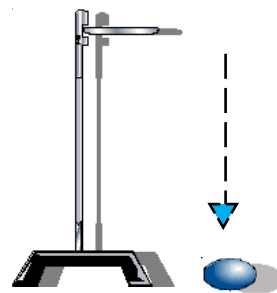
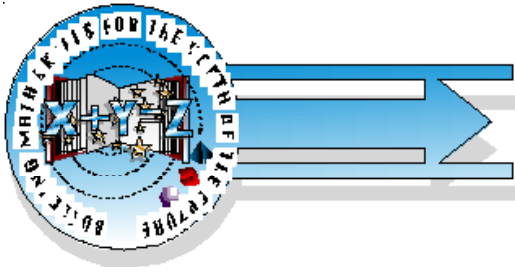


YPP Summer of 97 Application for Math Institute: Ariel Fleming

My name is Ariel M. Fleming. I will be completing the eighth grade this year and will be entering the ninth grade in the fall. My goal is to complete college and obtain a degree in engineering. I hope to earn a doctoral degree. My desire to become an engineer is because of my interest in math and science. I have always found math and science to be the most interesting subjects in school. I suppose it is because of my desire to know and see how things operate and are made. I also enjoy the challenge that math and science give me. Math and science deal with everything in every walk of life. I encounter math and science when I talk on the telephone and even when I go shopping.

I wish to participate in the Summer Math Literacy Institute program because I believe it will be a wonderful learning opportunity for me. In this program, I would have the opportunity to further improve and increase my skills and knowledge in math. This program will also give me the opportunity to meet and work with a wide variety of people and also will give me the opportunity to further enhance my abilities with the computer and graphing calculator. From reading the program, I will also have the opportunity to learn other skills such as desktop publishing and video productions. I believe all of this will be very interesting, fun and exciting. I also would enjoy the opportunity to work further with Mr. Moses and with Omo. Since I have been involved in the Algebra Project they have made learning fun. I think it would also be fun and exciting to be involved in developing workshops on math.





The drive to North Carolina began on a road leading to the Mississippi Delta. Highway 49, cotton fields perched on each shoulder, becoming 20 east. It was made after three weeks of 8-12 and 12-3 shifts; Mrs Husband and Mrs York, picking up and returning. Workshops were developed, materials desktop published, somehow, in between the laughter, and uncertainty of what it was we were exactly supposed to do.

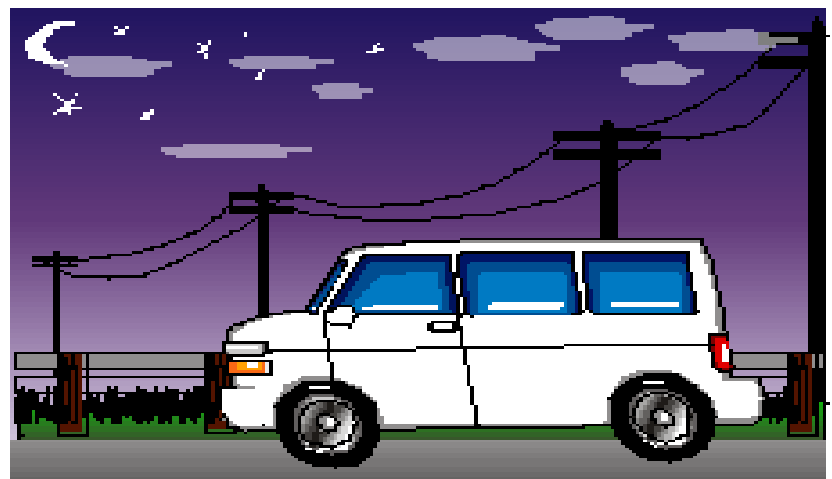
We were scheduled to leave Saturday at around 12:00, by then Chris and I had just dropped the materials off to be copied. It wasn't until about 10 pm that we sat in the living room ready to spiral bind the Fraction Bars, Graphing Calculator Extensions, and Number Theory workshops.

