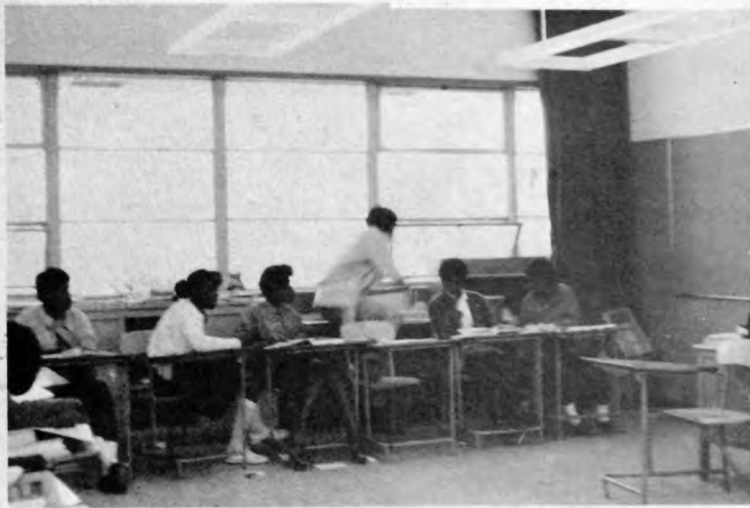


# EAST OF BAYSHORE TEEN SUMMER PROJECT

COLLEGE  
TEACHERS



TEEN TEACHERS

PRE-SCHOOLERS



Nairobi  
California

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East Palo Alto Teen Summer Project  
1194 Saratoga Avenue  
East Palo Alto, California 94303

August, 1969

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## THE NAIROBI SUMMER PROJECT

The Nairobi Summer Project was started in the summer of 1967 as a community alternative to upward bound. The Black community of Nairobi, California (East Palo Alto) was not satisfied with the paternalistic and missionary attitude of Stanford University or the way it exploited and brain-washed the Black students.

The East Palo Alto Day School developed a proposal around the following ideas: 1. young people teaching each other; 2. developing leaders by giving responsibility and trust; 3. community involvement and organization; 4. no adults to be paid but act as consultants to the Project, and this is how it was done.

The first year Robert S. Hoover (Day School principal) served as a volunteer director with two college students, a sophomore and a junior, acting as assistant directors being trained to take over the Project the following year. The teaching staff consisted of 15 Black college students and several reading specialists. Together they taught 175 teen-agers who in turn taught 700 four, five, and six year-olds to read, count, and color schemes. The reading experts from the Day School developed the curriculum for the little children and taught the college students how to teach the 175 teen-agers to teach the 700 four, five, and six year-olds. The college students selected the rest of the curriculum and the books to be used in the courses (English, Black History, Community Organization, African Dance, Reading, Art, Swahili, etc.). The college students taught the teens in the morning and supervised the teens teaching the younger children in the afternoons. The afternoon classes were held in back yards, garages, and homes on the blocks where the little children live.

This basic format has been maintained every since. The only significant change has been to make a college student the director of the Project and give him the support and guidance of the Day School Board and Staff.

The college students are all Black and they have full responsibility of the Project: payroll, teaching, supervision, buying of equipment and supplies, reproduction of materials, etc.

The responsibility for reproduction of materials used was given to the office staff which consisted of two college students and one high school student. All materials such as alphabet booklets and

number booklets needed by the young children were produced in the office. Materials used in the classrooms were reproduced in the office.

The project has grown from 15 College students and 175 teens in 1967 to 35 College students and 340 teens. The budget for 10 weeks has gone from \$60,000 to 130,000 dollars. The funds have come from several sources: federal government, county government, city government, and the local community.

We have found this Project to be an excellent vehicle for:

1. training college students to be community leaders and organizers
2. changing teen-agers attitudes about education
3. developing confidence in teens and college students
4. getting new parents actively involved in the community
5. teaching large numbers of youngsters the real political, economic, educational, and social position of their community, etc..

We hope that you will find some of the ideas in this proposal useful. If we, the Day School, can be of any help you can contact us at the following address and phone numbers:

Sister Gertrude Wilks  
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## DAY SCHOOL PHILOSOPHY

### Our Kids Can Learn!

Shepard...set about motivating his principals and teachers. "Stop teaching by I.Q.!" he said. "You know that Mary tested 119, so you urge her on, draw her out, encourage her. But Johnny tested only 74. So, when he doesn't respond you pat him on the hand and say, "you've been a good boy, and you can clean blackboards!" "I'm asking you to roll up your sleeves and teach as if every kid had an I.Q. of 120."

Teachers were also asked to abandon their condescending attitude. "You've earned a degree or two," he said, "and you live in a better part of town. But don't teach as if you pitied these slum kids. They're not stupid."

From "Is the Negro Equal in Intelligence and Ability?"  
Readers Digest, March 1964

Teachers tend to normalize the achievement of the students in their schools, and modify their expectations toward the mode. Teachers in the working-class schools which I studied awarded A's and B's to children whose measured achievement was worse than the average of children in the middle-class schools. This is in part, perhaps, an unconscious phenomenon, in part a form of discrimination through patronization--rationalized by reference to I.Q. test or other ability tests which are subject to the same social forces as are other evidence of achievement. Ernest Haggard has demonstrated that some training in test-taking skills despite the cultural bias of the tests used, can improve scores enormously;... "Higher Horizons" showed considerable gains in average verbal I.Q. after their project.

From Research of the Instruction of "Culturally Deprived Children" by Alan B. Wilson

To show how important role expectation is in determining what you do in school--in Scotland, a few years ago, the IBM machine made a mistake, and the school sent a bunch of stupid kids into the smart track and a bunch of smart kids into the dumb track. About a year later, they discovered their mistake, and they checked to see what had happened. They found that those so-called smart kids were behaving just as though they were stupid. Because the role expectation to a large extent determines what you're going to do in a classroom. If the school believes you're incapable of doing anything, you're never going to get an opportunity to show what you're capable of doing.

Unless one holds to the belief that the poor are constitutionally inferior (and nice people don't believe that anymore), then you have to assume that the poor are not being educated; otherwise, the "bright" and the "stupid" would be more evenly distributed through all economic levels of the population.

From speeches by Dr. Arthur Pearl, Univ. of Ed., U. of Oregon  
Distributed by Human Rights Commission 1254 Market, S. F.

The evidence of the pilot projects in "deprived" school--odd though it may appear to many--seems to indicate that a child who is expected by the school to learn does so; the child of whom little is expected produces little. Stimulation and teaching based upon positive expectation seem to play an even more important role in a child's performance in school than does the community environment from which he comes.

A key component of the deprivation that afflicts ghetto children is that generally their teachers do not expect them to learn. This is certainly one possible interpretation of the fact that ghetto children in Harlem decline in relative performance and in I.Q. the longer they are in school.

Furthermore, other evidence supports this conclusion: statistical studies of the relationship between social factors, such as broken homes, crowded housing, low income and performance in Harlem schools show a very tenuous link between environment and performance. (Youth in Ghetto, pages 212-213)

One suspects that the children's level of motivation is to some extent, set by their teachers. One guidance counselor said: "The children have a poor self-image and unrealistic aspirations. If you ask them what they want to be, they will say "a doctor," or something like that. When asked, "What would you say to a child who wanted to be a doctor?" she replied, "I would present the situation to him as it really is; show him how little possibility he has for that. I would tell him about the related fields, technicians, etc." One suspects, from this type of guidance reinforced by poor teaching and academic retardation, that the poor motivation stems from the negative influence of such teachers more than from the influence of home and community.

From Education in the Ghetto"Deprived by Low Expectations"  
Kenneth Clark, 165

We have explored the effect of teacher expectations with experiments in which teachers were led to believe at the beginning of a school year that certain of their pupils could be expected to show considerable academic improvement during the year. The teachers thought the predictions were based on tests that had been administered to the student body toward the end of the preceding school year. In actuality the children designated as potential "spurters" had been chosen at random and not on the basis of testing. Nonetheless, intelligence tests given after the experiment had been in progress for several months indicated that on the whole the randomly chosen children had improved more than the rest.

In one experiment 12 students in psychology were each given five laboratory rats of the same strain. Six of the students were told that their rats had

been bred for brightness in running a maze; the other six students were told that their rats could be expected for genetic reasons to be poor at running a maze. The assignment given the students was to teach the rats the maze.

From the outset the rats believed to have the higher potential proved to be the better performers. The rats thought to be dull made poor progress and sometimes would not even budge from the starting position in the maze. A questionnaire given after the experiment showed that the students with the allegedly brighter, more pleasant and more likable than did the students who had the allegedly duller rats. Asked about their methods of dealing with the rats, the students with the "bright" group turned out to have been friendlier, more enthusiastic and less talkative with the animals than the students with the "dull" group had been. The students with the "bright" rats also said they handled their animals more, as well as more gently, than the students expecting poor performances did.

The most favorable ratings were given to the children in low-ability classrooms who gained the most intellectually. When these "slow tract" children were in the control group, where little intellectual gain was expected of them they were rated more unfavorably by the teachers if they were rated. Even when the slow-tract children were in the experimental group, where greater intellectual gains were expected of them then they were not rated as favorably with respect to their control-group peers as were the children of the high tract and the medium tract. Evidently it is likely to be difficult for a slow-tract child, even if his I.Q. is rising, to be seen by the teacher as well adjusted and as a potentially successful student.

From Teacher Expectations for the Disadvantaged by Robert Rosenthal and Lenore F. Jacobson



### DAY SCHOOL HINTS

1. Remember: "Our Kids Can Learn!"
2. Never make fun of children.
3. As Dorothy Watson, author of Listen and Learn with Phonics says:  
"Encourage them for each small success. Not knowing a sound is not a failure. He just hasn't mastered it yet. Next time he may know it."
4. You must get excited about the material you are teaching. If you find the material exciting and interesting, your students will also.

## MATERIALS FOR EACH TEACHER

1. A B C chart printed on large tagboard.

A B C D E F G  
H I J K L M N O P  
Q R S T U V  
W X Y Z

2. A B C deck-one complete deck for each child.
3. Numbers deck-one complete deck for each child.
4. Colors deck-one complete deck for each child.
5. Shapes deck-one complete deck for each child.
6. Set of pictures for language-see curriculum.
7. Blackboards for each child or paper and pencil.
8. Phonics records and books-Listen and Learn with Phonics--American Interstate Corporation, Mundelrin, Illinois.
9. Advantage book for language.
10. Set of A B C sheets.
11. Record player.
12. Story books.

## THE SCHEDULE

### Minutes

5	Openings
20	Language
15	Alphabet
5	Music
15	Phonics
10	Math
10	Endings

### CALENDAR FOR SEVEN WEEKS

The following calendar represents a daily program for a seven-week academic pre-school curriculum. The numbers refer the teacher to the curriculum to be taught that day.

