



**Learning Across
Generations
(LAG) Service
Partner
HANDBOOK**



2019-2020





LAG Service Partner Handbook

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Children have opinions just like adults do. And if you don't listen to them, they're never going to be strong, responsible citizens.
Ms. Gwen Atwater, Community Mentor

After-School Program Theme: Building Community!

Listen and listen again. That is the first MCJC operating principle. So often when we hear about kids of color in public schools, we hear about the “achievement gap.” So many words (and paper) have been wasted in addressing the issue of what clearly is a justice gap. When you really listen to the stories kids in the after school program tell you, you can hear how creative, imaginative, thoughtful, and funny they are. If you listen and watch, you will be able to discover how they are thinking about themselves and the world, and you’ll clearly see their talents and abilities, their emotions and optimism. Achievements and abilities are abundant here, and their expectations are high. You can encourage them to dream big and to know their worth.

As you’ve learned in your orientation, the historically African-American neighborhoods the kids go to school and live in have been home to the people who built a thriving, largely self-sufficient community under segregation and who were bold leaders of this town’s civil rights struggle. The Northside and Pine Knolls neighborhoods have produced countless teachers, civil servants, university service providers, business owners, church leaders, craftsmen, artists, activists and volunteers. This community has always been vibrant and close-knit. The kids you see today will inherit that legacy. The more they know about it, the better, so let them know often.

Community is based on relationship building. Each week you will be doing just that by making connections with kids through conversation, activities, creating art and just having fun together. All along, you will be getting to know each kid by listening to them closely.

Engage them in individual conversation.

Ask questions.

Figure out what they want to do.

Tell them what you like to do.

Be generous in praise.

Notice their strengths and point them out.

Remember the little things they tell you.

Give them the benefit of the doubt.

Be open.

Be yourself.

Tell the truth.

In your words and actions, let kids know that we are all part of this community, and we all bring something to it. We’ve got resources for you to use, but the biggest resource is your own imagination and your desire to learn about the kids you meet. So jump in!

Andrea Wuerth, Director of Education, andrea@jacksoncenter.info

What you need to know: LAG After-School Program Quick Reference Guide

What to do first

- ❖ **Create an account on Better Impact.** You can log in to the site through the Jackson Center website. Go to www.jacksoncenter.info, then click the “Get Involved” tab at the top of the page, then “Student Service Partnerships”, then look for “Click here to sign up” on the right margin. Once you are on the Better Impact site, the directions are pretty straight forward. Send us an email if you get stuck, and we’ll troubleshoot with you.
- ❖ **Sign up** for a Service Partner Orientation. An orientation is required before you can sign up for service programs. We offer these 2-hour orientations multiple times each week. Once you complete the orientation, you will be able to access the part of the Better Impact site that lets you sign up for service hours.

Recording Your Hours

- ❖ **Sign up** for shifts on Better Impact. Look under Education and Learning Across Generations and check out the available time slots for the After-School Program. **Sign in and out** of each shift at the Jackson Center
 - Tip: Write your password and username in a place that is easily accessible
- ❖ **Need to Cancel:**
 - More than 24 hours: Change or Decline Shift on Better Impact; call the Jackson Center if not able to change online
 - Less than 24 hours: Call the Jackson Center at (919) 960-1670 ASAP.

Attendance & Time

- ❖ Please arrive on time for check-in and head from there to Craig/Gomains. It’s a short walk, and you can park in the lot behind the Jackson Center, if needed.
- ❖ Shifts begin at 3:30, Monday – Friday. If you stay longer than 4:45, just record your actual check-out time on Better Impact to receive credit.

Dress Code

- ❖ The Jackson Center respects the dignity and culture of each individual. Service Partners are asked to dress appropriately for work and play with children. Do not wear revealing or tight-fitting clothing.
 - Ex: tank tops, sleeveless or low-cut shirts, short-shorts
 - Recommended: wear comfortable shoes

The Nitty-Gritty: PLEASE READ!

- ❖ A Boys and Girls Club staff person should always be present in the space where you are working. Introduce yourself on the first day and make sure to check in with them each time after you arrive. Ms. Charlotte Makoyo is the BGC After-School Program Director. If you see her there, let her know you are working with the Jackson Center and have an activity you would like to do with the kids. (Other volunteers may be present who are there to tutor, so be sure to let them know what you plan to do.)