YPP: Java, Kecia, Keke, Brooke, April, Angela, Ariel, Cedric, Tomika, Frankie, sat together, each at their stations. "Take one and pass it, stack it, bind it." Sounds easy, it wasn't until about 12:00 when we had figured how to work together. Keke and I took turns, 20 books done, 80 more to go and 1:00 am around the corner. Ariel took over the binding, 10 books in 1/1/2 hrs, Angie next, nodding to sleep as she lay papers, 7 books, an hour and a half. Sunlight in the corner of our eyes, and Frankie and Tomika, caffeine for us all, cheerleading and proofing, stacking the finished books into boxes, managing to find time to write on Ariel's face as she rested on the floor.

When the morning comes, floor windows welcome the light, I sleep now and Chris and Taiwo finish the remaining books, 100 in all to be proud of.

On the road to Atlanta, enough music for 3 trips, forth and back: Aretha, Goodie Mob, Deniece Williams, Bob Marley, 8Ball, Charles Mingus, KC and Jo Jo. We made it to Durham, North Carolina at 3:00 am Monday morning, after pulling over and being pulled over, after losing Maisha and Talib in Atlanta, and finding them on exit 32, after losing Maisha and Kehinde in South Carolina and finding them at NCCU.

On a few hours sleep we met at 7:00 am to discuss the schedule for our workshops. 8:00 am was breakfast: grits and eggs, french toast, bacon and sausages. 8:45 we began.





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.



FRANKIE JOHNSON



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.

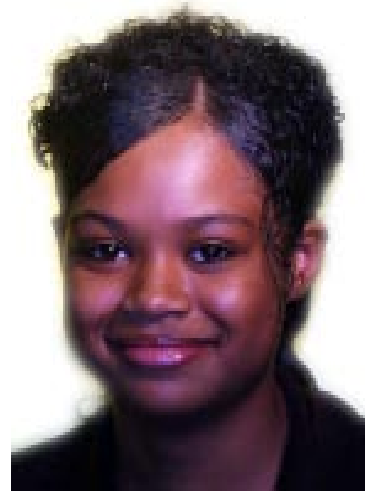
The goal for this camp was to give other Math Literacy workers ideas to help them prepare for their upcoming jobs. My goals as an individual were to come here, help facilitate, and try to help give them some knowledge on things that I may have more experience on. I also came to get more support and ideas 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



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 Terrance 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.

REPORT TOMIKA HALL



I facilitated in my own workshops, Fraction Bars, with Angela, Frankie, Maisha, and Jonathan. I also helped with the T-point games with Kecia, Ke-Ke, 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, “Awright 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 me , Frankie, and Angela 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.

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 to 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 person can be cool . I have learned that you should keep a smile on your 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)



T-POINT MARQUIS LOWE

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 all right 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 me the students like the games, and participated well. They did 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 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.



T-POINT LEKECIA TYCE



ARIEL FLEMING



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 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. was to help other young people become Math Literacy Workers and facilitators.

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 too fast the students won't understand because they will be too busy trying to catch up to where 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 relieved 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 Ke-Ke's 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.



APRIL DAVIS

During the summer of 1990, 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.

One 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.

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, Tomika, 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

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 a 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 its 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. Its 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 what YPP is all about.

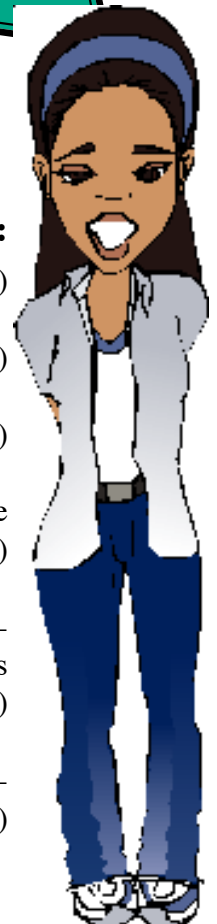
My goal for this trip as it was before in '96 was to share with students what I had learned so they could share with other students what they had learned. I hope all of them learned something and had fun in the training with YPP. I'd like to commend all of the members of YPP who participated. This was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



Fall Registration/Orientation:

On September 19th, at The Brinkley Middle School MathLab, The Young People's Project (YPP) will be conducting an orientation/registration for all new and previous YPP members. The orientation will provide an opportunity for students to see and sign up for the different workshops that will be offered in the fall and winter sessions. It will also provide an opportunity for parents to get a better picture of what their child will be involved in.