- 1 - Openings
- 2 - Language
- 3 - Academic Games
- 4 - Writing
- 5 - Academic and Freedom Music
- 6 - Phonics
- 7 - Math
- 8 - Endings

A Seven-Week Session

<p style="text-align: center;"><b>Monday</b></p> <ol style="list-style-type: none"> <li>1. Openings</li> <li>2. Language Test</li> <li>3. ABC Chart, Song (A-G) decks</li> <li>4. Writing-Aa</li> <li>5. Music: Moved</li> <li>6. Record 1 Side 1</li> <li>7. Shapes: circle</li> <li>8. Endings</li> </ol>	<p style="text-align: center;"><b>Tuesday</b></p> <ol style="list-style-type: none"> <li>1. Openings</li> <li>2. Language Test</li> <li>3. ABC Chart, Song(A-G) decks</li> <li>4. Writing-Bb</li> <li>5. Music: Moved</li> <li>6. Record 1 Side 1</li> <li>7. Shapes: circle</li> <li>8. Endings</li> </ol>	<p style="text-align: center;"><b>Wednesday</b></p> <ol style="list-style-type: none"> <li>1. Openings</li> <li>2. This is</li> <li>3. ABC Chart, Song (A-G) decks</li> <li>4. Writing-Cc</li> <li>5. Music: Moved</li> <li>6. Record 1 Side 1</li> <li>7. Shapes: circle</li> <li>8. Endings</li> </ol>
<p style="text-align: center;"><b>Thursday</b></p> <ol style="list-style-type: none"> <li>1. Openings</li> <li>2. These are</li> <li>3. ABC Chart, Song (A-G) decks</li> <li>4. Writing-Dd</li> <li>5. Music: Finger in Air</li> <li>6. Record 1 Side 1</li> <li>7. Shapes: circle</li> <li>8. Endings</li> </ol>	<p style="text-align: center;"><b>Friday</b></p> <p style="text-align: center;">REVIEW</p>	<p style="text-align: center;"><b>Monday</b></p> <ol style="list-style-type: none"> <li>1. Openings</li> <li>2. Opposites</li> <li>3. ABC Chart, Song (H-K) decks</li> <li>4. Writing-Ee</li> <li>5. Music: So High</li> <li>6. Record 1 Side 1</li> <li>7. Shapes: Square Left &amp; Right</li> <li>8. Endings</li> </ol>
<p style="text-align: center;"><b>Tuesday</b></p> <ol style="list-style-type: none"> <li>1. Openings</li> <li>2. Opposites: long, short, big, fat</li> <li>3. ABC Chart, Song (H-K)</li> <li>4. Writing-Ff</li> <li>5. Music: So High</li> <li>6. Record 1 Side 1</li> <li>7. Colors: Red Shapes: Square</li> <li>8. Endings</li> </ol>	<p style="text-align: center;"><b>Wednesday</b></p> <ol style="list-style-type: none"> <li>1. Openings</li> <li>2. Review</li> <li>3. ABC Chart, Song (H-K)</li> <li>4. Writing-Gg</li> <li>5. Music: Good News</li> <li>6. Record 1 Side 1</li> <li>7. Colors: Yellow Shapes: Square</li> <li>8. Endings</li> </ol>	<p style="text-align: center;"><b>Thursday</b></p> <ol style="list-style-type: none"> <li>1. Openings</li> <li>2. Next to</li> <li>3. ABC Chart, Song(H-K)</li> <li>4. Writing-Hh</li> <li>5. Music: Good News</li> <li>6. Record 1 Side 1</li> <li>7. Colors: Blue Shapes: Square</li> <li>8. Endings</li> </ol>

CALENDAR continued

<p style="text-align: center;">Friday</p> <ol style="list-style-type: none"> <li>1. Openings</li> <li>2. Before &amp; After</li> <li>3. ABC Chart, Song (L-P)</li> <li>4. Writing-Ii</li> <li>5. Music: Overcome</li> <li>6. Record 1 Side 2</li> <li>7. Here's a Ball 12345 Finger Shapes: Square</li> <li>8. Endings</li> </ol>	<p style="text-align: center;">Monday</p> <ol style="list-style-type: none"> <li>1. Openings</li> <li>2. Over &amp; Under</li> <li>3. ABC Chart, Song(L-P)</li> <li>4. Writing-Jj</li> <li>5. Music: Rock My Soul</li> <li>6. Record 1 Side 2</li> <li>7. Colors: Orange Shapes: Triangle</li> <li>8. Endings</li> </ol>	<p style="text-align: center;">Tuesday</p> <ol style="list-style-type: none"> <li>1. Openings</li> <li>2. In front of</li> <li>3. ABC Chart, Song (L-P)</li> <li>4. Writing-Kk</li> <li>5. Music: Thumbkin</li> <li>6. Record 1 Side 2</li> <li>7. Colors: Green Shapes: Triangle</li> <li>8. Endings</li> </ol>
<p style="text-align: center;">Wednesday</p> <ol style="list-style-type: none"> <li>1. Openings</li> <li>2. Animals</li> <li>3. ABC Chart, Song (L-P)</li> <li>4. Writing-Ll</li> <li>5. Music: Sheep</li> <li>6. Record 1 Side 2</li> <li>7. Color: <b>Green</b> Shapes: Triangle</li> <li>8. Endings</li> </ol>	<p style="text-align: center;">Thursday</p> <ol style="list-style-type: none"> <li>1. Openings</li> <li>2. Plants</li> <li>3. ABC Chart, Song(L-P)</li> <li>4. Writing-Mm</li> <li>5. Music: Spider</li> <li>6. Record 1 Side 2</li> <li>7. Colors: Purple Shapes: Triangle</li> <li>8. Endings</li> </ol>	<p style="text-align: center;">Friday</p> <ol style="list-style-type: none"> <li>1. Openings</li> <li>2. Buildings</li> <li>3. ABC Chart, Song (Q-V)</li> <li>4. Writing-Nn</li> <li>5. Music: 10 Indians</li> <li>6. Record 1 Side 2</li> <li>7. Colors: Purple Shapes: Triangle</li> <li>8. Endings</li> </ol>
<p style="text-align: center;">Monday</p> <ol style="list-style-type: none"> <li>1. Openings</li> <li>2. Parts</li> <li>3. ABC Chart, Song (Q-V)</li> <li>4. Writing-Oo</li> <li>5. Music: Finger in Air</li> <li>6. Record 1 Side 2</li> <li>7. Counting 1-10 Write # 1</li> <li>8. Endings</li> </ol>	<p style="text-align: center;">Tuesday</p> <ol style="list-style-type: none"> <li>1. Openings</li> <li>2. Furniture</li> <li>3. ABC Chart, Song(Q-V)</li> <li>4. Writing-Pp</li> <li>5. Music: McDonald</li> <li>6. Record 1 Side 2</li> <li>7. Counting 1-10 Write # 1</li> <li>8. Endings</li> </ol>	<p style="text-align: center;">Wednesday</p> <ol style="list-style-type: none"> <li>1. Openings</li> <li>2. Vehicles</li> <li>3. ABC Chart, Song(Q-V)</li> <li>4. Writing-Qq</li> <li>5. Music: If Song</li> <li>6. Record 1 Side 2</li> <li>7. Counting 1-10 Write # 2</li> <li>8. Endings</li> </ol>

CALENDAR continued

<p style="text-align: center;">Thursday</p> <ol style="list-style-type: none"> <li>1. Openings</li> <li>2. Weapons</li> <li>3. ABC Chart, Song(Q-V)</li> <li>4. Writing-Rr</li> <li>5. Music: If Song-Tools</li> <li>6. Record 1 Side 2</li> <li>7. Counting 1-10 Write # 2</li> <li>8. Endings</li> </ol>	<p style="text-align: center;">Friday</p> <ol style="list-style-type: none"> <li>1. Openings</li> <li>2. Toys</li> <li>3. ABC Chart, Song(Q-V)</li> <li>4. Writing-Ss</li> <li>5. Music: Soldiers</li> <li>6. Record 1 Side 2</li> <li>7. Counting 1-10 Write # 3</li> <li>8. Endings</li> </ol>	<p style="text-align: center;">Monday</p> <ol style="list-style-type: none"> <li>1. Openings</li> <li>2. Tools</li> <li>3. ABC Chart, Song(Q-V)</li> <li>4. Writing-Tt</li> <li>5. Music: Soldiers</li> <li>6. Record 2 Side 1</li> <li>7. Counting 1-10 Write # 4</li> <li>8. Endings</li> </ol>
<p style="text-align: center;">Tuesday</p> <ol style="list-style-type: none"> <li>1. Openings</li> <li>2. Food</li> <li>3. ABC Chart, Song(Q-V)</li> <li>4. Writing-Uu</li> <li>5. Music: Sing When</li> <li>6. Record 2 Side 1</li> <li>7. Shapes: Rectangle Write # 5</li> <li>8. Endings</li> </ol>	<p style="text-align: center;">Wednesday</p> <ol style="list-style-type: none"> <li>1. Openings</li> <li>2. Clothing</li> <li>3. ABC Chart, Song (Q-V)</li> <li>4. Writing-Vv</li> <li>5. Music: Light of Mine</li> <li>6. Record 2 Side 1</li> <li>7. Shapes: Rectangle Write # 6</li> <li>8. Endings</li> </ol>	<p style="text-align: center;">Thursday</p> <ol style="list-style-type: none"> <li>1. Openings</li> <li>2. Reading</li> <li>3. ABC Chart, Song(Q-V)</li> <li>4. Writing-Ww</li> <li>5. Music: Review songs</li> <li>6. Record 2 Side 1</li> <li>7. Shapes: Rectangle Write # 7</li> <li>8. Endings</li> </ol>
<p style="text-align: center;">Friday</p> <ol style="list-style-type: none"> <li>1. Openings</li> <li>2. Numerals</li> <li>3. ABC Chart, Song(W-Z)</li> <li>4. Writing-Xx</li> <li>5. Music: Three Corners</li> <li>6. Record 2 Side 1</li> <li>7. Write # 8</li> <li>8. Endings</li> </ol>	<p style="text-align: center;">Monday</p> <ol style="list-style-type: none"> <li>1. Openings</li> <li>2. Family Identity</li> <li>3. ABC Chart, Song(W-Z)</li> <li>4. Writing-Yy</li> <li>5. Music: Skip to My Lou</li> <li>6. Record 2 Side 1</li> <li>7. Write # 9</li> <li>8. Endings</li> </ol>	<p style="text-align: center;">Tuesday</p> <ol style="list-style-type: none"> <li>1. Openings</li> <li>2. Only</li> <li>3. ABC Chart, Song(W-Z)</li> <li>4. Writing-Zz</li> <li>5. Music: Review songs</li> <li>6. Record 2 Side 1</li> <li>7. Write # 10</li> <li>8. Endings</li> </ol>

