

During the Summer of 1997, YPP students from Jackson, MS participated in a Leadership Development Institute organized by the Southern Initiative of the Algebra Project.

Twelve students spent two weeks at North Carolina Central University facilitating workshops and participating in activities with AP students from North and South Carolina that supported their academic and leadership development.

Frankie Johnson

DOB: 8/5/83

10th Grade, Lanier High School

AP 6th-8th,

YPP 2 years

As a Youth Math Literacy worker I have worked with many students in Middle School. I've never taught students older than me. I figured that since I facilitated many workshops for teachers that this wouldn't be a problem. Little did I know I had a lot to learn about how older students would see me as being younger and inexperienced. Little did they (older students) know that they had a lot to learn from me that would help them in their sites? It all started in the summer of '98 when Y.P.P was invited to help train Math Literacy workers in North Carolina. This camp Youth Leadership Academy/ Algebra Project (YLA/AP) took place at NCCU in Durham, North Carolina. Our workshops started on Monday, June 15th and lasted until Friday, June 26th.



The goal for this camp was to give other Math Literacy workers ideas to help them prepare for their upcoming jobs. My goals as an individual were to come here, help facilitate, and try to help give them some knowledge on things that I may have more experience on. I also came to get more support and ideas and also more information from others who may get different understandings than I have. In my opinion Y.P.P has the same goal as I have. I feel like the goal of the Fraction Bar Workshop, which I facilitated, was to show how to be good facilitators and to show them that Fraction Bars are a creative way to teach the concept of ratios.

In facilitating the Fraction Bar Workshop with Angela, Tomika, Maisha, and Jonathan, I noticed a lot of things as far as likes/dislikes, attitudes, and conflicts.

The main thing that I liked was that the students helped each other and got along. What I disliked was how some of the students would not participate in the class no matter how much we asked them to participate. With this problem we just separated those students from the rest of the class and our classes went fine after that. When other people were facilitating I helped them by demonstrating and adding what I felt should have been said or done. Other facilitators did the same for me. The only problems that I noticed that arose were the problems with attitudes. I think some of the students felt uncomfortable being taught by people their same age or younger.

The older students showed disrespect to us and often at times I would say things

that I should not have said. One incident was when a student called me Frank Wieners and I said, "Yo Mama!" and flipped him the bird (middle finger). I now regret what I did because that was wrong of me and because Mr. White (the camera man) has it on tape so that I can't deny it. Another time I got so upset I left out the class and didn't come back to that class. What made me upset was when I told everyone to give their attention to the group that was about to report out on their team's work. It seemed like they just ignored the fact that I was talking to the class and instead of them getting quieter they got louder. My patience was running short and I was getting upset so uncontrollably I shouted out, "Hay!" and everyone got quiet. Then a student named Terrence said very sarcastically "Chill out Frankie." I said back with an attitude "No ya'll chill out." I sat down for a minute then I politely walked out of the class.

When I went to the next class it went excellent. I think that class went good because the students were younger and not only that, they showed respect and were enthusiastic and energetic about learning. Another problem that arose was when the teachers tried to take over our classes. I feel like they were trying to look out for us but they were looking out a little too much. Angela was in the middle of explaining the rules and direction for the Fraction Bar Game and the teacher interrupted her to try to contradict Angie when Angie was right. After Angie argued her point the teacher understood and that was that.

I also helped Kecia and Keke facilitate the A.P. Games Workshop Tomika, Angela, and I demonstrated whatever Kecia and Keke told us to do. That class went excellent and the only problem they had was that when it was time to listen they wanted to continue playing the games.

I enjoyed this experience and I feel that the students as well as myself have learned a lot. I am looking forward to more opportunities like this again.

Marquis Lowe

DOB: 2/13/83

10th Grade, Lanier High School

**Algebra Project Student 6th-8th grade,
YPP member 2 years**



Hello my name is Marquis Lowe and I attended the Youth Leadership Academy/Algebra Project at N.C.C.U from June 15-26. I was here to show the students how to play the T-Point games and so was my partner Lekecia Tyce. We have a lot of experience in the games. We learned by watching Taba play at the house or at Brinkley during Saturday workshops.