During the orientation you will be able to see first hand some of the activities that students have been participating in over the course of the year and at the same time learn more about YPP and the Algebra Project. The orientation will include a series of ten minute stations: math literacy workshops, reading and writing, tutoring/ACT prep, Jackson Site. Students will also take photographs for their ID cards. Students will not be able to register without a parent or a guardian so please come and support your child and the project by attending. If you have any questions please contact Omo Moses, or the YPP Office Management Team (Kecia, Brooke, Heather) at 346-5995.



YPP Fall Workshop Schedule:

Montgomery County, Maryland (10/25)

Delta Rural Systemic Initiative (11/2)

South Carolina Heritage Festival (11/13)

Brinkley Middle School 8th Grade
Algebra Test (11/98-4/99)

Brinkley Middle School 7th Grade Graphing Calculator/
Number Theory Games
Reading Writing (11/98-4/99)

Brinkley Middle School 6th Grade Reading Writing/
Number Theory Games (1/99-4/99)

YPP

YPP

YPP

YPP

YPP

YPP

**High School
Participants:**

Adagbonyin, Chris
Allen, Antonio
Aldridge, Latrisha
Ball, Ebonie
Banks, Regina
Bell, Melvin
Berry, Tasaunda
Bingham, Candace
Broadway, Nicki
Brooks, Brangelia
Burkes, Keith
Cain, Calvin
Chambers, Erica
Clayborn, Rebecca
Coleman, Marcus
Collins, Latoya
Daniels, Jonathan
Davis, April
Edmondson, Kevin
Edmonson, Tiffany
Edwards, Nathaniel
Evans, Chasity
Fleming, Ariel
Gaines, Michael
Gardner, Artez
Gates, Shaun
Gibbs, Ayana
Gibbs, Mariama
Gorden, Demetrica
Gray, Northern
Green, Beuresa
Griffin, Lashanda
Griffin, Launakee
Hall, Lathosia
Hall, Tomika
Harris, Jessica
Harvey, Mia
Henderson, Tarra
Hinkle, Ebonie
Hinkle, Erica

Hinton, Christa
Hinton, Renita
Hobson, Chiquana
Holden, Antonio
Holden, Shemeka
Holden, Temeka
Hollins, Evelyn
Hollins, Mario
Holmes, Silver
Howard, Brooke
Hughes, Alice
Husband, Jason
Husband, Jessica
Husband, Jonathan
Jackson, Chassie
Jackson, Java
Johnson, Cedric
Johnson, Frankie
Jones, Candace
Kelly, Cameo
Kendrick, Darrell
Knight, Angela
Knight, Lionel
Lorings, Lecarrian
Lowe, Marquis
Mayberry, Katiea
Mack, Toccarra
McClenty, Spencer
Minor, Karen
Moore, Durrell
Myers, Sammie
Nwagboso, Ndidi
Peels, Jason
Pulliam, Felicia
Pulliam, Verenda
Ray, Bridgett
Ray, Vetina
Roach, James
Rogers, Jana
Rudd, Heather
Smith, Erika
Stokes, Erica

Sykes, Albert
Sykes, Latia
Sykes, Latila
Tall, Tyler
Taylor, Dennis
Thomas, Heather
Thompson, April
Tyce, Lekecia
Walker, Helena
Walker, Laurie
Wells, Ladonna
White, Rosalynn
Williams, Kartel
Wolfe, Quentina

College Students:

Barnes, Alicia
Ellis, Derrick
Ellis, Eric
Roberts, Jarvis
Roberts, Jason

Parents

Coordinators:

Dorothy Husband
Glenda York

Workshop

Facilitators:

