

UNIT I. SELF AWARENESS



*One who knows others is wise.
One who knows oneself is enlightened.*
Lao-Tzu

Before you can start to lead others, you must first know how to lead yourself. This has been the key to becoming a leader since the days of Socrates and Aristotle. "Know thyself" was the inscription over the Oracle at Delphi, the Greek mecca of wisdom. It is by this principle that the great leaders of the past, present, and future gain an effective followership and achieve their goals. Leadership guru, Warren Bennis, states, "Know thyself means separating who you are and who you want to be from what the world thinks you are and wants you to be."

From the day you were born, the people around you have influenced your life. Your family, your teachers, and your friends have all helped create the person you are today. They have provided support, encouragement, and inspiration. Now, it is time to step back, look in the mirror, and ask yourself,

Who am **I**?
What makes **ME** important?
And even, How could **I** improve?

Four Lessons of Self Knowledge

1. You are your own best teacher.
2. Accept responsibility. Blame no one.
3. You can learn anything you want to learn.
4. True understanding comes from reflecting on your experience.

Objectives:

- ◆ To recognize your personal strengths.
 - ◆ To see yourself as you are and how you could be.
 - ◆ To discover the leader within yourself.
 - ◆ To enhance your self-image.
 - ◆ To understand the importance of effective communication
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SELF-AWARENESS AND LEADERSHIP

The following Chinese proverb underscores the importance of self-awareness in leadership development:

*If there is light in the soul, there will be beauty in the person.
If there is beauty in the person, there will be harmony in the house.
If there is harmony in the house, there will be order in the nation.
If there is order in the nation, there will be peace in the world.*

This proverb implies that if one is able to recognize his/her strengths and leadership abilities, one has the power to influence others and make a difference in the world.

Consciousness of self is a key element in being able to develop consciousness of others. Unless we can be aware of ourselves, our values, our way of thinking and doing- our very essence of being- we will lack the skills we need to understand others in the group, to identify common purpose with the group, and to engage group controversy with civility. Self-awareness is especially important when it comes to personal limitations, because unaware people tend to project onto others their own limitations and unacceptable beliefs and thus deprive themselves of the ability to see and hear others as they really are.

Ingredients for a Positive Self Image

Having a positive self-image is one of the most important traits of a leader. A leader has to be confident and sure of him/herself. Believing in yourself impacts your relationship with others. In fact, a positive self-image opens up communication with everyone around you.

1. Identification with Real Role Models

-If asked who our role models are, many would probably say, Michael Jordan or President Clinton. But these are all people who we admire from afar. In order to really identify with a role model, look a little closer to home. Your parents, teachers, and older friends can provide the inspiration for you.

2. Responsibility for "Family" Processes

-Always think of yourself as a member of a group, be it your family or your school. You should realize that your actions not only affect you, but everyone around you as well. Therefore, you have a responsibility to put your best effort into everything you do. This 'social responsibility' gives you a sense of belonging. At this point you will realize that you are needed by those around you.

3. Faith in Personal Resources to Solve Problems

-In order to overcome obstacles, you must recognize your own resources and learn how to use them effectively. You must be able to independently solve problems using your own intelligence, your own ingenuity, and your own hands.

4. Development of Interpersonal Skills

-Leaders must learn how to look at their personality tendencies critically and honestly and grow from their discoveries. Self-examination leads to self-growth.

5. Development of Interpersonal Skills

-Interpersonal skills are your ability to speak, listen, share feelings and opinions, and participate effectively in a group. If you are an aspiring leader, strong communication skills are a must.

6. Situational Skills

-Situational skills provide you with the ability to analyze a situation and decide what the most appropriate behavior to respond with would be. Remember that a leader should be flexible and ready to adapt to the situation around him/her at all times.

7. Judgmental Skills

-Judgmental skills give you the ability to recognize a situation, analyze what needs to be done, and apply good judgment to the decision you make.



