Youth Empowerment Solutions

Mexican American Cultural Sessions

Monterey County Health Department, STRYVE (Striving to Reduce Youth Violence Everywhere)
The Monterey County Health Department has adapted the cultural activities in the Youth Empowerment Solutions Curriculum to meet the needs of the Mexican American youth. The Health Department implemented YES in Salinas, CA as part of the Centers for Disease Control and Prevention STRYVE Program.

These sessions are intended to be used in conjunction with the Youth Empowerment Solutions Curriculum, Second Edition. The full curriculum may be downloaded from the YES website: http://yes.sph.umich.edu/.

Here is a list of the Mexican American cultural sessions and the corresponding sessions from the YES curriculum that they are intended to replace:

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<td>Session 2.2: Community &amp; Media Stereotypes</td>
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**Session 1.1: Welcome and Getting to Know You**

**Session Purpose:** This session will introduce youth to the YES program and goals. It will also give the group an opportunity to get to know each other and build trust.

**Session Objectives for Participants:**
- ✓ Describe the purpose and goals of the YES project.
- ✓ Articulate reasons for participating and explain how they (and their community) can benefit from their participation.
- ✓ Get to know the other members of the group.

**Brief Session Agenda:**

I. **Opening (20 minutes)**
   - Greet participants and handout information sheets
   - Ask participants to make name tents and decorate them
   - Do introductions
   - Go over session agenda and objectives

II. **Choosing Mexican Names: (20 minutes)**
   - Explain why participants will choose Mexican names
   - Give participants time to select their names and write them on their name tents
   - Ask participants to share the names they chose

I. **Human Bingo: (20 minutes)**
   - Play Human Bingo (Handout 1.1-2)
   - Go over the winners’ bingos

II. **Introduction to YES Goals and Activities (15 minutes)**
   - Pass out the YES Project Overview (Handout 1.1-3 or a handout you have made)
   - Use 'Think-Pair-Share' to discuss the YES project goals

III. **Closing: (5-10 minutes)**
   - Ask participants to share what they are looking forward to in the YES project
   - Remind participants of the next meeting
   - Collect the name tents

**Checklist of Session Materials:**
- ✓ Copy of the YES Participant Information Sheet (Handout 1.1-1) for each participant
- ✓ 1/8 1/2 x 11 cardstock for name tents
- ✓ Markers
- ✓ Copies of lists of Mexican male and female names with meanings, or books with lists of names
- ✓ A copy of human bingo (Handout 1.1-2 for each youth and adult
- ✓ A small prize for the winners of human bingo (e.g., candy, a healthy snack, or a small token of some sort)
- ✓ A copy of the YES overview (Handout 1.1-3, or a handout you have made – see planning notes below
Planning Notes:

- Have the session objectives and the agenda written on the board (or on poster paper before the participants arrive.
- Prepare your own name tent ahead of time an example for participants to follow.
- Be sure to adapt Handout 1.1-3 (YES overview) if necessary so that it matches your plans for adapting the YES program to your community.
- Compile lists of Mexican names and meanings. Handout 1.1-4 has some names, while the following are a few suggested additional resources:
  - Mexican Indigenous Names Website: http://espanol.babycenter.com/a6500101/nombres-ind%C3%ADgenas-mexicanos
  - Mexican Indigenous Names Website: http://vidayestilo.terra.com.mx/mujer/familia/nombres-para-bebes-de-origen-indigena-y-su-significado,9ea1abf7485dd310VgnVCM3000009acceb0aRCRD.html

Detailed Session Agenda:

I. Opening (15 minutes)

1. Greet each participant as they walk in and hand them a YES Participant Info Sheet (Handout 1.1-1). Ask them to take a seat and work on the info sheet.

2. When you notice that participants have begun to finish their info sheet, pass out the name tent cards and markers.

3. Demonstrate how to make a name tent (see the box to the right) and ask participants to make their own name tent. At this point, participants should only decorate one side of their name tent, leaving the other side blank.

4. Collect the info sheets when everyone has finished.

5. Go over the session agenda and the objectives with the group.

Name Tent Instructions

1. Fold the cardstock in half lengthwise (also known as a 'hotdog' fold).
2. Write your name on both sides of the folded cardstock.
3. Slightly open the cardstock so that it stands on its own.
II. Choosing Mexican Names (30 minutes)

1. Tell participants that they will now learn about names that are indigenous to Mexico and choose Mexican names for themselves.

2. Explain the rationale of the activity. Below is a suggested script for leading this activity:

"Our Mexican ancestors were stripped of their Indigenous culture when they were conquered by the Spaniards. Spanish culture has been imbedded so deeply, and for so long that the culture of Mexico today has evolved into a mixture of both. Most Mexican names are derived from the Spanish, but they can also have indigenous origins. During the colonization period, the Spaniards renamed the Mexicans with Spanish names and since then, it has been popular to name a Mexican child after Spanish royalty. One thing we can do today to celebrate our history and reclaim our heritage is to learn some Mexican names and the meaning of these names. So as we celebrate our Mexican heritage today, we should remember that our names are an important part of our cultural legacy."

3. Pass out the lists of male and female indigenous names (Handout 1.1-4). Instruct participants to do the following:
   - Read through the lists of names
   - Select a name that is particularly meaningful to them
   - Write their indigenous name on the other side of their name tent (the side they left blank)
   - Finish decorating their name tent

4. Ask participants to introduce themselves by standing up and saying their names, grades, the Mexican names they chose, what they mean, and why they chose them.

II. Human Bingo (15 minutes)

1. Explain to participants that they are going to play a game called human bingo. This game will be a fun way for participants to get to know each other.

2. Pass out the Human Bingo sheets (Handout 1.1-2) to everyone and explain the rules of the game (see Human Bingo Rules box to the right). Begin the game.

Human Bingo Rules

1. The object of the game is to get a bingo by filling five squares in a row across, down, or diagonally.
2. Fill squares by finding people who match the characteristic in the square and asking them to sign that square.
3. Each person in the group can only sign your bingo card once.
4. Once you get five squares in a row, yell 'BINGO!'
5. The game is over when a certain number of people reach a bingo (we recommend 2-3 people) or a time limit is reached.
3. Once the group has gotten enough bingos (or you run out of time), end the game and give a small prize to each winner.

4. Ask each participant who got a bingo to go through each of the five squares in their bingo. As they go through them, ask each person who signed the square to explain a little more about the square. For example, if a person signed the square indicating that they were born out of state, ask them where they were born.

5. Connect the bingo activity to the next part of the session by explaining that getting to know each other will be an important step in working together to achieve the goals of the YES program.

IV. Intro to YES Goals and Activities (15 minutes)

1. Pass out the YES project overview (Handout 1.1-3 OR a handout that you have made – depending on how you have adapted the program, you may need to modify the handout we have provided).

2. Explain what the YES program is (using the information in the first paragraph of the handout). Emphasize that the YES project is unique because it gives youth the power to make change in their community.