Omo Moses
Maisha Moses
Ruthie Sayles
Frankie Johnson
Angela Knight
Ariel Fleming
Tasaunda Berry
April Davis
Java Jackson
Chris Adagbonyin
Northern Gray
Taba Moses
Talib Gramby
Taiwo Gaynor

Kehinde Gaynor
Alim Gaynor

**Office
Management
Team:**

Heather Thomas
Lekecia Tyce
Brooke Howard
Omo Moses
Dorothy Husband

YPP

YPP

YPP

YPP

YPP

YPP

Texas Instruments (TI)-83
Graphing Calculator



Training Facilitators:

Wilma Morris, Omo Moses, Deon Allen,
YPP High School Students

Number of Trainings: 94

Number of Students Trained:

39 (8th graders)

28 (9-12th graders)

Avg. hours Trained:

24.69 (8th graders)

45.69 (9-12th grade)



Texas Instruments (TI)-83
Calculator Based Laboratory/
Calculator Based Ranger.



Training Facilitators:

Omo Moses, Chris Adagbonyin, Java Jackson, Jes-
sica Husband, Jonathan Husband, Ariel Fleming,
April Davis

Number of Trainings: 38

Number of Students Trained:

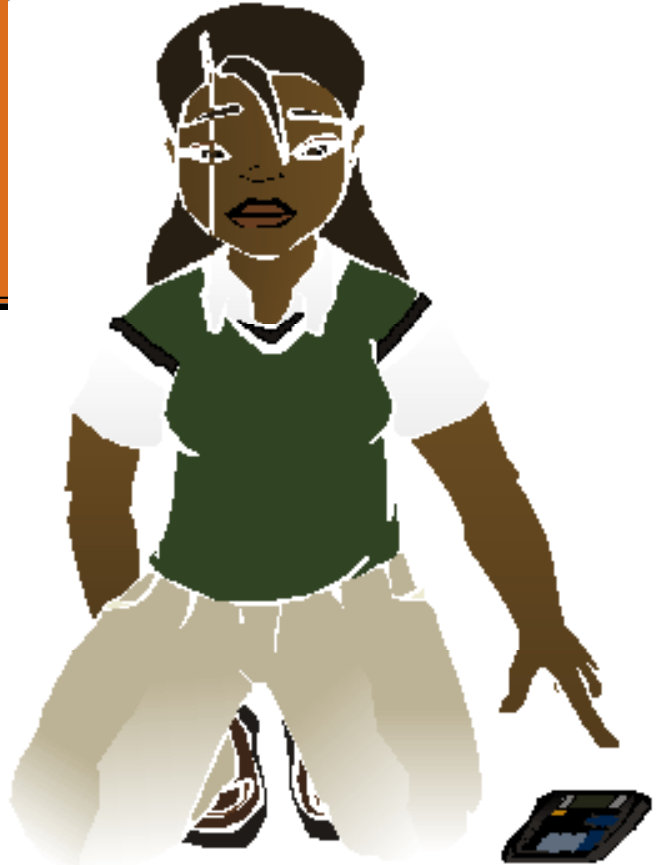
1 (8th graders)

18 (9-12th graders)

Avg. hours Trained:

22 (8th graders)

76 (9-12th grade)



YPP

YPP

YPP

YPP

YPP

YPP

Math Literacy Experiences: Fraction Bars

Training Facilitators:

