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Template: Youth Social Entrepreneurship

Template documents for Youth Social Enterprises program including sample mission statement and program description, template release forms, and sample lesson plans. The Youth Social Entrepreneurship programming creates a platform for sustainable income while young women, femmes, and TGNC youth develop professionalism and entrepreneurship skills.

Youth Social Entrepreneurship Description

Mission:

Our mission for this project is to divest from traditional nonprofit funding sources by creating a platform for sustainable unrestricted income, as well as to provide young women with the opportunity to develop professionalism and entrepreneurship skills through building the business.

Project Description:

Our program blends the worlds of business and social impact through using the interdisciplinary Youth Social Entrepreneurship framework, an asset based approach prioritizing community involvement in entrepreneurship. Our program for the young women includes team building, understanding social justice and context, spreading a message through product design, creating products for our store, and building professionalism. Through this process, the young women learn about their own strengths in an employable framework and work together. For each new partner, our timeline and curriculum changes to reflect the needs of the particular group (school, agency, etc.) and the Youth Leaders Board provides guidance for the curriculum used for the program with each new partner.

Two Issues Program Addresses: Unemployment/under employment for young women of color & lack of sustainable funding for non-profit:

- Need for sustainable funding source for agency & need for professional and work readiness training for young women
- Opportunity to develop professionalism and entrepreneurship skills for young women of color

Objectives for Project - two tiers addressing young women and agency

YOUNG WOMEN - Help develop professionalism and entrepreneurship skills

- Strengthen skills of innovation, flexibility and positive risk-taking/trying new things
- Understand their own strengths in an employable framework
- Give youth voice in teaching tools & curriculum
- Focusing on creativity & developing skillful vision
- Social and emotional learning
- Business and financial skills & design thinking

For our young women, skills we may want to target: Resource Organizing, Interpersonal skills, Using and researching information, Navigating systems effectively, Technology, communication skills (listening, speaking), Thinking skills (creatively, decision-making, problem solving, reasoning), Personal skills (responsibility, self-esteem, sociability, self-management, integrity)

AGENCY

- Create a platform for sustainable income and financial stability
- Increase organizational exposure
- Create and use marketplace to sell art products and be a leader in innovative ideas and programming

What is Youth Social Entrepreneurship?

Youth Social Entrepreneurship is a multi-faceted approach to positive transformation for youth, economies, and communities... Youth Social Entrepreneurship (YSE) promotes the overall development of adolescents through initiatives that increase their creative and skillful vision to gain financial stability while caring for their communities. ... Youth Social Entrepreneurship (YSE) is a youth-designed, youth-led business or community social initiative that is supported within a framework of intergenerational participation. A YSE experience is a transformative asset-based model of youth development. It includes the development of entrepreneurial thought, business skills, and community engagement.... YSE programs plan activities that progressively help youth build social and emotional skills. Together, these learnings inspire youth to acquire the self-confidence needed to ‘put poverty out of business’”

Skills & Foundations for Our Youth Informed by Research & Evidence Based Practice

5 competencies of development in entrepreneurship:

- Resource Organizing
- Interpersonal skills
- Using and researching information
- Navigating systems effectively
- Technology

3 skills of entrepreneurship

- Basic skills – reading, writing, math, listening, speaking
- Thinking skills – creatively, decision-making, problem solving, reasoning...
- Personal skills – responsibility, self-esteem, sociability, self-management, integrity

Design Release Form

For good and valuable considerations, the receipt of which is hereby acknowledged, I, _____, hereby authorize **(INSERT staff member name)** permission to use my likeness in the production of **(INSERT organization name)** products and all of their sales and publications. I understand and agree that any product using my likeness, words, visual images, or other creative outputs will become property of Caitlin Gibb and will not be returned.

I acknowledge that since my participation with **(INSERT organization name)** is voluntary, I will receive no financial compensation.

I hereby irrevocably authorize **(INSERT staff member name)** to edit, alter, copy, exhibit, publish, sell, and/or distribute my designs for purposes of creating an online marketplace and sustainable funding for **(INSERT organization name)** future programming or for any other related, lawful purpose. In addition, I waive the right to inspect or approve the finished products. Additionally, I waive my right to royalties or other compensation arising or related to the use of the designs.

I hereby hold harmless and release and forever discharge **(INSERT staff member name)** from all claims, demands, and causes of action which I, my heirs, representatives, executors, administrators, or any other persons acting on my behalf or on behalf of my estate have or may have by reason of this authorization. The designer's name, photograph, and artist's statement will be released alongside the respective product.

Printed name: _____ x Date: _____ x

Signature: _____ x

Printed name of guardian if under 18: _____ x

Signature of guardian: _____ x

Permission Slip

For Student Permission:

I, _____, give **(INSERT organization name)** permission to use my story, quotes and first name in articles published to share our projects and programs with the wider world.

Student's Name

Student's Signature

Date

For Parent/Guardian Consent:

I, _____, give **(INSERT organization name)** permission to use my child's story, quotes and first name in articles published to share our projects and programs with the wider world.

Parent/ Guardian's Name

Signature

Date

Sample Lesson Plan: Money Moves

Facilitator Commitments:

The workshop facilitators are committed to

- Arriving at each workshop session early with the necessary materials
- Responding to communication from students within 24 hours;
- Remaining open to and supportive of every young person's ideas and contributions to each workshop session
- Encouraging workshop participants to be creative, empowered and open.

If for any reason the facilitators feel they cannot maintain these commitments, they will express their concerns to the group. Participants should hold facilitators accountable for their commitments (methods to be determined by the group).

Money Moves

12 pm - 5 pm

Goal:

- Young people will understand the ways access to money + resources can affect their MH

Objectives:

- Young people will learn the basic tenets of Capitalism and how it seeps into every field including MH.
- Have them start thinking of sustainable and equitable practices when thinking of the product they will create,
- Help them understand the phrase, "There's no ethical consumption under Capitalism" and how it can shape the ways they engage in entrepreneurship and business.
- Learn about different ingredients provided, products that can be inspired by them, and the benefits they have on the mind and body.
- Topic or Unit of Study: Creating Aromatherapy Products That Help With Mental Wellness

Materials/Resources:

- Journals
- Pens/Markers
- Cowrie Shells
- Butcher Paper
- Financial Literacy Worksheet
- Jars for candles
- Candle Wick
- Adhesive for candlewick
- Fragrance Oils
- Essential Oils
- Ingredients for Ingredient bar

