

Exemplification Curriculum for High School Students in Grades 9-12¹
Introducing Values for Life to Promote Academic, Social, and Emotional Excellence

The Cultural Project²
Committee on Common Causation
Department of Africana Studies
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¹ The term ‘exemplification’ refers to methods for recognizing value-congruent behaviors, correcting value-incongruent behaviors, and using values to enhance emotional resiliency—one’s capacity to thrive in face of adversities. These methods are illustrated in the curriculum materials that follow (for full discussion of this and three complementary methods, see Taylor, Turner, & Lewis (1999). *Valuation: Definition, Theory, and Methods*. In R.L. Jones (Ed). *Advances in African American Psychology*. Hampton, VA: Cobb & Henry Publishers). We gratefully acknowledge that the curriculum products of The Cultural Project are based on the prior theoretical work, intervention activities, and evaluation studies of the Center for Family Excellence and its affiliate The Cultural Policy Council of the Hill District.

² One major objective of the Cultural Project is to prevent or reverse the tendency of many students black and white to identify with white racist stereotypes about blacks as mentally defective and physically gifted. Identification with these stereotypes by black students undermines their academic motivation and achievement. Identification with these stereotypes by white students may subtly cultivate social climates that deepen interracial divisions and foster achievement inequities. Affirming the highest interest of the common good and general well-being of society, we believe that our curriculum proposals are applicable to students black and white and beneficial to students black and white. We gratefully acknowledge the role of our Student Team whose members have been responsible for developing all curriculum samples under the supervision and input of our Faculty and Community Team.

Seven Values for Life that Promote Academic, Social, and Emotional Excellence

Categories	Positive Expression: Culturally and Spiritually Integrative	Negative Expression: Culturally and Spiritually Disintegrative
<i>Love & Respect</i>	Respects differences; avoids racist, classist, or sexist teasing or joking; displays special regard for those older and carries sense of responsibility for those younger; goes to aid of those in distress; expresses and receives constructive love.	Disrespects others; shows intolerance for differences; ridicules or makes fun of others; initiates racist, classist, or sexist jokes or pranks; low regard for older persons; little sense of responsibility for those younger; ignores those in distress; antisocial.
<i>Interpersonal Skills</i>	Sensitive to feelings of others; accurately reads feelings and moods of others; expresses thoughts and feelings constructively; exercises self-discipline, patience, and control in managing conflict; is capable of leading others constructively; seeks and considers constructive counsel; takes constructive criticism without crumbling or withdrawing.	Insensitivity to feelings of others; misreads feelings and moods of others; unable to express thoughts and feelings constructively; unable to control own behavior in conflict situations; unable to lead others constructively; difficulty asking for help; unable to take constructive criticism; crumbles in face of constructive criticism.
<i>Learning Orientation</i>	Is savvy, creative, inventive; asks questions, wants to know how things work; remembers, identifies, compares, contrasts, generalizes; sees connections between different areas of learning; enjoys helping others learn.	Shows little creativity, bored easily, asks and answers few questions; fails to seek or express relationships between different areas of learning; poor memory for stories or events read or heard; unwilling to help others learn.
<i>Self-Confidence</i>	Explores, probes, investigates; attentive and enthusiastic when new challenges are introduced; eager to explore new places, meet new people, or examine new ideas, daring in constructive ways; excited and upbeat about living.	Is inattentive, withdrawn, apathetic, unenthusiastic, shy, reclusive, doubtful, uninterested, unsure of oneself, unexpressive; unwilling to try things new and different; unmotivated; daring in destructive ways.
<i>Self-Persistence</i>	Sticks with task until it's finished, even when the going is frustrating or rough; maintains focus in face of distractions; patient in figuring things out; seeks out challenging or difficult tasks; overcomes obstacles in solving problems; bounces back from frustrations; has surprisingly long and sustained attention span.	Gives up, easily distracted, avoids challenges, readily frustrated, impatient during problem solving; unwilling to try after frustrated, unable to see alternatives; unable to move forward—gets stuck; refuses to complete project started; moves to another activity when frustrated.
<i>Self-Esteem</i>	Expresses pleasure over own accomplishments; shares accomplishments with others; expresses positive interest in others' accomplishments; maintains cool in face of teasing; feels good about who s/he is; deals with negative as well as positive aspects of self and others.	Apathetic about accomplishments, unwilling to share accomplishments with others; jealous or angry over others' accomplishments; negative attitudes toward self and others; unable to see negative as well as positive aspects of self; loses cool when teased.
<i>Self-Reliance</i>	Able to think and act alone when necessary; resists temptations to mischief; avoids physically and emotionally hazardous situations; thinks before acting; stands up for what's fair; responds appropriately to racist, classist, or sexist stereotypes.	Follows more than leads, easily tempted to do wrong, gets into dangerous or potentially harmful situations, acts without thought, doesn't speak up for what's right, goes along with others expressing racist, classist, or sexual stereotypes.