- ❖ Your job isn't to discipline kids. You are there to work with students and lead activities. If students are not engaged or are disruptive, talk to them and ask them if they want to participate. If they don't, let them know that they do not have to and suggest something else. Your focus is on the kids who want to participate. Stay focused on them. The BGC counselors are responsible for those who choose not to participate. Talk to them if the disruptive behavior continues.

- ❖ Keep in mind that even if you engage and reach a few students, your enthusiasm is contagious. Even if they sometimes act up, they are paying attention more than you think, and you are likely having an impact on kids in ways you may never know. If you need a time-out, take it.

- ❖ If you have any questions or concerns at all, send me a text or an email. I am always trying to figure out what we can do to improve workshop effectiveness. Talk to us!!!

Craig Gomains

Programs & Activities

STEM Fridays

Sponsored by Duke Energy, on Fridays Club members are introduced to a new STEM topic through a fun and hands-on activity. We've made volcanoes, baked cookies, and built Popsicle stick bridges! Each activity helps students apply STEM to real life.



Classroom activities

Club members practice artistic skills, team building, and much more in our classrooms!



Outdoor Activities

Club members enjoy going outside to play games on the playground and fields!



Contact Info

Site location:

Craig Gomains
Housing Community
505 Craig Street
Chapel Hill, NC 27516
(919) 441-7406

Hours:

Office:
1:30-2:30pm

Afterschool Program:
M-F 2:30pm - 6:00pm

Membership

Ages 6-12

No membership fee

To register, bring a completed application Chapel Hill Housing Development: 317 Caldwell Street .

What to Bring:

- a completed application
- child's latest report card

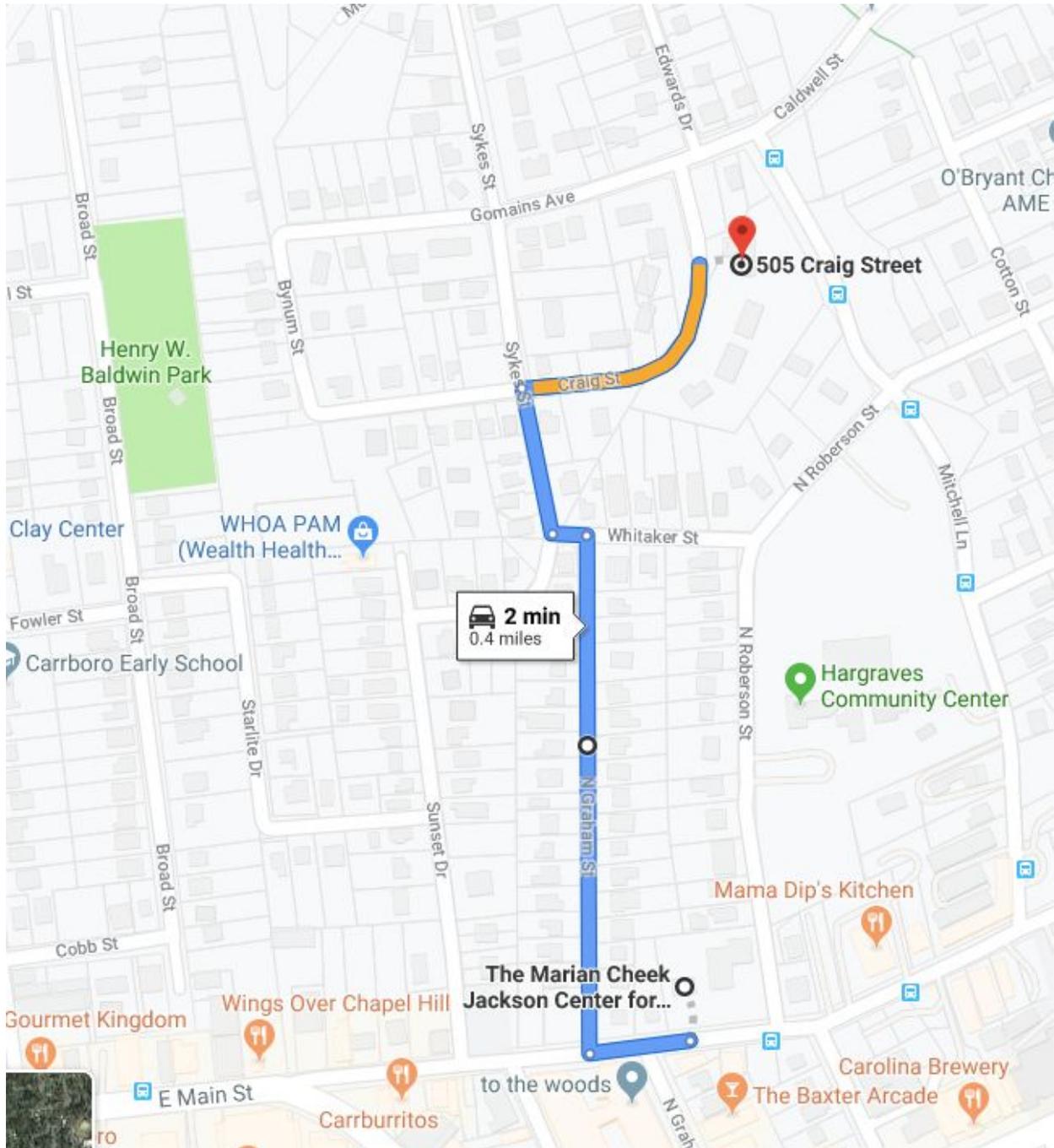
If you have any questions about the registration process, please contact us:
919.687.4517



