

Individual reports

DANNA-V (Deonté, Aaron, Naama, Nortorious, Ashley, Violet)

Individual Report

Site: Franklin Park

Nortorious Coleman

August 1, 2003

Young Peoples Project (YPP) means a lot to me. It means that I have to be a role model. I have someone watching and admiring my every move so I must be on my best behavior. I enjoy that. It means that I must up-lift my community in every way that I can. I must give back to people that gave to me. Everyone can move up on the ladder but, the true ones are the ones who bring someone along. It means that I'm making a difference. I have gained a lot this summer. I know that I was good at math but I didn't know that I could get better. That sounds stupid, but it's true. I didn't know a lot of stuff that I now know. I know my prim numbers and little schemes to know what the next prime number is, such as: No even number can be a prime number except 2, if you add the numbers and they add to a number divisible by 3, you can divide it by 3, all prime numbers end with 1,3, 7, or 9.

I really enjoyed working here and I would really like to continue furthering my studies here. I loved the YPP outreaches, but I just wish we had more time with the kids. The children were wonderful. I believe that my group was the best. Some of the children worked really, really, really hard to gain knowledge. I would have had longer hours so we could have had more time to do the things we needed to accomplish. One student that stands out at my site is Tataneisha. She stands out to me because every time we were there she gave her all. One time her stomach was hurting, she took her medicine and before it could even kick in she ran over to join the group. She always had her handouts we have her on her at all times. At first I didn't like my group, but we got along great once it got started. The program affected the way I view my teachers in that I feel that they should try to relate to the students more, that way you can reach them better.

Ashley Powell

August 1, 2003

For the past weeks I had fun working for YPP. I also had fun teaching the kids math games and helping them with prime numbers. We also taught them division and how to get the factors of composite numbers to break them down into prime numbers. I wish to come again and work with the kids on their math. It was a nice thing to teach us the math games because I really got a lot out of it.

Aaron Turntine

August 1, 2003

To me YPP is a place where older kids can go to learn skills that they can teach to younger kids. I feel that you have to be patient to work with young kids because they ask a lot of questions. If you are not patient the job will be hard. So, I think that I improved in that area. If I had to explain YPP to a stranger, I think I would tell them that it is a great program for the younger kids to get involved in and it will help them later on in life. I think I have helped kids to know that you can learn and have fun while doing it. If people can't have fun while learning it might not be interesting. Because of some of the games that we played, like prime ball, prime out, and prime number flash cards. One person who stood out in our group was Ashley because of the way she laughed out really loud and was always hollering. This affected everyone and made them start laughing and get off task. One of the younger people who I see as a future math literacy worker is Tatanisha, because she is really smart and catches on really well. I would love to continue my work here with YPP because I still feel I have a lot to pass on to younger kids.

Sincerely,
Aaron Turntine

Violet Kosinski
August 1, 2003

If I were to explain YPP to a stranger I would tell them that YPP stands for Young Peoples Project. YPP is an organization of different people from high school, college, and adults that try to better the community and education of kids around America by helping them with their math skills. The way YPP helps young kids with their math skills is by first the adults and college students train high school students about various games and activities about prime numbers, multiplication, and division to help the kids understand the math skills in different ways so that they can catch on to it faster and don't forget it in the long run. So, then after the high school students are trained they split up into various groups and go to different sites with children to help them with math. For example my group went to Franklin Park where we taught 10-13 year olds their prime numbers, multiplication, and division. Some of the games we played with the kids were prime ball, multiplication relay, and prime relay. Prime ball is a game where the kids stand around in a circle and when you throw the ball to a different person you have to say a prime number. If you mess up you are out of the game and you start back over at the first prime number. Then multiplication relay is a game where you have three different teams and you post up multiplication problems on the wall for each group, Then one kid runs up to the wall does a problem and runs back and tags the next kid and the whole thing repeats its self. Over all the Young Peoples Project is a very productive Organization in helping young kids with their math. I was really surprised when we went out to our workshops and a lot of kids don't know their multiplication and prime numbers. And this program takes a big step towards helping kids to be more productive in school and eventually in life.

Also working with my YPP group showed me not to get easily frustrated with problems that face our group. This summer has impacted me in a positive way. It has shown me how to work with different kinds of people and how to resolve group problems. Also going out to the sites showed me that a lot of kids have problems with their math and it really inspired me to help them. When I had first went to the site I expected the kids to know their multiplication and it surprised me when some kids barely knew it. It made me feel bad for them and made me hope that by the end of our five weeks these kids would have learned something. Also going to the sites showed me to be patient.

