



IAM TRAINING AND
CONSULTATION
GROUP LLC



I AM Founders

The I AM: The Empowerment Project curricula was developed for every young person whose dreams have yet to be realized. To help find the voice to say “I AM” and to have the courage to define what that will mean. This program was created for every young man who has even felt forgotten, every young girl who has felt unloved. For every young person has felt that they have held no worth, no place. This program is to guide them, teach them and grow them.

I AM: The Empowerment Project™ has been designed to work with adolescents and young adults who are at a greater risk of being victimized or becoming perpetrators of violent and non-violent crimes. Often these are youth that find themselves marginalized due to their race, gender, socioeconomic status, may be lost on the cradle to prison pipeline, are overrepresented in child welfare/juvenile justice systems, and have experienced complex trauma throughout their lives. While our programs have a specific focus on sexual exploitation/trafficking and gang prevention, the goal of these programs is to uplift the young men and women who participate to the extent they are able to make healthier choices in the relationships they have in their lives and paths they find themselves on.

Goal

The goal of this training day is to familiarize participants with the origin and history of I AM: The Empowerment Project and develop skills in order to utilize the curriculum.

01

Articulate the origins of I AM: The Empowerment Project and its purpose

02

Effectively teach facilitators to run programming in line with model fidelity

03

Increase knowledge and understanding adolescent risk factors

Objectives



Participant Introduction

Name

Agency

Experience and Years of
Experience

One Thing

Totaling Up The Risk Factors

As a group develop a list of risk factors youth you are serving present with. Create a separate list for males and females.

Trauma Exposure

Children who come to the attention of child welfare systems often experience complex trauma given the their experiences with multiple traumas such as:

- Physical and Emotional Abuse
- Physical and Emotional Neglect
- Sexual Abuse
 - It is estimated by the CDC that one out of every four girls and every six boys will be sexually abused by the age of 18
- Exposure to Domestic Violence
- Exposure to Community Violence

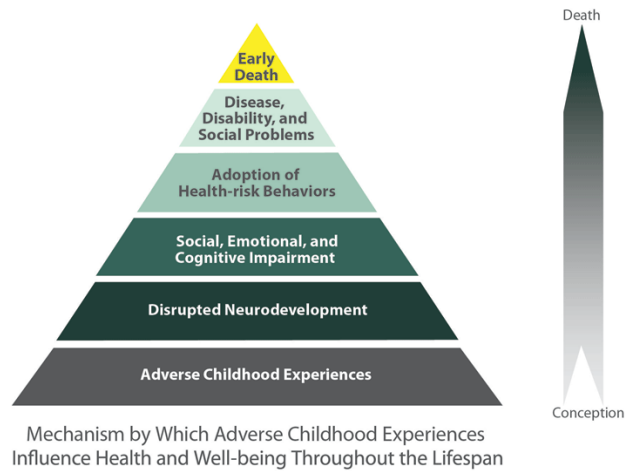


Acute

Chronic

Complex

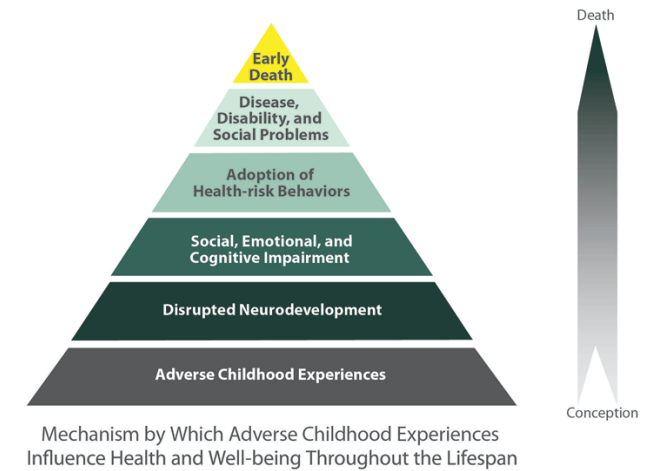
Types of Trauma



The ten ACEs are (in no specific order):

- Emotional abuse
- Emotional neglect
- Physical abuse
- Physical neglect
- Sexual abuse
- Drug addicted or alcoholic family member
- Incarceration of a family member
- Loss of a parent due to death, divorce, or abandonment
- Mentally ill, depressed, or suicidal family member
- Witnessing domestic violence

Five are personal — physical abuse, verbal abuse, sexual abuse, physical neglect, and emotional neglect. **Five are related to other family members.**