CALENDAR continued

<p style="text-align: center;">Wednesday</p> <ol style="list-style-type: none"> <li>1. Openings</li> <li>2. Or</li> <li>3. ABC Chart, Song(W-Z)</li> <li>4. Writing Review A-D</li> <li>5. Music: Teapot</li> <li>6. Record 2 Side 1</li> <li>7. Months</li> <li>8. Endings</li> </ol>	<p style="text-align: center;">Thursday</p> <ol style="list-style-type: none"> <li>1. Openings</li> <li>2. If-then</li> <li>3. ABC Chart, Song(W-Z)</li> <li>4. Writing Review E-H</li> <li>5. Music: Bingo</li> <li>6. Record 2 Side 1</li> <li>7. Counting by 2's</li> <li>8. Endings</li> </ol>	<p style="text-align: center;">Friday</p> <ol style="list-style-type: none"> <li>1. Openings</li> <li>2. If-then</li> <li>3. ABC Chart, Song(W-Z)</li> <li>4. Writing Review I-L</li> <li>5. Music: Review songs</li> <li>6. Record 2 Side 2</li> <li>7. Counting by 2's</li> <li>8. Endings</li> </ol>
<p style="text-align: center;">Monday</p> <ol style="list-style-type: none"> <li>1. Openings</li> <li>2. Verbs</li> <li>3. ABC Chart, Song(W-Z)</li> <li>4. Writing Review M-P</li> <li>5. Music: Bus Song</li> <li>6. Record 2 Side 2</li> <li>7. Counting by 2's</li> <li>8. Endings</li> </ol>	<p style="text-align: center;">Tuesday</p> <ol style="list-style-type: none"> <li>1. Openings</li> <li>2. Is &amp; ing</li> <li>3. ABC Chart, Song(W-Z)</li> <li>4. Writing Review Q-S</li> <li>5. Music: This Old Man</li> <li>6. Record 2 Side 2</li> <li>7. Counting by 2's</li> <li>8. Endings</li> </ol>	<p style="text-align: center;">Wednesday</p> <ol style="list-style-type: none"> <li>1. Openings</li> <li>2. Do &amp; Does</li> <li>3. ABC Chart, Song(W-Z)</li> <li>4. Writing Review T-V</li> <li>5. Music: Skip to My Lou</li> <li>6. Record 2 Side 2</li> <li>7. Counting by 2's</li> <li>8. Endings</li> </ol>
<p style="text-align: center;">Thursday</p> <ol style="list-style-type: none"> <li>1. Openings</li> <li>2. Was</li> <li>3. ABC Chart, Song(W-Z)</li> <li>4. Writing Review W-X</li> <li>5. Music: Diddle Diddle</li> <li>6. Record 2 Side 2</li> <li>7. Counting by 5's</li> <li>8. Endings</li> </ol>	<p style="text-align: center;">Friday</p> <ol style="list-style-type: none"> <li>1. Openings</li> <li>2. We</li> <li>3. ABC Chart, Song(W-Z)</li> <li>4. Writing Review Y-Z</li> <li>5. Music: Review songs</li> <li>6. Record 2 Side 2</li> <li>7. Counting by 5's</li> <li>8. Endings</li> </ol>	



Openings I

1. Open, shut them, Open, **shut them**  
Give your hands a clap  
Open, shut them, Open, shut them  
Fold them in your lap.

2. Days of the week

Tune: "Bear went over the mountain"

There are seven days in a week, There are seven days in a week,  
There are seven days in a week,  
And I will say them now.

Chant together: Sunday, Monday, Tuesday, Wednesday, Thursday,  
Friday, Saturday

3. Song:

Today is Monday, Today is Monday  
Tomorrow will be Tuesday, Tomorrow will be Tuesday.  
It's fun to work today.

Say: What is today? Today is Monday  
All together now: Today is Monday.  
What will tomorrow be? Tomorrow will be Tuesday.  
All together now: Tomorrow will be Tuesday.

4. Song: Day School Theme Song  
We Shall Not be Moved--# 6 on Song Sheet

## LANGUAGE THEORY

This is most important. Children in low-income areas are typically a year behind in language and reasoning (verbal) ability--which are both covered in this language method.

Children from low-income areas are not behind in memory span or ability to do rote-learning--neither of which needs to be taught as do the first two. What they lack, then is learning, not the capacity to learn. (Bereiter and Engelmann)<sub>1</sub>

Do not skip this period. It should last for 10 minutes daily. Children should answer together the first time you introduce something. You must speak in sentences and insist that ~~the~~ children do also. Speak slowly and clearly. You will be a model for the children.

1. Bereiter & Englemann, The Disadvantaged Child in The Pre-school.

Language Test 2

Give to all kids--this is the only test given so be careful.

- A. Have the child repeat the following statements after you. If he does not repeat a statement properly, present it again, as many as four times. After he says it (or tries it 4 times) ask the Question following it.

	How many times	Answer	Comment
1. Puppies are baby dogs. What are puppies?			
2. A big truck is not a little truck. Is a big truck a little truck?			
3. Babies eat and cry. Do babies eat? Do they cry?			
4. She ate the pie because she was hungry. Why did she eat the pie?			
5. He got the wood so he could build a fire. What did he get?			
6. There were many cars going to the city. Where were many cars going?			
7. It is in the box. Is it on the box?			

- B. Present the following questions and instructions:

- |   |   |
|---|---|
| 1. (You shake head "No")<br>This means "No"<br>(You shake head "Yes")<br><br>What does this mean? | 3. Do what I say:<br>Hold up your hands.<br>Touch your ear.<br>Hold up your hand.<br>Touch your ears. |
| 2. (You clap)<br>What am I doing?<br><br>(You walk)<br>What am I doing?                           |   |

- \* Have second teacher carry on program while one tests each child individually.  
2. Beréiter and Englemann, The Disadvantaged Child in The Pre-school.

## II LANGUAGE CURRICULUM<sub>3</sub>

### 1. This is

Preparation: a rock

Hold up the rock and say: "This is a rock. Is this a rock? Now answer with me--This is a rock. All together now: This is a rock."

Name other things in the yard. "This is a tree. Is this a tree? All together now: This is a tree. What is this? (point to something) This is a \_\_\_\_\_."

Song: "Finger in the Air"

### 2. These are

Preparation: a rock

You: "These are rocks. This is a hand (show hand). These are hands (show hands). Touch your ear. Touch your ears."

Song: "Finger in the Air"

Point to the ears: "What are these?" Children: "These are ears."  
Continue with other things such as eyes, legs, arms, fingers.

Use this and these in every way you can throughout the day. If reading a story and you see a chair, say "What is this?" This is a chair. Someone has new shoes on, say "What are these? These are new shoes."

### 3. Not

Preparation: Rock, pencil, crayon, stick

Point to a house: "This is a house. (point to a rock) This is not a house. This is not a what?" They: "This is not a house," (Point to a pencil) "This is a pencil. (Point to a stick) This is not a pencil. Is this a pencil?" They: "No, this is not a pencil." Continue this pattern with other objects. Show a crayon. "This is a crayon. (Show a pencil). Is this a crayon?" They: "No this is not a crayon." etc...

### 4. Opposites

Preparation: Long and short stick, big and little rock, heavy and light rock, something smooth and rough, blackboard to draw ladies, men, and lines.

"This stick is long. This stick is not long (They repeat),

This rock is big. This rock is not big.

This lady is fat. This lady is not fat.

This man is tall. This man is not tall.

This finger goes fast. This one is not fast.

This line is straight. This line is not straight.

3. Adapted from Bereiter and Engelmann. Ibid.

## Language Curriculum

This rock is smooth. This rock is not smooth.  
This rock is heavy. This rock is not heavy.  
This voice is loud. This voice is not loud.  
This stick is long. This stick is short  
This rock is big. This rock is little.

Continue with fat-skinny; tall-short; fast-slow; straight-crooked;  
smooth-rough; heavy-light; loud-soft.

### 5. Next to

Preparation: 2 rocks. Draw two balls on board.

You: "These are balls. This ball is next to this ball.

They repeat (clap on next to and in all other situations that are hard to get across).

You: (Draw a ball way in the corner of the board). This ball is not next to this ball. Is this ball next to this ball?

They: No, this ball is not next to this ball."

Have 3 children stand up. Say: "Harold is next to Linda, Tommy is not next to Harold. Harold is next to Linda and Linda is next to Harold."

Move 2 rocks together. Say: "This rock is next to this rock. Move the rocks apart. Say: This rock is not next to this rock. Is this rock next to this rock. They: No, this rock is not next to this rock."

### 6. Before-After

Line children up. "Harold is before Tommy. Tommy is after Harold.

Repeat after me: Harold is before Tommy. All together-now. They: Harold is before Tommy." Continue with other children. Mary is after Tommy, Tommy is before Mary, etc.

### 7. Over-Under

Hold your left hand still. Put right hand over left. Say: "The right hand is over the left hand. They repeat. Put right hand under left hand. Say: The right hand is under the left hand. They repeat. Continue several times. Switch around. Say: Is this hand under this hand? No, this hand is over this hand. One child puts her hand on another child's. Say: Mary's hand is on may's hand, Tommy's hand is on Jack's. Tommy, take your hand off, etc..."

## Language Curriculum

Song: Rock My Soul (so high, etc...)

### 8. In, in front of, in back of, between

Preparation: Pencil, box, blackboard to draw house, man, car.  
Say: "This pencil is in the box. Now it is out of the box. They repeat and clap the words, loudly on in and out. Take the children to the front of the house. Say: We are in front of the house. Where are we? They answer together. Take children to the back of the house and repeat procedure.

Between Preparation: Draw a house, man and car, ball, stick, and rock.  
"Where is the man? The man is between this house and this car. (Repeat). Is the car between anything? No, it is not between anything. Is the house between anything? No, it is not between anything. Is the man between anything? Yes, he is between this house and this car."

Do again with 3 items: ball, stick, and rock.

### 9. Animals

Preparation: 3 pictures of animals, a crayon.  
You: "These are animals (show pictures). This animal is an elephant. They repeat. Do same with other 2 animals. Point to a tree. Is this an animal? They: No, this is not an animal. Point to a crayon. Is this an animal? etc...  
You: What kind of animal is this? They: That is an elephant. Do the same with other 2. This animal (elephant) is not a zebra, etc..."

Song: "Old McDonald Had a Farm" "When Sheep Get Up in the Morning"

### 10. Plants

Preparation: Pictures of 3 plants, plants in yard.  
You: "These are plants." Follow same outline as with animals.  
Song: "There Was a Little Seed"

### 11. Buildings

Preparation: Pictures of house, garage, school, church, skyscraper, barn.

### 12. Parts

This is Tyrone. (hold up his hand) This is a part of Tyrone. (point to his ear). This part of Tyrone is an ear. This is Tyrone's ear.

## Language Curriculum

They repeat. Do same with other children using nose, cheek, etc...  
Parts of a house: windows, corners, doors, roof  
Parts of a tree: leaves, branches

### 13. Pieces of Furniture

Preparation: Take children in house.

"This is a piece of furniture. This piece of furniture is a bed." They repeat. Follow with chest, chair, sofa, lamp, etc...

### 14. Vehicles

Preparation: pictures of boat, train, airplane, wagon, etc...

You: "This is a vehicle. It takes you places. They repeat. This vehicle is a boat." They repeat. Follow with others.

Song: "Riding Up and Down in My Little Red Wagon: "If It's a Car, Then I'~~ts~~ a Vehicle"

### 15. Weapons

Preparation: pictures of guns, knives, cannon, etc...

You: "This is a weapon. It is used to hurt someone. They repeat. This weapon is a gun." They repeat. Follow with other pictures.

Song: "If It's a Gun, Then It's a Weapon"

### 16. Toys

Preparation: 3 toys.

"This is a toy. It is something to play with. They repeat. This toy is a \_\_\_\_\_." They repeat. Follow with other toys or pictures.

### 17. Tools

Preparation: 3 pictures of tools or real tools.

"This is a tool. A tool is used to do work. They repeat. This tool is a \_\_\_\_\_." They repeat. Follow with other pictures.

### 18. Food

Preparation: pictures of food.

Show pictures: "This is food, it something to eat. They repeat. This food is meat." They repeat. Continue with other pictures.

## Language Curriculum

### 19. Clothing

Preparation: pictures of clothing or point to children's clothes.  
"This is an article of clothing. This article of clothing is a dress."  
They repeat. Follow with other articles of clothing.