Maisha Moses, Bob Moses, Frankie Johnson, Angela Knight, Tomika Hall

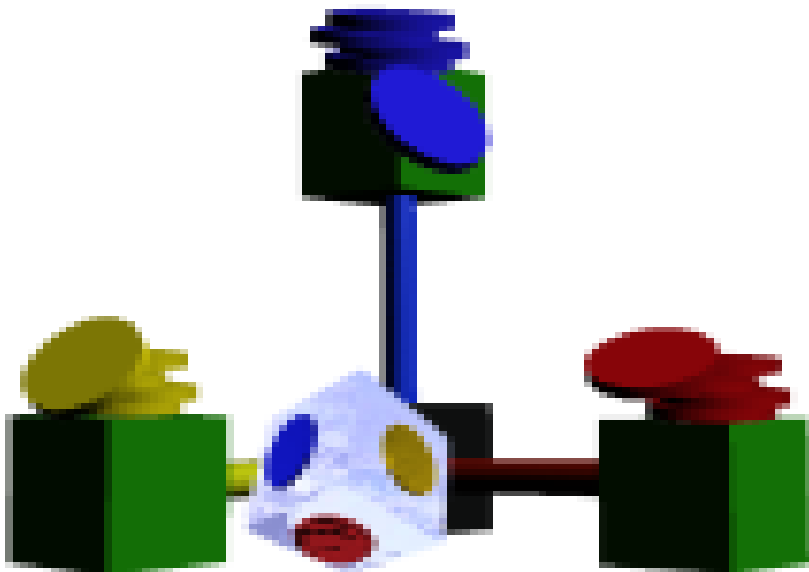
Number of Trainings: 81

Number of Students Trained: 57

Avg hours Trained: 44.37



Math Literacy Experiences: Number Theory Games



Training Facilitators:

Taba Moses, Jessie Fernandez

Number of Trainings: 53

Number of Students Trained:

52 (6th graders)

45 (9-12th graders)

Avg hours Trained:

9.5 (6th graders)

36.8 (9-12th graders)

YPP

YPP

YPP

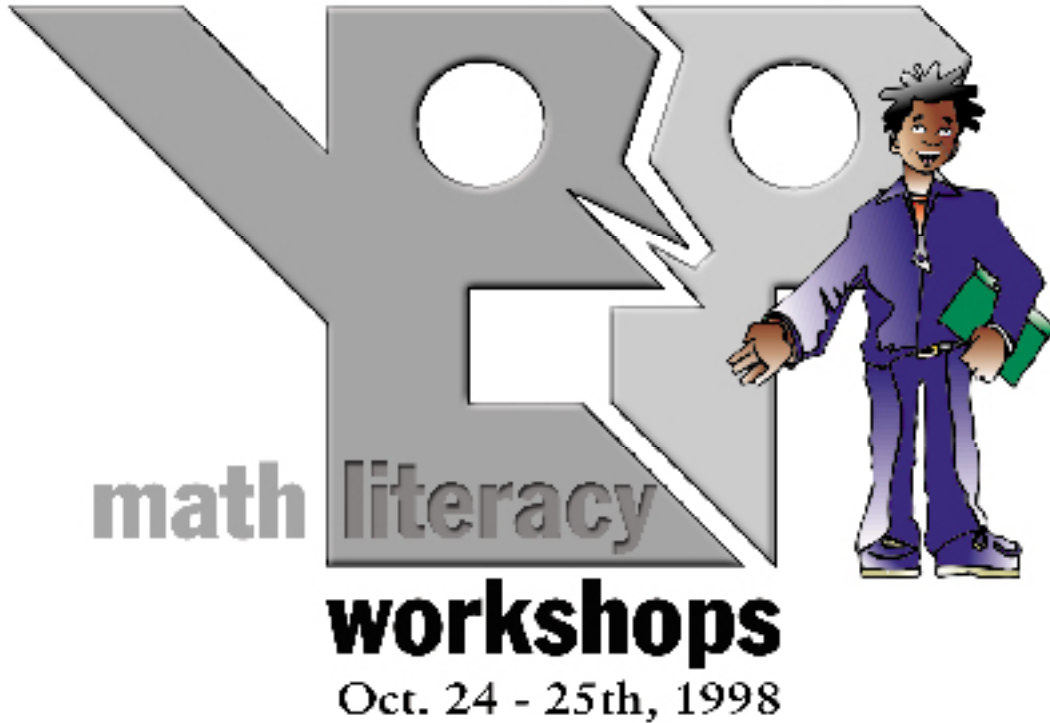
YPP

YPP

YPP

Montgomery County, Maryland

The Young Peoples Project



April Davis: The purpose of our trip was to do a workshop for teachers on Walk this Way using the CBL. In my workshop it was me, Tyler Tall, Northern Gray and Ndidi Nwagboso. It was in Montgomery County, Maryland.