*Ms Charlotte Makoyo,
After-School Program Director*

<https://www.bqcdoc.org/craig-gomains>

MAP to Craig/Gomains Community Center and Baldwin Park



Community-Building Activities You Can Do With Kids

(1) Identity Poster/Collage Poster

- This project begins with each kids' name. Ask them to write their full names on a poster making the letters as fancy and colorful as they can. Ask them to talk about their names, where they come from and why their parents gave them those names (if they know). Then have them draw pictures of their families, homes, places and things they love. What is important to them? Then encourage them to share what they've drawn and display their posters. For ideas, see:

<https://www.tolerance.org/classroom-resources/tolerance-lessons/identity-posters>

(2) Community Mural Project

- While we most likely will not get permission to paint a mural on a wall, we've got rolls of paper that can be rolled out by the yard! Kids can color, draw, paint, make collages on and decorate, and the long paper can be hung up and displayed on a wall for all to admire! Ask kids to draw what they love, what they see in their neighborhoods and in their daily lives. Encourage them to share the markers and ask questions about what they are drawing. For some more ideas, check out:



<https://www.tolerance.org/classroom-resources/student-tasks/do-something/community-mural-poster-campaign>

- A great way to start this project is to take a group of kids on a neighborhood walk and to point out and affirm what they see (street signs, houses, people, trees, for-rent signs, critters, etc.) Then ask them if they want to include pictures of what they saw on the mural. Make sure you let BGC counselors know that you are leaving the premises.
- An alternative is to make a mural of the Northside neighborhood using photos from our archive. I've pulled photos together in a file: https://docs.google.com/presentation/d/14mvzmvVUWG6LwNpxadF-8DVkTmTXMzrpTNuRYIfiu50/edit#slide=id.g5d798a5f75_0_10 and I've got print outs of these pics at the MCJC (scaled down) that you can use. Kids can color and paste, add words and pics, etc.

(3) Poster Illustration

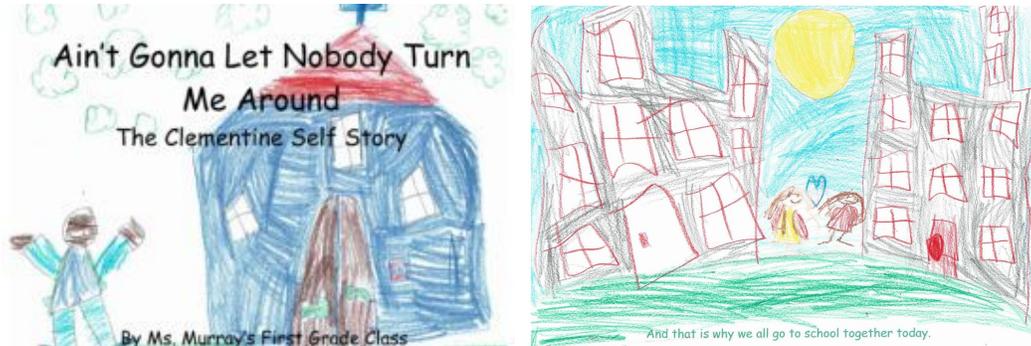
- Print out these posters and suggest kids color them in. Some may have their own ideas for a poster. Ask if you can hang them up around the center so kids can see their work on display. Posters can be found at:

<https://www.tolerance.org/classroom-resources/one-world-posters>



(4) *Northside Chronicles* read-aloud

- In past years, kids have listened to Community Mentors' stories, then come up with a storybook text and illustrations inspired by these stories. We've got them at the center and you can read them aloud. Suggest kids write their own books based on their stories. (See Activity 5)

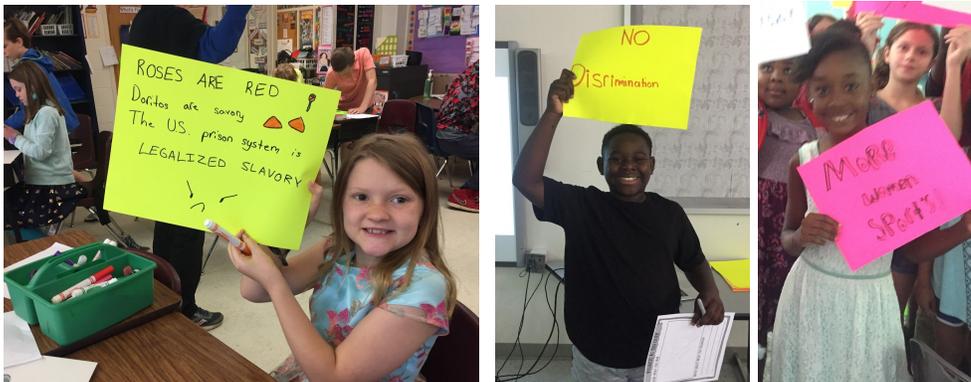


(5) "Write your own story" (And illustrate it. And publish it!)

- After reading the *Northside Chronicles*, kids may want to make their own books. Encourage them to tell you something they experienced, and write it down. You can type it up putting a few lines on each page. Then ask them to illustrate it. This can also be done as a group project in which they all contribute to writing a story and each kid can illustrate a page or two. We can scan the pages and print out copies for them to keep.

(6) Freedom Signs and Songs

- Ask them to come up with something that they think is important to say out loud. Have them put it on a sign. We've got poster board and wooden "pickets". Teach them a freedom song. (See Appendix C) Encourage them to march around outside with their signs.





(7) Neighborhood Walk-About

- Take a group of kids on a neighborhood walk. Ask them what they see. Comment on what makes up a neighborhood-- people, nature, houses, animals, all sorts of things. This conversation can go in many, many directions. Just noticing things (and greeting neighbors) is so important. Take them to Baldwin Park! We've got little mini-notebooks you can give to kids for taking notes on what they see.

(8) Meet a Mentor

- Our Community Mentors love to meet kids. When they come to the center, just suggest a few possibilities: telling their stories, going on a walk with them, playing a game with them, reading with them. I will let you know in advance if a mentor is coming to the Craig/Gomains center. If by chance you don't get the memo (or I forget to send it!) and you notice a community elder at the center, by all means introduce yourself and help them get set up there.



(9) Celebration!

- Planning community get-togethers and celebrations is a lot of what we do at the Jackson Center. Nothing says community quite like a porch party, a neighborhood bbq, or a big bash. We like to end each semester with a celebration: a holiday party or a cook-out. In the first weeks of the semester, we'll pick a date. Then you can begin planning with the kids. Ask them what sorts of occasions they celebrate and what these celebrations are like. Ask them for ideas for food, games, decorations, and music. Ask if they'd like to have an exhibit of their art work or books they may have written. Have them design invitations and write down the names of people they'd like to invite. Encourage them to include friends, neighbors, teachers, family and extended family. We'll invite neighbors, mentors and service partners, too.