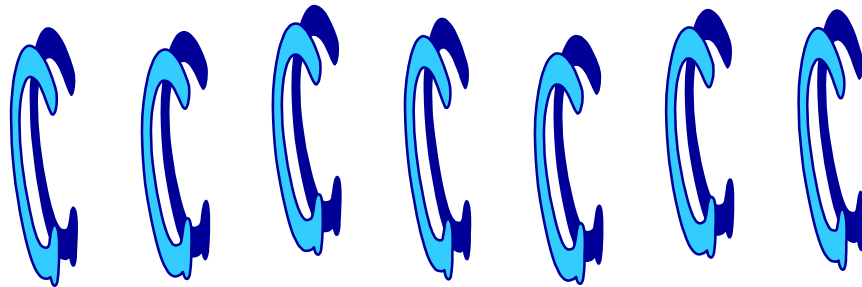
THE SEVEN C's OF LEADERSHIP DEVELOPMENT FOR SOCIAL CHANGE

While studying the attributes of community leaders, a group of leadership specialists from the Higher Education Research Institute at the University of California at Los Angeles decided that there are seven common traits, or values, that effective leaders exemplify. It is necessary that a leader reflect a proper balance of individual values, group process values, and community/ societal values in order to lead and manage change. By remembering the seven C's, you will be able to promote and foster change within yourself as well as within your community.

1. **Consciousness of Self** means being aware of the beliefs, values, attitudes, and emotions that motivate one to take action.
2. **Congruence** refers to thinking, feeling, and behaving with consistency, genuineness, authenticity, and honesty toward others. Congruent persons are those whose actions are consistent with their most deeply held beliefs and convictions. Clearly, personal congruence and consciousness of self are interdependent.
3. **Commitment** is the psychic energy that motivates the individual to serve and that drives the collective effort. Commitment implies passion, intensity, and duration. It is directed toward both the group activity as well as its intended outcomes. Without commitment, knowledge of self is of little value. And without adequate knowledge of self, commitment is easily misdirected. Congruence, in turn, is most readily achieved when the person acts with commitment and knowledge of self.
4. **Collaboration** is to work with others in a common effort. It constitutes the cornerstone value of the group leadership effort because it empowers oneself and others through trust. Collaboration multiplies group effectiveness by capitalizing on the multiple talents and perspectives of each group member and on the power of that diversity to generate creative solutions and actions. Collaboration empowers each individual best when there is a clear-cut "division of labor".
5. **Common Purpose** means to work with shared aims and values. It facilitates the group's ability to engage in collective analysis of the issues at hand and the task to be undertaken. Common purpose is best achieved when all members of the group share in the vision and participate actively in articulating the purpose and

goals of the leadership development activity. Recognizing the common purpose and mission of the group helps to generate the high level of trust that any successful collaboration requires.

6. **Controversy with Civility** recognizes two fundamental realities of any creative group effort: that differences in viewpoint are inevitable, and that such differences must be aired openly but with civility. Civility implies respect for others, a willingness to hear each other's views, and the exercise of restraint in criticizing the views and actions of others. This is best achieved in a collaborative framework and when a common purpose has been identified. Controversy (conflict, confrontation) can often lead to new creative solutions to problems, especially when it occurs in an atmosphere of civility, collaboration, and common purpose.
7. **Citizenship** is the process whereby the individual and the collaborative group become responsibly connected to the community and the society through the leadership development activity. To be a good citizen is to work for positive change on behalf of others and the community. Citizenship thus acknowledges the interdependence of all who are involved in or affected by these efforts. It recognizes that the common purpose of the group must incorporate a sense of concern for the rights and welfare of all those who might be affected by the group's efforts. Good citizenship thus recognizes that effective democracy involves individual responsibility as well as individual rights.



CLASS 2: SELF-AWARENESS - WHO AM I?