My role was facilitator. We had to use fake data since the program had gotten lost in the calculator. This was also my first major workshop without Omo. I liked the entire workshop because the teachers were very enthusiastic and eager when they left. I felt great after the workshop because I thought it was going to be horrible but it wasn't. I learned from now on I should also check for damaged equipment. I liked the fact that I still did the workshop even though I was catching hell without the program, but I made do!

I felt that I accomplished my goal which was to go to the workshop and make sure the teachers got a good understanding of what was going on. Their expressions let me know that.

Lekecia Tyce: I feel I've accomplished something someone will never take away from me, and that's my knowledge and pride of teaching teachers and students.

YPP

YPP

YPP

YPP

YPP

YPP

Cameo Kelly: I liked the fact that I got to go on the trip, I got to teach and co-teach a workshop. I didn't really dislike anything. **Lekecia Tyce:** I disliked some of the teachers who were trying to make things seem hard. I liked some of the teachers who had a positive attitudes towards us. It was great!

Frankie Johnson: I liked everything. I especially liked how everyone did wonderful in the workshops. And I also liked the site seeing and how we did our little song and dance. I am very proud and glad that everyone got along...I feel that I accomplished the skills of being a good facilitator. I also feel that I accomplished what I came to do, and that was to show the teachers and administrators that we the students can be good teachers...I really enjoyed myself. Everyone did very good. Especially the Fraction Bars, we received a letter telling us how good we did. I personally got invited to do another workshop in New Jersey. The whole group was invited to come back. I really had a good time and I am very interested in participating in another activity again.

Ebonie Hinkle: I learned how to work well with others. I feel I accomplished that I can teach people I don't know without being nervous. I feel I've accomplished a great deal: working well with others, speaking promptly, and understanding.

Erica Hinkle: I learned that everyone is not perfect. They might not understand what your saying.



Tasaunda Berry:

I learned that teachers are just like students and that they are slow. I also learned that I can learn from mothers even if it's not a teacher or even over the age of 21. Chris taught me alot about the calculator than anyone and I'm glad.



Lekecia Tyce: I learned that teaching teachers is a lot of hard work and that they sometime feel uncomfortable with young teenagers teaching them something they don't know. **Lionel Knight:** I learned that students and teachers are not that different in the classroom. When teachers are students they act the same way. **Tyler Tall:** To always be prepared for the unexpected. That you always have social skills that loosens up the crowd.

Cameo Kelly: I accomplished the feeling of overcoming the fear of speaking in front of people and communicating with other people. **Lionel Knight:** I felt like I along with the others have opened many doors for YPP and I hope that YPP gets to go on more trips like this and I hope that I'll be able to go more trips. **Chris Adagbonyin:** I feel that I got in the minds of some teacher about what the AP doesand how strong we are. **Lekecia Tyce:** My comments are that I had a great time learning and teaching. I also enjoyed the trip alot. This trip was the best trip I have ever had in my life and I also thank you all for the birthday party.



Lionel

Knight: The purpose of our trip was to help teach teachers some things about the graphing calculators they didn't know.



Ariel Fleming: The purpose of our trip was to show teachers from the Delta some of the activities that we do in the Young People's Project. We had 15 of YPP's and 125 teachers from the Delta area. It took place at the Crown Plaza Hotel (downtown) on Mon-