I want to have enough confidence to run a workshop and teach the students my age. I want to set an example for them so when they go home they can teach the other students with no problem. The first workshop I facilitated was the T-Point Level 1 Betting with Kecia. I explained most of the work but when I needed help she would back me up. We told everyone to get their books out and to turn to T-Point Level 1 Betting. Next I had everyone get into groups of 5. After that we let them build the level 1 structure. While I was explaining Kecia was demonstrating. Next we gave them \$100.00 in chips. We played the game and I thought it went well. It seemed that everybody liked it.

The next day I had to facilitate the 2nd and 3rd group. I was alright for a minute, but when they started asking me all those question about the TI-83 Graphing Calculator, I got nervous. I knew a few things about it though, because Maisha had just went over it.

The next workshop I helped Kecia facilitate T-point Level 2 Betting. I ended up teaching two groups because they didn't understand what Kecia was saying. What I like about the workshop was most of the students like the games, and participated well. They didn't want to leave. I really enjoyed working with Kecia because we learned to work together. When I did not know something she had my back and I did the same thing for her. One time I was trying to tell this girl how to make her equations and she did not want to write her work down, she wanted someone else to do it for her. I told her I was not going to do it for her and I told Kecia that I was not going to help her if she don't want to learn. After that Kecia said I was acting crazy so we had a few words. Kecia ended up helping her out. I learned to walk away from certain situations and let my partner handle them.

The only things I disliked was waking up early and the food was bad.

Lekecia Tyce

DOB: 10/24/80

11th Grade, Provine High School

**Algebra Project Student 6th-8th grade,
YPP member 2 years**

Hi, my name is Lekecia Tyce. As a Math Literacy Worker, I've been trained to help young and older students learn different ways to play a math games. Visiting North Carolina Central University gave me the opportunity to teach students the work that I've been trained to do.

By playing the T-Point games I've experienced that students really enjoy learning the games as well as the math in the games. Some students say that learning to play T-Point Level 2 is very difficult, but once you just practice learning the combinations you will begin to know the game. At the end of each class Marquis and I asked students what did they learn by playing T-Point (Level I Betting, Level I Relay, Level II Betting, and Level II Relay) games. They said that they really enjoyed playing the games and, that they learned how to calculate ratios and percentages. Group 2 said that they learned how to budget their money and not to spend it all in one place.

Teaching students was very difficult because they didn't want to learn from a teenager who was their age. But once you get to know everyone you begin to feel comfortable teaching people your own age. While my partner, Marquis Lowe, explained T-Point Level 1 Relay Race, I was demonstrating how the game should be played as if I was playing it.

Some conflicts that arose were students getting to loud and other students telling them to be quiet. My approach to different attitudes was to sometimes act happy and to sometimes act mad. Student's attitudes were positive and negative, but I always tried to keep a positive attitude at all times. I think some attitudes come from the way people carry their voices. Like when I asked students to "be quiet", sometimes they would be offended by the way I said it.

While attending NCCU I had a great time visiting and I enjoyed teaching and laughing with students. I think that it was a very good experience for me and I hope students enjoyed learning the games that I enjoyed teaching.



Jonathan Husband

DOB: 9/23/82

10th Grade, Jim Hill High School

**Algebra Project Student 6th-8th grade,
YPP member 2 years**



On the campus of North Carolina Central University the Youth Leadership Academy \ Algebra Project was held from June 15th through the 27, five days a week, from 8:45 - 4:00. The goal of this camp was to give students an opportunity to learn different materials to take back to their sites in different states. It also gave students like me the chance to act as the teacher. Some of the workshops were AP Games, Leadership classes, Advanced Algebra, Desktop Publishing, Fraction Bars, and other math enhancement classes.