3. Ask a student to volunteer to read the first goal. Then use the ‘Think-Pair-Share’ strategy to discuss the goals (see the box to the right for directions on using this strategy). For the ‘Think’ step, you can ask participants to write their thoughts in the appropriate place on their handout.

4. Repeat this process for the second and third goals. For the third goal, you may need to help youth understand what the ‘social and physical environment’ means.

5. Briefly explain the activities that are part of the YES project and how they will help youth to reach the project goals.

6. At the conclusion of the discussion, ask participants to place their handouts into their YES folders for future reference.

Note: We suggest that you provide youth with a folder to store materials they use during YES sessions.

Think-Pair-Share
This strategy is a fast and easy way to involve all participants in thinking and discussing a question or a concept.

1. THINK - Ask participants to think silently about the question/concept for a moment (you can also ask them to write their answer down if you would like).

2. PAIR – ask participants to discuss their thoughts with the person next to them.

3. SHARE – ask a few participants to share what they talked about in their pairs.

Remember this strategy – it can easily be adapted for use in other sessions!

V. Closing (5-10 minutes)

1. Ask a few participants to share one thing they are looking forward to as part of their participation in the YES project. Share one thing that you are looking forward to as well.

2. Thank participants for coming and remind them of the next meeting day and time.

3. Connect to the next session: Explain that in the next meeting, they will be learning more about Mexican-American culture and completing an art project. Explain that having a better understanding of our history will help us understand our community better, which will help us reach the goals we talked about today.

4. Collect name tents so that you can reuse them in future sessions. (Note: you will use the name tents to assign participants to groups in Session 3 of this unit.)
Directions: Please answer these questions about yourself so that we can get to know you a little better.

1. Contact information:

<table>
<thead>
<tr>
<th>My name:</th>
<th>My phone #:</th>
</tr>
</thead>
<tbody>
<tr>
<td>My email:</td>
<td>My birthday:</td>
</tr>
<tr>
<td>My address:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent/guardian name(s):</td>
<td></td>
</tr>
<tr>
<td>Parent/guardian work phone #:</td>
<td></td>
</tr>
<tr>
<td>Parent/guardian cell phone #:</td>
<td></td>
</tr>
<tr>
<td>Parent/guardian email:</td>
<td></td>
</tr>
</tbody>
</table>

2. My favorite...

- [ ] sport is ______________________
- [ ] song is ______________________
- [ ] movie is ______________________
- [ ] book is ______________________
- [ ] color is ______________________
- [ ] person is ______________________

3. I like to (check all that apply):

- [ ] Draw
- [ ] Do math
- [ ] Write
- [ ] Speak in public

4. In my free time, the three things I like to do most are ______________________

5. If I could have any job as an adult, I would ______________________

6. One interesting and unique fact about me is ______________________

7. Another interesting and unique fact about me is ______________________
# Human Bingo

**Directions:** The object of the game is to get a bingo by getting the boxes filled with signatures across, down or diagonally. You can do this by getting other people to sign the boxes below if they match what the box says. Each person in the group can only sign your paper *once*. The middle space is free – you don't need to get it signed! Good luck!

**Find a person who…**

<table>
<thead>
<tr>
<th>Loves to draw</th>
<th>Has a pet that is NOT a cat or a dog</th>
<th>Is an only child</th>
<th>Plays an instrument</th>
<th>Has been on an airplane</th>
</tr>
</thead>
<tbody>
<tr>
<td>X___________</td>
<td>X___________</td>
<td>X___________</td>
<td>X_________</td>
<td>X___________</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Was born outside of this state</th>
<th>Is left-handed</th>
<th>Likes to write</th>
<th>Goes by a nickname</th>
<th>Likes working in groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>X___________</td>
<td>X___________</td>
<td>X___________</td>
<td>X___________</td>
<td>X___________</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Likes to read</th>
<th>Is the youngest child in their family</th>
<th>Likes broccoli</th>
<th>Can wiggle their ears</th>
</tr>
</thead>
<tbody>
<tr>
<td>X___________</td>
<td>X___________</td>
<td>X___________</td>
<td>X___________</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Can touch their tongue to their nose</th>
<th>Has been to another country</th>
<th>Can juggle</th>
<th>Comes from a family with 4 or more children</th>
<th>Plays a sport</th>
</tr>
</thead>
<tbody>
<tr>
<td>X___________</td>
<td>X___________</td>
<td>X_________</td>
<td>X___________</td>
<td>X___________</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Has performed on stage</th>
<th>Is good at math</th>
<th>Has broken a bone</th>
<th>Likes to sing</th>
<th>Is the oldest child in their family</th>
</tr>
</thead>
<tbody>
<tr>
<td>X___________</td>
<td>X___________</td>
<td>X_________</td>
<td>X__________</td>
<td>X___________</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

FREE SPACE

Can touch their tongue to their nose

Can juggle

Comes from a family with 4 or more children

Plays a sport
YES Project Overview

Youth Empowerment Solutions for Peaceful Communities (the YES Project) is a program that connects youth like you with adults in our community so that you can work together to create change to stop youth violence. In this program, we want young people like you to be the leaders and adults to be your helpers.

The goals of the YES Project are:

- To provide youth with opportunities to change their community.
  - What this goal means to me:

- To help youth be leaders in the community as they work with adults.
  - What this goal means to me:

- To change the social and physical environment to stop youth violence.
  - What this goal means to me:

YES Program Activities:

- Meet regularly during the school year. During meetings we will:
  - Learn teamwork and leadership skills.
  - Celebrate our culture and community.
  - Plan summer projects.
  - Have fun!
- Go on field trips to learn more about ourselves and our community and to celebrate our accomplishments.
- Put our projects into action over the summer and show our community how youth can work to change the community and prevent youth violence!

As part of the YES program, YOU have the power to take the lead to make positive changes in your community!
## Indigenous Names and their Meaning