I forgot to get Deonté's from him today. I will go and get it from him sometime next week.

Tiffani Elmore

MLW Individual Report

The Young Peoples Project (YPP) is a prestigious, algebra-based program dedicated to assisting young children with mathematics. This summer, I was invited to be apart of the algebra project by being a Math Literacy Worker. I participated with four other high school students and one college student/graduate. We performed workshops as a Math Literacy Team / Outreach Group. As an Outreach Group, we spent most of our mornings and afternoons traveling to different sites (around Chicago) and interacting with children from various grades (ranging from 3-11). The workshops mostly consisted of games that indirectly taught math. The children played these games (whether it was about multiplication or prime numbers) and eventually played higher levels of the games at the YPP tournament. After every workshop, we debriefed. Each group member constructively discussed his/ her outlooks (whether it was positive or negative) of the

workshop that previously took place. Then we planned our next workshop based on our progress and rehearsed it with another Outreach Group. After three weeks of relating mutually with children, I knew that I have finally utilized one of my summers wisely; therefore, to have reflected upon this, I was very proud of myself for getting through each workshop while overcoming challenges. In addition, I felt that the program would brilliantly succeed in higher places. I also thought that there should be one change about the program – interviews.

First, I was appreciative to have received a great job to develop my employment skills (– and what better way would there have been than to accomplish this by working for an affluent, powerful algebra-organization?) Over the summer I was faced with many challenges, for instance: having a presence before 10-30 children, self-confidence, patience when things didn't go as planned, shyness, and compromising ideas with my co-workers. I dealt with my self-confidence and shyness problem by volunteering more often to facilitate the workshop activities. To have a presence around the children, I projected my voice and was very excitedly energetic. When it came to dealing with compromising over ideas for the workshops and patience, I constructively confronted my co-workers and we decided to improve areas similar to my problems as a group. I took pride in overcoming these challenges – not only as an individual but also as a team.

Second, I felt very strongly about the program. I thought that, one day, it would become something national or even global because math literacy is very important and math phobia is very popular – therefore I believed that this program should touch people worldwide. If the administrative of the program keeps working as hard as they are, they should be able to stretch its wings. In addition, I felt that a few of the younger people we

worked with could be future Math Literacy Workers. I thought that these students went beyond the call of duty when it came to actively participating and taking the program seriously. I was completely content and exhilarated when I saw that I made a difference and was thought of as a (Math Literacy Worker) role model.

Thirdly, I thought that there should be a few changes within the program. One change that I had was the interviewing of the Math Literacy Workers. It was my understanding that there has not been any interviewing in the past for the student Math Literacy Workers. We may want to put an interviewing process into practice – this would possibly be a solution to some of the complaints and confrontations. I feel that when you go to work you should be able to know that your co-workers are as enlightened and/or excited about their job as you are of yours. If we were interviewed you might remember the interviewing before the hiring and know that YPP has standards (of these, I'm not sure, but one dealing with positive/negative attitudes). Therefore, I felt that the workers should be able to expect that their co-workers are going to be optimistic workers and not lazy, grueling, complaining, and/or pessimistic.

Hence, I'm glad that I have been able to build onto my employment skills while interacting with children. I'm proud of myself for overcoming the many challenges that came with being a MLW. I feel very strong about YPP / Algebra Project and think that it could be a stronger organization. I additionally felt that there should be interviewing of the Math Literacy Workers. Lastly, I have learned about hard work, effort, patience, to be self confident, teamwork and would love to be apart of the Algebra Project again for the coming fall.

LaShunda McNair

August 4, 2003

YPP Reflection

To me the Young Peoples' Project (YPP) means giving back to the community, going out to different places to tutor, and being able to be a role model to younger people. It also means helping those who don't fully understand math literacy.

If I was to explain YPP to a stranger, I would tell them YPP is called the Young Peoples' Project and it's basically a program where high school students get together and plan what we should do to make math more fun so that younger students will participate and learn. I feel that I have made a difference in young peoples' lives as well as my peers' because I showed them the importance of education and that I cared. I also showed them that giving up is not an option. I would tell them that one has to try their best no matter what obstacles one faces.