- Wooden Clothes Pins- for cotton wick
- Salt, sugar, coffee, sunflower oil, jojoba oil, lavender buds, dried rose petals, dried herbs, calendula
- Scent Cards- Index cards
- SoyCandleWaxORCoconutWax-beads, blocks, and flakes a real local options
- Large Candle Making Pour Pots
- Disposable Powder Free Gloves
- Medium & Large Mixing Bowls
- Glass or Metal Mixing Bowls
- Glass Stirring Rods
- GlassBeakers
- PopsicleSticks-Small Large
- Aprons
- Disposable Hair Nets
- Disposable Face Masks
- Silicone Spatulas
- Rolls Kraft Paper
- Plenty of Paper Towel
- Disinfectant/Antibacterial Surface Cleaner

1. **Opening Circle (12:00 pm -12:20 pm)**

- a. Grounding- Imagine a Place
- b. Close your eyes. Imagine the world as if you created it. Imagine yourself waking up in this world. What does the world around look like? How do you feel waking up in this world? How do you begin your day, in the world you created? What does your home look like? The world outside that home? What do the people around you look like? The neighborhood? Imagine what it would smell like in this world. How does the food taste? The water?
- c. Open your eyes and either draw a picture, write a poem, journal, or write a short song/story about this world you imagined.
- d. [‘We gotta go to work’](#)
 - i. What comes up for you after watching this video?
 - ii. When we think about the idea that we were born into this world owing no one, needing nothing but food, shelter and clothing, how then did we end up in a society where our life is based on how much we have, rather than what we need?
- e. Check-In: In your group discuss your thoughts about the grounding exercise and the world you created, and the video.

2. **Capitalism, Work, & Our MH (12:20 pm - 12:45 pm)**

- a. Let's talk about work.
 - i. Why do we work?
 - ii. Who benefits the most from our work?
 - iii. The least?

- iv. How does work affect our life?
 - b. Defining the Rules of Capitalism
 - i. Private Ownership of Means of Production
 - 1. It's mine, and I can call the police to keep it
 - ii. Wage labor - exploitation
 - 1. Pay you what you're "worth," and I keep the rest
 - iii. Commodity Production
 - 1. Make to sell, not to consume
 - iv. Markets - competition
 - 1. Sell High, Buy Low; Race to the Bottom
 - v. Profit maximization
 - 1. Greed is Good, homo economics
 - c. Kinds of Capitalists
 - i. Industrial capitalists make profits by producing and selling goods and services
 - ii. Financial capitalists make profits by lending money at interest
 - iii. Commercial capitalists make profits by buying, transporting and selling goods
 - iv. Landlord capitalists make profits by charging rent for access to land, buildings and natural resources
 - d. How do these rules affect our MH?
 - i. Private Ownership of means no one is able to build wealth.
 - ii. Wage Exploitation ensures no one will earn enough to thrive, only to survive.
 - iii. Not control over the commodities means no one will benefit from the resources most available to them
 - iv. Profits over people, never benefits the people.
3. **Activity: 'If I Ruled the World'** (12:45 pm - 1: 45 pm)
- a. We know these rules and this way of life doesn't work because not only is it killing us, it's killing the world we live on.
 - b. History proves that money isn't the sole currency or way of trade or business. Folks traded what they had, what they could do or create, or things gave them social power.
 - c. In your group imagine you hold all the wealth in the world, what type of economic system would you adopt? Use what you created from our first activity to help inform your decisions.
 - i. Think about the conditions of the people in your world. How does the economic system you employed take care of its people?
 - d. Social Entrepreneurship = Social Responsibility
 - i. As young people who want to become entrepreneurs, it's important to remember the impact of your choices.

- ii. Our world has taught us that it's ok to extract and exhaust what's here because it will always be here and in some ways this is true. But if we are not taking care of this home, it will outlast us.
- iii. We say the phrase often, there is no ethical consumption under capitalism. Meaning, in every way that we participate in the circuit of capitalism we are bound to it's affects. Wars, famine, and poverty just to name a few.
- iv. As entrepreneurs who are socially aware, we must do what we can to work towards cutting out the capitalist middleman, and get back to modes of production, trade and economies that provide and generate, as opposed to ones that exploit and extract.

4. ***Breath Break + Reflection*** (1:45 pm - 1:55 pm)

- a. As you take your breath, reflect on the money moves being made in the world, affirm that you will be part of a new wave of change, and transformation. No more exploitation. Breathe.
- b. As we move into our next activity, hold on to the intention that in creating these soaps, what we create will help wash away the stains of history on our ancestral hearts, spirits, and minds.

5. **Intro -Aromatherapy & Self Care** (1:55 pm - 2:05 pm)

- a. Introduce the basics of aromatherapy

6. **LUNCH** (2:15 pm - 3:05 pm)

Energizer (3:05 pm - 3:10 pm)

Rain Down On Me

7. **Product Discussion w/ Soaps** (3:10 pm -3:30 pm)

- a. Introduce product creation activities for the day.
- b. Aromatherapy review and why it is becoming increasingly important to the general population. Importance of natural ingredients.
- c. Safety Rules & Cleanliness Practices

8. **Scent & Ingredient Bar Sensory Experience** (3:30 pm-4:20 pm)

- a. Each assigned group will have a selection of ingredients to smell, feel, and choose from to create their products. We will instruct and assist verbally as well as through a hands-on approach. Our focus is to ensure creativity is put first, so we want to allow the girls to do as much work on their own, as a group, as possible.
- b. Group will be able to smell and essential oil test scents to fit their desired results as follows:
- c. Create an exfoliant scrub that represents mind/body correlation
- d. Create a candle that represents mind/body correlation
- e. Create an essential fragrance roll-on oil that represents mind/body correlation

9. **Recipe Creation** (4:20 pm - 4:45 pm)
 - a. Begin group brainstorming for Recipe Creation
 - b. Candle - Select scents and gather materials for the next day's candle making.

10. **MH Toolbox: Adding tools to our toolbox.** (4:45 pm - 4:55 pm)
 - a. Today we focused on money and capitalism and how they affect our MH and everyday life.
 - b. In our society, money + power and our relationship to both, are the biggest factors that affect the way we are able to live out our lives. Capitalism disrupts and exploits our ability to create a world where we can all thrive.
 - c. Cowrie Shells - Cowrie shells were traded for goods and services throughout Africa, Asia, Europe, and Oceania, and used as money as early as the 14th century on Africa's western coast. However, cowrie shells were more than money. ... They also represented power in trade.
 - d. Reflect on what you learned today about Money and Mental Health. As you reflect hold the cowrie shell and thank our ancestors for their sacrifices.

11. **Closing Circle** (4:55 pm - 5:00 pm)
 - a. Use the last 5 mins to finish up any work on your products or use this time to journal + reflect upon the day.