Objectives:

- To promote self-reflection and introspection
- To recognize personal strengths
- To enhance self-image
- To recognize different behavioral styles
- To initiate personal leadership development
- To become familiar with community surroundings

Be Sure to Discuss:

- The leadership crisis according to James MacGregor Burns
- Compare and contrast the articles by Warren Bennis, "Knowing Thyself", and Steven R. Covey, "Discovering Yourself".

Materials Needed:

- *Chemistry and the Spirit of the Golden Rule* handout
- Copies of Values Survey

Activities:

- Personal Aspects of Leadership
- Values Survey
- Read and discuss *Chemistry and the Spirit of the Golden Rule* handout

For Next Time:

- Journal entry commenting on *Chemistry and the Spirit of the Golden Rule*

INSTRUCTIONS FOR VALUES SURVEY

1. Have students complete values survey.
2. For each question choose two students with differing opinions to defend his/her personal value in a one-minute debate.
3. Make sure that arguments are backed up by facts.

ASPIRA YOUTH LEADERSHIP DEVELOPMENT PROGRAM VALUES SURVEY

	Agree	Disagree
People get angry when police get tough but they forget about all the crime in their neighborhoods.		
The government operates to protect the rights of all of us.		
I am proud of my country, although it may have to do things overseas that I disagree with.		
The press has too much freedom.		
There are many successful people who prove that everyone can make it if they try hard enough.		
The police have to engage in illegal acts or they would not be able to catch criminals.		
Racism may exist, but those who want to get ahead do so.		
There are many programs for the poor, but no programs for other people.		
There are many programs for the poor, but no programs for other people.		
Aid to students should only be available for those who receive high scholastic grades.		
People who are radical in their youth settle down when they get older.		

	Agree	Disagree
We have too many immigrants in our country, and they make it hard for all of us.		
Criminals are being pampered by judges.		
It is up to the individual, not the government, to assure that his family is adequately maintained.		
Women are taking jobs that men should have.		
People who take welfare are cheating the system.		
There are jobs for youth who want to work.		

PERSONAL ASPECTS OF LEADERSHIP

Objectives:

- To identify and define individual leadership skills and qualities
- To recognize individual differences among students and groups in your school
- To develop personal relationships as a leader

Instructions for Leader: The following exercise has been developed to address the more personal aspects of leadership as they may be encountered.

1. The group should have a minimum of 10 people.
2. The session should not last longer than 1 1/2 hours. The number of questions used does not determine the success of the activity. Use all marked questions.
3. Participants should not know that the questions are divided into various sections.
 - a) The first section is only intended to serve as an introduction and group warm-up exercise. The questions are listed in sequential order. The questions are listed in the order in which they must be followed. All questions with an asterisk (*) are mandatory. Non-marked questions are optional and should be used at the discretion of the instructor to allow for individual group differences.
 - b) The second section, **Definitions of Leadership**, is designed to have the student actively consider the qualities and responsibilities of leadership. Again, the questions are listed in sequential order. They are listed in the order in which they must be followed. All questions with an asterisk are mandatory. Non-marked questions are optional, and should be used at the discretion of the instructor to allow for individual group differences. *Only questions appearing on this list may be used.*
 - c) The third section, **You as a Leader**, is specifically designed for the individual to ponder his or her leadership role in school and society. The ques-

tions are not in any particular sequential order, but *question 20 must conclude this section. Only the questions appearing on this list may be used.*

d) The Synthesis Set, **the traditional wrap-up**, has been structured in a positive vein. It is recommended that all questions in this section be used. *Question 6 is mandatory.*

4. Two facilitators are required for each group. One will serve as the identified leader, and will actively lead the discussion and choice of questions. The second will participate in the group and will serve to foster the proper tone and direction. *It may be exciting to invite a community leader to class to participate in this activity with the students and help facilitate it as well.*

Instructions for Everyone: (to be read aloud)