This summer I have gained more self-esteem, more dedication, and more patience. The most important thing I've gained from my co-workers and the students I taught is love. I feel that way because that the type of environment we set when we went to our sites.

I saw a lot of students at our Stateway workshops that could really be apart of the Math Literacy Program because they caught on so quickly. They were also able to teach the games we played with them to their teammates. Therefore, I think they could be future MLW's of YPP.

Some of the challenges I faced this summer would be my impatience when the students wouldn't cooperate with their teammates or us. I would also say my attitude was very challenging because when I felt that something was not right or I didn't want to

do something, I got a bad attitude. Luckily, Lori and my teammates have been helping me to learn how to control my attitude.

I will continue my work with YPP after the summer because it helps me build my math skills and it also helps to teach young people to want to give back to their communities. Young adults can make the community a better place because we are determined to give the students of the world a better future.

I have learned the negatives and positives of different workshops. This knowledge came about from our debrief sessions. As I attended more and more workshops, I learned how to communicate with younger people so that can feel comfortable enough to come to me whenever they need to talk. I also learned how to express myself through coloring pictures from one of our guest speakers, Mama Numosa. Additionally, I learned from Veteran's Hope to keep your family values in mind.

I believe that in my future community activities, I will incorporate some of YPP's strategies by playing some of the games with the youth of my community.

To me, this summer was very adventurous because I got to meet different people that I would like to work with again. Everything was great...I wouldn't change anything.

YPP GROUP REPORT—SUMMER 2003

LaShunda McNair, Cindy Contreras, Anthony Flakes, Tiffany Elmore, Tatiana Clark
College Worker: Janisse Norman

At first, we were confused about the kind of people we were going to work with. We also worried about the communities we were in. Our "worries" came from the prejudgments we made of the surroundings instead of taking time to get to know the students first. For some reason, we thought that the students at our two sites (Franklin Park and Stateway Gardens) were not going to participate and we thought that the students would be disrespectful. Finally, though, we decided that we were going to try to get to know our students. Once we did this, we were able to see all of them as individuals. We began to see them as intelligent individuals who were willing and

excited to learn. We also noticed that they were attentive while being taught and responsive to our planned (and sometimes, unplanned) activities. This behavior put us in a place to feel more comfortable with them and them with us. We began to understand that YPP is not about helping all students, and not just those in beautiful homes.

Once we got some of the “as-a-group” issues dealt with-e.g. realizing that youth want to be taught, not judged-we realized that there were a few individual problems within the group. One problem that occurred was openly showing a lack of consideration for others’ thoughts, feelings, and ideas. This problem, in turn, created an environment where teamwork ideologies were not valued. Additionally, there were communication problems. However, all of these problems were discussed and some even solved during our debrief sessions. Our debriefs would consist of the five of us (high school workers) and our college worker. We would talk anywhere from 20 minutes to 90 minutes discussing how the day went at the sites while focusing on what changes should be made in order for us to more effectively work as a team as well as how to deal with challenges that and are bound to occur.

Usually, our college worker, Janisse, would lead these discussions and was basically thought of as the leader of the group. But, as we began to get more involved with the work (e.g. facilitating daily workshops and planning on a daily basis) we began to realize that we are all leaders...leaders to the students we were teaching. During the workshops, the students would ask any one of us for needed help—not just Janisse. So in that sense, it felt as though they looked up to us and trusted our capabilities.

Those responses are how they taught us. From them, we learned teamwork, patience, maturity, and consideration. We learned that we should never assume a person’s comprehension. We should always be very clear and explicit when explaining directions. Additionally, if one doesn’t understand, it may behoove the group to allow someone else to explain the directions in an attempt to cater to the different learning styles people possess.

Some of the things we learned from each other were cooperation and open-mindedness is the key to teamwork. We also learned from each others’ mistakes. Additionally, we realized that we all must accept others’ for who they are. We found that it’s just easier to become accustomed to others’ attitudes instead of trying to change them. We learned the importance of keeping a positive attitude and vibe at all times—we realized that people, especially children, tend to be in tuned with negative body language and will believe that it’s alright to feel and act the same if there elder is doing so.

Conclusively, we feel as though we were the best group because we learned so much in such a small amount of time. However, we know that we would not have been able to so without the help of the elders of the Young Peoples’ Project. Therefore, we –LaShunda, Anthony, Tatiana, Tiffany, and Cindy—would like to THANK all of you for the never-ending support and love.