Debrief

Attendees:

Notes

Pros	
Cons	
Best Practices	
Next Steps	

FACT SHEET: THE EMBEDDED LEGACY OF WHITE SUPREMACY IN FINANCIAL LITERACY

By Chloe B. McKenzie, Gabriela Gómez, Jasmine Sarau, and Jessica Hall



CENTER FOR
FINANCIAL TRAUMA
& WEALTH JUSTICE

White supremacy pervades financial literacy just as it pervades all other aspects of society.

White supremacy is the concept and related economic, corporate, government, and social institutions that perpetuate the idea of whiteness as dominant and defining (Haines, 2019). Awareness of the white supremacist ideals and narratives that are embedded in financial literacy is essential if one is committed to undoing generations of violent, systemic financial trauma. To know about the embedded legacies of white supremacy in financial literacy is both a necessity and responsibility to advancing wealth justice and closing the wealth gap.

The narratives made available to us through financial literacy too often proclaim a common message: the depraved, self-inflicting character of disadvantaged and marginalized populations themselves lead to the socioeconomic harm and economic violence they experience. In other words, they are to blame if they are socioeconomically harmed. This violent message is false and must end.

To advance wealth justice, we must acknowledge and address the embedded legacies of white supremacy in financial literacy.

1 Embedded Legacy: Financial literacy too often denies the impact of the systems of oppressions that create the conditions for our lives.

Today, financial literacy oversimplifies wealth so much that it has created a disconnect from the historical and emotional implications of wealth and money. Society likes to think of money, wealth, and the financial system as a numbers game, but our country's enormous wealth and unchecked (even criminal) financial system were built from Black slave labor, exploitation, and violence against Indigenous people, as well as stolen land. It has created a toxic value system that prioritizes money, wealth, and the "pursuit of more" above all, and subsequently assigns personal worth based on financial quantity and value.

Too often financial literacy (and our economic system more broadly) promotes forgetting social and historical context. This is why learners begin to conflate their inherent worth with their net worth.

WHAT IS WEALTH?

Without social and historical context:

- Captured in your **net worth**, which is a comparison of your **assets** (the value of everything you own) to your **liabilities** (all the money you owe). Increasing your net worth depends on your ability to purchase and accumulate assets that appreciate in value, as well as paying off your liabilities.
- This definition is heavily individualistic and suggests the causes for not building wealth are behavioral, not structural. This definition assumes one can capture the multi-layered texture of a person's unique struggle against wealth inequality with a number.

With social and historical context:

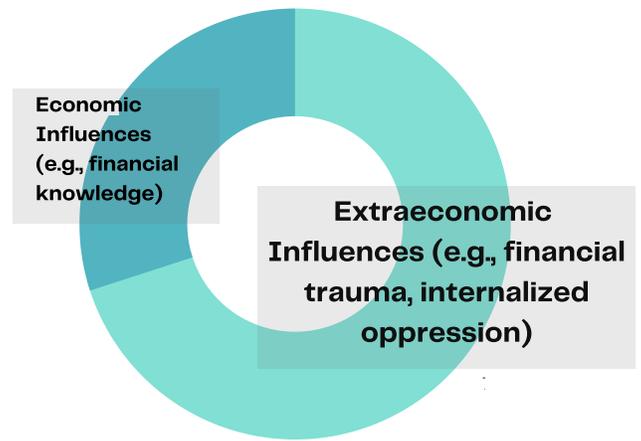
- Through the lens of **material safety**, wealth is the ability to fully **fund your vision for peace**, wellness, happiness, and/or groundedness. It is deeply personal and different for everyone. It recognizes how **trauma is embodied in our financial behavior**.
- This definition honors the fact that amassing great wealth often requires repeated, ongoing violations and exploitation of certain groups. As such, it rejects the idea that material wealth is how we should determine who is systematically offered or denied safety, belonging, and dignity. Equally, it acknowledges the profound influence financial trauma has on a person's ability to build material wealth (McKenzie, 2020).



2 Embedded Legacy: Financial literacy deceptively emphasizes that wealth-building capability is most influenced by individual behavior, not the impact oppressive systems have on our relationships with money, value, wealth, and worth.

- We label the two major influences on a person's wealth-building capability as either economic or extraeconomic. Economic influences include financial literacy and knowledge of money mechanics. Extraeconomic influences include financial trauma and internalized oppression.
- Based on initial findings from our qualitative research, extraeconomic influences have a larger impact on a person's wealth-building capability. Trauma is stored in our bodies, shapes our experiences, and interprets the world for us (Haines, 2019). As such, we cannot be convinced that financial literacy alone can help people heal from and undo the effects of financial trauma and internalized oppression, especially if it refuses to acknowledge how white supremacy shapes how it is taught.

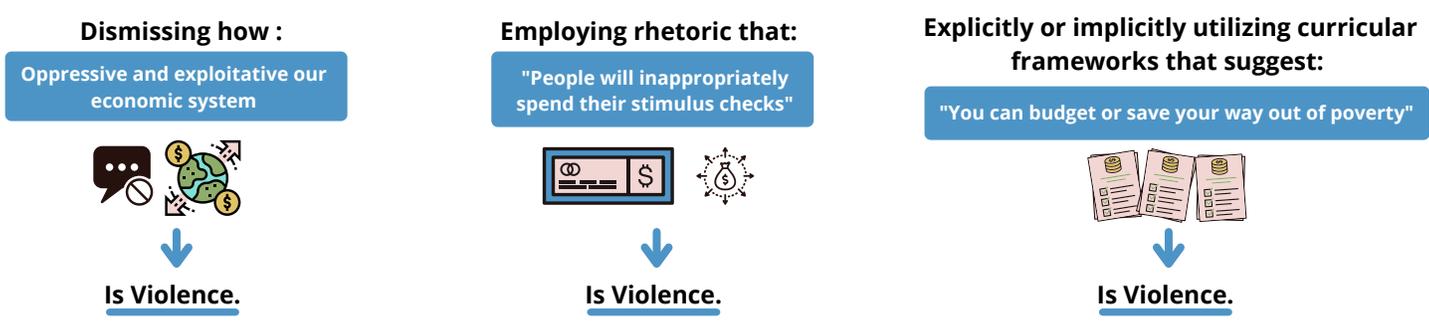
Wealth-building capability: a person's ability to accumulate and sustain (material) wealth, which is often influenced by a person's unique struggle against multiple forms of oppression.



3 Embedded Legacy: Financial literacy too often normalizes economic violence.

Financial literacy often utilizes white supremacist narratives that normalize financial abuse, financial shaming, economic violence, and chronic financial stress. These narratives structure our relationships with money and wealth. They compel us to condone the fact that we are often **required** to experience abuse, shaming, violence, and stress to achieve material safety. If you belong to one or more disadvantaged or marginalized groups, it is likely you will be required to experience this violence more frequently and harshly. Financial literacy too often claims these experiences are caused by "irresponsible" financial behavior or not knowing better. This is financial shaming, and shaming causes people to believe the socioeconomic harm and economic violence they experience is their fault and not the designed outcome of a violent and oppressive financial system.