### Male Names

<table>
<thead>
<tr>
<th>Name</th>
<th>Meaning</th>
<th>Indigenous Origin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Atl</td>
<td>Water</td>
<td>Nahua</td>
</tr>
<tr>
<td>Atlahua</td>
<td>Owner of water</td>
<td>Nahua</td>
</tr>
<tr>
<td>Canneo</td>
<td>Nascent of water</td>
<td>Pame</td>
</tr>
<tr>
<td>Danaá</td>
<td>Stream</td>
<td>Pame</td>
</tr>
<tr>
<td>Hedia</td>
<td>God of the wind</td>
<td>Otomi</td>
</tr>
<tr>
<td>Ikal</td>
<td>Spirit</td>
<td>Maya</td>
</tr>
<tr>
<td>Irepani</td>
<td>Founder</td>
<td>Purépecha</td>
</tr>
<tr>
<td>Kabil</td>
<td>Has a good hand to plant</td>
<td>Maya</td>
</tr>
<tr>
<td>Kasakir</td>
<td>Dawn</td>
<td>Quiché</td>
</tr>
<tr>
<td>Maatiaak</td>
<td>Dessert</td>
<td>Kiliwa</td>
</tr>
<tr>
<td>Masawa</td>
<td>Nocturnal wind</td>
<td>Popoluca</td>
</tr>
<tr>
<td>Polo</td>
<td>Sea</td>
<td>Quiché</td>
</tr>
<tr>
<td>Rahui</td>
<td>Day</td>
<td>Tarahumara</td>
</tr>
<tr>
<td>Semeel Jack</td>
<td>Forrest</td>
<td>Kiliwa</td>
</tr>
<tr>
<td>Sénéca</td>
<td>Spring</td>
<td>Mayo</td>
</tr>
<tr>
<td>Surem</td>
<td>Ancestors</td>
<td>Yaqui</td>
</tr>
<tr>
<td>Tanok</td>
<td>Sun</td>
<td>Tepehuano</td>
</tr>
<tr>
<td>Tlayolotl</td>
<td>Land heart</td>
<td>Nahua</td>
</tr>
<tr>
<td>Tsijiari</td>
<td>Small sun</td>
<td>Mazahua</td>
</tr>
<tr>
<td>Yooko</td>
<td>Tiger</td>
<td>Yaqui</td>
</tr>
</tbody>
</table>
### Indigenous Names and their Meaning

#### Female Names

<table>
<thead>
<tr>
<th>Name</th>
<th>Meaning</th>
<th>Indigenous Origin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ajaniame</td>
<td>Life</td>
<td>Guarijio</td>
</tr>
<tr>
<td>Anam</td>
<td>Land</td>
<td>Huasteco</td>
</tr>
<tr>
<td>Ariché</td>
<td>Dusk, Evening</td>
<td>Tarahumara</td>
</tr>
<tr>
<td>Axochitl</td>
<td>Aquatic flower</td>
<td>Nahua</td>
</tr>
<tr>
<td>Bimorí</td>
<td>Fog</td>
<td>Tarahumara</td>
</tr>
<tr>
<td>Citlali</td>
<td>Star</td>
<td>Nahua</td>
</tr>
<tr>
<td>Inda Jani</td>
<td>Water born</td>
<td>Zapoteco</td>
</tr>
<tr>
<td>Itan de hüi</td>
<td>Flower of the sky</td>
<td>Mixteco</td>
</tr>
<tr>
<td>Ix Chel</td>
<td>Moon Goddess</td>
<td>Maya</td>
</tr>
<tr>
<td>Ix Kaknab</td>
<td>Lady of the sea</td>
<td>May</td>
</tr>
<tr>
<td>Kantyi</td>
<td>Soul</td>
<td>Amuzgo</td>
</tr>
<tr>
<td>Malinalli</td>
<td>Hertb</td>
<td>Nahua</td>
</tr>
<tr>
<td>Nakawé</td>
<td>Owner of the stars and</td>
<td>Huichol</td>
</tr>
<tr>
<td></td>
<td>water</td>
<td></td>
</tr>
<tr>
<td>Sesasi</td>
<td>Pretty</td>
<td>Purépeche</td>
</tr>
<tr>
<td>Soona</td>
<td>Moon</td>
<td>Otomi</td>
</tr>
<tr>
<td>Xochimitl</td>
<td>Flower arrow</td>
<td>Nahua</td>
</tr>
<tr>
<td>Yamanik</td>
<td>Emerald</td>
<td>Quiché</td>
</tr>
<tr>
<td>Yatzil</td>
<td>Loved one</td>
<td>Maya</td>
</tr>
<tr>
<td>Yej susen</td>
<td>Lily</td>
<td>Zapoteco</td>
</tr>
</tbody>
</table>
Session 1.2: Mexican Cultural Heritage and Mexican Altar Project

Session Purpose: This session is designed to instill cultural pride in participants by teaching them about some accomplishments of Mexican civilizations. This session also focuses on the importance of celebrating cultures and traditions within communities.

NOTE: All activities in this session are culturally tailored for participants who identify as Mexican American. Please adapt the activities as necessary for your group.

Session Objectives for Participants:
✓ Describe aspects of cultural heritage and accomplishments of Mexican civilizations
✓ Develop pride in cultural heritage
✓ Celebrate cultural heritage through artwork

Brief Session Agenda:
I. Snack and Relax (10 minutes)
   • Explain that participants will have snack and relax time at the beginning of sessions from now on

II. Opening (10 minutes)
   • Ask participants to share their given name and their Mexican name
   • Go over the agenda and objectives

III. Discussion of Mexican History and Cultural Traditions (15 minutes)
   • Discuss some of the things participants know about Mexican history
   • Discuss the following with participants:
     o Mayans calendar, writing system and pyramids
     o Cultural traditions lost when Spanish conquerors arrive
     o Importance of reclaiming cultural heritage
     o Mexican altars as a representation of Mexican culture and traditions

IV. Making Mexican Altar (45 minutes)
   • Explain steps for making the altar
   • Let participants work
   • Do a gallery walk

V. Closing (10 minutes)
   • Ask what they enjoyed about the projects
• Ask about why and how they might share their work with others
• Connect to next session (creating a culture for YES meetings by deciding on ways of acting)

**Checklist of Session Materials:**
- PowerPoint presentation (or handouts)
- Examples of Mexican altars (in PowerPoint or copies of Handout 1.2-1)
- Art supplies (see planning notes)

**Planning Notes:**
- Make an example altar before the session so that youth have an idea of what they will be doing.
- The following is a list of suggested materials to use for making the altar:
  - Wooden box/Shoe box
  - Construction paper
  - Tissue paper
  - Scissors
  - Glue Pens
  - Paint
  - Markers
  - Crayons
  - Glitter
  - Other decorative items
- Be sure to set up the art supplies before the session begins.
- Cut Handout 1.2-2 (Mexican altar Placards) before the session begins. These placards can be used to identify the artist and meaning of the masks when the masks are put on display.

**Detailed Agenda:**

I. **Snack and Relax (10 minutes)**
   1. Check in with participants and give them a chance to eat and relax before the session.
   2. Explain that you will be doing this at the beginning of each session from now on, and participants should use this time to relax and to bring up any thoughts or concerns they have.

II. **Opening (10 minutes)**
   1. Welcome everyone back to the second session. Make sure they have their name tents.
   2. Ask every participant to say their given name and the Mexican name they chose last session. Explain that this will help everyone learn each others' names.
   3. Go over the session agenda and objectives.
4. Tell participants to think back to the last session, when you talked about the goals of the YES program. Ask them why they think it is important to think about history and culture as part of the YES program.

   Possible answer: Knowing our history will help us understand ourselves and our community better. It will be important to understand these things when we start to look at the community and plan our projects.