Cindy Contreras

August 2, 2003

When I think of the Young Peoples' Project (YPP), the first thing I think of is challenges, leadership, love, and support. During my time in YPP, I encountered obstacles that I never thought I would overcome. One obstacle was that of speaking in front of large groups of people. I needed the help of my team to give me an environment where I felt comfortable enough to speak up and speak my mind when I deemed it necessary. My team did provide that for me—YPP provided that for me and now I look at this program not as a job, but as a FAMILY. We tried to be there for one another at all times, even if we were not confident of the outcome. We never gave up on the each other or the students.

YPP has taught me that it is alright to have different learning styles and teaching techniques because this understanding helps us to better communicate with each student. This realization also allows me to be more like a helping friend instead of a teacher. Due to this friend-to-friend relationship I was able to develop, I found it interesting that I was also learning from my students. However, I think we taught the students the effectiveness in learning from younger people (or teenagers). We can relate to them better because we are closer in age with them than a lot of teachers. In fact, some of our students learned from us so well, I believe there were many potential YPP Math Literacy Workers (MLW's) at our sites.

We as teenagers are showing that we can make a difference in the world. This was obvious when the students would be sad when the workshop was over. They would ask us to stay and/or would make sure that we would be coming back soon. This put a smile on my face because they were excited to learn... to learn from us because they loved to play with us. While we were helping them with math we were doing it in a very non-

traditional sort of way as well as contributing to the YPP Family in a mature and responsible way.

I believe YPP will grow. They will have more schools participating and more office space. I have these high hopes for YPP because my experience was so positive. I'm sure that other students will want to be a part of this program next year because I am going to share my positive memories.

Some of my memories were that of Mama Namosa. She taught us that one should not try to scream over students when they are loud. She said to whisper because they will quiet down because they are trying to hear what you are saying. She also taught that a teacher only has three seconds to get a child's attention. Another memory was from the video I watched. I learned that although older people think they know everything, some want to learn from us and some have learned from us without even knowing it. Additionally, I learned about teamwork from the Phil Jackson article. It was extremely useful when we had our debriefing sessions because it taught us how to stay team players when another on our team was contributing their thoughts of the day whether they are positive or negative.

Overall, YPP has made me the person I am today; dedicated, understanding, and responsible. In order to be part of YPP, one must possess these attributes and should be willing to make sacrifices for your team, and have the ability to accept the bad with the good. Lastly I would like to thank YPP and everyone that never gave up on me.

Anthony Flakes

August 5, 2003

Reflections of YPP

YPP to me means great things. While I was working with YPP we taught math to Grammar/ High school students. Their reaction to the programming was so interesting to us; they were excited to learn. The way they caught on to my co-workers' teachings and me was so amazing to me.

The program has helped me grow in so many ways. One thing I did was raised my maturity level. I realized that I couldn't be goofy in front of the younger students. I had to remain mature at all times. Another thing I had to do was to raise my voice level. Before, I didn't like to speak up, that is, until my sweet, warm, and beautiful college worker, Janisse gave me some advise about it. She told me that I had to open up to the students more because this would help me to command attention. That helped my out a lot, I continuously worked on speaking up and finally I am able to get the attention of a large group of youth.

YPP is a program that covers a lot of math problems. This program can help many youth. Some of the things we taught were addition, multiplication, and a little bit of algebra. We were able to teach these things in such a way that was exciting to the students.

As I really enjoyed helping the kids I found that they were helping me too. I was taught a lot of patience. One must possess this trait if they want to work with kids. However, I loved the fact that I was doing something good for the community. YPP has given me things like fun math materials that I can pass on, personal growth, and the feeling I got when the students were excited to learn from me. It has been an experience that I will take with me forever.

Group "Bavier" Report
Ayesha, Francesca, Gerelle, Irina, Jasma, Tim

CMLWs : Bakesta, Javier
Outreach site: Hayt

We, team “Bavier”, (the combination of Bakesta and Javier), have proven ourselves to be a team that can step up to the plate when necessary. We formed an immediate chemistry during the scavenger hunt and maintained a good-natured relationship throughout the workshops. In times of what to some might be considered pressure, we actually became more focused and committed. For example, when visitors came to observe, instead of pulling back, we used that energy to propel our performance level. Also, as the students’ enthusiasm and interests grew, so did ours. In addition to this, we had a very good capacity for change. When problems arose and a definite alteration had to be made, we (with a fair amount of griping), adjusted to the situation. Our ability to compromise was one of our greatest attributes. After each workshop, and even on preparation days, our college MLWs would commend us for our accomplishments, yet remind us of the things we still needed to work on to be the best group we could be.