We must begin to frame the socioeconomic experiences that people have, especially those from disadvantaged and marginalized groups, through the language of violence.



» This violence is stored and embodied in our financial behavior. «



Most financial literacy lessons oversimplify and significantly dilute the concepts we believe are critical to know if someone is to successfully navigate our violent and exploitative financial system.

Below is a comparison of a lesson that **recognizes** the embedded legacy of white supremacy in our financial system and one that **fails to address** it:

Ignoring the embedded legacy of white supremacy:

By the end of this lesson, students will be able to:

- ✓ Differentiate between a checking and savings account
- ✓ Articulate the importance of a bank account as a building block for wealth-building (refer to a bank account being an asset)
- ✗ Many applaud this type of lesson, but fail to see that it **does not adequately teach learners** how to navigate a banking system that profits from **inequality** and **oppression**.
- ✗ This lesson also **fails** to demonstrate to students how our financial system may curate adverse financial experiences that are meant to make you feel like the socioeconomic harm you experience is your fault. **Students must learn how to recognize this and what to do about it.**

Recognizing the embedded legacy of white supremacy:

By the end of this lesson, students will be able to:

- ✓ Differentiate between a checking and savings account
- ✓ Articulate the importance of a bank account as a building block for wealth-building (refer to a bank account being an asset)
- ✓ Define overdraft and debit resequencing* (to help students identify financially abusive business models they may experience in banking)
- ✓ Identify that debit resequencing was designed to increase the likelihood of entering overdraft which in turn makes us feel like we have "bad spending habits"
- ✓ Advocate for themselves when opening a bank account to ensure that they do not opt into overdraft (unless they want to) so to reduce the impact of debit resequencing
- ➔ **BlackFem**, a leading 501c3 nonprofit in the wealth justice space, teaches this lesson as **early as Kindergarten**.

***Debit resequencing**: reordering of bank account transactions to increase the likelihood of entering overdraft.



We recommend...

- Financial literacy organizations codify and state publicly what curricular methodologies they (will) employ to address the embedded legacies of white supremacy in financial literacy.
- Educators looking to integrate financial literacy into their curriculum rhetorically interrogate lessons to see if the content recognizes or ignores the embedded legacies of white supremacy in our economic system.
- Financial literacy curriculum writers ground their curricular frameworks in undoing and healing financial trauma and internalized oppression.
- Educators approach financial education and analyses of peoples' financial experiences through an intersectional lens in order to not render invisible those most affected by financial trauma (i.e., those with multidimensional identities like Black women, transgender folx, etc.).

Here are key terms we hope you will incorporate in your work

Financial trauma is the response to the cumulative harming of a person's wealth-building capability caused by events, actions, policies, and cultural messages that inequitably reinforce the conditions that impair our relationships with money, value, wealth and worth (McKenzie, 2020); the cumulative effect of being required to experience economic violence, financial abuse, financial shaming, and/or (chronic) financial stress to attain or sustain material safety.

Financial abuse is an event, action, policy, or cultural message that inequitably reinforces the conditions that impair a person's wealth-building capability or material safety (McKenzie, 2020).

Financial shaming the psychological effect of messages that blame those who are socio-economically harmed and financially abused (McKenzie, 2020).

Economic violence any harmful experience a person endures in order to attain or restore material safety. In an oppressive economic system, these experiences are often a requirement for vulnerable and marginalized communities to attain material safety.

Material safety is a person's ability to access, secure, and sustain the resources needed for their everyday basic needs such as: safe and adequate housing, personal care, food accessibility, clean water, affordable education, healthcare and transportation.

White supremacy is the concept and related economic, corporate, government, and social institutions that perpetuate the idea of whiteness as dominant and defining. Also called racism (Haines, 2019).



References

Haines, S. (2019). *The politics of trauma: Somatics, healing, and social justice*. North Atlantic Books

McKenzie, C. (2020). *Black Women's Financial Trauma: A Fact Sheet*. Georgetown University Center on Poverty and Inequality.

About Chloe B. McKenzie

Chloe B. McKenzie is a researcher, writer, educator, and wealth justice activist. Chloe is the founder and visionary of BlackFem, a nonprofit with a mission to close the gender and racial wealth gap. She has been working for the past six years at the intersection of education, finance, social justice, and the visual and performing arts. Today, she is conducting ground-breaking research on financial trauma, systemic financial abuse, and financial shame, with the intention of starting a collective healing process that undoes generations of violent, systemic financial trauma.

About The Center for Financial Trauma and Wealth Justice

The Center for Financial Trauma and Wealth Justice is a commitment to the collective healing process needed to undo generations of violent, systemic financial trauma, abuse, and shaming. We are a commitment to mobilizing around and being accountable to the principles of wealth justice, which requires prioritizing intersectionality and embodied change.

What is Wealth Justice?

Wealth justice is a commitment to:

- (1) actively undoing generations of violent, systemic financial trauma, financial abuse, and financial shame;
- (2) acknowledging and understanding the unique and intractable struggles people have against wealth inequality from an intersectional lens; and
- (3) healing by holding our social, political, economic, and cultural institutions accountable for perpetrating and transmitting financial trauma and abuse.

Sample Lesson Plan: What Do You See?

Facilitator Commitments:

The workshop facilitators are committed to

- Arriving at each workshop session early with the necessary materials
- Responding to communication from students within 24 hours;
- Remaining open to and supportive of every young person's ideas and contributions to each workshop session
- Encouraging workshop participants to be creative, empowered and open.

If for any reason the facilitators feel they cannot maintain these commitments, they will express their concerns to the group. Participants should hold facilitators accountable for their commitments (methods to be determined by the group).

What Do You See?

12 pm - 5 pm

Goal:

- Breaking down the elements of Marketing, Branding, & Design as it relates to not only Mental Health but the products they will create.

Objectives:

- Young people will be creating aromatherapy products that help with mental wellness
- Have a clear understanding of the different elements of branding, marketing, and design.