Some of my goals for the summer camp were: to present myself to other students with understanding of what I was doing, learn more from other students as well as teach them what I know, meet new people, and get a feeling of what other students think of our problems. Also being in Y.P.P. you are expected to complete certain tasks throughout the day. Some of our goals were to make sure that the workshops ran smoothly, make sure everyone stayed on task, and most of all make sure we kept ourselves under control.

During the camp I facilitated two graphing calculator workshops. We worked with TI-83 graphing calculators. One of the workshops I facilitated was dealing with the linear regression. During this problem I went through a series of events to help the students understand linear regression and linear equations better. The thing I liked about the workshop was teaching other students and having them listen to me. The thing I didn't like was at the end of the workshops the kids got a little restless and didn't want to listen. The people, who helped me, assisted me by helping out at each station by showing the students where the buttons were and what the questions actually said.

In another workshop I facilitated, we dealt with optimization by using a problem called the Michael Johnson Story. This class was during the last week and problem with that was that students were tired and didn't want to work. My helpers assisted me in getting everything okay.

Two other workshops I helped in were fraction bars and T-point. In fraction bars I helped out in each group by giving advice and showing them what to do. I liked listening to other student's ideas and opinions. Some of the things that I disliked

were when the facilitators didn't have all of their information and the workshops went kind of slow. An argument started up when someone felt they were cheated out of their points, but we settled it by going back and checking it.

In the T-point workshops I helped in, everything went alright. During the workshop I helped keep score, helped the students keep up with their score, and made sure the game was played fairly. I liked the competition of the teams and seeing them have fun. The only thing I disliked was when the students decided not to participate and play. Conflicts started when players felt that they were being cheated out of their money, but we quickly solved it by going back and counting it.

Overall I think that the camp was a success. Everything that I participated in was fun and I had a good time. Some other things that I can suggest or recommend is that we have all the material ready and that the students have the same calm attitude at the end of camp as they did at the beginning. Other than that everything went good and I would love to do it next year.

Ariel Fleming

DOB: 4/26/83

10th Grade, Jim Hill High School

AP 4 years

YPP 2 years

My name is Ariel Fleming. I've been in the Young People's Project for two years. I have done workshops at various places and I have never had an experience like this one. For two weeks Y.P.P. Was asked to attend the Youth Leadership Academy/Algebra Project summer camp as Youth Trainers in areas such as: Fraction Bars, Desktop Publishing, Graphing Calculator, AP Games, Advanced Math, and Video Filming. This camp took place in Durham, North Carolina at NCCU (North Carolina Central University) June 15th-June 26th 1998. In this camp we worked with students from the ages of 10-18. It was different because the students were older than we were and we had never worked with that kind of group before. Usually we worked with teachers or younger students but we couldn't let that hold us back.



My goal for camp was to teach the students in the camp the things I do so they can do the same things in their sites. The goal for Y.P.P. Were to help other young people become Math Literacy Workers and facilitators.

During the two weeks, I worked with graphing calculators. I facilitated this workshop called The Anti-Perpendicular Research Group. This problem showed the students how to graph statistics in the calculator. The problem was based on people who were asking for help to find out information about their businesses. The lessons taught the kids about different regression models.

My experience in front of the class was very different from other experiences. There were many different faces: sleepy, happy, sad, mad, and confused, all staring at me waiting to begin. The older students were offended because we were younger than them and they didn't want to take our instructions under consideration. We had to look past the childishness and act professional while we were on the job. While I was facilitating I was told by my co-workers to slow down. I try to control my speed because if I go to fast the students won't understand because they will be to busy trying to catch up to were I am. My other problem was when a boy asked me, "why does this model work instead of the other models", not knowing if I was right or wrong I answered, "because if you look at how your points are lined up, the way the line looks, compare it to the other lines, this one fits the points better." I asked him did he understand and I prayed he did and he said "yes". I was relived but I didn't think he really

understood. So I said in case someone else asks a question, I need to know the answers.