4:30-6:30 pm

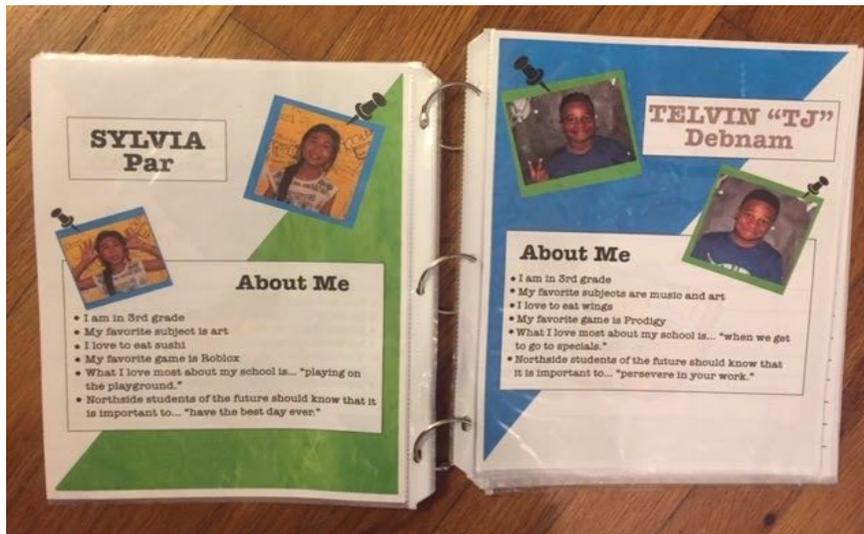
Where: Craig/Gomains Community Center
What to bring: Yourself, your family, your neighbors! Bring a dish to share if you like!
Why: Because we're all Northside Neighbors!

Hosted by: The Marian Cheek Jackson Center, Chapel Hill Affordable Housing, and the Boys and Girls Club Afterschool Program at Craig/Gomains



(10) Photo Yearbook Project

- For a summary of this project designed by EDUC 615 students Randi Thompson and Melissa Fernandez, see Randi's project description (**Appendix C**).



The Jackson Center Community Mentor Team, 2019-20



Since she was a child, Ms. Freda Andrews knew that she wanted to pursue a career in education. Her experiences at Northside Elementary, alongside her involvement in the Freedom Movement, influenced her desire to carve out spaces to teach Black history and inspire her students to feel empowered to take on life's challenges. Her grandfather, Hilliard Caldwell, and Floyd McKissick are some of the important figures of her life.



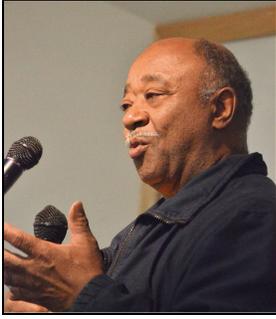
Ms. Gwen Atwater came to call Chapel Hill home after moving here with her husband, who had spent his childhood playing in these streets. She began teaching at Frank Porter Graham Elementary School in 1973, where she spent the next three decades engaging with bright, young minds. To this day, she is remembered with much love for her contributions to the school and its community.



Ms. Carolyn Briggs grew up on S. Merritt Mill road in a two-story rock house. As a child, she walked over a mile to go to elementary school in Northside – no matter if it was raining, snowing, or sleeting. She is a graduate of Lincoln High School and participated in the Civil Rights Movement in Chapel Hill as a teenager.



Mr. Ronnie Bynum was born in Chapel Hill in 1959 as one of seven children. His grandparents were from Chatham County, and moved to town for work. His family spent many years living on Lindsay Street and Mitchell Lane in the Northside. Ronnie joined the military at the age of 17 and served for 7 years. He returned to Chapel Hill in 1991 and now spends his days volunteering at St. Joseph CME, where he is an active member.



Rev. Robert "Peter" Campbell grew up in Northside. Many of the men in his family were masons. He graduated from Lincoln High, trained as a cook and joined the Navy. He returned and later moved to the Rogers Road neighborhood where he has been a community organizer fighting against many environmental and health threats to Rogers Road residents. He is director of the Rogers Eubanks Neighborhood Association (RENA) Community Center, where he runs the after-school program and cooks for the kids.