Our challenges as a group stood in the way of our progress at times. We could have accomplished and grown so much more had we been able to correct some of them. We admit that we played and laughed too much during times when we were supposed to be planning and staying focused. This hurt us at a couple of workshops, and immediately we could tell the difference between when we had used our planning time wisely and when we played around. We addressed this challenge by assigning specific duties to each group member. Gerelle was in charge of materials, so that we would never end up at the site without necessary materials. Either Irina or Francesca took the debriefing and down- to-the-minute workshop scheduling notes, while Tim was in charge of holding onto the notes so we’d always have a copy at hand to work from. This proved to be a more reliable method of operation and almost eliminated the pointing fingers attitude that had begun to stunt our progress.

The first day at the outreach site proved to be a challenge in itself. It was almost like an observation day for the high school MLWs, because we didn't know what to do or what to expect, so we spent most of the one and a half-hour session watching Javier conduct the workshop. (Javier was the only veteran on the team). We learned a great deal from this first day and used it as a basis against which we could gauge how prepared we needed to be for the next workshop. Our resolution to this particular challenge—PREPARATION!!

Hayt was extremely diverse. Located on the city's North side, it is probably the most diverse community in the city. We had students from Japan, China, Ethiopia, Togo, India, as well as the U.S. Because of this diversity, we ran into challenges pronouncing and memorizing the students' names. To resolve this problem, attendance was taken on the first day. We then played a name game where each student associated a dance or movement with their name that each student had to memorize. The MLWs participated in this activity and continued to take attendance at the beginning of each workshop. The language barrier also was a factor since two of the students were new to the country and only spoke a little English. We addressed this by having different MLWs talk to these students so that they could hear the same rules/instructions in different ways to gather an understanding. As a result, these students learned the games very well. One of them, Quijing, was one of the high score winners during the flagway tournament.

Some of the games we taught, (prime kickball, prime basketball, and flagway), required us to move the children either into the gym or outside on the playground. This was a challenge because moving 25 kids in an orderly fashion can be difficult. We had to come up with things like forming them into two lines, having some MLWs walk in the front of the lines and some in the rear. We had to adjust our way of communicating "be quiet" (they just weren't feeling that!) So we used phrases like "listen up", or "I need everybody's attention"; and what proved to be most beneficial, the "ago/ame" call and response taught to us by Mama Namusa. We would call out "ago" (which means 'I need your attention'), and the students would call out "ame" (which means 'You have my attention'). The students loved this, even though it took several "agos" to actually settle them down. We found that if we didn't have something specific to say directly after saying "ame", we would quickly lose them again. This kept us even further up on our game and gave us the desire to be even more prepared.

Several of the students would wander off physically and mentally and we used several methods to get them back on track. For example, a girl named Tooba would read her Harry Potter book every day instead of participating in the games. Several of the students, after learning what ever lesson was being taught would wander off to the bookshelves or talk to their friends while others were being taught. Our college MLWs

would point out to us whenever a student was wandering and we would go over to them and engage them in some activity, (i.e. prime out or multiplication tables). There were some second graders who had not learned their multiplication thoroughly and that became a challenge when trying to explain factoring. Bakesta and Javier would work with these students every day until they were on the same level with the others in flagway.

The greatest strength at our site was the enthusiasm. These students were so excited to see us every day. At 12:30p when they saw Tim, they would yell, “Timmy!!” Whenever we assigned them homework, (additional numbers to practice factoring, multiplication tables, etc.), they would run up to us as soon as we got there with their homework in hand. These kids, at first, were attending the workshops after summer school, but even after summer school ended they continued to come. Our first day we had about 17 students and up until the third workshop day we kept getting new students until we got up to 25 students. Evidently, they were passing the word along to their friends. We did, however, lose two students along the way. They were older (8th grade) and probably didn’t want to play with kids as young as 7 years old. Some of the other sites had their kids divided into younger and older groups, so maybe at this site there could’ve been a separation to accommodate the age gap.

Another accomplishment that we are proud of is how much fun the students had while they actually LEARNED!!! We gained so much confidence during this process as we talked with and played with the students. Observing how quickly they caught on was motivating. Having excellent college MLWs who constantly demanded great things of us, kept us on our toes and gave us inspiration. We feel that we would do this type of work even if we weren’t getting paid. It is rewarding in so many other ways.