1. Seat the group in a circle. Make sure that everyone has a nametag, if class does not know each other yet.
2. The leader will begin with the first question. After every participant has answered, the person to the leader's left will begin the next question. All other questions will be answered by beginning with the "next" person in the circle. The leader should not interrupt questions for the group. If a participant is unable to answer the questions during the 'turn', he or she may 'pass'. The leader will return to anyone who 'passes' before moving to the next question.
3. As each person answers, collect the individual answers in your head to learn more about the speaker.
4. We are here to listen.
5. We are not here to debate.
6. We are not here to disagree.
7. We are not here to judge.
8. Be sincere.

Icebreaker (15 minutes)

1. What is your favorite program on TV?*
2. What is your favorite song?
3. What is your favorite sport?
4. What is the best story you have ever read?
5. What talent should you develop?*

6. Of all the things you have ever bought, what has given you the most pleasure?
7. Describe a happy moment in your life.
8. What is the most beautiful quality about people?
9. What assumption do others make about you that really aren't true?
10. What one word best describes your total life to date?*
11. What do you hope to be doing ten years from now?*
12. When was the last time you said "Thank you"? To whom?
14. What is the one thing you would like other people to know about you?
15. On what basis do you select your friends?
16. Name a person from whom you have learned something valuable. What did you learn?*

Definitions of Leadership (30 minutes)

1. Name a leader.*
2. What leadership quality do you admire?*
3. What are the responsibilities of a leader?
4. When working, with what type of leader do you feel most comfortable?
5. What makes an effective leader?
6. What makes an ineffective leader?
7. Who is the boss in your family?
8. A friend has worked on a paper for school and asks you to read it. You think it is lousy. What do you say?*
9. How do you feel about working with people smarter than you?
10. How does a leader adjust for individual differences? (e.g. handicaps)?
11. How do you feel when a leader tries to use you?
12. What fault do you see in adults that you hope you won't have when you are an adult?*

You as A Leader (15 minutes)

1. Under what circumstances would you find yourself more helpful as a follower?*
2. Complete this sentence: Peer pressure_____.*
3. What makes you dislike a person on sight?
4. What is the cruelest thing a leader can do?
5. What difference do you see in yourself when you're in a leadership position?
6. Name a leader that you would like to be like.
7. How do you feel when you give out criticism?

8. How do you feel when another person criticizes you?
9. Cite a recent time when others looked to you to make a decision.
10. What is the greatest value that guides your life?
11. What is the greatest problem today in your state?
12. What leadership quality would you like to develop?
13. How do you get someone to support you in a group?
14. For what service or contribution do you want to be remembered a year from now? Why?
15. To whom do you turn when you need help?
16. What is the most powerful force loose in the world today?
17. You've just lost an important election. What do you do?
18. What is your greatest fear as a leader?
19. What do others see as your greatest strength?
20. What makes a leader?*

Synthesis Set (It is urged that all questions in this section be used - 30 minutes)

1. Use an adjective to describe this group.
2. Is there any response you would like further explained?
3. What is one of the most important things you learned in this group?
4. In what ways are we alike?
5. How do you feel when you share with others?
6. Is your idea of a leader any different now than it was at the beginning of this activity?
7. How can you use the knowledge from this exercise in the future?

CLASS 3: THE INFLUENCE OF CULTURE AND COMMUNITY

Objectives:

- To understand how culture impacts leadership
- To determine the significance of cultural background

Materials Needed:

- Copies of Student Instructions for Everyone Has Culture
- Large sheets of paper
- Colored markers

In-Class Activities:

- Everyone Has Culture
- Understanding Culture
- Soy Boricua IQ Quiz

For Next Time:

- History of a Community - mini group project (due in two weeks)
- Journal reflection on "How does my background define who I am as a person?"