Materials/Resources:

- Journals
- Pens
- Fragrance Cards
- Tracking Worksheet
- Wax
- Step by step candle making guide
- Jars for candles
- Candle Wick
- Adhesive for candlewick
- Fragrance Oils
- Essential Oils
- Ingredients for Ingredient bar
- Wooden Clothes Pins- for cotton wick
- Salt, sugar, coffee, sunflower oil, jojoba oil, lavender buds, dried rose petals, dried herbs, calendula
- Scent Cards- Index cards

- SoyCandleWaxORCoconutWax-beads, blocks, and flakes a real local options
- Large Candle Making Pour Pots
- Disposable Powder Free Gloves
- Medium & Large Mixing Bowls
- Glass or Metal Mixing Bowls
- Glass Stirring Rods
- GlassBeakers
- PopsicleSticks-Small Large
- Aprons
- Disposable Hair Nets
- Disposable Face Masks
- Silicon Spatulas
- Rolls Kraft Paper
- Plenty of Paper Towel
- Disinfectant/Antibacterial Surface Cleaner

1. **Opening Circle** (12:00 pm -12:20 pm)

- a. Grounding- <https://vm.tiktok.com/ZTdQx2ftw/>
- b. Check-In: In our circle, discuss what happened in this video.
 - i. Is this something you noticed before?
 - ii. How do you feel about the way she responded?
 - iii. How do you wish things were marketed differently to Black and Brown folks?
 - iv. How would you change this?

2. **Marketing, Branding, & Packaging** (12:20 pm - 2:05 pm)

- a. Today we'll be discussing how to market, brand, and package your products.

3. ***Breath Break *** (2:05 pm - 2:10 pm)

- a. As you take your breath think about the ways you've been conditioned to think about your image in the world. Affirm that you are worthy, you are seen, you are powerful. Breathe.

4. **LUNCH** (2:15 pm - 3:05 pm)

5. **Activity: Candle Making** (3:05 pm -4:45 pm)

- a. Participants will prepare their candle vessels with wicks and wick holders in preparation for the second part of candle making after lunch.
- b. Youth will learn about the different ingredients provided, products that can be inspired by them, and the benefits they can have on the mind and body.
- c. Youth will conduct candle-making for this entire segment.

6. **MH Toolbox: Adding tools to our toolbox.** (4:45 pm - 5:00 pm)

- a. Today we focused on branding and marketing and discovered that the ways in which most things are marketed towards Black and Brown communities are severely lacking and may add to the weathering most of us feel living under capitalism.
 - b. Create a Mantra based on the oil you designed today, write it on your fragrance cards, and place it in your box.
7. **Closing Circle** (4:45 pm - 5: 00 pm)
- a. Use the last 15 mins to finish up any work or use this time to journal + reflect upon the day.

Debrief

Attendees:

Notes

Pros	
Cons	
Best Practices	
Next Steps	

Sample Lesson Plan: Adultification of Black Girls

Facilitator Commitments:

The workshop facilitators are committed to

- Arriving at each workshop session early with the necessary materials
- Responding to communication from students within 24 hours;
- Remaining open to and supportive of every young person's ideas and contributions to each workshop session
- Encouraging workshop participants to be creative, empowered and open.

If for any reason the facilitators feel they cannot maintain these commitments, they will express their concerns to the group. Participants should hold facilitators accountable for their commitments (methods to be determined by the group).

Adultification of Black Girls

12 pm - 5 pm

Goal:

- Have young people understand the issues many Black and Brown girls face as it relates to Adultification, Oversexualization, and Hypersexualization

Objectives:

- Young people will be able to understand the differences between adultification, and over-sexualisation and how it affects young people today.
- Create tools to combat this type of violence
- Continue creating products to help with Mental Health

Materials/Resources:

- Journals
- Pens/Markers
- Glue
- Magazines/Photos
- Scissors
- Plastic Jars w/leakproof lids
- FineWhiteSugar
- FineSeaSalt
- GroundCoffee
- BaseOils-jojoba oil,grapeseed oil,safflower oil,coconut oil,shea butter
- LargeMixingBowl
- DisposablePowderFreeGloves
- Medium&LargeMixingBowls
- Glass or Metal Mixing Bowls
- Glass Stirring Rods

- Glass Beakers
- Popsicle Sticks - Small Large
- Aprons
- Disposable Hair Nets
- Disposable Face Masks
- Silicon Spatulas
- Rolls Kraft Paper
- Plenty of Paper Towel
- Disinfectant/Antibacterial Surface Cleaner

1. **Opening Circle** (12:00 pm - 12:20 pm)

2. Kahoot

- a. Grounding - [Treat Me](#) by Chloe Bailey
- b. Check-In:
 - i. Soapbox Moment: Grown Woman? or Too much too fast?
 1. Each group will argue for or against Chloe's solo career.
 2. Toeing the line of adultification vs. respectability
 3. How do we view adultification and body positivity in this scenario?

3. **Labels + Design** (12:20 pm - 2:15 pm)

- A. Continue working on labels, and marketing for pitch day

4. **LUNCH** (2:15 pm - 3:05 pm)

5. **Activity: Body Scrubs** (3:10 pm - 4:40 pm)

- a. We're making Body Scrubs today!

6. **MH Toolbox: Adding tools to our toolbox.** (4:40 pm - 4:55 pm)

- a. Today we focused on the over-sexualization and hypersexualization we see plaguing young girls today.
- b. Add to your toolbox a mini-collage of the types of girls, womxn, femmes, etc. that you want to see represented in the world, and how they should be treated.

7. **Closing Circle** (4:55 pm - 5:00 pm)

- a. Use the last 5 mins to finish up any work or use this time to journal + reflect upon the day.

Debrief

Attendees:

Notes

Pros	
Cons	
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Sample Lesson Plan: Connecting w/ Body + Mind

Facilitator Commitments:

The workshop facilitators are committed to

- Arriving at each workshop session early with the necessary materials
- Responding to communication from students within 24 hours;
- Remaining open to and supportive of every young person's ideas and contributions to each workshop session
- Encouraging workshop participants to be creative, empowered and open.

If for any reason the facilitators feel they cannot maintain these commitments, they will express their concerns to the group. Participants should hold facilitators accountable for their commitments (methods to be determined by the group).

Connecting w/ Body + Mind
12 pm - 5 pm

Goal:

- To give Young people an understanding of how to utilize their mindfulness to connect their body, and mind.

Objectives:

- Young people will learn ways of releasing stress, and trauma, and how to cultivate healthy mindfulness practices.