### 20. Things to read

Preparation: have a newspaper, magazine, book, take children, to a nearby stop sign, signs, etc...  
Show a book. "This is something to read. This is a book. We read books." They repeat. Follow with other examples.

### 21. Numerals

Preparation: Write numerals on blackboard.  
You: "These are numerals (write on blackboard). This numeral is 7. They repeat. Follow with other numerals.

Song: "Ten Little Indians"

### 22. Family-Identity

You: "These are children. (point to boy and girl) This child is a boy. This child is a girl. They repeat. These are adults. (show pictures of man and woman) This adult is a woman. This adult is a man. These adults are women. These adults are men." They repeat.

Song: "If He's a Boy, Then He's a Child"

### 23. Only

"What kind of children wear dresses? Only girls wear dresses (repeat). What kind of adults wear dresses? Only women wear dresses. What kind of animals say 'moo'? Only cows say 'moo'. What star can we see in the daytime? The only star we can see in the daytime is the sun, etc..."

### 24. Or

Which child is a girl? (point) This **one** or this one or this one? (repeat using boy).  
Which way should I go? (point) This way? (left, right, straight ahead). Or this way, or this way? They repeat each of these questions clapping out the words and clapping loudest on the word "or".



## Language Curriculum

### 25. If-then

Preparation: pictures: man aiming a gun or bow, striking a match, getting ready to throw a ball, jumping from a high place, dropping something.

Show pictures. Children predict what will happen. "If he pulls the trigger then his gun will go off. (if someone answers in a different way, be sure they reword it to say the above). If he throws the ball, it will fly through the air. If he jumps from the cliff, he will fall into the water, etc..." All repeat.

### 26. a. Verbs

Have a boy stand. "This is a boy. This is John. What is John doing? John is standing. All repeat.

Have a girl run. This is a girl. This is Mary. What is Mary doing? Mary is running." All repeat.

Follow with walking, sitting, hopping, jumping, etc...

### b. Verbs

Have John walk. Is John walking? Yes, John is walking. Tell him to stand still. Is John walking? No, he is standing still. Have a child stand and clap. Is John clapping? Yes, John is standing and clapping."

### 27. Is plus ing

Preparation: pictures of people doing things.

"This man is throwing a ball. What is this man doing? They repeat. He is throwing a ball." Follow with other pictures.

### 28. Do and Does

Preparation: Heavy rocks; clothes children are wearing.

"These rocks feel heavy. Do they feel heavy? Yes, these rocks do feel heavy."

"Is that dress red? Yes, that dress is red. Does this dress look red? Yes, this dress looks red."

### 29. a. Was

Preparation: clay horse, clay man.

This is a horse. (squash it) This was a horse." Repeat. Do with clay man and other things you can make. Follow same order.

## Language Curriculum

### b. Was - ed

Have a child walk. Say: "Harold is walking. Have him stop. All say: Harold walked (another way to say Harold was walking)." Do the same thing with skipping, hopping, jumping, etc... Show that some words change in another way, i.e. run, ran

Game: Yesterday-Today. Today I run, yesterday I ran. Continue with see-saw; am (well) - was (sick).

### c. s

A child pretends to be sick. Say: "John seems to be sick." Altogether now: "John seems to be sick." Continue with feels, wants, loves, likes, etc...

### 30. Pronouns-we

Walk across the lawn alone. "I walked across the lawn." What did I do? All: "You walked across the lawn." Take someone's hand and walk across the lawn. Say: "What did we do?" The child you walked with says, "We walked across the lawn." Everyone walks across the lawn. All say: "We walked across the lawn."

### 31. He, she, it, they

"You can talk about a boy (or man) by using the word "he". You can talk about a girl (or woman) by using the word "she". If you can't use the words "he" or "she" you use the word "it". He is a man. They repeat. He is a boy. Repeat. She is a girl, etc. It is a stone. Continue with a variety of objects."

Song: "If Song"

Point to a boy. All should answer quickly - he. Point to a girl. All should say - she. Point to a tree. All should say - it. Have 3 children go in one part of the lawn. Say together: "Mary is over there. Bill is over there. Pat is over there. They are over there." All repeat. (Point) They are children. Repeat.

### 32. His, her, my

One girl: "My shoes are brown. You: Whose shoes are brown? All: Her shoes are brown. Follow with a boy. My shoes are black. Whose shoes are black? All: His shoes are black."

## Language Curriculum

You should be very familiar with all of the terms. Use them throughout the day whenever you can.

Use the categories in every way you can. If you see a chair in a story, mention that it is a piece of furniture; if someone has a new dress, mention that it is an article of clothing.

### III ACADEMIC GAMES

#### Alphabet

Preparation: Flash cards with alphabet printed on them.

1. Game I: Have one child stand in back of another and try to say the letter first. If he wins he stays up, if not he sits down. Which ever child wins gets to stand behind the next child and play again.
2. Alphabet song: a b c d e f g h i j k l m n o p q r s t u v  
w x y z  
(tune: "Twinkle, Twinkle Little Star")
3. Spread the letters out. Put ABC cards down and let each child, one by one, walk next to the letter while singing the ABC song.
4. Toss a stone on the letters spread out. The child must tell which letter he hit. Each takes turns doing this.
5. Ball: bounce it. One who catches it says A, next one says B, etc... If the ball is missed, must start over. The object is to get through the alphabet.

See directions for number song

6. Song: Use when writing letters. Tune: Mulberry Bush

- A. Slant and a slant and then across
- B. Line straight down, half around, half around
- C. Almost all around and that's a C
- D. Line straight down and half around
- E. Line straight down and across, across, across
- F. Line straight down and across and across
- G. Almost all around and then a line
- H. Line straight down straight down and across
- I. Line straight down and a top and a bottom
- J. Down half up and then a top
- K. Line straight down, slant in and slant out
- L. A line straight down and then across
- M. A line and a slant and a slant and a line
- N. A line and a slant and then back up
- O. All around and that's an O
- P. A line straight down and half around
- Q. All around and then a slash
- R. Down half around and then a line
- S. Half around and a slant and then back up
- T. Line straight down and then a top
- U. Line straight down around
- V. A slant and slant and that's a V
- W. A slant and a slant and a slant, and a slant

\* Separate the letters l m n o p (sing them slower) or children will think they are one letter.

## Alphabet Sheet #2

- X. A slant and a slant and that's an X
- Y. Slant and a slant and then a line
- Z. Across and a slant and then across

### 7. Game II - Decks Game

#### Preparation:

1. You will make two decks of alphabet letters for each child, one in capital letters and one in manuscript (see Handwriting).
2. Use rubber bands to separate the ones you're using from the others.
3. Teach capital letters first with decks.

#### A. Same letter game with decks

1. Deal each child the same letter. Have each child hold it up and sing "I have an A, I have an A", etc.  
Tune: Pease Porridge Hot
2. Beat letter with fists while singing, "I can wave my A", etc...
3. Wave letter in air while singing "I can wave my A", etc...
4. Continue with other letters.

#### B. Different letter game with decks (use after they almost know the letters you're using. This is for speed.

- |            |  |
|------------|--|
| 1st week - | 1. Use only A-C deck until they know them. |
| 2nd week - | 2. A-G until they know them.               |
| 3rd week - | 3. H-K until they know them.               |
| 4th week - | 4. H-P until they know them.               |
|            | 5. Q-V until they know them.               |
|            | 6. W-Z until they know them.               |

#### C. Variation 3

1. Take deck in your hands. Turn the blank side to the children.
2. Say, "When it's your turn see how fast you can say the letter."
3. Show a different letter to each child. You may give him several chances or help him a little.
4. The child with the largest number of cards when you finish wins. Try to make them all win by helping each with his letter.

#### D. Matching Game with Decks

1. Deal out all the cards. See how many pairs they can make, two A's, two B's, etc.

III HANDWRITING

Aa-Bb-Cc-Dd-

Ee-Ff-Gg-Hh-

Ii-Jj-Kk-Ll-

Mm-Nn-Oo-Pp

HANDWRITING continued

Qq-Rr-Ss-Tt-

Uu-Vv-Ww-Xx-

Yy-Zz- - - - -

## V ACADEMIC and FREEDOM MUSIC

### 1. "We Shall Not Be Moved"

We shall not, we shall not be moved, we shall not, we shall not be moved, just like a tree that's planted by the water, we shall not be moved. We want an education, we shall not be moved, etc. We are here to learn, we shall not be moved, etc.

### 2. "Finger in the Air"

Put your finger in the air, in the air, put your finger in the air, in the air, put your finger in the air, put your finger in the air, put your finger in the air, in the air. Put your finger on your nose, mouth, ankle, ear, foot, wrist. Put your elbows on your knees, hands on shoulders. (Have children get in line and do the following). Right hand on floor--right hand on head--left foot out in front, etc.

### 3. "Thumbkin"

(Start with clenched fist) Where is Thumbkin, where is thumbkin? Here I am, here I am. (holding up thumb) How are you today sir? Very well I say sir. Run away, run away. Where is pointer, middleman, lazy man, little man.

### 4. "Teency Weency Spider"

Teency weency spider climbed up the water spout (index finger and thumb switch back and forth), then down came the rain and washed the spider out (hand goes out), then out came the sun (hand makes circle) and dried up all the rain (hands go over each other), then the teency weency spider climbed up the spout again (finger and thumb again).

### 5. "Rocka My Soul in the Bosom of Abraham--So High"

Rocka my soul in the bosom of Abraham (repeat 2 times).  
O rocka my soul.  
So high you can't get over it, so low you can't get under it, so wide you can't get around it, O rocka my soul.

### 6. "Good News"

Good news freedom's coming  
Good news freedom's coming (repeat 3 times)  
and I don't want to be left behind.  
Tell Nairobi, freedom's coming.  
(repeat 3 times)  
And I don't want to be left behind  
Tell the teachers, etc., Tell brother and sister, etc.,  
Tell Mom and Dad, etc., Tell all the neighbors, etc.



Music

7. "Old McDonald"

Old McDonald had a farm, E-I-E-I-O  
And on that farm he had some chicks, E-I-E-I-O, with a chick-chick  
here, and a chick-chick there, Here a chick, there a chick, everywhere  
a chick-chick. Old McDonald had a farm, E-I-E-I-O.  
(ducks-quack; cows-moo; pigs-pink; dogs-arf)

8. "Sheep"

When sheep get up in the morning  
They always say "good day"  
(Repeat 1st two lines)  
Baa Baa Baa Baa that is what they say, they say  
Baa Baa Baa Baa that is what they say.

When dogs get up in the morning  
They always say "good day"  
(Repeat 1st two lines)  
Rrf Rrf Rrf Rrf that is what they say, they say  
Rrf Rrf Rrf Rrf that is what they say.

9. "If Song" (Tune: Old Gray Mare)

If he's a boy, then he's a child, he's a child, he's a child.  
If he's a boy, then he's a child, he's a child.  
(continue with if it's a car, then it's a vehicle, etc., if it's a  
hammer, then it's a tool. Adapt to language lesson).

10. "We Are Soldiers in the Army"

We are soldiers in the army, we have  
to fight although we have to cry.  
We've got to hold up the freedom  
banner, we've got to hold it up until we die.