Identified categories were taken from interviews with black and white mothers, fathers and grandparents of low- and middle-income. These same value categories were expressed also in interviews with clergy and teachers. Thus we say these values are claimed communally. In this exhibit, positive expressions promote and negative expressions undermine cognitive, social, and emotional excellence. The methods we now describe promote the positive expression of identified values and correlated competencies associated with academic success. These methods we have found accelerate the cognitive, emotional, and social development. Third and fourth grade students rated by teachers as at or above the median on one or more of these values were 2.5 to more than 8 times more likely to be above the norm on nationally standardized tests of reading and math than students rated below the median on these values (see Taylor & Kouyaté (2003) for summary of these and related studies).

Using Culturally Grounded Materials to Encourage Value-Congruent Behavior, Correct Value-Incongruent Behavior, and Enhance Emotional Resilience³

Exemplification: Love and Respect

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August 15, 2005

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Encouraging Positive Behavior: Love and Respect

(Observe): Gwen, I noticed in your disagreement with Akela today that you didn't say anything that attacked her character. To me this shows love and respect. **(Link):** You remember our discussion of the proverb 'One who damages the character of another damages his own'? **(Recognize):** You lived that proverb today. Your ancestors would be proud!

Correcting Negative Behavior: Love and Respect

(Observe): Gwen, you're really good in math, yet you didn't volunteer to help tutor fellow students who weren't doing well in math. I wondered whether there was an issue here in love and respect. **(Link):** Do you remember our discussion of novelist Toni Morrison? She helped young people black and white become better writers. I know you're a busy person and you may question your ability to help your fellow students. But have you thought about the future of students who do poorly in math? **(Correct):** Will you reconsider your earlier decision? If answer is 'yes,' proceed to next step. **(Recognize):** Thanks for agreeing to tutor your fellow students. I'm sure Toni Morrison would be proud of you!

Building Emotional Resiliency: Love and Respect

(Observe): It's hard sometimes to be patient with a friend or relative who makes a true statement that reflects negatively on something you've said or done. **(Probe):** Take a moment to think about it—how true words can be hurtful. Sometimes you might feel like snapping out—getting mad, saying something hurtful in return. And what happens when you do? **(Link):** Do you remember the Akoma symbol (pronounced ah-ko-mah) of the Akan of Ghana? It stands for patience, goodwill, and faithfulness. Why is it important to keep this Akoma symbol in mind when you're tempted to snap out when someone says something true that can help you grow? Yes, it can help you maintain an attitude patience and goodwill toward others making truthful but hurtful things about you. **(Apply):** Here, take a copy of this Akoma. Put it in your notebook to keep you reminded of what to do when tempted to snap out behind good advice. Above all, put it in your heart! Is there a friend whose life can be improved by being open to good advice that may be hurtful? Would you like to share and discuss this symbol with your friend? Or a family member? Will you do it? When do you plan to do it?



Using Culturally Grounded Materials to Encourage Value-Congruent Behavior, Correct Value-Incongruent Behavior, and Enhance Emotional Resilience⁴

Exemplification: Interpersonal Skills

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Encouraging Positive Behavior: Interpersonal Skills

(Observe): Gwen, I heard you say ‘I’m sorry’ to Akela for something you said about her. This shows good interpersonal skills. **(Link):** Your asking forgiveness reflected an attitude of interpersonal skills. Remember our discussion of the proverb ‘If you offend, ask for pardon, if offended forgive’? **(Recognize):** You lived that proverb today. Your ancestors would be proud!