College MLW Critique

This group has definitely had its triumphs and trials. However poorly we felt a workshop went, they made up for it and surprised us immensely at the next workshop. Whenever they seemed to regress, we would discuss it and work to a resolution. Sometimes the resolution would work, sometimes it wouldn’t. Either way, they kept listening and working towards a greater goal. We believe that they took into consideration our expectations of them and tried their best to do the job as best they could. They valued our opinions and insight and took our suggestions wholeheartedly (even though they playfully seemed to disregard them). We feel for the most part that they understand their shortcomings as a group, but it would have taken a longer period of time together to resolve them. They are all between the ages of 15 and 17 and this is a transition time for them socially. Because of this, their attitudes became infectious. When one person came in with low energy and a not so professional attitude, it affected the entire group. They would laugh and make jokes during serious times and this would continue to be a problem throughout. We encouraged their playful sides, but we tried to

stress the pertinence of knowing the appropriate times to play and the appropriate times to work. Even though we joked around with them, Javier and I maintained positive and focused attitudes. We were all close enough in age to connect on a personal level, yet mature and knowledgeable enough to engage one another's respect. The roller coaster of emotions and discussions has given us a greater insight to who these students are and has hopefully given them insight to where they can aspire to be.

Student Assessment -Algebra project (MLW)
July-August 2003
Curtis Bynum

When I was first informed that I was going to observe high school students I thought that it would interesting too see how they connected with one another.

The four students that I worked with this summer were extremely intelligent and had many attributes that can take them a long way in life. Several questions were asked to explain their relationship with both themselves and the children they worked with in the program. The following assessment was concluded:

Challenge as a team

This is the one area that I thought there would be problems. The reason why I thought this is largely do to how different each student was in his or her characteristics. For, example, one student was extremely talkative while one student is quite. One is student was outspoken while the other stated very little in the group sessions. In my opinion, these were not flaws but only how each student differed in their behavior. However, to my surprise the students showed no conflicts that warranted my intervening and they related very well together. So that left us with the one and only challenge that I felt they might face. That challenge would be to see how they could handle the complex behavior and attitudes the children would display at the various sites. For example, the group first workshop was at shedd park located on the west side of Chicago. When we

arrived at the site, the children were out of control. The group and I went to the gym set up. They seemed somewhat nervous but when I talked to the coordinator Ms, Beverly she indicated that the children would be broken down by gender. So that left the group and me to work with the boys only. We assume that this would be easy since there were only 20 boys. It took us twenty minutes to gain control of the boys because they were so active. I thought that there would be no way we would accomplish the goal of introducing the children to the prime activities. It took the high school students that long to start the icebreakers. However, the group broke the children into small groups and the plan started working. There were two children that continued to disrupt others so I pulled those two aside. In the end, the students were excellent and they completed the planned lesson. I was very impressed with how they handle the children at shedd park.

Strengths as a team

The students all had different strengths that offered versatility to the group. For instance, Simone being the youngest was quite and shy however, she showed patience and communicated well with the children. At one site, the children were as young as five years old and there were no activity planned for them. So I had her do some multiplication with the children and she flourished in teaching them how to multiply small numbers. The children were quiet and attentive. The same holds true for Kimberly. She showed patience and continued to work even though she had the two behavioral children who I had to pull from her group. Serita, who was the loudest of the group, had the ability to capture the

children attention and during on of the session that I filmed, she was outstanding. She would talk to the children totally different from how she would talk to her group member (I thought this was going to be a problem but I was wrong). The only time she would talk loud to the children is when they became disruptive and at that point she would tell the children to listen because what she was tryin to teach was important. Ashley, on the other hand, was a combination of Simone and Serita. She would get loud when she had to but she also showed patience with the children. Her greatest strength was her versatility, which all the girls had. By and large, the students had the gift to teach and I was impressed with the results of the workshops. They were able to recognized each other strengths and work within the confines of those strengths. I was very proud of the work they did and I rewarded them for their efforts.

Challenge at the sites

Shedd (located at 23rd and Lawndale).