When I was not facilitating, I was helping my fellow co-workers while they were facilitating. I helped out in sequences, which was Java's problem, it was about finding a pattern between numbers. The kids were lost at first so I had to put my work into action. My job was to help the kids understand and pay attention when directions were being given. I started by giving them direction and then letting them work from there. If they didn't understand I would give them a hint.

I also helped out with AP Games, which was Eke and Kecia's workshop. It was about the T-Point game and I helped out by being the banker. The banker was supposed to keep the game fun so I guess I did a good job because the kids seemed to be excited about what they were doing. Some of the things I noticed about working with the students one on one is that they are on a different level from the facilitator. When you are facilitating you don't notice these things because the students just sit and look so you keep going and that is not good for the student. So when you are at the table you have to bring them back into the lesson. This is really where you see the attitudes. If they don't like the person in the front of the class teaching they won't listen, so I had to go through and repeat the same steps over again. Another thing I noticed was that the kids knew the material, but they were scared to speak out in front of their peers because of their fear of being wrong. That was one of the first things I learned in the Algebra Project. No matter how right or how wrong, as long as you can back up your answer, it is considered right until proven wrong. During the time I was helping I liked the way the kids responded to me and the person facilitating. I didn't like the way they mistreated the books or when they would disturb other students when they were trying to learn, but out of all that, I think the workshops ran smoothly. All in all the camp was great and I would like to do it again but in another place.

Chris Adagbonyin

DOB: 10/7/82

10th Grade, Lanier High School

Algebra Project Student 6th-8th grade

YPP member 2 years

The NCCU'S Youth Leadership Academy and the Algebra Project camp took place in Durham, North Carolina. It was to last from June 15-26. Each day the students were to attend class from 8: 45 a.m. until 4:00 p.m.

The goals for the camp were to teach other kids in the Algebra Project some of the things that YPP does so they could go back and teach others in their site.

My individual goals were to come facilitate workshops without being nervous, to slow down and think about what I am saying. The goals for YPP as a group were to come and teach kids well enough so they could understand what they are doing so they could go and teach their site.

Some specifics about workshops that I facilitated were, I was nervous sometimes and I didn't take my time and think about what I was doing. One specific workshop that I facilitated was Car Racing. We had to take the kids outside, and let them race their remote control cars so they could fill out charts. We took too long outside racing with the 2nd class. When they got back in the class they didn't have enough time to finish their work on the calculator. Omo was mad after that workshop because that was a small class, and we didn't finish when we had more than enough people in the room to help the kids. He was also mad because I let Brooke explain to the kids what to do on the calculator, and that was not her problem. I disliked that workshop because I had made a big mistake. The people that helped me facilitate supported me, it was just mistakes that I made in guiding them on what to do.

The second workshop that I did was The Michael Johnson Story. This workshop went ok, but in the first class I was nervous because I didn't practice enough. The kids got the information; it was just the way I presented myself. To prepare myself for the next class Jonathan and I went over how we should present the materials.

Two examples of workshops that I helped out in were: the Stacking Game and Paper Folding. The first one, the Stacking Game, I had problems. It was the last class of the day, and Java was facilitating when the class started getting louder. At my table I had only three students, and I was talking and playing with them and wouldn't tell them to be quiet. I didn't want to tell them to be quiet because they would talk about the way I talked. What I disliked about that workshop was I didn't do what I came to do. I should have ignored them and did my job right. I regretted that incident for the rest of the trip. The second workshop that I helped out in was Paper Folding. Out of all the classes that I facilitated and helped out in this one was the best. I liked it because I wasn't nervous, and I knew what I was going to say.

In concluding, the North Carolina trip was a success and everyone did a great job, but I had some problems. I recommend that if you are about to do a workshop go over what you are doing before the workshop, take your time, and think about what you are going to say.