III. Discussion of Mexican History and Cultural Traditions (15 minutes)

1. Ask participants to share some of the things they know about Mexican history before you begin.

2. Ask participants to share what they know about the indigenous cultures of Mexico who are the descendants of ancient civilizations, such as the Aztecs and Mayans, who lived more than 13,000 years ago. Pass around the laminated pictures of these ancient civilizations, found in the binder pocket. Explain the following points about ancient civilizations of Mexico:
   - The Mayans are considered to be one of the most brilliant civilizations. They developed a calendar, writing system, and built cities that functioned as hubs for the surrounding farm towns. They built large, intricate cities, many of which are still standing today.
   - The Mayans are famous for their mastery and innovation in math and science.
   - Religion was very important for Mayans. They would carve altars with significant dates, histories and elaborate human and divine figures.
   - Eventually the Spanish conquered the Aztec and Mayan civilizations and mixed their language and culture with the indigenous traditions.
   - Mexico has one of the earliest known pyramids which stands in La Venta in Tabasco, Mexico. El Castillo (also known as the Temple of Kukulkan) is perhaps the most famous Mayan pyramid. It is located in the archaeological site of Chichen Itza, in the Mexican state of Yucatan.
   - Mayan pyramids date back to around 3,000 years ago. Aztec pyramids in central Mexico date back to around 600 years ago.
   - Mexicans have a rich cultural tradition and history.

3. Ask participants to explain what they think happened to these ancient civilizations when the Spaniards conquered Mexico. Discuss the following points with participants:
• The Spanish missionaries converted and imposed the catholic religion on the indigenous cultures, in Mexico and the American Southwest. They baptized the Indians’ babies giving them Christian names, such as Maria or Margarita.
• When Spanish conquerors arrived, they tried to learn indigenous languages in order to spread the catholic faith. Some Spanish words could not be translated into indigenous languages. Eventually, the Spanish language dominated and indigenous languages began to fade away in Mexican society.
• The Spanish were opposed to herbal remedies that indigenous people used because they said it was against their religion. The Spanish encouraged the use of European medicine instead.

4. Explain that a big part of knowing who we are is knowing where we come from. Explain the following points:
• We lost many important parts of our culture when the Spanish conquered Mexico
• By learning about our Mexican history, we can learn more about where we came from and who we are.
• We have a rich heritage and so much to be proud of

5. Pass out Handout 1.2-1 that shows examples of Mexican altars. Explain the following points about Mexican altars:
• Altars are personal expression of faith, they are a link between the physical and spiritual relationship with god and loved ones who have died.
• Altars can be a onetime shrine built for special occasions like Day of The Dead, or can be an ongoing expression of spirituality as sacred space in the home.
• Explain why offerings or ofrendas to those who have died, are placed on the altar. Ask participants to decide which relative(s) in particular they will dedicate their altars to. Direct them to ask their parents or living relatives what the deceased relative liked.

IV. Making Mexican Altars

1. Explain that participants will be making Mexican altars as a way to help celebrate their Mexican cultural heritage. The altars are an opportunity to remember our ancestors that have died, including grandparents and other relatives, and what they were liked. They are constructed to lead spirits of the dead back to you in order for them to hear your prayers and remembrances. The altar has space to leave offerings of food and candles (to light the way for the spirits). Explain that they will each create their own altar to honor someone who was important to them.
2. Show participants your altar as a model, and explain what your altar represents.

3. Explain how to make the altar. It is also a good idea to have the instructions written on a chalkboard or poster paper.

4. Instruct students to get their supplies for making their altars (see box to the right). After they get their supplies, they can begin. (Note: it is a good idea to dismiss them a few at a time to pick up their supplies to keep the process more orderly).

5. When participants begin to finish their altars, be sure they fill out the name placard (from Handout 1.2-2). These placards will be used to identify their work when it is displayed.

6. If time permits, have participants do a gallery walk of the altars. For a full description of a gallery walk, see the box on the next page. Brief steps for doing a gallery walk are included below:
   - Divide the participants into small groups of 4-5 people.
   - Ask each group to place their altar (with their placard) in a different area of the room (a station).
   - Ask the groups to move from station to station so that they get a chance to view everyone's work.

V. Closing (10 minutes)

1. Ask participants to share what they learned and/or enjoyed about the project today.

2. Ask participants if they think it is a good idea to find a place to display their work.
   - Why would it be a good idea for them to display their work?
   - Where could they display it?

3. Tell participants that by displaying their work, they would be completing a small scale community change project. Ask them how they think displaying their altars could change the community.

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Instructions

1. Paint a shoebox/wooden box in colors often seen in Dia de los Muertos altars, such as rich purples, pinks, reds and orange-yellow colors. Cover the inside as well as the outside of the shoebox, then allow it to dry for about 30 minutes.

2. Turn the box on its side so it stands tall lengthwise. Trace an arch on any color construction paper and cut it out. Attach it to what is now the top front of your box with glue or tape.

3. Place a photo of a deceased loved one you are honoring in the center of the box. Fill the box with items that remind you of the person.

4. Fill the remaining spaces in the box and surround the box with candles, marigolds, perforated paper and small glasses of water. These items represent the four elements, fire, earth, wind and water, all of which are traditionally represented in Dia de los Muertos altars.
4. Thank participants for their work today. Explain that next session, you will be talking about culture again, but in a different way. You will be talking about the culture (or ways of acting) that we want to have in YES meetings.

### Gallery Walk

This is a strategy that is useful when you want to give the participants an opportunity to see each others’ work in a short amount of time.

1. **Create stations.** Prepare them before the participants arrive. The stations will be areas of the room where the participants can post their work. There should be one station for each small group of 3-5 participants. Indicate station locations by posting a number at each station.

2. **Instruct participants.** When you are ready to do the gallery walk during the session, give instructions to participants before asking them to move:
   - Assign each group a station number. That group will start at that station.
   - When you tell them it is time to begin, they will get up, go to their station, and post their work (using tape that you have given them or put at each station).
   - Give them a certain amount of time to look at their group members’ work.
   - When you announce that the time is up, the groups will move clockwise to the next station, where they will again have time to look at the work posted at that station.
   - You will continue in this way until all groups have been to every station.

3. **Monitor participants.** Once the gallery walk has begun, keep a close eye on the time, and instruct participants when they need to move stations. You may want to have a signal (e.g. a whistle) in order to make the transitions easier. You may also want to put adults at or near some of the stations to help keep participants moving.
Session 1.4: Teamwork and Farm Worker Movement

Session Purpose: In this session, participants learn about the importance of teamwork in the Farm Worker Movement. They will also practice their teamwork skills.

NOTE: All activities in this session are culturally tailored for participants who identify as Mexican American. People from many cultures can identify with the Farm Worker Movement, but please adapt the activities as necessary for your group.