The ACE Study



Fifteen Minute Break

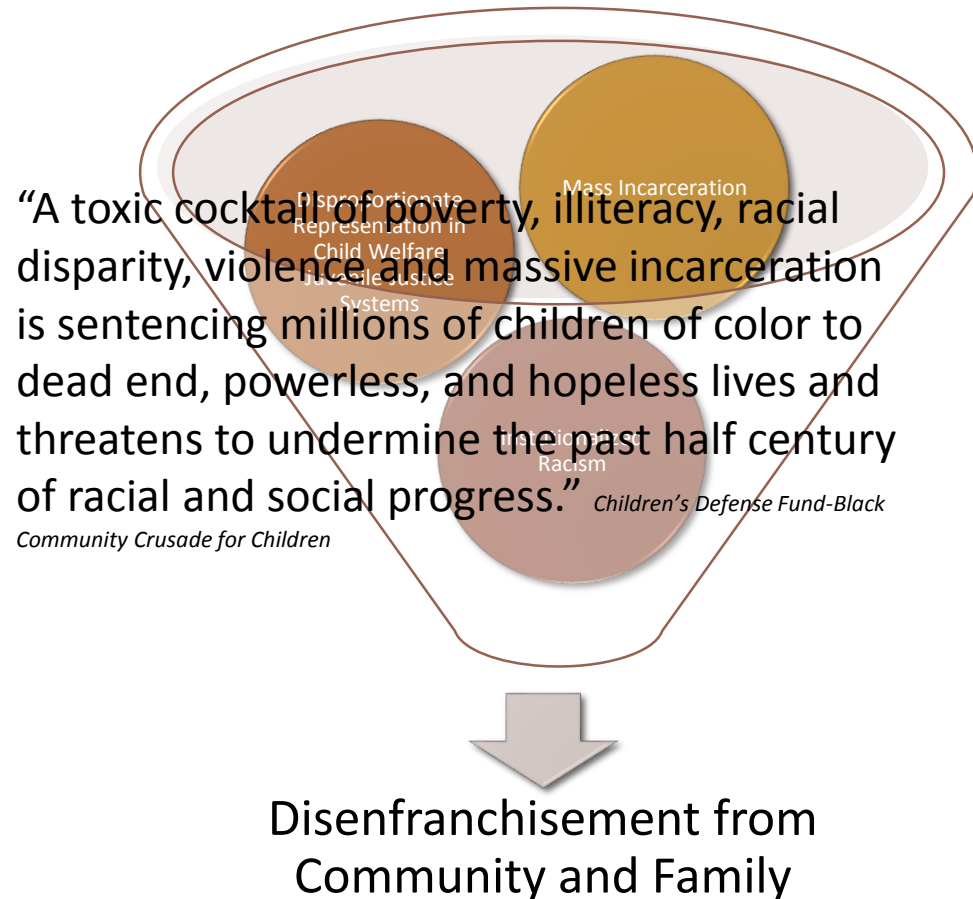
THE SOONER WE START
BACK UP, THE SOONER
WE REACH LUNCHTIME!

The Difficult Journey to Adulthood

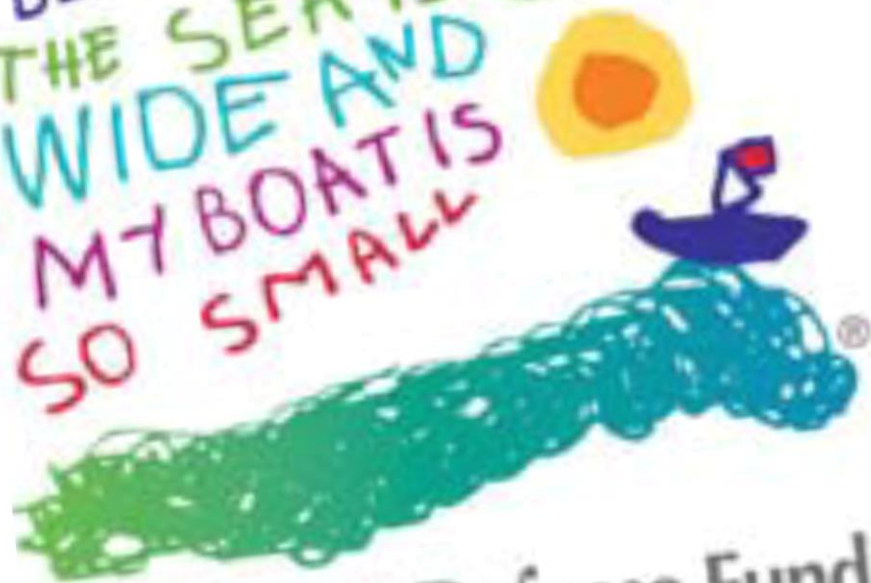
Families of color are overrepresented in the child welfare and juvenile justice system

Mass Incarceration

Men of color are impacted by institutionalized racism to a crippling degree



DEAR LORD
BE GOOD TO ME
THE SEA IS SO
WIDE AND
MY BOAT IS
SO SMALL



Children's Defense Fund



Who Determines the Value of a Man

CHANGING THE NARRATIVE AND
BUILDING A MOVEMENT OF
EMPOWERMENT

What does racial disparity look like in your catchment area?