Cedric Johnson

The place to be these last two weeks has been here at NCCU (North Carolina Central University). Where it's campus has been host to the Youth Leadership Academy/ Algebra Project Summer Camp. The Saturday we were supposed to depart from Jackson was delayed by preparation of materials. However by the spirit of Y.P.P we finished after almost ten long hours. We left the office of Y.P.P at approx. 6: 30 am Sunday morning. After riding in a car with no air for 7 hours, we arrived at Malaika's house.

We stayed there for about 4 or 5 hrs. Then we were on the road again. As time went along leaving Atlanta with Kehinde at the wheel of the Suburban he gets lost. We make a call and set up a meeting point on the highway. After the accident of Hende getting lost we continue on with our journey as 4 hours pass by. All of a sudden Maisha makes a quick exit of the highway. Without signaling Omo and in the blink of an eye Omo's long gone. So as time ventures into the early hours of the morning with a look at an over pass ahead Marcus realizes he's speeding. So we're stopped for speeding, which throws a 30-minute delay in time. After some mix direction we find the campus at 3: 30 am. Monday a 7: 30 wake up call we're off to complete our workshop. The workshop was a great success along with the rest of our workshops that week. My first facilitated workshop I stand up and I tell them the rules to car racing. Then I ask them if they would follow me down stairs to the sidewalk. Then I tell that they have to build a racetrack with as many obstacles as they want. They needed to find a unit of measurement the simplest one is someone who wears a size twelve shoe. Now as a facilitator you observe different things, but what I saw in most of their eyes is boredom. My time as helper was easy because all I was asked to do was to count poker chips. That wasn't much of a challenge to me but all in all I appreciated this time away from home. To be completely honest people had a much greater interest in games that involved having skills and luck. The only problem would have been to control our temper along with our attitudes with our students. Last but not least
Just be nice!!!!!!!!!!!!!!!!!!!!!!

Brooke Howard

DOB: 10/15/81

11th, Lanier High School

6-10th grades

YPP, 2 years

Y.P.P. has been doing workshops for students as well as teachers. This summer Y.P.P. was invited to come to North Carolina Central University in Durham, North Carolina. They were asked to conduct workshops in the areas of graphing calculator, fraction bars, and desktop publishing and A.P. games from June 15th-26th. Four classes were held Monday - Friday. Y.P.P. sent 14 of its representatives to do the workshops. We stayed on campus with the students and it gave me a chance to get better acquainted with everyone.

My goals for this trip were to do my very best. I've never done an out-of-town workshop, so I was ready and willing to do what had to be done. I really wanted to try to keep calm and not focus on being nervous.

The goals of Y.P.P. were to come to North Carolina to show some of the things Y.P.P. does. For example, working with the TI-83 calculator. We wanted to show them exactly what a math literacy worker does. It's basically being good role models and having positive attitudes. The first workshop I facilitated in was Chris' car racing problem.

I was nervous because that was my first time facilitating a workshop at the program. I started doing good, but I made a few mistakes and the students became frustrated. My co-workers helped out at tables. The conflicts were people going to sleep or just looking lost. That slowed down the class and we didn't get finished.

The next class I facilitated was my paper-folding problem. I was so happy because, I thought Omo wasn't going to let me present my problem. The paper folding activity was to find the pattern when folding the paper 5 times. Omo wanted to connect with Java's sequencing exercising. Everyone worked as a group but it got a little noisy. I was getting attitudes from the males who felt they didn't have to do the problem, but everyone got the basics on doing sequences in the calculator.

I was helping out at a tables full of boys. I felt kind of uncomfortable because they were making some rude remarks towards me. I asked them to stop and pay attention and they did so. I think I handled the situation really well



instead of blowing the hold thing out of proportion. I helped out and explained anything they asked about the problem. I think it ran smoothly with Chris' Instructions.

Dealing with attitudes in the classes was pretty rough. They had weird expressions on their face when one of us was facilitating. I think they felt uncomfortable with people their age or younger trying to teach them something. After a couple of days they got the hang of it and everything went fine, because we handled all situations with a positive attitude.