Correcting Negative Behavior: Interpersonal Skills

(Observe): In your disagreement with Ben, you got loud and didn’t let him get in a word edgewise. This sounds like an interpersonal skills problem. **(Link):** Do you remember our discussion of Dr. Ralph Bunche? He was so skilful in bringing people together by understanding what each party had to say. **(Correct):** Would you be open to a discussion involving you, Ben, and myself so we can sort out your feelings and his? If the answer is ‘yes’ proceed to next step. **(Recognize):** When guided exchange is complete, recognize the effort: You two sorted things out! I’m sure Dr. Ralph Bunche would be proud of both of you!

Building Emotional Resiliency: Interpersonal Skills

(Observe): It’s hard to hear friends or relatives’ point of view when you’ve just fallen out with them. **(Probe):** Take a moment to think about this—how you shut down your listening channel to persons you’ve fallen out with. This is a real challenge to interpersonal skills. **(Link):** Do you remember the **Mpatapo** symbol (pronounced m-pah-tah-poh) of the Akan of Ghana? It stands for reconciliation, peacemaking, and restoration. The Mpatapo symbol reminds us that our ancestors thought peacemaking was an important goal—even when we’ve fallen out with relatives or friends. **(Apply):** Here, take a copy of this Mpatapo symbol. Put it in your notebook to keep you reminded of what to do when you’ve had a falling out. Above all, put it in your heart! Is there a friend who could be helped by this symbol? Would you like to share and discuss this symbol with a friend? Or a family member? Will you do it? When do you plan to do it?



Using Culturally Grounded Materials to Encourage Value-Congruent Behavior, Correct Value-Incongruent Behavior, and Enhance Emotional Resilience⁵

Exemplification: Learning Orientation

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Encouraging Positive Behavior: Learning Orientation

(Observe): Gwen, in your report you went beyond our discussion of Langston Hughes' poem 'I too sing America' to research the historical context that may have led to his writing this poem. This showed good learning orientation. **(Link):** You showed real Learning Orientation. Remember our discussion of the proverb 'No matter how full the river, it will still want to grow'? **(Recognize):** You lived that proverb today. Your ancestors would be proud of you!

Correcting Negative Behavior: Learning Orientation

(Observe): You didn't finish your math homework last night? This seems to me like a problem in learning orientation. **(Link):** Do you remember our discussion about Dr. Mae Jemison? She had a fierce commitment to science and math. She graduated from Stanford for her first degree. Who went to Cornell for her medical degree. I know that math is not your favorite subject. But can you name some careers you'd be eliminating without math? **(Correct):** I think you have a good future ahead of you. Bring in your completed homework tomorrow. **(Recognize):** When homework is completed, recognize the effort: That's it! I'm sure Dr. Jemison would be proud of you!

Building Emotional Resiliency: Learning Orientation

(Observe): I know that math is a challenge for many students—a challenge in learning orientation. **(Probe):** Take a moment to think about this—What's it like doing math seatwork? Math homework? **(Link):** Remember the **Dame Dame** symbol (pronounced dah-me dah-me) of the Akan of Ghana? It stands for intelligence, creativity, and ingenuity. You think our ancestors provide the key for getting through challenging moments with math? Keeping this word of the ancestors in mind can help you complete challenging seatwork or homework in math. **(Apply):** Here, take a copy of this Dame Dame symbol. Put it in your notebook to keep you reminded of what to do when you find any of your subjects challenging. Above all, put it in your heart! Is there a friend who's also on the fence about completing seatwork or homework assignments? Would you like to share and discuss this symbol with your friend? Or a family member? Will you do it? When do you plan to do it?



Using Culturally Grounded Materials to Encourage Value-Congruent Behavior, Correct Value-Incongruent Behavior, and Enhance Emotional Resilience⁶

Exemplification: Self-Confidence

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Encouraging Positive Behavior: Self-Confidence

(Observe): Gwen, I know that literature is not your favorite subject. But I noticed you put in an extra special effort in writing your latest paper. You did a much better job this time in comparison and analysis. This reflected self-confidence on your part. **(Link):** Remember our discussion of the proverb ‘You gain in self confidence by doing what you are afraid to do?’ **(Recognize):** You lived that proverb today. Your ancestors would be proud!