Materials/Resources:

- Journals
- Pens
- Markers/Crayons
- Construction Paper
- Scissors
- Butcher Paper
- Disposable Powder Free Gloves
- Glass or Metal Mixing Bowls (Med - Lge)
- Glass Stirring Rods
- Glass Beakers
- Aprons
- Disposable Hair Nets
- Disposable Face Masks
- Rolls Kraft Paper
- Plenty of Paper Towel
- Disinfectant/Antibacterial Surface Cleaner
- Glass Beakers

- Glass Stirring Rods
- Glass Roller Bottles
- Sweet Almond Oil
- Grapeseed Oil
- Fractionated Coconut Oil
- Essential Oil selection- lavender, peppermint, spearmint, orange, eucalyptus, grapefruit, sandalwood etc.
- Small Disposable Funnel Pipettes
- Large Popsicle Sticks
- Glass Roller Bottles

1. **Opening Circle** (12:00 pm -12:20 pm)

- a. Grounding- [Guided Meditation](#)

2. [Trauma, Mindfulness, + The Brain](#) (12:20 pm - 12:45 pm)

- a. Let's discuss the different types of trauma we can experience.
- b. A traumatic event is a single experience or continuous and repeated multiple experiences that can overwhelm a person's ability to cope or understand the ideas and emotions involved in that experience.
- c. Emotional trauma can result from car accidents, sudden job loss, relationship loss, humiliating or disappointing events, or discovery of illness or condition.
- d. These events can profoundly impact an individual's identity which will have negative effects on your mind, body, soul, and spirit.
- e. Traumatic events have 3 distinct elements;
 - i. Unexpected
 - ii. The person was unprepared
 - iii. There was nothing the person could do to stop it from happening

3. **Praxis Activity: Body Mapping...The Story of You** (12:45 pm - 1:30 pm)

- a. In this exercise, we will create the narrative of you by developing a visual language using symbols and words that illustrate the answers to prompted questions.
- b. Choose a partner and a colored marker that best represents your outline. Begin by lying in a position that best expresses who you are. Have your partner trace your body shape in that position. Trace your partner.
- c. On your own create symbols and words that answer the following questions:
 - i. What does "home" look like to you? Where do you feel it in your body?
 - ii. What do your roots look like? Who or what are they connected to?
 - iii. Where in your body do you feel most grounded?
 - iv. What does the voice inside your head look like? Whose voice is it?
 - v. What does the voice coming out of your mouth look like?
 - vi. Where in your body do you feel the strongest?
 - vii. Where in your body do you feel the weakest?
 - viii. What do you hold close to your heart?

- ix. Where in your body do you feel the most tension?
- x. What does that tension look like?
- xi. What scars do you have on your body? How did you get them?
- xii. What do you love about your body?
- xiii. What about your body do you wish you could change?
- xiv. What is your superpower? Where in your body does it live?
- xv. Where in your body do you feel the safest?
- xvi. Where in your body do you feel most afraid?

4. **Sound Bowl Healing w/ LaCrisica** (1:30 pm - 2:15 pm)

- A. Guided sound bowl meditation and Journaling

5. **LUNCH** (2:15 pm - 3:05 pm)

6. **Activity: Essential Oil** (3:05 pm - 4:40 pm)

- a. We're continuing our creations today!

7. **MH Toolbox: Adding tools to our toolbox.** (4:30 pm - 4:45 pm)

- a. Today we focused on maintaining a healthy relationship with our bodies + minds.
- b. Pick one area from your body map and create an affirmation for healing the hurt that you identified, and add it to your toolbox.

8. **Closing Circle** (4:45 pm - 5: 00 pm)

- a. Use the last 15 mins to finish up any work or use this time to journal + reflect upon the day.

Debrief

Attendees:

Notes

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Brief Trauma Overview

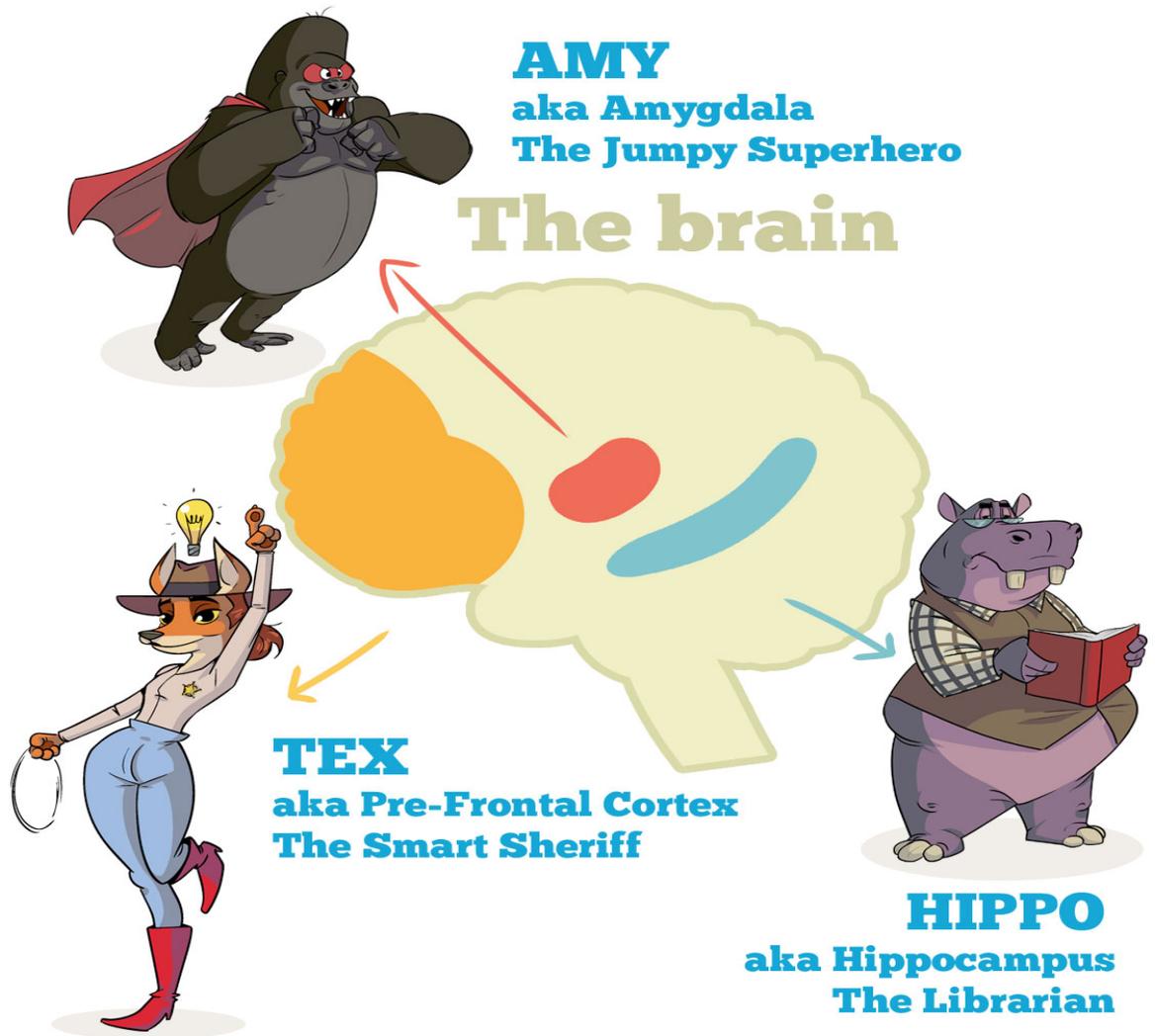
Trauma Reminders (a.k.a. Triggers)

- Things, events, situations, places, sensations, and even people that consciously or unconsciously connect with a traumatic event.
- Reminders of trauma or loss can cause a person to experience traumatic stress reactions (re-experiencing/re-enactment; hyper-arousal/reactivity; avoidance/numbing; dissociation)
- Remember the person may not understand the connection between the reminder and his or her reaction.
- Even years after a traumatic experience a trauma reminder can still have a powerful impact.