The students did their best but it could have been better if they were not afraid. I liked whenever one of us asked them something about the graphing calculator, they told and showed us.

I really enjoyed this trip and staying on campus. I think everyone did a good job and it will be better the next time we do a workshop. I would like to participate in another workshop so I can get the hang of being a good facilitator. Thanks to Omo for helping me out when it was needed.

April Davis

DOB: 3/21/82

11th grader, Jim Hill High School

AP 1 year

YPP 3 years

During the summer of 1996, a group of students got together and began doing workshops. In these workshops, younger kids were taught some of the Algebra Project curriculum and how to use the TI-82 graphing calculator. That group became the Young People's Project, Inc. Since 1996, Y.P.P. has greatly expanded from eight students to eighty students.



A lot of site people have requested for YPP to come to their schools and do workshops with the students. This time fourteen of us were invited to teach classes at NCCU, from June 15th-26th in Durham, NC. We taught about four classes a day, five days a week. We, the conductors, stayed in the same dorm with the students, which allowed us to get to know each other. We also became friends at some of the recreational activities. After we became friends, it was much easier to do workshops with them. My main purpose of conducting workshops was to try to teach the students to think, use their knowledge, and not to be afraid to speak what they feel.

When I was conducting the Winding Game workshop on the first day, I was very nervous. First of all, I hadn't planned on doing that workshop so I was really uncomfortable. The only time that I want to do a workshop is when I've had time to review my material days and days before I actually do the workshop. Second of all, I noticed that the group was large and sometimes I get shy. When I was standing up talking, they were bored to death. It seemed like they had a nonchalant attitude. Then Big Daddy (Omo) came to the rescue. When he started talking, they came out of their shells and seemed enthusiastic to learn. At first I thought that class was a hard class, but as the days passed I became more comfortable around them. Especially when that same class was playing the T-Point Level 2 Relay Game with Kecia and Keke.

I was helping them out with their class since it was a large group. We broke the class down into two groups: my group and Kecia's group. The students were hype since the music was playing and they could relax and have fun. I also noticed that those kids were very competitive. The whole class was extremely excited about racing each other. I liked the fact that even though my team won the game, they offered to share the prize, pizza, with the losing team.

Another workshop I facilitated dealt with changing the size of a square using matrices. The first class was older, so they grasped the concept of matrix

multiplication. I wasn't nervous since I woke up that morning with a positive attitude. The students seemed like they understood. The only problem I had was that the students thought I broke it down too much. Some of the questions I asked, they answered with a DUH expression.

The time that I helped out in the fourth group, there were a few problems. Java was teaching the stacking game and the main problem was that after the stacking part they were still wound up and didn't want to be quiet during the graphing calculator part. Java was hollering trying to talk over them and they kept getting louder and louder. Also we (the people at the tables) could have done better by keeping our own tables quiet.

My final thoughts are that the workshops went really well but there is always room for improvement. We did have a problem about us (Y.P.P.) sticking together as a family. We met about it and resolved a lot of petty contention. For example, Omo felt as if we girls were separating ourselves into two separate cliques: Java, Brooke, Kecia, and myself---Angela, Ariel, Tomeka, and Frankie. In the meeting, we went around the room and everyone said what was on her or his mind. Everyone said that they weren't serious about the situations and that they were only playing. But to help matters, we girls (except Ariel because she was playing cards) met in my room. After our 'girl talk', I think we all felt closer to each other in a sisterly way. My advice for the future: Always resolve problems ASAP.

Java Jackson

DOB: 2/18/82

11th, Jim Hill High School

AP, 3 years

YPP, 3 years

In the summer of 1998 YPP was invited to participate for 2 weeks in the Youth Leadership Academy at NCCU. 16 members roomed on campus with other kids from different A.P. sites. YPP acted as workshop facilitators. We held TI-83, AP games, fraction bar and desktop publishing workshops daily for graduates, middle and high school students.