11. "This Little Light of Mine"

This little light of mine, I'm gonna  
let it shine, this little light of mine,  
I'm gonna let it shine, this little light  
of mine, I'm gonna let it shine, let it shine,  
let it shine, let it shine.  
--In my neighborhood, I'm gonna let it  
shine, etc...

Music

12. "Three Corners"

My hat it has 3 corners, 3 corners has my hat.  
If it did not have 3 corners it would not be my hat.  
(first time through leave out "my", second time through leave out  
"hat", third time leave out "3", fourth time leave out "corners")

Hand Signals: 1) "my" - thump chest  
2) "hat" - hit head  
3) "3" - 3 fingers  
4) "corners" - make with thumb and index fingers of  
each hand.

13. "Skip to My Lou"

Skip, skip, skip to my Lou (repeat) - Skip to my Lou my darling.  
Cows in the pasture what I'll do, etc...  
Flies in the buttermilk, shoo, shoo, shoo  
Ghost in the closet, boo, boo, boo, etc...

14. "This Old Man"

This old man, he played one, he played nick-nack on my thumb  
With a nick-nack, paddy-whack, give a dog a bone,  
This old man came rolling home.  
This old man, he played two, he played nick-nack on my shoe, etc...  
This old man, he played three, he played nick-nack on my knee, etc...  
This old man, he played four, he played nick-nack on my door, etc...  
This old man, he played five, (hive, six-sticks, seven-heaven,  
eight-gate, nine-line, ten-pen, etc...)

15. "Beginning and Ending" (Tune: Twinkle, Twinkle Little Star)

The beginning says "s" and the ending says "it",  
Put them together and they say "sit". (Do this song with other words,  
for example fat, sand, sun, set).

16. "Muffin Man"- Game

Oh, do you know the muffin man, the muffin man, the muffin man,  
Oh, do you know the muffin man that lives in Drury Lane?  
Oh, yes I know the muffin man, the muffin man, the muffin man,  
Oh, yes I know the muffin man that lives in Drury Lane.

Music

17. "Ten Little Fingers"

One little, two little, three little fingers,  
Four little, five little, six little fingers,  
Seven little, eight little, nine little fingers,  
Ten little finger men.  
(Reverse)

18. "Tea Pot"

I'm a little teapot short and stout  
Here is my handle, here is my spout  
When I get all steamed up then I spout  
just tip me over and pour me out.

19. "Bingo"

There was a farmer had a dog and Bingo was his name - O  
B-I-N-G-O, B-I-N-G-O, B-I-N-G-O and Bingo was his name - O  
There was a farmer had a girl and Shirley was her name - O  
Shir l-e-y -----, Shir l-e-y ----, Shir l-e-y  
and Shirley was her name-O  
(Do with rest of class).

20. "Bus Song"

1. The people on the bus go up and down, up and down, up and down--  
the people on the bus go up and down all over town.
2. The driver on the bus says, "Sit down please, sit down please,  
sit down please." The driver on the bus says "Sit down please"  
all over town.
3. The horn on the bus goes beep, beep, beep
4. The wheels on the bus go round and round
5. The wipers on the bus go swish, swish, swish
6. The baby on the bus goes "waa, waa, waa".

21. "Here's a Ball"

(Chant) Here's a ball (make circle with 1 thumb and index finger)  
and here's a ball (make circle with both thumbs and index fingers)  
and a great big ball I see (make circle with arms above head and  
fingers touching).

Shall we count them?

Are you ready?

1 - 2 - 3 (repeat actions after each number).

Music

22. Chant        1, 2, 3, 4, 5

1 - 2 - 3 - 4 - 5 (hold up fingers)

I caught a rabbit alive (grasp crossed arms across chest)

6 - 7 - 8 - 9 - 10 (hold up fingers)

I threw him back again (make throwing motion with hands).

## VI PHONICS GAMES

1. Game: 9 sit on grass. The 10th child stands behind a child. They say the sound fast. If ~~the~~ child standing says it first he stays up and stands behind the next person to person to race. If he doesn't say it first he sits down and the child sitting stands behind the next child.
2. Song: A says A. A says A, A says A just like apple  
Tune-"Baa Baa Baa Black Sheep"
3. After hearing the record, say all sounds in unison using the book that goes with the record. Then have individual children try to say them.
4. I see, I see. What do you see?  
I see something that starts with "s". They guess. Is it the sky?, etc.  
Or hold up picture of sound in book. I see something that starts like snake. They guess.
5. Get newspapers--have them draw circles around the sounds they know.
6. Song: The beginning says "t" and the ending says "ook"  
Put them together and they say "took".  
Tune: "Twinkle, Twinkle Little Star"  
Use with ing, ang, etc.
7. What rhymes with look? (They say book, cook, etc.)

## VII MATH

### 1. Shapes

Preparation: Shapes deck

"This is a circle. What is this?" They answer together.  
Do same for square, triangle, rectangle on following weeks.

Name some things that are circles, and draw on chalkboard--have them try to draw also--balls, suns, lollipops.

Teacher draws circle for everyone to cut out of newspapers.  
Later they may try to cut their own.  
Do same for square, triangle, rectangle on following days.

### 2. Left to right

See games--Simon Says  
Loopty Loo  
Finger in the Air

Tie a piece of string around a finger on everyone's right hand.  
"This is your right hand. They repeat: This is my right hand--  
hold up. Hold up the other hand. This is my left hand."

(Do right foot, left foot).

### 3. Colors

Pin a color card on each child. Each must tell the color he is wearing. "My card is yellow. All: Tyrone's card is yellow." They will learn to associate the color with the child. Ask them to remember what color each child said. Wear cards each day until children know each color.

(Play game 1 with color cards).

Talk about a different color each day. Today is Tyrone's day. His color is yellow. How many things do you know that are yellow? (Sun, etc...)

### 4. Counting

Number songs: Here's a Ball--do first  
This Old Man  
1,2,3,4,5--Finger Play--do first  
Ten Little Fingers

Count to 5, clap to 5, count fingers to 5 (use right pointer finger to count fingers on left hand).

Math

5. Months--songs: There are 12 months in a year.
5. Counting by 2's, 5's, 10's.  
Do in rhythm as in playing "Hide and Go Seek"  
2-4-6-8-10 chicken's in a pen--clap to this one.

## Writing Numbers

Tune: "Here We Go Round the Mulberry Bush" (Same as alphabet - writing song)

1. A line straight down and that's a 1  
A line straight down and that's a 1  
A line straight down and that's a 1  
That's a 1
2. Curve around and then across, etc. (repeat twice, end with That's a 2)
3. Half around and half around, etc. (repeat twice, end with That's a 3)
4. Down across and then straight down, etc.
5. Down half around and then across, etc.
6. Curve around and all around, etc.
7. Go across and then slant down, etc.
8. Curve around like a **snake** and then back up, etc.
9. All around **and then** straight down, etc.
10. Down all **around** and that's a 10, etc.
11. All around and that's a zero, etc.



## VII ENDINGS

1. Song: How do you do and shake hands, shake hands, shake hands,  
How do you do and shake hands, state your name and address.

Each child has a turn to say: My name is \_\_\_\_\_.  
My address is \_\_\_\_\_.

2. Alike and Different--see Alike and Different sheet. This may be used also in Language.
3. Story Books
4. Physical Education--see Games and Nursery Rhymes

### Alike and Different

Read the 2 words. Have children say "Just alike" if alike and "Different" if different. You must speak clearly. You can play Game 1 with this also.

mat--man  
tub--tug  
pin--pan  
chap--chap  
gun--dumb  
bale--gale  
cake--cape  
rest--zest  
jam--jam  
tin--pin  
pat--pack  
din--din  
cat--cap  
moon--noon  
shack--sack  
king--king  
tell--tall  
pat--pet  
lad--lab  
leg--led  
led--lad

look--look  
ring--rang  
rink--rank  
jail--jail  
ball--ball  
lake--lake  
rub--rug  
wing--wing  
lit--lick  
bug--bud  
cope--coke  
pool--tool  
pan--pat  
tone--zone  
bar--bar  
shot--shop  
suck--sock  
rich--rich  
pit--kit  
sick--thick  
map--nap

## Nursery Rhymes (Endings)

A nursery rhyme should be chanted daily. Stress the rhyming endings i.e. "Little Miss Muffet sat on a tuffet." Muffet rhymes with tuffet.

1. Hippy-hop to the Baker shop  
(for skipping) Hippity hop to the bakery shop to buy a stick of candy, one for you, one for me and one for sister Sandy.
2. Hopping is fun, hopping is fun for everyone, the longer you hop, the better you hop so hippity hoppity hoppity hop (galloping, skipping also).
3. Baa Baa Black Sheep  
Baa, baa black sheep, have you any wool? Yes sir, yes sir, three bags full. One for my master, one for my dame, but none for the little boy who cries in the lane.
4. Hey Diddle Diddle  
Hey diddle diddle, the cat and the fiddle, the cow jumped over the moon  
The little dog laughed to see such sport and the dish ran away with the spoon.
5. Jack Be Nimble  
Jack be nimble, Jack be quick, Jack jump over the candlestick.
6. Little Boy Blue  
Little Boy Blue come blow your horn, the sheep in the meadow, the cow's in the corn. Where is the boy that looks after the sheep? He's under the haystack fast asleep.
7. Little Jack Horner  
Little Jack Horner sat in a corner eating a Christmas pie. He put in his thumb and pulled out a plum and said, "What a good boy am I."
8. Little Miss Muffet  
Little Miss Muffet sat on a tuffet, eating some curds and whey. Along came a spider and sat do beside her, and frightened Miss Muffet away.

Endings continued

GAMES  
(also see Rhymes)

1. Jumping

Have a rope and either have it tied between two people or hold it. Then have the children jump over it. Start low and gradually raise it.

2. Loopty Loo

Here we go loopty loo, Here we go loopty la, here we go loopty loo, all on a Saturday night. I put my right hand in, I take my right hand out, I give my right hand a shake, shake, shake, and turn myself about. (Children form a circle, and suit actions to the words. First right hand, then left hand; right foot; then left foot; also I put my right hand on the ground, etc...right elbow in; whole self in).

3. Mulberry Bush

Here we go round the mulberry bush the mulberry bush, the mulberry bush. Here we go round the mulberry bush, So early in the morning. This is the way we wash our clothes, etc.

So early Monday morning.

-iron clothes--Tuesday morning.

-scrub floors--Wednesday morning.

-mend our clothes--Thursday morning.

-go to school--Friday morning.

-play at home--Saturday morning.

-go to church--Sunday morning.

(Use appropriate actions--wash, iron, scrub, mend, walk, dance, bow head).

4. Musical Chairs

Use large rocks or pieces of scrap paper or anything as a marker. Place markers in a circle. Have 1 less marker than children. Sing or clap while they march around in a circle. When the singing or clapping stops, they each dash for a marker and sit on it. The one left out is out. Continue until one person wins.

5. Simon Says

One person is it, he tells the others what to do by saying "Simon says put your right hand on your head." If the leader does not say, "Simon says" the children are not to do what the leader says.

TEEN QUESTIONNAIRE

PROPOSAL

EVALUATIONS

QUESTIONNAIRE

EAST PALO ALTO TEEN PROJECT

1. What subjects did you take in school this year and what grade did you get in each subject?

1st Semester

2nd Semester

Period 1

2

3

4

5

6

2. List the subjects that you are going to take next year.

3. What do you plan to do when you leave high school?

a. \_\_\_\_\_ Work . Doing what? \_\_\_\_\_

b. \_\_\_\_\_ Go to college. Where? \_\_\_\_\_

c. \_\_\_\_\_ Go in the service.

d. \_\_\_\_\_ Take vocational training. In what? \_\_\_\_\_

e. \_\_\_\_\_ Get married.

f. \_\_\_\_\_ Other. Please give further information.