Loss Reminders

- In addition to triggers, people who've experienced the loss of an important person in their lives can experience loss reminders, which can include:
 - o “Empty Situations:” a situation in which an important person was supposed to be present, but isn't.
 - o “Shared Activities:” activities such as playing games, listening to music ... that they used to enjoy doing with an important person who's not there. These are often what used to be celebratory or comforting events.

When we understand how traumatic events and situations affect us, we then know how to treat and learn strategies to heal from them. Let's break down the parts of our brains that are affected and how we can utilize a mindfulness practice to overcome and heal our traumas. Note that healing is a lifelong process, you won't get it right the first or even the second time, but continuing to utilize these techniques will ensure that healing will be on the horizon.



TEX

The Smart Sheriff

The Pre-frontal cortex (or TEX for short) is a newer part of the brain that helps us deal with emotions and make wise decisions. She figures out stuff for you and helps you make good choices. She's there to stop you from doing crazy things, for your own good. Tex is like a smart sheriff in your brain. Tex helps us to deal with: thoughts, emotions, and our actions in relation to our goals. She helps us plan and make good decisions. And she helps us with impulse control too, to overcome temptations. She's important and you want to take care of her. How Tex helps

us:When we experience a thought or an emotion, Tex asks: “Will this help us to reach our goals?”If the answer is no ... then Tex will stop you from acting. From doing crazy stuff.If the answer is yes (as in this will help you reach your goals) ... then Tex will allow you to act.This is how the prefrontal cortex or Tex does her work. Sort of like a sheriff in your brain.

Amy

The Jumpy Superhero



Amygdala (Amy) is like a jumpy superhero who tries to protect you at all costs, but often mistakes stress for real threats ... and effectively stops Tex from doing her job.Now why do we have something like this going on in our fancy brains?What is this?It’s called ...

The fight flight freeze response

During a stress response, we disconnect from rational thinking. We shift gears to an impulsive, reactive “fight, flight, freeze” mode.We lose connection to some of our higher brain functions like:self regulation, memory, and mental flexibility. We have a hard time ...focusing,remembering instructions (like conflict resolution skills), controlling impulses, and making good choices.**This is how evolution has wired our brains.**Our brains have evolved to react to danger and overwhelm this way.**WHY?** A long time ago when wild animals hunted us, our brains helped us survive by reacting automatically and instantly to danger.This ancient part of our brains (the Amygdala) still sounds the alarm whenever it believes we are in imminent danger ... and when the

alarm goes off our bodies prepare to FIGHT, BOLT OR FREEZE.

The alarm goes off when we face overwhelming or strong emotions like fear, anger and sadness.

Like for example:when someone says something unkind to you, you get all upset and the Amygdala—the ancient part of your brain—believes you are in danger.

ALARM ALARM ALARM.

We do crazy things when this happens:A kid might say something cruel or unkind when they feel upset.A kid might push another kid or a parent when they get angry.A kid might freeze at school when overwhelmed.A parent might yell at his kid.**It's really hard to make good choices or speak eloquently when your body forces you to fight, bolt, or freeze.**Right?Right.It's no wonder kids and grown-ups do crazy things when this happens.And in a way it's really not the kids fault when it happens. Or yours!

But, how does all this relate to mindfulness practice?This is the important part :-)
This is how ...

Mindfulness helps our brains to do a better job

According to several studies we can practice mindfulness to activate Tex (the Prefrontal Cortex) and Hippo (the Hippocampus) and reduce activation in Amy (the Amygdala) (8). Research also suggests that mindfulness can help Tex and Hippo grow bigger.

While most studies on the neuroscience of mindfulness have been done on adults, preliminary research suggests that mindfulness might have similar effects on Tex, Amy and Hippo for children.

In fact, some argue that mindfulness training is especially important for children, because the prefrontal cortex (Tex) doesn't reach full maturity until around age 25. Research suggests that Tex's development is strongly influenced by childhood experiences, and that mindfulness training might be an effective way to help Tex mature and do her job.

This way Tex & Hippo can help kids: control their attention,manage and respond to

emotions and thoughts, and control impulses. So that they can better deal with difficult emotions and thoughts and ultimately make better decisions. Mindfulness also soothes the Amygdala—the part of the brain that gets aroused reacting to emotions. And studies have shown that people who are more mindful have smaller amygdalas. Research also suggests that mindfulness-based reductions in stress are linked with decreases in amygdala size. **To sum it all up**, mindfulness helps us double-check “bottom-up” emotional reactions that come from Amy with “top-down” attention from Tex so that we can regulate our thoughts and behavior. And Hippo helps us store this information for later use. (keep scrolling there’s more below)

Meet the players



AMY

"The Jumpy Superhero"

She tries to protect us at all costs but often mistakes stress for real threats and stops Tex from helping us stay calm and make good choices.

She sounds the alarm when we face overwhelming or strong emotions like fear, anger and sadness.

For example:

When someone says something unkind to you, you get upset and Amygdala—this ancient part of your brain—believes you are in danger.

ALARM. ALARM. ALARM.

Amy sounds the alarm and you experience the "fight flight freeze response." Your body prepares to **FIGHT, BOLT OR FREEZE**. Uh oh! It's tough to make good choices when that happens.

When the alarm is on, we do crazy things:
We might say something we want to take back.
We might freeze in front of the class.
We might push another kid.

Amy is less jumpy and shrinks after mindfulness training.

TEX "The Smart Sheriff"

Tex is like a sheriff in your brain. She figures out stuff for you and helps you make good, well balanced choices. She helps you deal with emotions and prevents you from doing crazy things.

Like for example:
Have you ever wanted to say something and you realized that saying it would only make things worse? If yes, then Tex was able to help you.

Yay, Sheriff!

Tex is a newer part of your brain and she works together with Hippo to help you learn. When Amy is upset, she can't help you.

Tex is more active and grows **BIGGER** after mindfulness training. This helps her to calm down Amy.



HIPPO "The Librarian"

Hippo stores and recalls memories. He's essential for learning too. When Amy is upset, poor Hippocampus cannot store memories or properly bring them to mind.