I conducted and assisted in workshops centered around the TI-83 graphing calculator. I led several classes through a stacking game and sequence exercise. The stacking game is patented by the Algebra Project and is hands on activity that uses unifix cubes. The object of the game is to stack as many cubes as possible in a given amount of time, and within a group record and compare data. The game is then followed by a graphing exercise. We use different functions of the calculator such as: linear regression, plotting statistics, and calculating predictions to see our game as a graph.

The stacking game is my favorite workshop because it's an exciting game that catches everyone's attention and brings out the kid in them. The game is important because it starts everyone off with a simple exercise that relaxes the atmosphere. This makes the participants more receptive to information that will be introduced later.

The game went well with the students at NCCU; everyone seemed to enjoy the stacking exercise. The class wasn't as responsive with the graphing exercise. This was the result of a number of things like; different age groups in one class and new or old lessons being taught by students younger than the students themselves. But when working with students you have to learn how to work around situations like these. I handle them by making the students feel as comfortable as possible. I smile and speak in a very friendly way. It's all about giving respect and learning how to present yourself in a manner that the students don't feel inferior to you. With the stacking game I make friends with the students. I won't forget Rodrick, JJ, Lonnie, James, Darian, and Quitin just to name a few and how they cracked jokes on me but at the same time they let me help them. They made things fun and we developed a relationship ordinary teachers don't have with their students. We learned and played together at our own pace. This was what YPP was all about.

In the sequence workshops we (Omo and I) started everyone off with the famous Fibonacci rabbit problem. The students were given a diagram of



reproducing rabbits from 1-6 months, and were asked how many rabbits would there be in the year 2000. Brooke Howard ran through a paper folding exercise that gave us a look at defining sequences. We then used the graphing calculator to solve the problem and practice defining and solving any sequence. The students caught on really fast in the exercise and we had fun figuring out the total number of rabbits. I liked the way the kids teamed up and solved the problem by hand.

I also helped out in graphing calculator workshops dealing with linear regression, predictions, the winding game, a car racing, matrices, and different problem solving exercises conducted by other YPP members. I assisted at the tables, which allowed me to work on a one to one basis with the students. I also got a chance to see how our workshops run from a student's point of view.

The 2 weeks at NCCU gave YPP the opportunity to make a connection with kids from different A.P. sites and demonstrate what it is that YPP does. I feel this camp was a turning point for YPP. In the summer of 1996 before we were officially YPP, 8 students traveled to the delta to conduct a weeklong workshop. After this we, under the guidance of Omo and Taba Moses knew we wanted to make things happen for all of us. YPP was born. Two years later, summer of 1998, 16 members of YPP traveled to North Carolina to conduct a 2-week long workshop.

My goal for this trip as it was before in '96 was to share with students what I had learned so they could share with other students what they had learned. I hope all of them learned something and had fun in the training with YPP. I'd like to commend all of the members of YPP who participated. This was a good experience for us all, for some the first.

* YPP has grown from 8 math literacy workers to about 80 and is continuing to grow.

Tomika Hall

DOB: 8/26/83

10th Grade, Calloway High School

Algebra Project Student, 7th grade

1 year in YPP

The Young Peoples Project (YPP) has been teaching middle school students, teachers, and principals this year. We have developed a lot of teaching skills, from working with students at Brinkley Middle School. This summer we were invited to come to North Carolina Central University (NCCU) in Durham, North Carolina on June 15th - June 26th to facilitate Math Literacy classes.

As an individual some of my goals were to facilitate in the workshops and also help the Math Literacy Workers learn how to prepare for their own workshops. As a group some of our goals were to help each other out. If I didn't have a workshop to attend I would go and help out at another workshop.

I facilitated in my own workshops, Fraction Bars, with Angela, Frankie, Maisha, and Jonathan. I also helped with the T-point games with Kecia, Keke, Frankie, Angela and Maisha. I liked helping the students out by answering any questions that they asked so that they could get an understanding of what they were doing. I disliked some of the negative talk that was given. For example I would say, "Alright everybody get into your groups you were in yesterday." Some of the comments were:

- * "I don't want to do any work."
- * "This ain't school. We just got out of school."
- * "We gon' chill today."

