of self 	

5 MIN BREAK

SELF IMAGE IN SOCIETY



WEEK 6

3:55-4:45

TEACHING STRATEGY PROCEDURES:	DESCRIPTION:	TIMELINE:
INTRO	<ul style="list-style-type: none"> Explain activity and lesson plan 	5 MIN
STUDENT LEARNING ACTIVITY	Using their B-You journal, students will write about how society views self-image. They will also look at different media content that portrays beauty and how one is supposed to look.	35 MIN
GOALS	By using their B-You journals, students will be able to create their own definition of what beauty is to them.	
OBJECTIVES	<ul style="list-style-type: none"> Students will write in B-You journals Students will discuss Students will brainstorm 	
MATERIALS	<ul style="list-style-type: none"> B-You Journals Pens Magazines DVD 	
CONCLUSION	<ul style="list-style-type: none"> Group discussion 	10 MIN
TEACHER EVALUATIONS	<ul style="list-style-type: none"> ✓ Did students complete journal entry 	

10 MIN SNACK

SELF IMAGE IN SOCIETY



WEEK 6

4:55-5:45

TEACHING STRATEGY PROCEDURES:	DESCRIPTION:	TIMELINE:
INTRO	<ul style="list-style-type: none"> Explain activity and lesson plan 	5 MIN
STUDENT LEARNING ACTIVITY	Students will begin recording process. Students will learn how to operate music equipment and determine the order in which they will record their verse and hook.	35 MIN
GOALS	For students to work together and create a structure to a song.	
OBJECTIVES	<ul style="list-style-type: none"> Students will write Students will arrange Students will use teamwork 	
MATERIALS	<ul style="list-style-type: none"> B-You Journals Pens Music equipment 	
CONCLUSION	<ul style="list-style-type: none"> Group discussion 	10 MIN
TEACHER EVALUATIONS	<ul style="list-style-type: none"> ✓ Were students able to work together? ✓ Were students able to perform in front of others? ✓ Were students able to finish their part in the song? 	

CLEAN UP

HIP-HOP VS. MEDIA



WEEK 7

3:00-3:50

TEACHING STRATEGY PROCEDURES:	DESCRIPTION:	TIMELINE:
INTRO	<ul style="list-style-type: none"> Explain activity and lesson plan 	5 MIN
STUDENT LEARNING ACTIVITY	Students will watch video dealing with how the media and social networks have impacted their generation. Students will gain an understanding of the different perspectives.	35 MIN
GOALS	Students will gain an understanding of the different perspectives that media has on their generation as it relates to music. Students will understand the cultural and media impact of music.	
OBJECTIVES	<ul style="list-style-type: none"> Students will learn difference between reality and perception as it relates to music Students will discuss the meaning of "keeping it real" and "selling out." 	
MATERIALS	<ul style="list-style-type: none"> Video DVD Player TV 	
CONCLUSION	<ul style="list-style-type: none"> Group discussion 	10 MIN
TEACHER EVALUATIONS	<ul style="list-style-type: none"> ✓ Did students gain a better awareness of fiction vs. fact? ✓ Did students gain an understanding and its power to influence generations? 	

5 MIN BREAK

HIP-HOP VS. MEDIA



WEEK 7

3:55-4:45

TEACHING STRATEGY PROCEDURES:	DESCRIPTION:	TIMELINE:
INTRO	<ul style="list-style-type: none"> Explain activity and lesson plan 	5 MIN
STUDENT LEARNING ACTIVITY	Students will continue watching Hip Hop vs. Media video. Students will write in the B-You journal about how they feel the media and Hip Hop have impacted their generation.	35 MIN
GOALS	Students will use the journal as an outlet to express their views on how media portrays their generation.	
OBJECTIVES	<ul style="list-style-type: none"> Students will write in B-You journals Students will discuss Students will brainstorm 	
MATERIALS	<ul style="list-style-type: none"> B-You Journals Pens DVD 	
CONCLUSION	<ul style="list-style-type: none"> Group discussion 	10 MIN
TEACHER EVALUATIONS	<ul style="list-style-type: none"> ✓ Did students complete journal entry? 	