How do you create a comfortable space when discussing race with youth?

Understanding the Impact of Racial Disparity

Addressing Sexual Exploitation and Violence Against Women

Youth to experience self-discovery and determine what it means to be a young woman/man.


Explore with youth their experiences with how they are treated by males/treat females and assist them in developing new ideas about that treatment related to the exploitation of girls and women.

Create with youth a progressive understanding of sex and intimacy, as well as relationship rules, expectations and their definition of consent.

Guide youth through the process of navigating their own vulnerabilities that place them at risk and how to identify safe spaces for themselves or access services and resources in emergency situations.

The use of video

Assist youth in developing their perception of femininity/masculinity while navigating societal expectations and media messaging.



Explore various types of media:

- Social Media
- Music
- TV/Movies
- Video Games
 - Hip Hop Beyond Beats and Rhymes
 - Dreamworld

Understanding the Impact of Media

The Principles of I AM The Empowerment Project

Allow **YOUTH TO BE WHO THEY ARE** and use the terms and language they use in their everyday lives.

Don't expect someone to change on your terms. **TEACH NOT LECTURE.**

If you haven't walked the walk, you can't understand what it's like, **RESPECT** that. Take the time to to learn the perspective of the youth you are working with, and use it to shape your approach.

KNOW THE JOURNEY everyone is on one whether they are a perpetrator or victim. Get comfortable with that and know your limits. If you don't believe they can change, they won't believe it either.

Believe that **EVERY YOUNG PERSON HAS WORTH** and demonstrate that with your words and actions. Youth know when you are disingenuous.

HONOR THE STRUGGLE and with that be realistic in what opportunities are available. Just because the advice sounds good does not mean it is.

BE HUMBLE in your approach. Understand that you are not better than anyone else, you have just lived with a different set of circumstances.

If you have a story to tell, **SHARE YOUR EXPERIENCES** and breathe life into all you do.

Do You Know What it's Like To?

How do you manage having limited connection to the material or to having too much connection to the material?

STAGE ONE



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graph TD; S1[STAGE ONE] --> S2[STAGE TWO]; S2 --> S3[STAGE THREE];
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STAGE ONE

- Pre-contemplation: In the pre-contemplation stage, the youth is not considering change and isn't looking for help, as they may not be aware that there is a problem at all. Youth in this stage may appear to be defensive, surprised, and angry when others confront them or they feel pressured to admit or must acknowledge there is a problem.

STAGE TWO

STAGE TWO

- Pre-contemplation: During the contemplation stage, youth can acknowledge that there may be an issue and will begin to think about the need to make changes, however, they may feel scared and anxious about it.

STAGE THREE

STAGE THREE

- Preparation: When a youth reaches this stage, they may be committed to making a change, have thought about it and discussed what they could do to make the change, setting goals etc. However, the youth has not made any real changes yet. Vacationers can get stuck here.

Stages of Change

STAGE FOUR

- Action: In this stage, the youth is in a place where they start to believe in their capacity to change. They have seen a different road to walk down and believe that they are worthy to walk it. At this point, the youth is actively working towards their goals and changing patterns and behaviors. This does not mean that they are perfect and will not regress or act out again. Many times, youth are expected to recognize their behavior, change it and move on.

STAGE FIVE

- Maintenance: Here we have a sustained period of progress and the youth is actively engaged in their own safety and well-being. As time progresses there is less likely the opportunity for relapse (meaning going back into “the life”).

RELAPSE

- Youth cannot afford to relapse back into “the life” given the dangers that they are exposed to on many different levels, however in many circumstances it is going to happen ESPECIALLY when we fail to meet the unique needs of our youth. It is important to take the time to understand what caused the youth to go back out there.

Stages of Change Cont.



Change Questionnaire



One Hour Lunch Break

Please return at the designated time so that we are able to restart and move through the rest of our day!

There is one afternoon break scheduled and we want to be mindful of our ending time.