After a while Maisha talked to Frankie, Angela, and me about how to solve the problems or comments. We learned that you will always meet a person with a negative attitude. Speaking for myself, I learned to ignore it and not let it upset me.

While facilitating in my workshops, I would explain to the students what they needed to do and Frankie, Maisha, or Angela would come up and demonstrate it and vice versa. Some conflicts arose during class. The first week in my 2nd class, there were a group of girls sitting in the back of the class. I was in their group helping them out. One of them asked a question and being the person that I am I tried to answer it. Instead of listening one of the girls said, "Okay, whatever, I'm gon' do it the way I'm gon' do it." So I decided that I would work with another group. The next day I worked with the group next to them. They participated and listened to what I had to say. On the last day after playing the Fraction Bar game me and rest of the facilitators had a discussion with the class. We wanted to know how did they think the classes went, what they learned, did they appreciate what was taught, and did they enjoy the week?

A question came up from one of the girls in the group. "If I taught elementary school students how would I teach it to them? I want the girl behind

the desk to answer this one (that was me),” she said. But, instead Frankie answered the question. Then somebody out of the group said, “Hold up what age group do you teach? and she said, “middle school.” Of course that made the class get noisy. Everybody wanted to know why did she ask that question and she taught middle school students.

From my opinion I think attitudes come from the wrong understanding or miscommunication between two or more people. Some people will look at another person and say I don't like him/her, or she's stuck-up, or he thinks he's too much, but actually they don't know that person personally. I myself have experienced that sometimes I may do it and later on I will find out that that person can be a cool .

I have learned that you should keep a smile on you r face at all times especially working with students your age, keep your head up, and never worry about what the next person may say about you. (SMILE)

Angela Knight

Hello, My name is Angela Knight. I started working in Y.P.P. in the summer of '97 and I've been in it for almost a year. During this time I've never seen a group of more interested students than when I facilitated a workshop in North Carolina. The Youth Leadership Academy Summer Camp was a good opportunity for to get to know other people. During this camp I taught a workshop called Fraction Bars.

Fraction Bars are a set of colorful bars that are cut evenly and are used to teach fractions and find ratios. The first day I conducted this workshop I was a little nervous. I had never been that far from home teaching a workshop before. My class was a mass of students from many different states. Mainly, Marble County and Warren County, which are located in North and South Carolina. They were all older than me and I could tell that they were uncomfortable about having a fifteen year old teaching them. Especially when a majority of them were graduating from different high schools. I sensed this right away. The first thing I did was get their attention by making the game fun on their own level. Most matured teenagers don't like being talked to like they're a middle school student.(which was mostly who I taught back home) I did have an advantage this time though. I had practiced my workshops with my fellow members of Y.P.P. That gave me an advantage of what to expect.

While facilitating my workshop many questions and comments came up during class discussions. One student asked me why were we even using "bars" to teach fractions. I answered her question to the best of my ability. I simply told her that if she was teaching an elementary school student she would have to break the lesson down to a simpler meaning. In my opinion young children need to have "hands on " experience to learn something and they need to see it with their own eyes to understand it.. Just sitting in class listening to boring facts isn't going to work. I think that the younger your age the less amount of attention you can hold. She understood this with an open mind and took this suggestion back to her own AP site. That is exactly one of the things that I came here to do. I wanted other kids to share ideas with each other and take it back home to improve his or her site.

I have many thoughts about the workshops that I participated in, such as T-Point
T-Point is a game that was taught by Keke and Kecia who are also members of Y.P.P. While I was in their workshop I had a good time. I worked with younger and older kids. I was so used to being a facilitator that I had forgot how much fun it was to be a student.

Overall, I liked the whole summer camp because it taught me how to handle conflicts, problems, and also how to find solutions. I would love to come back next summer.