Other Resources:

- Speaker - Hispanic community leader

SOY BORICUA IQ QUIZ

Technical Note: This test was developed in the educational labs of the Institute for Puerto Rican Policy, the product of fifty years of research. It has been designed for entertainment purposes only and should not be used to screen candidates for employment or educational opportunities. Hey, it's all in fun. . . but can you pass this test, anyway?

Instructions: Each question is worth 5 points. Add up the points for each correct answer and see how you rate as a Puerto Rican or Puerto Rican-sensitive person:

- 90-100 Wow! You are part of the boricua master race. You have defied "The Bell Curve" and may procreate at will.
- 75-85 You seem know enough to be a Puerto Rican, but we're not totally sure! Stop watching those novelas!
- 60-70 You are boricua enough to get by, but the INS might not ever let you back into Puerto Rico if you don't brush up!
- 25-55 You are part of the Puerto Rican mental underclass, probably doomed to a life of crime and government dependency. We suggest you enroll in a Puerto Rican studies program immediately!
- 10-20
moving! You are beyond hope as a boricua! Throw this calendar away and keep moving!
- 0-5 You are fully assimilated into the American Way of Life! You will be rewarded with a good job, your own home and enough credit cards to potentially bankrupt you. Congratulations, you have made it!

THE QUESTIONS

1. In which city was the current flag of Puerto Rico designed in 1895?
 - a. Lares, Puerto Rico
 - b. New York City
 - c. Ponce, Puerto Rico
 - d. Tampa, Florida

2. The composer, Rafael Hernández, wrote "Lamento Borincano" in which city?
 - a. New York City
 - b. Ponce, Puerto Rico
 - c. San Juan, Puerto Rico
 - d. Utuado, Puerto Rico

3. Which is the birthplace of the poet, Julia de Burgos?
 - a. Bayamón, Puerto Rico
 - b. Carolina, Puerto Rico
 - c. Manhattan, New York
 - d. Vieques, Puerto Rico

4. Which is the location in Puerto Rico of el Parque Ceremonial Indígena de Caguana (the Indigenous Ceremonial Park of Caguana)?
 - a. Adjuntas
 - b. Caguas
 - c. Lares
 - d. Utuado

5. Who was the first Puerto Rican elected to public office in the United States (outside of Puerto Rico)?
 - a. Hermán Badillo
 - b. Robert "Bobby" García
 - c. Oscar García Rivera
 - d. Tony Méndez

6. In what year were migrant laborers from Puerto Rico first brought to work in Hawaii?
 - a. 1868

- b. 1900
- c. 1926
- d. 1945

7. Who was the first Puerto Rican elected to the United States Congress from Chicago?

- a. Luis Gutiérrez
- b. Benjamin Reyes
- c. Hipólito Roldán
- d. Miriam Santos

8. Who is the father of the Puerto Rican danza?

- a. Rafael Hernández
- b. Ramito
- c. Daniel Santos
- d. Manuel Tavares

9. Rita Moreno won an Oscar for her role as supporting actor in:

- a. *Evening Shade*
- b. *I Like It Like That*
- c. *Scarface*
- d. *West Side Story*

10. Who was the first Puerto Rican to be elected president of a major labor union in the United States (outside Puerto Rico)?

- a. Enio Carrión
- b. Santiago Iglesias
- c. Dennis Rivera
- d. Damaso Seda

11. Who wrote the poem, "Puerto Rican Obituary"?

- a. Miguel Algarín
- b. José Angel Figueroa
- c. Felipe Luciano
- d. Pedro Pietri

12. Before the 1860s, where was the largest concentration of Puerto Rican exiles in the United States?

- a. Brooklyn, New York
- b. New Orleans, Louisiana
- c. Manhattan, New York

d. Tampa, Florida

13. Who wrote the novel, "Down These Mean Streets"?

- a. Rene Marqués
- b. Nicholasa Mohr
- c. Piri Thomas
- d. Edwin Torres

14. Who was the first Puerto Rican governor of Puerto Rico after the US invasion?

- a. Luis Muñoz Marín
- b. Jesús T. Piñero
- c. Roberto Sánchez Vilella
- d. Pedro Juan Soto