10 MIN SNACK

HIP-HOP VS. MEDIA



WEEK 7

4:55-5:45

TEACHING STRATEGY PROCEDURES:	DESCRIPTION:	TIMELINE:
INTRO	<ul style="list-style-type: none"> Explain activity and lesson plan 	5 MIN
STUDENT LEARNING ACTIVITY	Students will continue recording process. Students will finish writing lyrics.	35 MIN
GOALS	Students will use the knowledge they gained from the video to influence their approach and delivery while recording.	
OBJECTIVES	<ul style="list-style-type: none"> Students will record Students will arrange Students will use teamwork 	
MATERIALS	<ul style="list-style-type: none"> B-You Journals Pens Music equipment 	
CONCLUSION	<ul style="list-style-type: none"> Group discussion 	10 MIN
TEACHER EVALUATIONS	<ul style="list-style-type: none"> ✓ Were students able to work together? ✓ Were students able to perform in front of others? ✓ Were students able to finish their part in the song? 	

CLEAN UP

MANAGING CONFLICT



WEEK 8

3:00-3:50

TEACHING STRATEGY PROCEDURES:	DESCRIPTION:	TIMELINE:
INTRO	<ul style="list-style-type: none"> Explain activity and lesson plan 	5 MIN
STUDENT LEARNING ACTIVITY	Students will receive a handout detailing various ways to handle anger. Students will create an anger management skit.	35 MIN
GOALS	Students will discover different ways to handle their anger. Students will identify what triggers their anger.	
OBJECTIVES	<ul style="list-style-type: none"> Students will learn how to cope with anger Students will learn how to make better decisions when they're angry 	
MATERIALS	<ul style="list-style-type: none"> Handout Paper Pens Props 	
CONCLUSION	<ul style="list-style-type: none"> Group discussion 	10 MIN
TEACHER EVALUATIONS	<ul style="list-style-type: none"> ✓ Did students gain an understanding of how to effectively manage their anger? 	

5 MIN BREAK

MANAGING CONFLICT



WEEK 8

3:55-4:45

TEACHING STRATEGY PROCEDURES:	DESCRIPTION:	TIMELINE:
INTRO	<ul style="list-style-type: none"> Explain activity and lesson plan 	5 MIN
STUDENT LEARNING ACTIVITY	<p>Students will receive an example of a college essay. They will discuss any challenges prohibiting them from writing a college essay. Students will start writing a college essay.</p>	35 MIN
GOALS	<p>Students will use the B-You journal to write their college essay.</p>	
OBJECTIVES	<ul style="list-style-type: none"> Students will write in B-You journals Students will discuss Students will brainstorm 	
MATERIALS	<ul style="list-style-type: none"> B-You Journals Pens Highlighter 	
CONCLUSION	<ul style="list-style-type: none"> Group discussion 	10 MIN
TEACHER EVALUATIONS	<ul style="list-style-type: none"> ✓ Did students complete journal entry? ✓ Were students engaged in college conversation? ✓ Did students understand the importance of a college essay? 	

10 MIN SNACK

MANAGING CONFLICT



WEEK 8

4:55-5:45

TEACHING STRATEGY PROCEDURES:	DESCRIPTION:	TIMELINE:
INTRO	<ul style="list-style-type: none"> Explain activity and lesson plan 	5 MIN
STUDENT LEARNING ACTIVITY	Students will finish recording process.	35 MIN
GOALS	Students will finally complete a song with substance.	
OBJECTIVES	<ul style="list-style-type: none"> Students will record Students will arrange Students will use teamwork 	
MATERIALS	<ul style="list-style-type: none"> B-You Journals Pens Music equipment 	
CONCLUSION	<ul style="list-style-type: none"> Group discussion 	10 MIN
TEACHER EVALUATIONS	<ul style="list-style-type: none"> ✓ Were students able to work together? ✓ Were students able to perform in front of others? ✓ Were students able to finish their part in the song? 	

CLEAN UP

STRESS, SCHOOL AND PEER PRESSURE



WEEK 9

3:00-3:50

TEACHING STRATEGY PROCEDURES:	DESCRIPTION:	TIMELINE:
INTRO	<ul style="list-style-type: none"> Explain activity and lesson plan 	5 MIN
STUDENT LEARNING ACTIVITY	Students will get a handout and discuss how to build better pure relationships.	35 MIN
GOALS	Students will gain an understanding of coping with stress, school and peer pressure.	
OBJECTIVES	<ul style="list-style-type: none"> Students will discuss Students will interact 	
MATERIALS	<ul style="list-style-type: none"> Worksheet handout Pens 	
CONCLUSION	<ul style="list-style-type: none"> Group discussion 	10 MIN
TEACHER EVALUATIONS	<ul style="list-style-type: none"> ✓ Did students gain a better awareness of peer pressure? ✓ Were students able to discuss their relationships with others? 	