Correcting Negative Behavior: Self-Confidence

(Observe): You seemed to lose interest when we shifted from the history of reconstruction to the history of industrialization. Your exams showed it too! To me this reflected a problem in self-confidence. **(Link):** Do you remember our discussion of Matthew Henson? He was open to learning from different cultures, different languages, , different races, and different subjects. Could your thinking about Mr. Henson help you refocus more consistently on topics of less interest to you? **(Correct):** Now let’s see if you can apply yourself fully to all topics in this course. I’ll give you feedback to let you know how you’re doing. **(Recognize):** When performance is improved and stabilized, recognize the effort: That’s it! I’m sure Matthew Henson would be proud! See if you can make him proud in your other subjects too!

Building Emotional Resiliency: Self-Confidence

(Observe): Most students doubt from time to time whether they have what it takes to do well in a subject. **(Probe):** Take a moment to think about what you do when you doubt your ability to do well in a subject. Do you fail to listen to the teacher? Complete reading assignments? Seatwork assignments? Homework assignments? **(Link):** Remember the **Nkyinkyim** symbol (pronounced n-chin-chin) of the Akan of Ghana? It stands for initiative, energy, and versatility. When doubting yourself, words of our ancestor would seem to suggest refocusing your energy on your work, trying different approaches to mastering your work, and show initiative by asking questions when you don’t understand.. **(Apply):** Here, take a copy of this Nkyinkyim symbol. Put it in your notebook to keep you reminded of what to do when doubts come. Above all, put it in your heart! Is there a friend who doubts his or her ability to do well in a subject? Would you like to share and discuss this symbol with him or her? Or a family member? Will you do it? When do you plan to do it?



Using Culturally Grounded Materials to Encourage Value-Congruent Behavior, Correct Value-Incongruent Behavior, and Enhance Emotional Resilience⁷

Exemplification: Self-Persistence

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Encouraging Positive Behavior: Self-Persistence

(Observe): Gwen, I noticed that you worked hard mastering procedures for solving complex equations. This showed good self-persistence. **(Link):** You showed real Self-Persistence. Remember our discussion of the proverb ‘Quitters never win and winners never quit’? **(Recognize):** You lived that proverb today. Your ancestors would be proud!

Correcting Negative Behavior: Self-Persistence

(Observe): You found your math problem so hard you gave up trying? This sounds like a problem in self-persistence. **(Link):** Do you remember our discussion of Wilma Rudolph? She was born with a crooked leg and crippled foot. Who would ever think she would make much of a runner? But she trained hard, mastered her handicap, and went on to win one bronze and three gold metals in the World Olympics. I know that math is not your favourite subject, but maybe Wilma Rudolph’s story of Self-Persistence can help inspire you. **(Correct):** Now show me exactly where you got hung up. Let’s go through it together. Give prompts and support with practice to mastery: Want to show me again how you’d solve this problem? That’s it. I’m sure Wilma Rudolph would be proud!

Building Emotional Resiliency: Self-Persistence

(Observe): Sometimes things get so hard that we feel like giving up. There just seems no way we can do it!. **(Probe):** Take a moment to think about times you feel like giving up. **(Link):** Remember the **Dwanimen** symbol (pronounced djwin-knee-man) of the Akan of Ghana? It stands for determination, conviction, and tenacity—consistency of effort even when you feel like giving up. Maybe our ancestors have a word for us when we feel like giving up—reminding yourself you can do it, reminding yourself why it is important to press ahead, and continuing to try different ways to find solutions. **(Apply):** I think you deserve the Dwennimmen Symbol in recognition of how hard you’ve been trying. Here, take it, put it in your room or in your book bag to keep you reminded. But above all, put it in your heart! Is there a friend who’s also putting forth full effort to do well in school you’d like to share and discuss this symbol with? Or a family member? Will you do it? When do you plan to do it?



Using Culturally Grounded Materials to Encourage Value-Congruent Behavior, Correct Value-Incongruent Behavior, and Enhance Emotional Resilience⁸

Exemplification: Self-Esteem

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Encouraging Positive Behavior: Self-Esteem

(Observe): Gwen, I suspect that you're handling some pretty heavy negative pressure from friends because you've started improving your grades in this course. This shows positive self-esteem. **(Link):** Remember our discussion of the proverb 'No matter how long a log stays in the water, it does not become a crocodile?' **(Recognize):** You're living that proverb. Your ancestors would be proud!