Session Objectives for Participants:
✓ Develop pride in Mexican American history and accomplishments
✓ Explain the importance of teamwork in community change efforts
✓ Work effectively in a team

Brief Session Agenda:
I. Snack and Relax (10 minutes)

II. Opening (10 minutes)
  ● Pass out the final version of the group agreements
  ● Pass out the Group Agreements Contract (Handout 1.4-1) and ask everyone to sign
  ● Go over session objectives and agenda

III. Discussion of Teamwork in the Farm Worker Movement (20 minutes)
  ● Describe the importance of teamwork in the Farm Worker Movement
  ● Ask participants what they know about the Farm Worker Movement
  ● Discuss how people had to work together to accomplish change for farm workers

IV. Art Project: Depicting Events of the Farm Worker Movement (45 minutes)
  ● Break participants into groups of 4-5 people
  ● Review teamwork concepts from last session
  ● Explain the project and let them work

V. Closing: (10 minutes)
  ● Relate today's work to the YES program goals
  ● Discuss displaying participants’ artwork
  ● Explain that next session will be a session about teamwork and leadership
  ● Be sure to collect the Group Agreements Contract before the end of the meeting

Checklist of Session Materials:
✓ Copies of the final group agreements (1 for each participant)
✓ One copy of the Group Agreements Contract (Handout 1.4-1)
✓ Copies of the marchers and picket signs
✓ Art supplies (see suggested supplies in the planning notes on the next page)
✓ References for information about the Farm Worker Movement (books, websites, or printed information)
Planning Notes:

✓ Be sure to make copies of the marchers and picket signs in preparation for the session. Participants may want to color the marchers, but their time should be largely devoted to creating the messages for the picket signs. The following are suggested art supplies for the projects:

Suggested Items for Creating a March for Farm Workers’ Rights:
- Paper (white is OK)
- Scissors
- Colored Pencils, Markers, and/or crayons
- Flip chart paper

✓ Be sure to read more about the Farm Worker Movement. If you do not have access to computers, consider checking books out from the library or bringing printed information. If you have access to computers, you can let the youth use the internet to find information. Here are some websites you can use:

- United Farm Workers
  http://www.ufw.org/_page.php?menu=research&inc=history/03.html
- United Farm Workers Foundation
- Farmworker Movement Documentation Project
  http://www.farmworkermovement.us/
**Detailed Agenda:**

**I. Snack and Relax (10 minutes)**

Check in with participants and give them a chance to eat and relax before the session.

**II. Opening (10 minutes)**

1. Begin by asking a participant to summarize what they worked on last session (teambuilding activities and group agreements).

2. Pass out a copy of the final version of the group agreements to each participant. Check to see if they think any changes should be made.

3. Begin to pass around the Group Agreements Contract (Handout 1.4-1) and ask everyone to sign, indicating that they agree to follow the group agreements themselves. They also agree to help other participants follow the group agreements.

4. Ask everyone to continue to sign the contract as you move on. Be sure to collect the contract before the session ends.

5. Go over the session objectives and agenda. Make sure that participants have their name tents.

**III. Discussion of Teamwork in the Farm Worker Movement (20 minutes)**

1. Describe the importance of teamwork in the Farm Worker Movement. Below is a suggested script:

"The Farm Worker Movement has proven in the last 40 years that when we work together we can win real changes, locally and nationally. If it were not for teamwork, farm workers would not have won basic benefits that we take for granted today, such as cold drinking water, toilets in the fields and break periods. Yes, we all know about the great leaders of the United Farm Workers Movement such as Cesar Chavez (we will discuss leaders in one of the upcoming sessions), however, we often do not talk about all of the people Mexican, Filipinos and White, young and old who banded together to affect change."

2. “Here is a short video called “The Struggle in the Fields.” Watch carefully to see why the farm workers went on strike and how much can be accomplished when we work together.” Go to http://www.youtube.com/watch?v=LB9i-iDb1FI then select "Chicano! PBS Documentary - The Struggle in the Fields: VIDEO 2 of 4," from the right hand column.

3. “What are the changes that the farm workers wanted in 1965?” Some changes were higher pay, education for their children and better housing. Emphasize that they achieved these changes by joining together and through team work."
“What changes do Mexican people in Salinas want today?” Some changes might be more parks, more after school programs, or to allow young undocumented immigrants who grew up in the United States to go to college and get a job.

### IV. Art Project: A March for the Rights of Farm Workers and all Mexican Americans. (45 minutes)

1. Explain that participants will be working together in groups to create marchers representing the Farm Worker Movement and Mexican Americans today.
2. Break participants into groups of 4-5 people.
3. Ask participants to describe what they learned about teamwork from the last session. Remind them that these teamwork skills will be important in their group work today.
4. Explain the art project. They should follow the steps in the box to the right. (Note: it is a good idea to also write these steps on the board or on poster paper).
5. Let participants work.
6. Have each group bring their marchers together in a large group, because more can be achieved with teamwork.

#### Project Steps

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<tr>
<th>Step</th>
<th>Description</th>
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<tr>
<td>1)</td>
<td>Make several, one sided copies of the marching figures and their picket signs.</td>
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<td>2)</td>
<td>Cut out the marchers and their signs.</td>
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<td>3)</td>
<td>Write a change that farm workers or Mexican Americans want today on the picket sign.</td>
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<td>4)</td>
<td>Paste all the marchers holding their picket signs, onto a sheet of flip chart paper, lined up as if they are marching in protest.</td>
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<td>5)</td>
<td>Add a title to the top of the flip chart paper, such as &quot;A March for the Rights of Farm Workers and all Mexican Americans.&quot;</td>
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### V. Closing: (10 minutes)

1. Ask participants how their work today relates to the YES Program goals.

*Possible answers:*

During the Farm Worker Movement, people had to work together to accomplish community change. We will also have to work together to do our projects in the YES program. Does today’s artwork suggest a community change project to raise awareness of these events?

2. Ask youth if they would like to display these projects (like they displayed the Mexican altar projects). Where should they be displayed? Why should they be displayed?

3. Tell participants what you will do next session (a movie that shows teamwork and leadership). Tell them what movie they will watch (or let them select the movie – see Session 5 for a list of options).

4. Be sure to collect the Group Agreements Contract before the end of the meeting.
Group Agreements Contract

By signing my name below, I agree to follow the group agreements of the YES program. I also agree to help others in the YES program follow group agreements by reminding them of our group agreements when necessary.

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Handout 1.4-1
Session 1.5: Learning about Leaders

Session Purpose: This session is designed to give participants an opportunity to reflect on and celebrate leaders from their community and their culture. Participants will be encouraged to reflect on the characteristics of leaders and to begin to see themselves as leaders.

Session Objectives for Participants:

✓ Describe the accomplishments of various Mexican and Mexican American leaders.
✓ Define leadership.
✓ Identify leaders in their lives.
✓ Describe the characteristics of a good leader.

Brief Session Agenda:

I. Snack and Relax (10 minutes)

II. Opening (20 minutes)

• Welcome participants and go over session objectives and agenda
• Play the M & M Icebreaker game

III. Mexican and Mexican American Leaders Game/Discussion (25 minutes)

• Play the matching game
• Discuss the leaders in the game

IV. Leadership in My Life (25 minutes)

• Ask participants to complete Handout 1.5-1. Tell them they can use pictures, symbols or words to complete the handout.
• Discuss the handout as a large group.