5 MIN BREAK

STRESS, SCHOOL AND PEER PRESSURE



WEEK 9

3:55-4:45

TEACHING STRATEGY PROCEDURES:	DESCRIPTION:	TIMELINE:
INTRO	<ul style="list-style-type: none"> Explain activity and lesson plan 	5 MIN
STUDENT LEARNING ACTIVITY	Students will present their essay.	35 MIN
GOALS	Students will get a glimpse of what it takes to write a college essay. Students will enhance their essay writing skills.	
OBJECTIVES	<ul style="list-style-type: none"> Students will write in B-You journals Students will discuss Students will present 	
MATERIALS	<ul style="list-style-type: none"> B-You Journals pens 	
CONCLUSION	<ul style="list-style-type: none"> Group discussion 	10 MIN
TEACHER EVALUATIONS	<ul style="list-style-type: none"> ✓ Did students complete journal entry? ✓ Were student's comfortable presenting college essay? 	

10 MIN SNACK

STRESS, SCHOOL AND PEER PRESSURE



WEEK 9

4:55-5:45

TEACHING STRATEGY PROCEDURES:	DESCRIPTION:	TIMELINE:
INTRO	<ul style="list-style-type: none"> Explain activity and lesson plan 	5 MIN
STUDENT LEARNING ACTIVITY	Students will interaction with a professional artist in the music industry. Students will ask question and advice.	35 MIN
GOALS	The guest speaker will give the students a sense of what it takes to become a success in the music industry.	
OBJECTIVES	<ul style="list-style-type: none"> Students will interact Students will discuss Students will use evaluate 	
MATERIALS		
CONCLUSION	<ul style="list-style-type: none"> Group discussion 	10 MIN
TEACHER EVALUATIONS	<ul style="list-style-type: none"> ✓ Were the students able to interact with a professional artist? ✓ Will the students have a better understanding on what it takes to be successful in the music industry? 	

CLEAN UP

COMMINGMENT



WEEK 10

3:00-3:50

TEACHING STRATEGY PROCEDURES:	DESCRIPTION:	TIMELINE:
INTRO	<ul style="list-style-type: none"> Explain activity and lesson plan 	5 MIN
STUDENT LEARNING ACTIVITY	Students will recap on all of the unit workshop groups. Students will fill out a program evaluation form.	35 MIN
GOALS	Students will be able to determine if the program served their expectations and goals.	
OBJECTIVES	<ul style="list-style-type: none"> Students will evaluate Students will discuss helpful information they received from the program 	
MATERIALS	<ul style="list-style-type: none"> Evaluation form Video Camera Pens 	
CONCLUSION	<ul style="list-style-type: none"> Group discussion Follow up with students on their ongoing progress in school. 	10 MIN
TEACHER EVALUATIONS	<ul style="list-style-type: none"> ✓ Did the program meet student's expectation and goals? ✓ Were students able to change their perception of life? 	

5 MIN BREAK

COMMINGMENT



WEEK 10

3:55-4:45

TEACHING STRATEGY PROCEDURES:	DESCRIPTION:	TIMELINE:
INTRO	<ul style="list-style-type: none"> Explain activity and lesson plan 	5 MIN
STUDENT LEARNING ACTIVITY	<p>Students will put final package together which will include essays and information on colleges. Students will receive a sample application and information on financial aid.</p>	45 MIN
GOALS	<p>Students will have examples and information to reference when submitting to a college of their choice.</p>	
OBJECTIVES	<ul style="list-style-type: none"> Students will organize Students will discuss Students will brainstorm 	
MATERIALS	<ul style="list-style-type: none"> Folder Pens 	
CONCLUSION		
TEACHER EVALUATIONS	<ul style="list-style-type: none"> ✓ Did students create final package? 	

10 MIN SNACK

COMMINGMENT



WEEK 10

4:55-5:45

TEACHING STRATEGY PROCEDURES:	DESCRIPTION:	TIMELINE:
INTRO	<ul style="list-style-type: none"> Explain activity and lesson plan 	5 MIN
STUDENT LEARNING ACTIVITY	Students will showcase completed song for parents. Students will have a pot luck and receive copy of their song on cd.	35 MIN
GOALS	Students will display their hard work and discipline to the project.	
OBJECTIVES	<ul style="list-style-type: none"> Students will celebrate completion of project 	
MATERIALS		
CONCLUSION	<ul style="list-style-type: none"> Students will have built interpersonal competence, resilience skills, and goal setting for overall academic and social achievement. 	10 MIN
TEACHER EVALUATIONS	<ul style="list-style-type: none"> ✓ Were students able to work together? ✓ Were students able to perform in front of others? ✓ Were students able to finish their part in the song? 	

CLEAN UP