Delta Rural Systemic Initiative Conference

*at the
Crowne Plaza Hotel*

Jackson, MS
Nov. 2, 1998



YPP

YPP

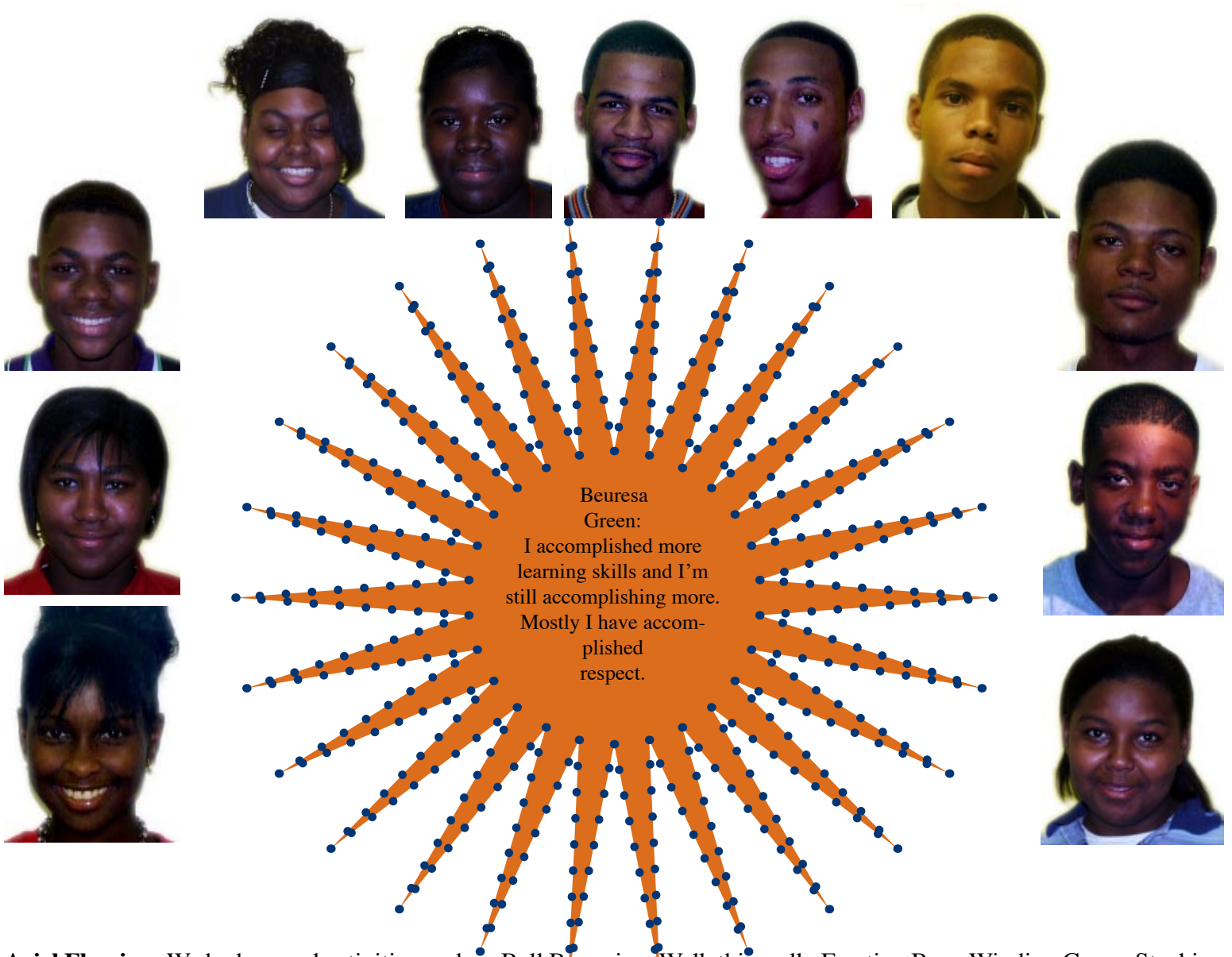
YPP

YPP

YPP

YPP

Angela Knight: I learned that even though you make mistakes you can always make do. Like when I was in the workshop I made a mistake when I was explaining something. I felt kind of embarrassed because I knew what I was talking about, its just that I got confused, but Frankie and Christa helped me out and my class never knew.



Ariel Fleming: We had several activities such as Ball Bouncing, Walk this walk, Fraction Bars, Winding Game, Stacking Game, and Light Intensity. I facilitated the ball bounce. My role was to teach the activity. I feel that I did the best I could in the time I had and the teachers learned something. I also felt like I was a good facilitator. I like the way the teachers were energetic. I disliked that I didn't have enough time to finish the workshop.

What did you learn from your experience?