V. Closing: (10 minutes)

• Ask participants to review why it is important for them to be leaders as part of YES.

Checklist of Session Materials:

✓ Candy (or other food) for M&M game
✓ Poster paper
✓ Markers, crayons or colored pencils (or other art supplies for Part IV)
✓ Copies of Handout 1.5-1 (Leaders Matching Game) – cut
✓ Enough pictures and descriptions so that groups of 4 can each have their own set
✓ Handout 1.5-2 (Leadership in My Life) – 1 copy for each participant
### Planning Notes:

- Be sure cut the game pieces for Part III of the session before the session begins. You will need approximately one set of pictures and matching descriptions for every 4 participants.

### Detailed Agenda:

#### I. Snack and Relax (10 minutes)

Check in with participants and give them a chance to eat and relax before the session.

#### II. Opening/Ice Breaker (20 minutes)

1. Welcome students. Play the M & M icebreaker game with the youth:
   - Pass around a bag of M&M's and instruct participants to take some. Participants can take as many pieces as they would like, but warn them that taking too many might not be a good idea.
   - Tell them that they cannot eat the candy until the game is over.
   - **Wait until everyone has taken their candy to explain the rules.**
   - After all participants have had a chance to get some candy, explain the rule of the game: each person has to say one thing about themselves for each piece of candy that they took.

   Note: You could use any bite-sized candy in this activity. For a healthier version, you could use grapes or raisins.

2. Go over the session objectives and agenda.

3. Ask the youth to define the word 'leadership' in their own words. Explain that the next two sessions will be about being a leader.

#### III. Mexican and Mexican American Leaders Game/Discussion (25 minutes)

1. Explain that you will now play a game about leaders. Break the youth up into teams of 4.

2. Pass out one set of pictures and matching descriptions to each group (see Handout 1.5-1). Tell them to wait until you say it is time to start.
3. Explain the rules of the game:
   - Each game set has a set of pictures of current and historical Mexican and Mexican American leaders along with matching descriptions of these leaders.
   - Each group will need to work together to match the descriptions with the correct pictures.
   - The first group that matches everything correctly wins!

4. After all groups have completed the matching task, lead a discussion about the leaders in the activity, using the following questions as a guide:
   - Which leaders have you not heard of before?
   - Which of these leaders are most inspirational to you? Why?
   - Is it important to celebrate these leaders and share what we know about them with others? Why?

5. Encourage youth to embrace this history of leadership within their culture by sharing this information about Mexican and Mexican American leaders with others.

II. Leadership in My Life (25 minutes)

1. Explain that the leaders from the last activity all provide a great example. Ask participants to think about leaders in their own life and what it takes to be a good leader.

2. Pass out Handout 1.5-2 (Leadership in My Life), along with writing materials and art supplies. Explain how the handout should be filled out. Tell participants they can use words, pictures and/or symbols when they complete it.

3. When everyone has finished their handouts (after about 10 minutes), ask a few participants to share the following:
   - Leaders in their lives
   - Times they have been leaders
   - What it takes to be a leader

III. Closing (10 minutes)

1. Ask participants to share why they think it is important to be leaders as part of the YES program.

2. Remind the participants to share what they learned about the leaders in the game today. Remind them that you will continue to talk about leaders in the next session.
Mexican and Mexican American Leaders Matching Game!

Directions: Work with your group to match the written descriptions of Mexican and Mexican American leaders with the pictures and names of the leaders. The first group to match everything correctly WINS!

After you finish the game, be sure to save the pictures and descriptions in one of your group members' folders. We will use them later.

<p>| Cesar Chavez | I was a Mexican American farm worker, civil rights activist, and labor worker. I co-founded the National Farm Workers Association, which was later known as the United Farm Workers (UFW). I used aggressive, but non-violent strategies to gather national support for the moral cause of the farm workers’ struggle. |
| Dolores Huerta | I was an activist and labor leader. I worked to improve social and economic conditions for farm workers and to fight discrimination. I co-founded the United Farm Workers (UFW). I continue to work to improve the lives of workers, immigrants and women. |
| Frida Kahlo | I was a Mexican artist and my memorable paintings earned me world-wide fame. I am also known as the wife of famous muralist Diego Rivera. Many of my best works are self-portraits that reflect my pain from my accident and troubled marriage to Rivera. My paintings incorporated vivid colors and interesting imagery of traditional Mexican culture. |
| Plutarco Elias Calles | I was a Mexican general and politician who served as the president of Mexico from 1924-1928. I am the founder of the Partido Nacional Revolucionario (PNR) which became the major Mexican political party. My fierce opposition to the Roman Catholics eventually led to the Cristero War, a civil war between government forces and Catholic rebels. |</p>
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<th>Name</th>
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<td>Miguel Hidalgo</td>
<td>I was a respected parish priest, and kicked off the revolution in Spanish colonial Mexico. I am best known for my heart of a true revolutionary. On September 16, 1810 I took a stand in my town of Dolores and took arms against the hated Spanish. My supporters and I kicked off the struggle for independence from Spain, and today many Mexicans see me as the father of their nation.</td>
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<td>Benito Juarez</td>
<td>I was a full-blooded Mexican Indian who was born into poverty, Spanish was not my first language. I took advantage of all opportunities given to me, and went into seminary school before getting into politics. In 1858 I declared myself President of the ultimately victorious liberal faction during the Reform War of 1858-1861. I was then removed as President by the French, who invaded in 1861. I eventually drove out the French in 1867. I am remembered for many reforms, including curtailing church influence and Modernizing Mexican society.</td>
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<td>Emiliano Zapata</td>
<td>I was a meztizo, I have European and Indian ancestry. I fought for land and liberty during the Mexican Revolution. I was a small landholder that battled in court against Diaz’s land reforms in the Mexican state of Morelos. I then became a general of the army for Morelos, knows as the Ejercito Libertador del sur (Liberation Army of the South) commonly known as the Zapatistas.</td>
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<td>Octavio Paz</td>
<td>I was a Mexican diplomat, poet and writer. I wrote frequently and published often. I produced more than 30 books and poetry collections. I received numerous awards for my work, including the Nobel Prize for Literature in 1990.</td>
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<tr>
<td>Diego Rivera</td>
<td>I was one of the most famous Mexican muralists. Along with other famous painters, I brought art out of the museums and into the streets, inviting international controversy at every turn.</td>
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<td>Joan Baez</td>
<td>I am singer/songwriter of Mexican descent. I am considered an icon of the human rights movements and 1960’s activism. I was an active participant in the civil rights struggle, I raised my voice in opposition to the Vietnam War and the death penalty, and I am a passionate supporter of gay rights. My music has always been charged with social and political messages.</td>
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<td><strong>Bert Corona</strong></td>
<td>I was an American civil rights leader. My views on politics were shaped at a very young age because my father was a commander during the Mexican Revolution. I am remembered as a significant figure in civil rights and labor circles. One of my biggest accomplishments was found in my supreme courage to take a stand and defend the rights of undocumented immigrants.</td>
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<td><strong>Salma Hayek</strong></td>
<td>I am an actress, director and producer of Mexican descent. I began my career in Mexico in the telenovela <em>Teresa</em>. In 1991 I moved to Hollywood and got more prominent roles in Hollywood movies. I was nominated for an Academy Award for my role in <em>Frida</em></td>
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<td><strong>Moctezuma</strong></td>
<td>I was the ninth Aztec emperor of Mexico. When I was in power, I enable my nation to conquer new lands that strengthened the nation economically and religiously. I am famous for my dramatic confrontation with Spanish conquistador Hernan Cortes.</td>
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References:
- [http://www.huffingtonpost.com/2012/01/16/latino-activists-leaders-civil-rights_n_1208711.html](http://www.huffingtonpost.com/2012/01/16/latino-activists-leaders-civil-rights_n_1208711.html)
- [http://latinamericanhistory.about.com/od/thehistoryofmexico/tp/Famous-People-In-Mexican-History.htm](http://latinamericanhistory.about.com/od/thehistoryofmexico/tp/Famous-People-In-Mexican-History.htm)
- [http://mexicanhistory.org/topten.htm](http://mexicanhistory.org/topten.htm)
- [http://latinamericanhistory.about.com/od/modernlatinamerica/a/toptenallla.htm](http://latinamericanhistory.about.com/od/modernlatinamerica/a/toptenallla.htm)
**Leadership in My Life**