Correcting Negative Behavior: Self-Esteem

(Observe): Not much seems to bring you pleasure or a sense of accomplishment in this class these days. To me this might reflect an issue with self-esteem. **(Link):** Do you remember our discussion of Nelson Mandela's life? He read about his African history—both the good things and bad. He studied articles and books on what others had done to fight oppression in their countries. No one made him read. He wanted to learn to gain information about how to help his people. This was his life's purpose. People high in Self-Esteem have future goals in mind. They make decisions today to reach these goals. **(Correct):** Now let's talk about your goals for the future. What's important to you 10 years from now? What do you need to do to reach your goals? What do you need to read? **(Recognize):** When goal analysis and plans are presented and discussed, recognize the effort: Good thinking! You'll keep me posted from time to time on your progress? I'm sure Nelson Mandela would be proud!

Building Resiliency: Self-Esteem

(Observe): Sometimes students look only at today's negatives to make negative predictions about the future: Things are bad today, so things will be bad tomorrow! **(Probe):** Take a moment to think about difficult or negative things you've faced in life. Does it mean your future life will be negative? Why or why not? **(Link):** Do you remember the symbol **Sankofa** (pronounced sang-ko-fah) of the Akan of Ghana? It stands for 'looking back to find one's future'. Sometimes you need to reflect on the historical achievements of African people: They had kings, queens, and kingdoms. The first university was established in Africa. African and African Americans have made great inventions which have been shared with the world. Sometimes you have to look back to see future possibilities for you and people like you. Sometimes you have to reflect on your history to keep today's negative events from destroying your Self-Esteem. **(Apply):** Is there some place special you can place this Sankofa symbol to keep you reminded? Is there a friend you'd like to share and discuss this symbol with? A family member? Will you do it? When do you plan to do it?



Using Culturally Grounded Materials to Encourage Value-Congruent Behavior, Correct Value-Incongruent Behavior, and Enhance Emotional Resilience⁹

Exemplification: Self-Reliance

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Encouraging Positive Behavior: Self-Reliance

(Observe): Gwen, I saw you stand up for Aisha. I heard Rhonda and Kayla trying to slam her, but you came to her defence. This showed real self-reliance. **(Link):** Remember our discussion of the proverb ‘Right is right if nobody’s doing it and wrong is wrong if everybody’s doing it?’ **(Recognize):** You lived that proverb today. Your ancestors would be proud!

Correcting Negative Behavior: Self-Reliance

(Observe): You let your friends talk you into not completing your homework? To me this seems like an issue of self-reliance. **(Link):** Do you remember our discussion about Frederick Douglass who went looking for pages of books to read from storm drains? Who fought against popular opinions that blacks shouldn’t and couldn’t read? Frederick Douglass is a study in Self-Reliance. I know how much your friends mean to you, but being Self-Reliant could mean a lot to your future 10 years from now. **(Correct):** You’ve got a decent future ahead of you. Bring in your completed homework tomorrow. **(Recognize):** When homework is completed, recognize the effort: That’s it! I’m sure Frederick

Building Emotional Resiliency: Self-Reliance

(Observe and Probe): Take a moment to think about some of the negative things friends and acquaintances say about education. I know it’s hard sometimes standing against your friends who don’t always take education seriously. **(Link):** Remember the symbol **Kwatekeye Atiko** (pronounced kwa-tah-key ah-tee-ko) of the Akan of Ghana? It stands for bravery, valor, and even fearlessness. Our ancestors provide clues on what to do when confronted with negative things about education—be courageous in resisting the temptation in going along, expect but do not be sidetracked by friends’ negative views, and be confident that your view is correct. **(Apply):** Here, take a copy of this Kwatekeye Atiko symbol. Put it in your notebook to keep you reminded of what to do when the negative talk comes. Above all put it in your heart! Is there a friend who’s also trying to do well in school you’d like to share and discuss this symbol with? Or a family member? Will you do it? When do you plan to do it?