Ms Linda Carver grew up in Northside and participated in the Civil Rights movement even though her parents strictly forbade it. She once wrote, "I did participate in many marches at Colonial Drug Store, Fowler's Food Store. I am so glad that I did not, as the song says, 'Let Nobody Turn Me Round'!" She remembers the difficult years going to school right after desegregation, something she talks about in her oral history. She is married to Terry Carver who also grew up in Northside and is best friends with Ms. Carolyn (see above)!



Ms. Patricia Jackson grew up in Chapel Hill, NC, and has been a member of St. Joseph CME for over forty years. She is active at Northside Elementary, the school she attended and her grandson now attends. Her mentors were Mr. Hargraves and Howard Lee, and she also was influenced by strong women in her life, including her sister, Gladys Pendergraph-Brandon and mother-in-law, Marian Cheek Jackson.



Mr. Braxton Foushee is new to the mentor team. He has so many memories of the civil rights marches and sit-ins since he, his brothers, and his cousins were all very involved. He remembers how important education was in his family and his community, how many black-owned businesses there were, and how long it took Northside Elementary to get the basics the other elementary school had-- like a cafeteria. "Before we had a cafeteria, we used to get lunch at Bynum Weaver's [a little store close to the school]." He served as one of the first black Alderman in Carrboro and has worked for the Chapel Hill schools for years.



Ms. Gladys Pendergraph-Brandon lives by one of her favorite sayings: "When life gives you lemons, make lemonade!" She runs "Heavenly Groceries/Comida Celestial" and has been a long-time active member of St. Joseph CME. Gladys' home on Merritt Mill Rd. was built by her grandfather, who was one of Chapel Hill's famed masons who lent their expertise to UNC's stone walls and walkways.



Ms. Clementine Ferrington Self is a resident of Broad St. and a long-time teacher in Chapel Hill. She has been a tireless advocate for racial equity in schools, propelled by her experiences growing up in the Northside Community and marching in the Civil Rights Movement. She continues to be an active member of the community. Her father, Joseph Ferrington, is a veteran of WWII.



Rev. Albert Williams was the minister at Staunton Memorial CME Church in Pittsboro. As a Lincoln High School student, he was one of the students who participated in the Chapel Hill's first sit-in at Colonial Drug on Franklin Street, making him one of the so-called, "Chapel Hill Nine." He is a lifetime resident of the area and was the first African American firefighter in Chapel Hill.

In Loving Memory-- Mama Kat, 1928-2019



Born and raised in Northside, Katherine "Mama Kat" Council described herself as a happy person who lived a good life, despite hardships. She was an active member of St. Joseph CME church, volunteered constantly at the Heavenly Groceries food ministry and even at 90, still answered the call when we needed a community mentor for our oral history workshops. She always talked about how much she loved children, from the days of working in the FPG cafeteria to the last workshop she did in January 2019.

Check out each mentor's oral history in the MCJC Oral History Trust!

Appendices

Appendix A



Mission, Vision, and Aims

Our vision is Beloved Community.

We see a world of creative reconciliation, hard-won rights, and abiding love and respect of which we may be a means.

Our mission is

To honor, renew, and build community in Northside and Pine Knolls, historically Black neighborhoods of Chapel Hill, North Carolina.

We aim

To do justice by the legacies of vision, value, action, and example we hold in the Jackson Center Oral History Trust.

Our goal is

to engage

the wisdom of youth voices

the power of civil rights history

the struggles and strengths of generations of historic residents

the insight of all who work, live, play, serve, and worship in

Northside neighborhoods

and partnership across multiple lines of difference

to make community-first change.

Our primary strategies are

Connection and Celebration

Organizing and Advocacy

Youth Leadership and Education

Appendix B

Freedom Song

Ain't gonna let nobody

Turn me around, turn me around, turn me around.

Ain't gonna let nobody turn me around.

Gonna keep on walkin', keep on talkin',

Marchin' into freedom land.

(Check out YouTube to learn the tune. You can encourage kids to substitute other words for "nobody.")

Appendix C

Randi N. Thompson (Education 615, UNC Chapel-Hill), “Final Project Description & Reflection: The Marian Cheek Jackson Center, Northside Elementary Boys & Girls Club”

PROJECT DESCRIPTION

The Jackson Center approach to engaging schools in the Northside community reflects the historical responsibility assumed by communities seeking an active role in the development of the children leading the future. The Jackson Center also prides itself in preserving history. Thus, in planning our final project, Melissa & I wanted to highlight the intersection between school and community as well as gift the students and community partners with something tangible that could preserve our efforts and be passed on through generations. We were excited to present the children at the Northside Boys & Girls Club with the first annual 2019 Learning Across Generations (LAG) yearbook.