*Directions:* Fill in the boxes below about your experience and ideas about leadership. You can draw or write your ideas (or both).

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<tr>
<th>Leaders in My Life</th>
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**Words that Describe a Good Leader**

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### Session 2.1 Learning about Community through Mexican Dichos

**Session Purpose:** This session is designed to get the youth to think about what it means to be part of a community by looking at Mexican Dichos. They will also learn the definitions of assets and liabilities.

**NOTE:** Part III of this session is culturally tailored for participants who identify as Mexican American. The session can easily be adapted for other groups by changing the proverbs included in the activity.

**Session Objectives for Participants:**
- Describe the things that make a community
- Describe the meaning of Mexican Dichos about community
- Define and give examples of community assets and liabilities

**Brief Session Agenda:**

I. **Snack and Relax (10 minutes)**

II. **Opening (10 minutes)**
   - Explain that unit 2 will focus on community
   - Do whip-around of words/phrases related to 'community'
   - Go over session objectives and agenda

III. **Mexican Proverbs about Community (50 minutes)**
   - Describe the importance of Dichos to Mexicans
   - Pass out Handout 2.1-1
   - Go over example proverbs and meanings
   - Ask youth to make a cartoon showing the meaning of a proverb

III. **Defining Community, Assets and Liabilities (15 minutes)**
   - Lead a discussion about the meaning of community
   - Explain the meanings of the words 'assets' and 'liabilities'
   - Fill in t-chart of 'community assets' and 'community liabilities'

IV. **Closing: (5 minutes)**
   - Ask participants to remember the ideas about community from the Mexican Dichos
   - Explain that next session will be about stereotypes of Mexican Americans on TV and in movies

**Checklist of Session Materials:**
- Handout 2.1-1 (Mexican Dichos) – 1 copy per participant
- Blank paper (for cartoons)
- Art supplies (for cartoons)
- Poster paper (2 pieces)
- Markers
- Tape
Planning Notes:

✓ Suggested art supplies for cartoons include:
  o Pencils
  o Colored pencils
  o Markers
  o Crayons
  o Old magazines/newspapers
  o Glue

✓ Consider making your own cartoon as an example before the session begins. You could also bring in a cartoon from a newspaper as an example.

Detailed Agenda:

I. Snack and Relax (10 minutes)

   Check in with participants and give them a chance to eat and relax before the session.

II. Opening (10 minutes)

   1. Explain that Unit 2 (which begins today) is different than Unit 1 – the sessions will now focus more on the community.
   2. Write the word 'Community' on a piece of poster paper.
   3. Do a whip around, asking all participants to name a word or phrase that comes to mind when they think of *community* (see pg. 51 for more details about the whip-around strategy). Record all responses on the poster.
   4. Go over the session objectives and agenda.

III. 🦅 Mexican Dichos about Community (50 minutes)

   1. Explain that people have different ways of thinking about community.
   2. Tell participants that they will be learning about how different cultures in Mexico think about community by looking at some Mexican Dichos. Ask participants to explain what a proverb is and to give examples. Explain that proverbs are important in many cultures.
   3. Ask the materials managers to pass out copies of Handout 2.1-1 (Mexican Dichos) to participants. Explain the handout.
4. As a group, go over the meaning of 2-3 proverbs on the list.

5. Instruct participants to choose one proverb from the list and to make a cartoon to represent the meaning of the proverb. Show the group the example you created before the session.

6. After participants finish their cartoons, ask a few people to share their work.

7. Ask youth if they would like to display their cartoons (like they displayed the Mexican altar projects and the leadership collages). Ask:
   - Why should they be displayed?
   - Where should they be displayed?

IV. Defining Community, Assets, and Liabilities (15 minutes)

1. Lead a brief discussion about the meaning of the word 'community'. Ask participants to think about the dichos and the words they came up with during the whip-around. Below are some questions you can use to guide the discussion:
   - What is a community? What are some different kinds of communities? (e.g. my neighborhood, my church, the Mexican American community)
   - What kinds of things help make something a community?
   - How do we want to define community as part of the YES program?

2. Make a t-chart on a piece of poster paper. Put 'Community Assets' on one side of the chart and 'Community Liabilities' on the other side. Explain what each word means:
   - Community assets are the positive or good things that we have in our community
   - Community liabilities the negative or bad things in our community

3. Ask participants to give examples of assets and liabilities in the community, and write their examples on the t-chart.

4. Tell participants to keep the definition of these words in mind because they will be thinking a lot about them throughout Unit 2. Later, they will add to the lists they created today.
V. Closing (5 minutes)

1. Tell participants that it will be important to keep their definition of community in mind throughout the projects.

2. Tell participants that next session they will be thinking about how the Mexican American community is portrayed on TV and in movies.

3. Distribute the permissions slips for the windshield tour field trip (Session 2.4) and the community asset visit (Session 2.5). See pg. 83 for a permission slip template.
Mexican Dichos

Many cultures use proverbs (or short sayings) to express some of the ideas, beliefs, wisdom, and traditions held by people in that culture. Here is a list of some Mexican dichos related to community. Choose one dicho and draw a cartoon to represent its meaning.