3a. Explain your choice.

4. What are these summer programs for?

5. Have you ever had a paying job before? Yes. \_\_\_\_\_ No. \_\_\_\_\_

If yes, list the jobs, how long you worked.

Type of job

How long you worked

6. Do you want to live in East Palo Alto or East Menlo Park after you finish school and get a job? Yes \_\_\_\_\_ No \_\_\_\_\_  
Why?

Where would you like to live if not in East Palo Alto or East Menlo Park?

7. List the school activities (sport, clerks, office held) and the non-school activities (church, YVC, etc.) in which you participate.

School Activities

Non-school Activities

8. How much money do you really think you will be earning 10 years from now?

9. Do you think that you can teach little children how to read?

Yes \_\_\_\_\_ No \_\_\_\_\_ Unsure \_\_\_\_\_

10. Do you think that Ravenswood is a racially segregated school?

Yes \_\_\_\_\_ No \_\_\_\_\_ Why? \_\_\_\_\_  
\_\_\_\_\_

11. Do you think that Menlo Atherton is a racially segregated school?

Yes \_\_\_\_\_ No \_\_\_\_\_ Why? \_\_\_\_\_  
\_\_\_\_\_

12. Do you think schools should be racially segregated?

13. If you plan to go to college, what do you plan to get out of it? \_\_\_\_\_  
\_\_\_\_\_

What do you plan to take? \_\_\_\_\_

14. Has your counselor ever talked to you about preparing for and going to college?

Yes \_\_\_\_\_ No \_\_\_\_\_ When? \_\_\_\_\_

15. Do you always take the course your counselor suggests for you?

Yes \_\_\_\_\_ No \_\_\_\_\_

16. Should Negroes fight in Vietnam? Yes \_\_\_\_\_ No \_\_\_\_\_ -- Why? \_\_\_\_\_  
\_\_\_\_\_

17. Do you think your high school has given you an opportunity to get the best education?

18. In East Palo Alto who is responsible for law enforcement?

Law Enforcement \_\_\_\_\_

U.S. Marshall \_\_\_\_\_

Sheriff \_\_\_\_\_

Highway Patrol \_\_\_\_\_

Chief of Police \_\_\_\_\_

19. Do you think the administration acts differently toward Black students than white students?

Yes \_\_\_\_\_ No \_\_\_\_\_

20. Rank these schools from best to worst ( 1 = best 6 = worst).

- \_\_\_\_\_ Woodside
- \_\_\_\_\_ Ravenswood
- \_\_\_\_\_ Menlo Atherton
- \_\_\_\_\_ Gunn
- \_\_\_\_\_ Cubberly
- \_\_\_\_\_ Palo Alto High

21. What kind of things does a good high school have? \_\_\_\_\_  
 \_\_\_\_\_
22. Who runs or governs East Palo Alto? \_\_\_\_\_
23. Who runs or governs East Menlo Park? \_\_\_\_\_
24. Where do you go to school? \_\_\_\_\_
25. What three things do you need to get into college?  
 1. \_\_\_\_\_  
 2. \_\_\_\_\_  
 3. \_\_\_\_\_
26. Which of the following schools in the area do you think have race-relation problems? Put 1 by the one with the most race problems.  
 \_\_\_\_\_ Gunn  
 \_\_\_\_\_ Menlo-Atherton  
 \_\_\_\_\_ Cubberly  
 \_\_\_\_\_ Palo Alto High  
 \_\_\_\_\_ Ravenswood  
 \_\_\_\_\_ Woodside
27. What do you think the race of people you belong to should be called?  
 \_\_\_\_\_ Negro  
 \_\_\_\_\_ Mexican-American  
 \_\_\_\_\_ Colored  
 \_\_\_\_\_ White  
 \_\_\_\_\_ Caucasian  
 \_\_\_\_\_ Brown  
 \_\_\_\_\_ Black  
 \_\_\_\_\_ Other
28. On boys, which do you think look best?  
 \_\_\_\_\_ Natural  
 \_\_\_\_\_ Process  
 \_\_\_\_\_ Regular
29. On girls, which do you think look best?  
 \_\_\_\_\_ Straightened  
 \_\_\_\_\_ Natural
30. How do you wear your hair? \_\_\_\_\_
31. How would you like to wear your hair? \_\_\_\_\_
32. What does Black mean to you? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
33. What does Black Power mean to you? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
34. What one job or occupation would you most like to have? \_\_\_\_\_
35. How important is school to you? \_\_\_\_\_ very \_\_\_\_\_ doesn't matter \_\_\_\_\_ not very

36. How often do you try hard in school? \_\_\_\_\_ almost always \_\_\_\_\_ often  
 \_\_\_\_\_ sometimes \_\_\_\_\_ once in a while \_\_\_\_\_ hardly ever \_\_\_\_\_ never.
37. List the courses you would take next fall if you were planning to go to college.
38. List 3 jobs or occupations you think you will qualify for after you finish school and describe each briefly.
39. List the things you like to do most.
40. How smart do Black kids think they are compared to other kids?  
 \_\_\_\_\_ much smarter  
 \_\_\_\_\_ somewhat smarter  
 \_\_\_\_\_ about the same  
 \_\_\_\_\_ not quite as smart  
 \_\_\_\_\_ much less smart
41. Name 3 things you have done that you are most proud of and why?
42. List the first things that come to your mind when you hear Black Power.
43. Name 3 things that you like least about yourself (the worst things about you).
44. Do you usually stick up for your rights? Yes: \_\_\_\_\_ No \_\_\_\_\_ Why? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
45. How often do your parents show interest in your school work?  
 \_\_\_\_\_ always \_\_\_\_\_ sometimes \_\_\_\_\_ never
- a. Do they help you with it?
46. What makes you proud of being Black? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- a. How do you feel about being Black? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



## TEEN-AGE SUMMER COMMUNITY ACTION PROGRAM

### I. Introduction.

The East Palo Alto and East Menlo Park community (here after called East of Bayshore Community) has a population of about 27,000 people of which approximately 80 per cent are members of minority groups. This East of Bayshore community is a pocket of poverty within a wealthy community. The program emphasizes education, community involvement-renewal and unity. The youth will attend classes at the East Palo Alto Day school, teach younger children intensive pre-school skills, adult and parent participation in school and civic affairs.

The Day School is a private non-profit organization and will have full responsibility for recruiting and selecting the youth, planning and instituting the morning and afternoon schedules, developing the block activity and fulfilling the purposes of the project.

The program is designed to hire 100-200 teen-agers plus twenty college students. During the morning, the teen-agers would receive education-oriented instruction and drill in English, and other courses. In the afternoons they would work by neighborhood block assignments to (1) help tutor and assist younger children--primarily ages 4 through 7--develop their learning skills; and (2) supervise recreational activities for these children; and (3) attempt to involve more adults in this program and other community activities. 1,000 children Ages 4-7 should be involved.

The program is based on several basic ideas. (1) There will not be sufficient summer jobs for youth, especially minority youth. (2) Recent research has shown that a student put into the position of tutoring another person will be more interested in the subject matter and therefore master it and learning skills more rapidly. (3) A local program drawing its leadership almost exclusively from the local community has greater community participation and greater potential for reaching the rest of the target area.

### II. Objectives.

A. To employ teen-age students during the summer in creative activities on behalf of their community.

B. To have the student during the summer initiate and run block by block summer school for pre-school, kindergarten, and first grade children. The students will teach the alphabet, colors, counting, correct speech patterns and beginning linguistic reading.

C. To have the students initiate and conduct recreation activities for children in many areas of the community and within blocks themselves.

D. To have the students educate and involve adults in school and civic affairs.

E. To give the the teen-agers responsibility and meaningful jobs, two experiences seldom available to minority young people.

F. To have the students and staff evaluate the impact of this action-education project on:

1. The young children who are taught
2. The teen-agers who are learning and teaching
3. The adults who are contacted.

G. To increase civic responsibility and involvement, educational level and aspirations through courses such as Black history, English and drama, African dance, community development (problems and solutions), reading, contemporary American teaching techniques and African language.

### III. Plans for Recruitment and Training of Staff and Volunteers

#### A. Recruitment

1. The sub-college teen-agers will be recruited through the two high schools and the elementary school districts that serve the East of Bayshore Community. They will be contacted in May.
2. The college-age youth will be recruited from the college students who are returning home for the summer and need jobs to help them continue with their education. They will be interviewed, hired, and have two or three days of intensive training during Easter Vacation.
3. Volunteers will be recruited and trained as the project progresses.

#### B. Training of staff and Teens

1. All students selected will receive two weeks of training prior to the beginning date of the program. Such training will include street games, alphabet, colors and counting games and techniques, speech pattern practice and the linguistic approach to reading and practice in home visitations. The latter will take place as younger children are recruited for block based classes.
2. The teen students will be divided into ten groups of ten students plus college student serving as supervisor. Each group will be further divided into still smaller groups in order to attain an optimal teaching ratio of one student to five children. They will be assigned to teach groups of

pre-school, kindergarten, and first grade children, to lead recreation activities, to talk with adults and parents and to increase adult participation in school and civic affairs.

### C. In-Service Training

1. The staff will meet at least two times a week for training and evaluation (self and project) during the entire project. Each week during the project the youth will also be engaged in about fifteen hours of classes and various discussion seminars.
  - a. The class work will include reading and English instruction in which the youth will receive continuous instruction in the methods and evaluation of their use of the methods. In the other classes, the emphasis will be on communicative skills.
  - b. The discussion seminars will include Contemporary America as it relates to minorities, Community Development - problems and solutions, Blackology, Drama, African Dance, African Language, Art, and Teaching Techniques.

### IV. Our Cooperation With Community Action Programs and Others

A. The Information Center has agreed to supply some of the instruction and material for the Community Information Class, and we will assist the Information Center in distributing any material or information which they request, so that in effect we will add over 200 part-time aides to the Information Center Staff. The Legal Aid Center will set up the courses of study for the class in law and the youth will inform the Community of the services of the Legal Aid Center.

B. These are only examples of many ways in which we plan to cooperate with not only Community Action Programs but any other agencies or programs in the community that seeks to improve the lives of our people.

### V. Form of Organization

A. The Day School, Inc., East Palo Alto (Administrative Staff) will assume administrative and supervisory responsibility. The Project Director will be hired during Easter Vacation.

### VI. Evaluation

A. Techniques for data analysis are being developed for computer analysis and reporting.

B. The measuring instruments which are being developed to evaluate the project are:

1. Before and after questionnaires
2. Field observations
3. Structured interviews
4. School performance data

C. A film team from the College of San Mateo will film our project throughout the summer. This junior college has the only school operated television station in the entire San Francisco Bay Area. (Channel - KCSM - TV)

D. In addition the 20 group supervisors will be retained for follow-up data gathering.

### VII. Significance of Project

A. The direct involvement of students in the process of education and community activities should lead the students to significantly increase their awareness of civic responsibility and to raise their educational involvement and aspirations.