Facilitator Requirements

Program Requirements

Materials Needed

Recommended
Participants

Getting Started



Session One

I AM Part of a Brotherhood

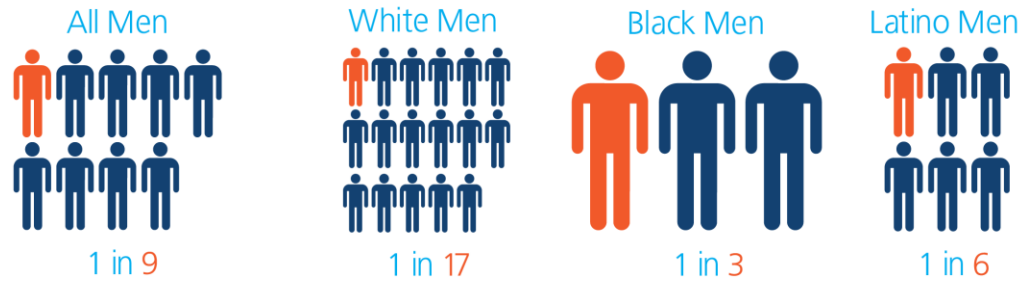
HIGHLIGHTS

SETTING THE TONE

SCALING ACTIVITY

BUY IN

Lifetime Likelihood of Imprisonment



Session Two: I AM More than a Statistic

HIGHLIGHTS

A CLOSER LOOK AT VIOLENCE

TRAPPED BY STEREOTYPE



Session Three: I AM More than All I See and Hear

HIGHLIGHTS

I AM TUNED OUT

THE DEGRADATION OF SEX AND SEXUALITY

WHAT DO YOU MEAN NO?



Fifteen
Minute
Break



Session Four: I AM More than the PIMP You Want Me to Be

Highlights

Current Media Messaging

Non-Conformity

Can a “bitch” be more than a “bitch”

What is a PIMP really?

Session Five: I AM Capable of Giving and Receiving Love

Highlights

Trapped in a Man Box

I Give Love the Way I Was Shown Love

Exploring the Role of Mothers and Father

Understanding Why Girls Say Yes

The Tip of the Iceberg



Wrap Up AND Review

PREPARATION FOR DAY TWO



I AM: The Empowerment Project Day Two

A background image showing a group of people, mostly young adults, sitting and clapping their hands. They are smiling and appear to be at a social event or presentation. The image is slightly blurred and has a warm, golden-brown tint. The text 'Welcome Back' is overlaid in white, and 'DAY ONE REFLECTION' is below it in a smaller white font. A thin white horizontal line separates the two text elements. A solid red bar is at the bottom of the image.

Welcome Back

DAY ONE REFLECTION

SCALING
QUESTIONS



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graph LR; A[SCALING QUESTIONS] --> B[On a scale of 1-10, how able are you...]; B --> C[On a scale of 1-10, you can access...];
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The diagram illustrates a three-step process for a scaling activity. It begins with a red box labeled 'SCALING QUESTIONS'. An arrow points to a brown box asking 'On a scale of 1-10, how able are you...'. A second arrow points to a darker brown box asking 'On a scale of 1-10, you can access...'. The entire process is titled 'Scaling Activity' at the bottom.

On a scale of
1-10, how able
are you...

On a scale of
1-10, you can
access...

Scaling Activity



Session Six

I AM Beyond the Block

HIGHLIGHTS:

THE NEIGHBORHOOD

WHEN I WALK OUT OF THE DOOR

ALL I HAVE IS BEING A MAN

CHOICES

Session Seven

I AM in the Moment and Ready to Win

Highlights

Game Day

Every Choice I Make

Only as Far as the Team



Session Eight

I AM in Control of the Road I Travel

Highlights

My Road Map

...it's easier to give up

Resetting the GPS...





Session Nine

I AM The Rule Not the Exception

Highlights

Looking Up ...Inspiration

Can she be the light?

What I Give the World

I AM



Session Ten

I AM Nothing Short of Amazing

Highlights

Closing Session

Questions



Fifteen Minute Break

THE SOONER WE START
BACK UP, THE SOONER
WE REACH LUNCHTIME!