Beuresa Green: I learned a lot I'm learning math in many different kinds of ways. My vocabulary has gotten better since I've been in the Reading and Writing workshops.

Ariel Fleming: From this experience I learned how to aid slow learners in a group and still go on with the rest of the group.

Frankie Johnson: I learned how the teachers will try to trick you to make it seem as though you don't know what you're doing. But you just have to show them that you do.



**High School
Participants:**

Adagbonyin, Chris \$2,083.64	Hinkle, Ebonie \$170.63	Rogers, Jana \$121.13
Allen, Antonio \$59.61	Hinkle, Erica \$170.63	Rudd, Heather \$139.00
Aldridge, Latrisha \$660.49	Hinton, Christa \$210.74	Smith, Erika
Ball, Ebonie \$1,371.28	Hinton, Renita \$35.75	Stokes, Erica \$114.63
Banks, Regina \$142.25	Hobson, Chiquana	Sykes, Albert \$271.38
Bell, Melvin \$757.87	Holden, Antonio \$23.63	Sykes, Latia \$183.98
Berry, Tasaunda \$632.78	Holden, Shemeka \$507.01	Sykes, Latila \$184.50
Bingham, Candace \$106.50	Holden, Temeka \$859.31	Tall, Tyler \$238.78
Broadway, Nicki \$130.00	Hollins, Evelyn \$114.63	Taylor, Dennis \$130.00
Brooks, Brangelia \$142.25	Hollins, Mario \$128.15	Thomas, Heather \$1,388.03
Burkes, Keith \$169.01	Holmes, Silver \$100	Thompson, April \$156.88
Cain, Calvin \$812.59	Howard, Brooke \$1674.79	Tyce, Lekecia \$3,387.58
Chambers, Erica \$146.61	Hughes, Alice \$650.99	Walker, Helena \$222.51
Clayborn, Rebecca \$929.21	Husband, Jason \$474.96	Walker, Laurie \$112.65
Coleman, Marcus \$30.88	Husband, Jessica \$668.47	Wells, Ladonna \$696.82
Collins, Latoya \$61.10	Husband, Jonathan \$2,016.63	White, Rosalynn \$732.31
Daniels, Jonathan \$113.00	Jackson, Chassie \$163.38	
Davis, April \$1,884.29	Jackson, Java \$2,043.78	College Students:
Edmondson, Kevin \$286.79	Johnson, Cedric \$1,131.74	Barnes, Alicia \$201.00
Edmonson, Tiffany \$30.19	Johnson, Frankie \$2,424.39	Ellis, Derrick \$1,564.81
Edwards, Nathaniel \$147.65	Jones, Candace	Ellis, Eric \$1,437.11
Evans, Chasity \$142.25	Kelly, Cameo \$983.87	Roberts, Jarvis \$405.75
Fleming, Ariel \$2,554.19	Kendrick, Darrell \$176.90	Roberts, Jason \$420.00
Gaines, Michael \$156.00	Knight, Angela \$1,997.19	
Gardner, Artez \$43.88	Knight, Lionel \$189.90	
Gates, Shaun \$978.14	Lorings, Lecarrian \$100	
Gibbs, Ayana \$100	Lowe, Marquis \$1542.58	
Gibbs, Mariama \$490.11	Mayberry, Katiea	
Gorden, Demetrica \$250.13	Mack, Toccarra \$781.90	
Gray, Northern \$700.45	McClenty, Spencer	
Green, Beuresa \$188.92	Minor, Karen \$94.25	
Griffin, Lashanda	Moore, Durrell \$582.03	
Griffin, Launakee	Myers, Sammie \$2,008.32	
Hall, Lathosia	Nwagboso, Ndidi \$247.36	
Hall, Tomika \$1281.90	Peels, Jason \$73.39	
Harris, Jessica	Pulliam, Felicia \$706.70	
Harvey, Mia \$36.86	Pulliam, Verenda \$463.67	
Henderson, Tarra \$35.23	Ray, Bridgett \$100	
	Ray, Vetina	
	Roach, James \$889.93	

YPP

YPP

YPP

YPP

YPP

YPP