- “Cuando hablas, procura que tus palabras sean mejor que el silencio.” When you speak be sure that your words are better than silence.
- “Elije un trabajo que te guste y no tendrás que trabajar ni un día de tu vida.” Choose a job that you love and you won’t have to work a single day of your life.
- “La vida no se trata de encontrarte a ti mismo, se trata de crearte a ti mismo.” Life is not about trying to find yourself, it’s about creating yourself.
- “Controlar tus impulsos no es represión, es madurez.” Controlling impulses is not repression, it’s maturity.
- “Camarón que se duerme, se lo lleva la corriente.” While the shrimp sleeps, the current carries it away.
- “Donde hay gana, hay maña.” Where there is the desire there is the ability.
- “Más vale poco y bueno que mucho y malo.” It is worth more to have a little that is good, than a lot that is bad.
- “Mejor solo que mal acompañado.” Better alone than poorly accompanied
- “No tengas como vano el consejo del anciano.” Do not consider useless the advice of an old person.
- “Una buena acción es la mejor oración.” A good deed is the best prayer.
- “Dime con quién andas y te diré quién eres.” Tell me who you walk with and I’ll tell you who you are.
- “No dejes para mañana lo que puedes hacer hoy.” Do not leave for tomorrow what you can do today.
- “No hay mal que por bien no venga.” Every cloud has a silver lining.
- "La paciencia es un árbol de raíz amarga pero de frutos muy dulces.” Patience is a tree root but it gives bitter sweet fruits.
- “Nunca es tarde para bien hacer haz hoy lo que no hiciste ayer.” It’s never too late to do good not do today what you did yesterday
- “Querer es poder.” To want to is to be able to.

Sources

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### Session 2.2 The Mexican American Community & Media Stereotypes

**Session Purpose:** In this session, YES youth will look critically at how Mexican Americans are represented in the media and how this can affect the views of people both in and outside of the community.

**NOTE:** All activities in this session are culturally tailored for participants who identify as Mexican American. Depending on the group of youth you are working with, you could adapt this session to show stereotypes of another racial or ethnic group or stereotypes of teens and youth.

**Session Objectives for Participants:**
- Identify stereotyped images of Mexican Americans in the media
- Explain how these images affect the Mexican American community
- Identify ways to break down negative media stereotypes of Mexican Americans

**Brief Session Agenda:**

**I. Snack and Relax (10 minutes)**
- Play music or music videos in the background

**II. Opening (20 minutes)**
- Welcome participants and go over session objectives and agenda
- Discuss and define stereotypes
- Discuss stereotyped images of Mexican Americans in the media

**III. Show movie/TV/music video clips (25 minutes)**
- Ask youth to look for stereotyped images of Mexican Americans in the clips

**IV. Discussion**
- Break youth into small groups of 2-4 and distribute Handout 2.2-1
- Ask the groups to discuss the questions on the handout

**V. Closing (5 minutes)**
- Explain that next session will be about Photovoice – a way to use media to show what is really happening in their community

**Checklist of Session Materials:**
- Movie, TV and/or music video clips
- Copies of Handout 2.2-1
Planning Notes:

✓ Collect 15-20 minutes of clips of negative, stereotyped images of Mexican Americans in movies, TV shows, and/or music videos.

○ Suggested movies include*:
  • Crash
  • Blood in, Blood out
  • Cheech and Chong
  • Nacho Libre
  • Savages
  • Real women have curves
  • American me
  • Napoleon Dynamite (Pedro)
  • Spanglish
  • Three Amigos

○ Suggested TV shows include*:
  • Weeds
  • Modern Family
  • Rob

○ Many music videos shown on MTV will also work*

✓ Many clips can be found online for free. These websites are good places to find clips:
  • www.youtube.com (search for clips from movies, TV, and music videos)
  • MTV: http://www.mtv.com/music/video/ (free music videos)
  • TV network websites (many stream TV shows for free)

*PLEASE NOTE: Many of these movies/shows/videos contain violence, profanity, and inappropriate sexual content. Find clips that illustrate your points but that are appropriate for your audience. You may wish to identify other films or television shows as well.

Detailed Agenda:

I. Snack and Relax (10 minutes)

1. Check in with participants and give them a chance to eat and relax before the session.
2. Play music videos during this time to peak youth interest in the session.
II. Opening (20 minutes)

1. Talk about the videos shown during the snack and relax. Ask if these videos are typical of the ones shown on MTV.
2. Explain that today's session will be about stereotypes shown in the media. Go over the session objectives and agenda.
3. Facilitate a conversation with youth about stereotypes, Mexican Americans, and the media. Here are some questions to use in the discussion:
   - What are stereotypes? Give some examples.
   - Where do they come from?
   - What are some stereotypes of Mexican Americans?
   - Do you see any of these stereotypes being portrayed in the movies, television shows, or music videos you watch? Give some examples.
   - What do you think about the way Mexican Americans are shown on TV and in the movies?

III. Video Clips (25 minutes)

1. Explain that you will be playing clips from popular movies, TV shows, and/or music videos.
2. Ask participants to watch for stereotypes of Mexican Americans. You may want to ask them to write down their ideas.
3. Show the clips. You may want to stop between every few clips so that youth can talk briefly about what they saw.

IV. Discussion (30 minutes)

1. Ask the youth to describe how they felt when watching the clips. What stereotypes did they see in the clips? How do they feel when they see these types of images?
2. Break the youth into groups of 2-4 participants. Give each group one question from Handout 2.2-1. (More than one group might have the same question.) Ask one person in each group to record the group's responses, and give groups a few minutes to discuss their question.
3. Discuss the questions as a large group. First, let the groups who were assigned each question share their answers, and then let the members of other groups share any additional comments or thoughts.
Questions for the Small Group Discussions (Part IV)

1. The people who make TV shows, movies and music videos often choose to show negative stereotypes of Mexican Americans. Why do you think they do this?

2. What are the consequences of showing negative, stereotyped images of Mexican Americans in the media? (How do these images affect how other people think about Mexican Americans? How do these images affect how we think about ourselves?)

3. Do you think that the way Mexican Americans are represented in the media needs to change? If so, what can you do to help make those changes? What can the Mexican American community do to make those changes?

4. Other than trying to change the way media represents Mexican Americans, what can you do to change how people are affected by the negative images they see of Mexican Americans on TV and in the movies? What can the Mexican American community do as a whole?

5. The people who make TV shows, movies and music videos often choose to show negative stereotypes of Mexican Americans. Why do you think they do this?

6. What are the consequences of showing negative, stereotyped images of Mexican Americans in the media? (How do these images affect how other people think about Mexican Americans? How do these images affect how we think about ourselves?)

7. Do you think that the way Mexican Americans are represented in the media needs to change? If so, what can you do to help make those changes? What can the Mexican American community do to make those changes?

8. Other than trying to change the way media represents Mexican Americans, what can you do to change how people are affected by the negative images they see of Mexican Americans on TV and in the movies? What can the Mexican American community do as a whole?