B. The project explores the potential of community directed programs for community development.

C. The potential cost effectiveness benefit of the project may far exceed that of current community action programs.

D. The use of students to simultaneously help themselves, younger children, and adults is probably a unique project. It is predicted that this combined approach will have a positive effect on all involved and provide a new dimension in community improvement programs.

### VIII. Proposed Budget

#### A. Personnel

Project Director (A)	\$200/wk for 12 weeks	\$2,400
Ass't Administrative Dir.(C)	\$125/wk for 12 weeks	1,500
Dir. in Charge of Inst. (C)	\$125/wk for 12 weeks	1,500
Consultant to Administration (A)	( $\frac{1}{2}$ time)@\$75/wk 12 weeks	900
Consultant to Pre-School Educ.	( $\frac{1}{2}$ time)@\$62.50/wk 12 wks(A)	750
Reading Consultant (A)	( $\frac{1}{2}$ time)@\$62.50/wk 12 wks	750
Office and Business Manager (C)	\$110/wk for 12 weeks	1,300
Secretary, Payroll and Bookkeeper	\$100/wk for 12 weeks (C)	1,200
Secretary (H)	\$75/wk for 10 weeks	750
21 Teachers and Team Supervisors	\$100/wk for 12 weeks (C)	25,200
200 Teenagers	\$50/wk-40 hrs/wk 10 weeks*#1	100,000
(A) Adult (C) College		
(H) High School		
	TOTAL	<u>\$136,250</u>

SOCIAL SECURITY @ 4.4% of paid salaries \$ 5,995

Outside Professional Consultants@\$10-\$20 per consultation\*#2  
\$ 2,000

B. Equipment

Office Supplies - paper, pencils, crayon, etc. *#3 staplers, pads, files, etc.	2,500
Educational Materials *#4	6,000
Audit	300
Office Equipment Rental - 3 Electric Typewriters Mimeograph	700
Insurance and Bonding	600
Utilities and Phone	400

C. Travel

Staff mileage -- 500 miles/wk @ 10¢ mi. for 12 weeks	600
2 Bus trips for 200 teen-agers	800

D. Filming \*#5 2,500

E. Miscellaneous: Computer or data analysis B550  
10 hrs. 120.00 phr. (1200.00): Insurance \$637.00  
1,837

FINAL TOTAL \$154,487

\* In-Kind Contributions

*#1 200 teen-age salaries \$50/wk for 1 week	\$ 10,000
*#2 Consultant	1,000
*#3 Office Supplies	1,000
*#4 Educational Materials	2,000
*#5 Filming	<u>1,400</u>
TOTAL	\$ 15,400

This section of directors' evaluations is  
composed of summaries of individual presentations.

September 18, 1968

TO: Economic Opportunity Commission  
FROM: Thelton E. Henderson, Attorney  
Stanford School of Law

SUBJECT: EVALUATION OF SUMMER TEEN PROJECT

Enclosed is my belated evaluation of the Summer Teen Project. Please accept my apologies for the gross delay in getting this document to you. An unexpectedly long court trial and my new job here at Stanford were the reasons for the delay. I had hoped to have a much more thorough evaluation than the one enclosed, and also apologize for that deficiency.

My basic approach was to try to respond to the fourteen "possible evaluation questions" listed at the end of the agenda handed me at our first meeting. As can be seen, I limited my responses to those questions I thought I could best evaluate.

I hope that you will find my observations to be of some value to you. I was able to talk to several persons involved in your program at the staff level, as well as several of the teen-age participants. Obviously, much more could have been done in this area.

Thank you for asking me to participate in the evaluation of your program, and if I can in any way give further service to you, please do not hesitate to let me know.

This study treats an evaluation of the Teen Summer Project which operated from June 10 to August 16 in the East Palo Alto-East Menlo Park community. The program stressed the importance of education, community involvement and unity.

PART I treats the funding agency's outline for narrative report items.

PART II presents evaluations offered by parents and teen teachers.

PART III is a summary statement.



## PART I

### Successful program components:

The aims of the program were met; other goals were incorporated as the community expressed a need.

Teenagers were employed in activities which they were able to perceive as creative and useful to their community. The teen teachers recruited pre-school, kindergarten and first grade children. With direction from college students, who acted in turn as their teachers, they taught the alphabet, colors, counting, correct speech patterns and beginning elements of reading. Some children who mastered the material were introduced to books.

The students participated in civic affairs, some for the first time. The involvement was far more than what is generally viewed as apathy in the general national adult population. There were weekly evening seminars with parents of those participating. In addition, the students conducted a survey for the community in accordance with the directions of the East Palo Alto Municipal Council.

In concert with their educational activities the teen teachers organized recreational activities for the children who participated.

The teen teachers and their college supervisors were involved in activities relevant to their lives and their communities. For themselves and their observers they were able to express their ability to perform in meaningful, responsible undertakings.

The students and staff submitted individual responses as to their evaluation of the project. Those evaluations will be made available by the administrators of the project.

The courses outlined in the proposal were offered on a daily basis.

### Unsuccessful program components:

It was observed that no aims of the program were unsuccessful.

### Of importance to next year's programs:

The students determined the need to reform activity which they considered mismanaged. Their complaint was directed toward their council and the need to have its members represent their needs more effectively. An assembly was called at the request of the students. The matter was expediently and justly dealt with. The teen teachers were able to practice in a truly democratic situation. It was observed that many of them who are potential leaders were participating with a specific logic and confidence. There was developed from that assembly an effective means for dealing with minor grievances and a reasonable model for council representation.

#### 4. Changes in participants, local community attitudes, agency responses:

Tests were given to 10.3% of the pre-school, kindergarten and first grade students. The mean IQ represented by the standardized scores of those tests was 90.5 at the beginning of the program and 103.5 at the end of the program. The IQ test which was used is standardized to a mean of 100 with a standard deviation of 15. The greatest gain was made by three year olds, consistent with theories which treat the need for familiarity with teaching materials.

A language test was also administered to establish the effectiveness of attempts to teach the students to speak in complete sentences. The results are given in Table 1.

TABLE 1 Language Test Results

	% Correct	% Incorrect
At the beginning of the program	21	79
At the end of the program	68	32

A survey was conducted at the beginning and at the end of the program to establish some of the attitudes and possible attitude changes of the teen teachers. Some results are given in Table 2.

TABLE 2 Questionnaire Results

Question	Initial Responses	Final Responses
What do you plan to do when you leave high school?		
Work	19%	5%
Go to college	67%	89%
Vocational training	1%	1%
Marry	5%	4%
Other	8%	1%
Do you want to live in East Palo Alto or East Menlo Park after you finish school and get a job?		
Yes	31%	63%
No	69%	37%

The students have been applauded for their participation in community activities, particularly, for conducting a survey for the East Palo Alto Municipal Council. The program included a service of the Information Referral and Service Center. Canned foods were collected and given to the Center for distribution to families in need of food.

#### 5. Incorporation with existing programs:

There is a definite plan to incorporate this project with existing programs. The college students who were teachers will be teacher counselors in the high schools and junior high schools. The teenagers who participated in the program will assist their peers who did not participate in the program and will serve in the Day School's educational program.

6. Role of youth in planning the program:

It was the consensus of the community that the previous Upward Bound program did not meet the needs of the community. The teenagers who had participated in the earlier program presented proposals for improvement. Those proposals were incorporated with the general plan for the project. All of the staff and administrators were recruited from the youth of the community; all participated in planning and adjustments necessary to insure proper functioning of the program.

7. Degree of representation of community's youth:

All those who participated were community residents and representative of various strata of the community's youth.

8. Ideas of youth incorporated:

Incorporating ideas of the youth involved in the program was a continuous function. There was a teen-council. Representatives of each class presented the needs of the students to the staff. The staff, also youths, met in regularly scheduled sessions with the administrators to initiate or adjust activities.

9. Ideas of youth not incorporated:

There were valid complaints made by the teen-teachers concerning prompt consignment of supplies. The funding agency imposed limitations by requiring repeated requests for initial funds. Residual funds were released fractionally. This was a particular handicap to the staff and administrators. Much of the time necessary for organizational activity was spent requesting funds which had been granted. Supplies were not available.

10. Functions assumed by youth in the operation of the program:

Six hundred to eight hundred pre-school, kindergarten and first grade participants were taught as mentioned above by two hundred twenty-five teen-teachers. The teen-teachers were taught by and supervised in their teaching assignments by twenty-four college students. There was shared responsibility for community activities, parent seminars, and special projects. The teen council acted in liaison with the staff.

11. Adequacy of acceptance of responsibility:

It was observed that the participants assumed responsibility adequately to insure efficient implementation of the program plan.

12. Involvement of youth in on-going evaluation:

See number 8.

13. Involvement of parents of younger children:

Those who planned the program included parents of younger children who were to be served by the program. Their role in its operation included assistance

in workshop activities, reading clinic specialists' assistance, snack-bar provisions, and technical assistance.

14. Effectiveness of delegate agencies in reaching and serving target group:

With due consideration of the valuable accomplishments of those who participated in the program, it must be recognized that this is only a fraction of the effort which must be made.

Adequacy of technical assistance:

The technical assistance which was received was excellent.

15. Recruitment:

The schools were the major source from which participants were drawn. Representatives went to all the junior high schools and high schools in the target area, explained the program, and enlisted participants. The local newspapers were used as a means to informing the general population. Recruitment of pre-schoolers, kindergarteners and first graders was hindered by the funding agency's guidelines. However, recruitment within those limits was accomplished.

## PART II

The following are responses offered by parents whose children were involved in the project:

The little children are benefited in their school work. They learn the alphabet, colors, the days of the week, the months of the year, and words. My husband is sick; the money helps my son to help himself and to help the family.

I have two children in the program. My daughter has enjoyed it. She has patience with small children and enjoys teaching. My son has enjoyed Black History. He wants to visit Africa.

My daughter learned responsibility by helping others to learn and by preparing them for school. The parents whose children she teaches were pleased. It has kept the children off the street.

The following are responses offered by the teen teachers:

I think this was a nice thing to have. It helped the pre-schoolers and us. I have learned a lot. It gives the teens something to do. It keeps us off the streets. When we have a class discussion on educational things we ask questions and we get reasonable answers.

It was out of sight. I really dig on it. They need more projects like this one. This project is too cool. Bad to death.

The project gives the little children a real good head start. When they have their first chance to go to school, they won't give the teachers a bad time. I'm a super sor. I like to go around to all the people. The mothers like me. The teacher said I was good at that.

We learned to understand and love Black children. They learn faster because they know we're interested in them. Our parents are more aware of problems. The college teachers have an opportunity to teach and test the principles they are learning. There should be more programs like this. The teenagers learned to strive for education and reasonable goals.

### PART III

A magazine 'Umoja' was printed from work submitted by teen-teachers who participated in the Teen Summer Program. It is representative of the positive self-consciousness which many were able to establish. It represents considerable gain when compared to the double-consciousness with which they have had to exist. Following are some examples of the work produced:

Haiku  
Sherry Rhodes

A Black community with  
Peace, love, and happiness  
Let us live it.

What Africa is to me  
Wanda Barber

Africa is my distant home, my ancestral heritage.  
Africa is a place about which I don't know nearly as much as I should. Africa is the continent where if I looked far and hard enough, maybe I would find a distant relative. Since I am Black, there has to be someone who is from the same tribe that my ancestors belonged to. Africa is a far away place, but a very close part of my everyday life. Africa is my rhythm and my color and myself.