15. In what year did the US grant Puerto Rico the right to elect its own Governor?

- a. 1898
- b. 1917
- c. 1948
- d. 1968

16. Pasteles have their origins in:

- a. Africa
- b. Cuba
- c. Spain
- d. Taíno culture

17. How many species of coquí are there?

- a. One
- b. Five
- c. Seven
- d. Sixteen

18. What percent of all Puerto Ricans in the United States (outside Puerto Rico) lived in New York City in 1990?

- a. 33%
- b. 50%
- c. 65%

d. 82%

19. Who sewed the 1868 Lares flag of Puerto Rico?

- a. Mimi Besosa
- b. Mariana Bracetti
- c. Sister Isolina Ferré
- d. Marta García

20. Which one of the following words is not derived from the Taíno language?

- a. Barbecue
- b. Cannibal
- c. Hurricane
- d. Orisha

THE ANSWERS

1-b, 2-a, 3-b, 4-d, 5-c, 6-b, 7-a, 8-d, 9-d, 10-c,
11-d, 12-b, 13-c, 14-b, 15-c, 16-a, 17-d, 18-a, 19-b, 20-d

UNDERSTANDING CULTURE

- **Time Required:** 30-45 minutes

- **Objectives:**
 - * To define and explain culture
 - * To identify major elements of culture, including those that are observable or easy to determine, and those that are not observable or easy to determine.
 - * To identify some major differences in values among people from different cultures.

- **Skill Development:** Group Process
Multicultural Competence

- **Directions:**
 - Step 1 - What is Culture?
 - Divide the students into groups and ask them to work first in pairs to develop a definition of culture. Determine who the recorder of the group is going to be. Then have them share the definitions with the rest of the group, agree on a joint definition, and put it on paper. Have one of the group's members present the definition to the class, then when every group has shared, decide on a joint definition for the whole class.
 - Step 2 - Elements of Culture
 - Individually make a list of at least five elements or aspects of culture – the characteristics you believe describe people's cultural similarities or differences. Do a "round robin" sharing in the group: Each student in turn should state one element, which the recorder should write on paper. Then you can ask questions about the elements listed, and generate a single list on paper and put that list up on the wall with those of other groups.

EVERYONE HAS CULTURE

STUDENT INSTRUCTIONS

Assignment:

- To look at your own family as a way of understanding your cultural background and the diversity which may exist within your family.

Directions:

Think individually about your own extended family – including parents, grandparents, uncles and aunts, siblings, etc.

Write down a few sentences covering the following questions:

- ❖ When and why did they come to the United States?
- ❖ What are their backgrounds, in terms of race, ethnicity, nationality, and religion?
- ❖ What obstacles did family members or ancestors face as immigrants, and how did they deal with them?

Now share your background with one other person. Identify the obstacles your family faced in becoming part of the US, and discuss what you think are the causes of any negative treatment they received.

EVERYONE HAS CULTURE

Time Limit:

- 45 Minutes

Objectives:

- To understand and be able to explain that everyone has culture.
- To identify factors that may lead to discrimination.

Directions:

Review the *Student Instructions* with the full group. Have students work individually. Ask them about their own family – including parents, grandparents, aunts, uncles, etc. Give each student 5 minutes to write down his/her own family background, then ask each student to share the information with another student. Allow 5 minutes for each to present and another 5 minutes to discuss and compare their backgrounds – a total of 15 minutes for the interaction.

Bring the group together. Ask two or three members to share their family backgrounds and ask the following questions:

Process the experience – Is your family background more diverse than you had originally thought? How did it feel to compare backgrounds?

Generalize – Did you find common experiences? Did many of your ancestors come to the US for similar reasons?