Shedd by far was the most difficult site to operate our workshop. The children were extremely active. We would arrive at 9:30 a.m. and many of the children had been there for an hour. So that meant they had been playing at high levels for over an hour, so it was tough to bring them down. They expressed high energy and want to continue to play at that level. Once they were inside the field house they would calm down for a few minutes but that was because the adult counselor would get their attention. The staff at shedd placed our group in the gym because of the activities we designed. The staff discovered that park district wanted boys and girls to swim on different days. At first I thought this was a good

because the boys would be easier to control if the girls were not present. I was wrong. The boys constantly disrupted the session at first but in the end we gained control. So the most difficult part of the workshop was not being able to work with all the children so they could learn the flagway challenge. We had the both group of children twice. The students could not establish a good foundation for the math activities. Everything they taught the boy the first week they did not remember when they saw them two weeks later. By contrast, the girls were a little more attentive than the boys. They remember some of what the students taught them however; there was no rhythm because a couple of the children did not fully understand the concepts. Overall, the workshop was better for the high school students than the camp children. The reason I say this is do to how the students learn how complex each child can be in a learning environment. All of the students had previous experience working with children but each and every encounter working with children will help the students become better equipped to handle the difficult task of teaching young children math literacy.

Crown church (21st & St Louis)

This was the best site of the three. There was plenty of adult supervision, which was the key to our success. The children participated and the group felt that they taught the children something. I was impressed how well the students worked with the children. I saw how effective they were (the high school students) in what they learned from the YPP. There were no challenges at this site that I would say hindered their ability to teach. This was good site and I was

disappointed that they did not participate in the math bash because all the older student were good at prime number and understood the flagway challenge.

CYC (76th & Phillips)

This site had plenty of supervision however; the children were just as active as Shedd's children. When the counselors were present they were attentive, when the counselors left the room, they became disruptive. I had to blow the whistle several times to get the children to focus. When the students had the children attention they would participate. The distractions were discouraging to the students because they could not teach the skills of the activities. On the last day of the workshop the students introduced flagway challenge to the children and it was very competitive for the children. They seemed to like the challenge and the older children's competition was heated. The students liked the results of the final workshop and indicated to me that the older were ready for the competition at the bash.

Conclusion

This was a good learning experience for me and the students. We saw how difficult teaching can be when the proper support is not there for the children. When the children saw there was supervision, they gave their attention. Crown church was the best example of how supervision works. Shedd was the opposite of crown church. The children were not that difficult they just needed guidance and they needed to know that we were there to help them with math literacy. Once I explained this to the children who I had one-on-one session with, they calm down somewhat. One child said that we as in the students and I were

trying to trick by giving them math at camp. I thought this was funny but I asked him to tell one time during the day where he did not see or hear something where numbers were not part of the statement of being used. He could not answer. From this point he never gave us any problems. I guess we lucky with this child, hopefully we reached other in the workshops.

Felipe G. Najar

Some of the challenges I've faced this summer came more from my Outreach sites with the kids we worked with. My challenge I faced was to get the kids attention and have them stay focus. Mainly the site at Clemente the kids didn't want to listen or do anything that involved math because this site was a park district camp. So lots of times we had to come up with different methods that kept them interested. So that the kids there wouldn't get bored and complain about the activities, because then they would be disruptive to other kids who wanted to learn which made it harder to teach the lessons. When they didn't want to do anything, we said ok and let them sit out and watch, but when they saw how everybody was enjoying it then they wanted to join in. Noticing they were very competitive we made everything a race to see which group could finish the fastest, they liked it a lot and that was a method that worked pretty well.

At first I thought getting to know kids would be tough I didn't think I could do it, but I also thought it would be a great thing to do and get to know some of them. When we were at our sites and when we split the kids so each of us had a group, I would ask the kids questions about themselves and I would ask there questions about me. Then there were some who didn't want to talk or even try to talk. Most of the time those who didn't want to talk were the disruptive ones. So we try and work with them individually sometimes it works sometimes it didn't. I just thought an hour twice a day, isn't enough time to try to know someone or enough time to teach a lesson to different range of age.

I can see YPP in the future growing into something bigger, but as it gets bigger it will improve as well. I didn't know at first what this job was about and what I was doing. I was like any other teen I was like a job that pays money. It was not until the second week where I understood what I was doing.

I can see YPP being a program that people will notice how they are helping kids with there studies. People will see how affective it is, that it works, and there should be more places like YPP for kids.

To me kids made enough attention so they know they have something going for there future, as people say "kids are the future," so then why doesn't everybody help them out. YPP is there to make a difference especially to the young minorities and help those who need or want to benefit from the program.