Given the aim of our service partners, we chose to incorporate course topics exploring the historical relevance of community to education. Interestingly, when learning about the philosophical perspectives of education and historical patterns, we learn that beginning in the 1700s community was once a significant force in shaping the course for student education. Following the civil rights era, which is a pinnacle historical moment influencing the Jackson Center’s work, society began to recognize that “a child’s cultural setting had an influence on how he or she learned” (Scully, Barbour, & Roberts-King, 2005, p. 36). Thus, the yearbook captured a snapshot of the unique personalities and culture of Northside Boys & Girls Club students participating in this year’s LAG curricula which encouraged community building. In the introduction to the yearbook, we encouraged the audience to reflect on the fact that each child represents the legacy and future of the Northside community. Through this project, we aimed to inspire community members and students of the future to continue the Jackson Center legacy of honoring, renewing, and building community in Northside. Combined with the community mission, each child’s personality encompasses the culture of the community in which the students are invested and receive their education. We hope that capturing the culture of the community will thus enrich children’s overall learning experience in a positive manner.

REFLECTION

Lessons learned from the project. As a mother with a child in public school, before embarking on the project we were aware of the requirement to develop a media release form to seek parental permission to take pictures of the children. Overall, I thoroughly enjoyed putting this project together and getting to interact with the students, their families and primary caregivers. Many of the parents were surprisingly receptive and willing to provide permission. However, there were a couple of parents who were apprehensive to the idea of providing parental permission. This apprehension taught me that there is still work to be done in bridging the gap

between community and school in order to build trust. I recall myself once being apprehensive to such requests in the past because I was not sure how my child might be portrayed in media projects published either by the school or its partners. My son now attends a school where I feel very comfortable with the leadership of the school and feel that they equally have my child's best interest, which had an impact on my ability to trust that my child would not be targeted or portrayed in a misleading manner. Thus, I believe that through this project, we learned that there are opportunities for the school to increase efforts already in place to engage with parents and the community.

Student responses to the project. Melissa did a wonderful job illustrating and bringing the yearbook to life. The students were so excited by seeing their images in the yearbook and spent lots of time marveling at their spots in the yearbook. The children were so happy to see that Melissa and I took the time to get to know them and highlight a few of the things that made them unique such as their favorite foods, games, and subjects they enjoyed most in school. The students responded to the final project by writing thank you notes to the Jackson Center and Boys & Girls Clubs staff as well as to Melissa & I. A letter from one of our first grade student Chase read, "thank you for all the [stuff] you did for us," which I believe captured the overall sentiment of the students in response to our project. It was awesome to see the students demonstrating appreciation and made the overall efforts we made to engage with them worthwhile.

Future project recommendations. Overall, I felt that Melissa and I did a great job and dedicated a lot of time outside of required hours to deliver a quality project that the students could be proud of and cherish. Therefore, I do not have many recommendations because I was very proud of what we accomplished with the project. However, I would strongly advise education 615 students interested in executing similar projects to begin working on obtaining parental consent earlier in the semester in order to capture more images. There were so many fun moments we had with students throughout the semester that we wished we could have been able to capture. The children individually also have moments that they loved for us to observe such as watching them throw a basketball and make a shot or racing one another. These moments would have been perfect to further capture the student's unique personalities and the culture of community building that has been established in Northside. Future Jackson Center students might also be able to incorporate a field trip component to the project taking pictures of students as they engage in the Jackson Center's Northside walking tour to capture their reactions to the history of their community.

References

Scully, P. A., Barbour, C., & Roberts-King, H. (2005). *Families, schools and communities: Building partnerships for educating children*. Upper Saddle River, NJ: Pearson/Prentice Hall.

MJC

COMMUNITY : JUSTICE

Marian Cheek Jackson Center for Saving and Making History

512 W. Rosemary Street Chapel Hill, NC 27516

(919) 960-1670

contact@jacksoncenter.info

www.jacksoncenter.info