Apply the information – How does understanding your own culture help you to work with other people? How can this be useful to you in your final project assignment?

CLASS 4: THE LATINO CULTURE AS SEEN THROUGH FILM

Objectives:

- To stimulate discussion about Latinos in film
- To identify the different ways Latinos are portrayed in American society
- To analyze leadership situations in film

Materials Needed:

- Movie rented from local video store such as *West Side Story*, *Bronx War*, *Stand and Deliver*, *Dangerous Minds*, *Higher Learning*, etc. (All movies are also available from <http://www.amazon.com>)

Activities:

- Film Analysis guide
- Follow-up discussion

For Next Time:

- Complete History of Community activity

FILM ANALYSIS

Objective:

- To have youth examine their own cultural groups and evaluate characteristics and behaviors that they assess as negative and/or positive.

Directions:

- Select a film that presents the youth's group in a questionable way, such as *West Side Story*, *Bronx War*, *Stand and Deliver*, *Dangerous Minds*, *Higher Learning*, etc.
- Have the youth discuss the characterization being presented in the film.
- Have the youth determine who emerges as the leader(s) in the film. Describe their characteristics and how their followers reacted towards them.
- Have the group discuss how the stereotypes have affected the social realities of the group.

Closure:

The discussion should reach closure with the group identifying strengths and weaknesses of the minority group and ways in which the youth, as present and as adults, can create change.

HISTORY OF A COMMUNITY

Objectives:

- To assist the learner in discovering important information for the community service project by examining the history of the community.
- To assist the youth in acquiring information regarding the racism practiced against the community and in getting acquainted with his/her cultural and historical background and the strengths of the community in overcoming racist destructive forces.

Directions:

The objective and goal of this activity lend themselves to teaching sessions on community. The teacher should rely upon community leaders (community-based organizations, associations) to assist in presenting this unit. You should bring people who have been actively involved in the struggles of building the community.

Discussion Questions:

1. Where do we (your group) come from? How did they arrive (or continue to arrive) in the US?
2. What has been the larger community's attitude towards your group? Other Latino groups? Other ethnic groups? What evidence can you give?
3. Do you know any important historical dates regarding your community?
4. Who are the leaders of your community? What has been their role and status vis-à-vis the larger society?
5. How is your group represented in the larger community in terms of political office, economic life, and judicial representation?

Closure:

The goal is to have the youth: (1) take a hard look at certain destructive acts against their community that now contribute to the community's lack of political power and economic base; (2) assess internal efforts to gain political power in terms of their goals and accomplishments.

WHAT IS A COMMUNITY?

How would you explain the word community to someone who didn't know what it meant? Give at least three examples. Try to think of examples your class hasn't used.

1.

2.

3.

What communities do you belong to?

Pick one of the communities you belong to and describe it. Think about these questions:

Who are all the members of this community?

What do they do?

Why do they belong to the community?

Why do you belong?

CLASS 5: THE INFLUENCE OF COMMUNITY ON LEADERSHIP

Objectives:

- To become familiar with community surroundings
- To examine the history of one's community
- To recognize the effectiveness of community leaders

Materials Needed:

- Results of History of Community project
- Copies of What is a Community handout

Activities:

- Discuss findings from History of a Community
- What is a Community?

For Next Time:

- Read "Practicing Effective Communication" by Lorraine Matusak

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Directions:

The objective and goal of this activity lend themselves to teaching sessions on community. The teacher should rely upon community leaders (community-based organizations, associations) to assist in presenting this unit. You should bring people who have been actively involved in the struggles of building the community.

Discussion Questions:

6. Where do we (your group) come from? How did they arrive (or continue to arrive) in the US?
7. What has been the larger community's attitude towards your group? Other Latino groups? Other ethnic groups? What evidence can you give?
8. Do you know any important historical dates regarding your community?
9. Who are the leaders of your community? What has been their role and status vis-à-vis the larger society?
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