Education  
Sandra Boulding

Education is what we need  
To get along in this world  
In reading let us pick up speed  
Whether we are a boy or girl

Math we need also in school  
To develop our minds so blank  
But it's better than pitching pennies or shooting pool,  
So let's not walk that plank

Science is a necessary thing  
To me and to others.  
So when our education bell rings  
Let's help our sisters and brothers.

It was observed that the proposal of the Teen Summer Project was satisfactorily fulfilled. It will undoubtedly have a positive effect on students who participated. It should not go unnoticed that this is little compared to the number who did not participate and relative to the barrage of meaningless material which is forced upon these students daily.

In summary, the Teen Summer Project in the East Palo Alto-East Menlo Park target area initiated extensive, organized instruction programs. The project was beneficial at various levels of community operations and might serve as a model for progressive, innovative programs.

September 18, 1968

EVALUATION OF SUMMER TEEN PROJECT

1. WHICH PROGRAM COMPONENTS WERE SUCCESSFUL IN ACCORDANCE WITH PROGRAM GOALS? WHY?

From my interviews and observations, that portion of the program dealing with the increase of civic responsibility and involvement, Black History courses, community development, etc., was the most successful. I talked to a number of children from the program and was impressed by their awareness in these areas, which I am assuming was at least partly the result of the program.

I also felt that the program somewhat aided the participants in developing their verbal skills, i.e. to communicate and to deal with ideas verbally; it did not appear to me, however, that there was a significant development in the area of increasing writing skills.

The education and involvement of adults in school and civic affairs seemed to be partially realized, especially with respect to parents of the participating teen-agers, and to a lesser degree, friends of these parents.

2. WHICH COMPONENTS WERE NOT SUCCESSFUL? WHY?

Because of the various delays in funding the program, the college students were, I felt, hampered in their training for the program, at least to the extent that additional time could have been used to become more familiar with the work materials and to master the mechanics of the project.

3. WERE THE YOUTH REPRESENTED TYPICAL OF THE TARGET AREA?

I felt that they were quite typical of the target area, and that they were well selected geographically within the target area, and also on a socio-economic basis.

4. DID THE YOUTH ASSUME THE RESPONSIBILITY OF THESE FUNCTIONS ADEQUATELY TO INSURE SMOOTH OPERATIONS?

I was quite impressed with the way the youth assumed the various functions of the operation of the program, and in addition, feel that it was a marvelous experience for them, insofar as it is probably that most of them had never had the experience of participating in the decision-making aspects of an operation.

5. WERE YOUTH INVOLVED IN ON-GOING SELF-EVALUATION OF THE PROGRAM? IN WHAT MANNER? WERE THEIR COMMENTS PERTINENT AND DID THEY STIMULATE CHANGE, OR PROGRAM RE-DIRECTION?

The several youths with whom I talked expressed the view that they had not been involved in the on-going self-evaluation, although more extensive questioning revealed that they actually had, and hadn't realized it or had not understood the question. I felt that their comments about the program were quite pertinent, but that they had stimulated little change for this year. I think it is the nature of the operation that those running the program will be better able to implement the suggestions for next year, rather than this year, while the actual program was in operation.

September 10, 1968

TO: Economic Opportunity Commission  
FROM: Ennis McDaniel, Special Assistant  
Intergroup Education

SUBJECT: TEEN SUMMER PROJECTS, East Palo Alto

The Summer Teen Project for East Palo Alto is certainly worthy of the very highest commendation. First, because the program provided creative and challenging work experiences for minority group youth. Secondly, the youth were able to become actively involved in those community activities which add girth and meaning to real civic responsibility. Thirdly, the project provided added enrichment experiences upon which the young child may continue to build other learning experiences.

My only regret is that such indigenous programs often are short-lived and are not sustained and implemented during the course of the regular school year. Due to the poor quality of education often offered to minority group children, it becomes extremely imperative that programs such as this which provides greater opportunities for individual and small group instruction be maintained.

It is our very best wish and recommendation that the tutorial and enrichment aspects of this program be continued.



August 29, 1968

TO: Economic Opportunity Commission  
FROM: Hank Organ  
SUBJECT: SUMMER TEEN PROJECT

Attached is my evaluation of the Summer Teen Project. My basic approach was to (a) first determine what the Project said it would do and then (b) determine if and the degree to which it was accomplished. The source for these steps was the "Teen-Age Summer Community Action Program" document which was distributed to the Evaluation Committee members. Paragraphs from this document are referred to in the evaluation.

I hope that the observations will be of some value. Perhaps they can serve as a guide to further investigation.

Thank you for allowing me to participate in the evaluation.

## EVALUATION OF THE SUMMER TEEN PROJECT

- A. It was felt that the teen-agers did significantly benefit in developing their verbal skills, but it is questionable whether their writing skills were significantly improved.
- B. The training of the college students was hampered by delays in receiving the funds to conduct the Project. Much time was spent in busy-work and in pressuring politicians to deliver the funds. This resulted in the time schedule being exceedingly tight during the initial stages of the Project.
- The period of training of the college students could have been extended to increase familiarity with the material and mechanics of running the Project.
- C. The student-child ratio of 5:1 was achieved, and actually improved during the project.
- D. Whereas the initial seminars were adequate in many respects, much time was directed to handling disciplinary and administrative problems, and an insufficient amount of time was spent on the problems of teaching.
- E. The interviewee was not sure if this was done, although it was known that material on INFO was available for dissemination.
- F. The age range of the teen-agers assigned to a particular college student could vary as much as 4 years. This was greatly manifested in the maturity, awareness and articulation of the teen-ager. The training of the teen-agers might be more effective if the groups were organized according to age, i.e., a group for 14 and 15 year olds and a separate group for 16 and 17 year olds.
- In addition, if possible, there should be an equitable distribution of the sexes of the teen-agers in the groups.
- Whereas most of the teen-agers groups were kept small, they did tend to have 2 to 4 more teen-agers than proposed (10). One group was reported to have 18 teen-agers.
- G. Whereas the Project did have significant contact with the adult community, there were numerous other non-Project sponsored activities going on that conflicted with the Project's activities.
- H. It was reported that IQs of the students were assessed by the use of conventional, standardized instruments. Because of the cultural biases which are inherent in these instruments, uncertainty as to the wisdom of their use was expressed to this evaluator.

August 27, 1968

TO: Economic Opportunity Commission  
FROM: Frank J. Satterwhite, Assistant Director  
College Entrance Examination Board  
Palo Alto, Calif.

This evaluation will focus upon the relative successes and failures of the Summer Teen Project in relation to the stated objectives of the program. More specifically, I will offer an evaluation of the various project components with particular emphasis upon objectives A, C, D, and F.

The key word in objective A, "to employ teenage students during the summer in creative activities on behalf of their community," is CREATIVE. There is no doubt that the staff organized, developed, and implemented activities which could be described as creative by any measure. That is not to say that all activities could be best described by this adjective, but rather that the originality, imaginativeness, and creativeness of staff programming surpassed that in most other projects with which I have been associated.

For example, the attempts to utilize teenagers in programs designed to enhance adult interest and involvement is most atypical. The teaching methods employed by team supervisors were equally unorthodox. As one student in the project stated, "I think that we could have probably done more and learned more, but you can bet that the students got more out of this program than they get out of nine months of school--much more; and much of that is due to the teachers who know us, love us, care about us, and want us to learn. Those damn teachers were constantly on our backs, but not in the way the regular classroom teacher is. The way they taught, which I can't really put into words, was different. I was a teacher and a learner at the same time. I was somebody. I hope we can do it again next year." Since I did not observe any classes in process, I cannot "put into words" at this time that which distinguished these methods from those which have been destroying little black minds and bodies in the regular school system. Yet, that extra something, which is at present indescribable, made the difference.

In a sense, the total approach to the implementation of program activities was somewhat creative. The students planned, talked, thought, and did. The name survey, the block activity, the reading program, participation in civic affairs (and I mean active participation), and the total student involvement suggests a type of creativity which is seldom visualized in the typical classroom, or, for that matter, in government-funded projects. I should note, however, that although the program was very, very creative, it was not equally as successful in all selected activities.

I do not believe that objective C, "to have the students educate and involve adults in school and civic affairs," was as successful as it was creative. Several parents did become actively involved in community activities and in the project itself. Yet, this objective suggests to me that a more general involvement of parents was the anticipation, if not the actual result. Of course, we must realize that 100 students and twenty college assistants plus project staff can do only so much. Yet, I would hope that in the future, if this remains an objective in subsequent programs, more active participation by parents can be achieved. The students and staff are to be commended, however, on their efforts.

Perhaps the extensive nature of the program resulted in less emphasis being placed upon achieving this objective. The key to the future may lie with youth, but they are going to have a hell of a lot of difficulty if the parents and adults don't get themselves together in the present--like today.

Objective D, "to give the teenagers responsibility and meaningful jobs, two experiences seldom available to minority young people," was one of the most successfully implemented objectives. The teenagers did have meaningful jobs and they did have responsibility. The student publication, UMOJA, provides several examples of the impact of these two factors on the students' lives. The students were teachers and learners. The students were brothers and sisters. I know several of the students personally, after having worked with them in a local tutoring program during the past year. Their enthusiasm, interest, and attachment to the program financially and academically, was a wonder to behold. My general opinion is that most of the students will begin to apply themselves within the school system and in community activities for some time to come. However, the program was not 100 percent successful in relation to this objective. A few of the students (probably less than ten) can achieve success in programs like the Summer Teen Project, but they still will not successfully negotiate the strange world of the man. Perhaps its the teachers, the system, or the generalized effect of past academic experiences, but I honestly feel that several of the students will begin to blossom only when the Summer Teen Project is conducted next year--that is, for these students, Ravenswood High School is a destructive experience and even the summer project cannot and will not change this circumstance. It is unfortunate that for these students, the project will not be funded for an entire year.

Objective F, "to increase the civic responsibility and involvement, educational level and aspirations through courses such as Black history, English and drama, African dance, community development (problems and solutions), reading, contemporary American teaching techniques and African language," was probably the most successfully implemented objective of those considered in this evaluation. The name survey, the student publication, UMOJA, the civic activities, the Black awareness and Black identity programs, and most important, the psychological perspective of the staff and college students each enhanced the probability for successful achievement of this objective. As one student stated, "I can dig It." As another stated, "Black Power is job power, is vote power, is food power, is housing power, is community power, is book power, is college power, is the only power." A third student noted, "When you think about it, the Black Panthers are doing their thing, an important thing which I know all of us can not or do not want to do. The same thing goes for Martin Luther King. By my way of thinking, the brothers and sisters are going to have to get themselves together. This means that they are each going to have to try to get us our human rights by the way they think necessary. Guns may be all right for some, and I won't knock it, but we need teachers, lawyers, doctors, judges, nurses, principals, store owners, businessmen, and Summer Teen Project directors. If Doug (Barker), Bob (Hoover), Pam (Mason), Dinny (Wilkes), and all the others had stayed on the block or used their minds in a destructive way, there wouldn't even be a teen project. So, I am going to do my thing by any means necessary, but the necessary is the book thing for me. If everybody understood this, ol whitey would just have to move on over or pull himself up by his rotten bootstraps."

In general, I would say that the project was a successful one for the project staff, the college students, and the teenagers. Its most successful areas seemed to be (not necessarily in the order given) that (1) students were