Hippo is more active and grows **BIGGER** after mindfulness training.

With mindfulness

With mindfulness training we can make Tex & Hippo more active and even help them grow bigger!

Mindfulness can help you:
calm down,
control your attention,
manage your response to emotions,
and ultimately make better decisions.



Mindfulness and the brain



Mindfulness helps us to focus and calm down. With mindfulness practice the parts of our brains that help us deal with difficult emotions, impulse control and learning get more active.

Mindfulness increases well-being and social skills, and we are better able to deal with stress.

When we're mindful, we get to decide how we respond to life's challenges and we can more easily make good choices.

<https://blissfulkids.com/mindfulness-and-the-brain/>

Sample Lesson Plan: Mental Health & Nutrition

Facilitator Commitments:

The workshop facilitators are committed to

- Arriving at each workshop session early with the necessary materials
- Responding to communication from students within 24 hours;
- Remaining open to and supportive of every young person's ideas and contributions to each workshop session
- Encouraging workshop participants to be creative, empowered and open.

If for any reason the facilitators feel they cannot maintain these commitments, they will express their concerns to the group. Participants should hold facilitators accountable for their commitments (methods to be determined by the group).

Mental Health & Nutrition

12 pm - 5 pm

Goal:

- Young people will understand the importance of nutrition and their overall health and wellness.

Objectives:

- Young will learn the various types of foods they can eat and grow
- Field trip to the local community garden, where we will discuss different plants and herbs and their different healing properties.

Materials/Resources:

- Journals
- Pens

1. Opening Circle (12:00 pm -12:10 pm)

a. Grounding- Tending to Your Garden

- i. If we think of our minds like a garden, we know that in order for gardens to grow healthy things, it needs to be taken care of. You have to put good soil in it, take out the weeds, make sure there are no bugs, and so on.
- ii. Think about some of the seeds you would want to plant in the garden of your mind. What would you want to grow there, and what are some habits you can commit to, to help your mind grow strong?
- iii. Place these in your Mental Health Toolbox.

2. Travel to Community Garden (12:10 pm - 12:45 pm)

3. Activity: MH Benefits of Gardening + Nutrition (12:45 pm - 1: 45 pm)

4. ***Travel to Hampton House + Reflection*** (1:45 pm - 1:55 pm)

5. **Cooking + Lunch with Guest Chef** (1:55 pm - 3:05 pm)

Energizer (3:05 pm - 3:10 pm)

6. **Connecting the Dots** (3:10 pm - 4:45 pm)

- a. In your small groups, brainstorm ways you can include elements related to nutrition, and wellness into your designs.
- b. Get creative and think outside of the box!

7. **MH Toolbox: Creating for Our Garden.** (4:45 pm - 4:55 pm)

- a. Create a recipe that brings you comfort and joy not only by eating it but preparing it too! Include ingredients we learned about today.

8. **Closing Circle** (4:55 pm - 5:00 pm)

- a. Use the last 5 mins to finish up any work on your products or use this time to journal + reflect upon the day.

Debrief

Attendees:

Notes

Pros	
Cons	
Best Practices	
Next Steps	

Sample Lesson Plan: Connecting w/ Spirit

Facilitator Commitments:

The workshop facilitators are committed to

- Arriving at each workshop session early with the necessary materials
- Responding to communication from students within 24 hours;
- Remaining open to and supportive of every young person's ideas and contributions to each workshop session
- Encouraging workshop participants to be creative, empowered and open.

If for any reason the facilitators feel they cannot maintain these commitments, they will express their concerns to the group. Participants should hold facilitators accountable for their commitments (methods to be determined by the group).

Connecting w/ Spirit

12 pm -5 pm

Goal:

- To give Young people an understand of how to utilize their mindfulness skills to connect to their Spirit + Heart.

Objectives:

- Young people will learn ways of connecting with their spiritual bodies.

Materials/Resources:

- Journals
- Pens
- PPT
- Construction Paper
- Crayons
- Colored Pencils
- Scissors
- Glitter Glue

1. Opening Circle (12:00 pm -12:20 pm)

a. Grounding- [The Soil](#)

- i. While listening to the music, pick an item from your MH Toolbox and meditate on the healing it will provide you.
- ii. Remind yourself why it's important, and why you need it.

b. Check-In: Hello Sun

- i. Hello Sun! Is a greeting to the world, that allows participants to let go of inhibitions and become grounded. Each greeting is affirming the

elements and warms up our bodies and voices. Script: Hello ____! I need you ____! I feel you ____! Sun, Air, Earth, Water. (The Air greeting changes from I feel you to I breathe you)

2. **How do We Connect to Spirit? w/ Inez B** (12:20 pm - 12:30 pm)
 - a. Introduction & Warm-Up Activity
3. **Social-Emotional Activity: Guided Meditation** (12: 30 pm - 12: 35 pm)
 - a. Focusing on the Inner Child
4. **What is Spirit?** (12:35 pm - 1:00 pm)
 - a. How do we recognize, feel and use it in our daily lives.
5. ***Breath Break*** (1:00 pm - 1: 10 pm)
 - a. Think about our conversation about spirit, write down your reflections in your journal. Breathe.
6. **Activity: Group Performance** (1: 10 pm - 1:25 pm)
 - a. Performance of 2-3 original songs about Spirit/God.
7. **Group Drumming workshop** (1:25 pm - 1:50 pm)
 - a. Will learn beginner drumming techniques
8. **Sharing Circle** (1:40 pm -2:15 pm)
 - A. How do you feel? What did you learn? What will you use moving forward?
 - B. Q&A + Close Out Mantra
9. **LUNCH** (2:15 pm - 3:05 pm)
 - a. ***Energizer* Music Box** (3: 05 pm - 3: 10 pm)

Music Box accesses our imaginations and challenges us to work together to build a unique sound. To start this exercise have folks get on the ground in a circle and count to 10, without overlapping voices. Give three tries for this action, then go into the Music Box. Prompt folks to pick a sound and vocalize it until the base sound fades out. This can be done a few times depending on the size and vibe of the group.
10. **Activity: Finalizing Pitches** (3:10 pm -4:45 pm)
 - a. Use this time to put any final touches on your group pitches we present tomorrow!!
11. **Closing Circle + MH Toolbox: Commitment to Spirit** (4:45 pm - 5: 00 pm)
 - a. Use the last 15 mins to imagine a spiritual practice you'd like to commit to. Use the construction paper to draw a picture, write a song/poem, or write an

affirmation describing this practice and what committing to it means to you, your mental health, and your spirit.

Debrief

Attendees:

Notes

Pros	
Cons	
Best Practices	
Next Steps	