This experience here was great at YPP and I will continue it, I liked the fact it's helping kids in their academics and I would like to help them as well with what I know. I

have been in many different types of programs and had many people who helped me in my academics, so I know what it felt like when you don't understand something and no one is there to help unless you speak up. I also know how good it feels when someone is there to work and realize you can do this it's easy. Lots of times kids cannot or don't find someone to tutor them or to help them understand. YPP helps and is a great program that kids should take an advantage of to help them in there school work.

Individual report

(Jessica Robinson)

My experience working has been some what good. It has taught me to be more patient with people and most of all my words. Working with kids that wants to be adults is very hard. You look at them trying to be grown and you say to yourself “I see myself all over again” and it really hurts, but you really can’t say much because you are not the parent. All and all I think that everybody there has a good heart and has a lot to offer to us and those kids. The job is not a hard, but it is very hard working there with people that treat you like kids. I know that I am not the best worker, but I don’t like people that are a couple or a few years older than me that try to treat me like they gave birth to me. I know that I am young, but I know how I want to be treated. I have been nothing, but cool to everyone there. I want to be treated the same way. A lot of the workers get a way with the disrespect and the fowl language and that is not right because if they go in any other work place they cant do that. I thought the whole objective was to not only teach math literacy, but job readiness. Someone said something like “if we don’t turn in our assignment, we don’t get our checks” (which I thought that is not necessary). Then somebody said that it was wrong to hold our checks back and then someone said “that shows us how to be responsible and that we get paid to do a job and that is apart of our job”. If we haven’t taught them how to be responsible at the job for the past ten weeks why start now. This job has been nothing, but fun and games to me. No one has self control. Sometimes I don’t have self control. I look up to Omo and Lori as my mentor. I want to be able to say that they taught me some discipline as a worker because I know that I am not always a people person. I know that I am a teenager and I should know that already and that Omo and Lori are not my parents, but you try to treat us as kids any way so why not teach us something that will help out in the long run. There is a lot that needs to be worked out before the next session begins. We need to do orientations on attitudes; respect, dos and don’ts or those kids are going to think that they could run over us. I think that the job is good and means well, but the people make it not good at all. People need to be more serious about the job we are doing because it is not only for us it is also for the kids that we mentor. If they don’t care about that, they don’t need to be working .

Group Report

(Candace, Samella, Jessica, Terri and Donisha)

We worked at three different sites and all was very difficult at first, but as the weeks went on they were immune to the program.

Our first site was Pilgrim. That was very challenging because the environment wasn't as structured as we thought it would be. The kids really didn't know their math. So it was hard for us to teach the kids the games. Even though we've worked with them before, I don't think they really went home and studied their prime numbers. I think we spent more time teaching them their multiplication and division. So we didn't get to finish what we had started.

Our second site was EDYC. These kids were great we fell in love with them and they fell in love with us. They greeted us with open arms the first day we saw them. They really made us feel comfortable about the way we were teaching them. (Like we did everything right). If they didn't understand one, we'd guide the kids to one of the other workers and they would get the math. We had each others backs and we did our job. They wanted to learn and we wanted to teach. That's what got us through the day.

Our last site of the week was NTA (the park). We clicked with these kids and also the counselors. They made our job easy too. They knew their prime numbers, they knew how to break numbers down into prime numbers and they even made up their own prime number game which I thought was real good. It is called prime number jump rope.

Example:

It's like playing double dutch, but instead of just jumping, you sing the prime number rap. You predict how many times you can rap the song while jumping (if you don't get through the song, you get zero points. If you get what you predicted or more you get ten points. If you don't get what you predicted, but raps the whole song once or more you get five points). You add the points between each team and then average the points and who ever has the most wins.

The kids made it very fun and they taught us a lot. They could even be math literacy workers in the future.

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Individual Report

By Samella

My experience in this summer has been both helpful and fun. While being apart of the program I have learned to participate more and listen too. So many kids said that they liked the way that I taught them. I was very proud of myself. The summer program did better than the fall session. I got to work with a whole different group and I met new kids and I love it. Working with my peers for the past five weeks has made it more enjoyable. I really enjoyed all of the activities we learned, but most of all I liked teaching the student from the sites we went to. The students really seemed to enjoy themselves while learning and playing games at the same time. These last five weeks has been another special experience. I hope to come back.

**Thanks
Samella**