I AM THE SISTERHOOD

The Sisterhood Scaling



I AM NOT A BITCH OR HO



I AM MORE THAN A CLICHÉ

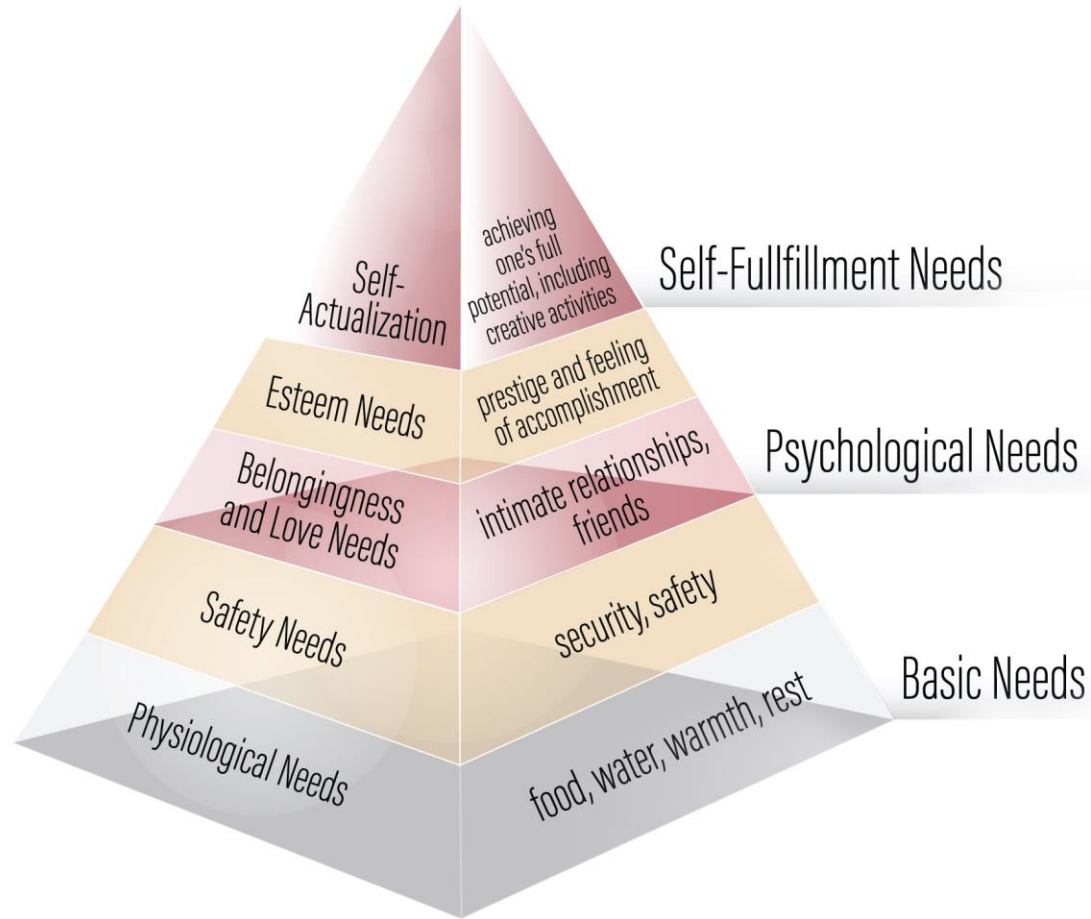
Review of Homework

Suggested video

Violent Masculinity

Review of Consent Questions

April Activity



The Reality of the Life

Brilliant Psychology

Finding Solutions

Resource Guide

Session Ten Planning

I AM IN CONTROL OF MY BODY



One Hour Lunch Break

Please return at the designated time so that we are able to restart and move through the rest of our day!

There is one afternoon break scheduled and we want to be mindful of our ending time.



I AM

*two of the most powerful words.
For what you put after them
shapes your reality.*

I AM DESERVING OF LOVE

The Iceberg

Discussion on Mothers/Fathers

It's Just Sex...

Re-Review of I AM Handout



*Give Him
The Chance
to Be Her
Hero*



I AM Beautiful

...you told me I wasn't beautiful

Opinion Markers

I Don't Feel Beautiful When...

Dove: Sketch

Mirror, Mirror



I AM a Healer

The Sisterhood

I Take Care of My Sisters

Words Can Actually Hurt Me...

Cruelty as a Gateway

The Need to Tell



Fifteen
Minute
Break



I AM Inspired to Start My Journey

You're No Good For Me

Share the Warmth

My Contact Overview

My Vision Statement

Prep for Goodbye



em•pow•er•ment
noun

- : the process of becoming stronger and more confident, especially in controlling one's life and claiming one's rights
- : to promote the self-actualization or influence of <women's movement has been inspiring and *empowering* women ~ Ron Hansen>

I AM Empowered

When I Walk Out the Door

My Journey, My Path

I AM, You Are

Group Statement



I AM

I AM

Brainstorming Session

Ideas for Closing

The Affirmation

Certificates

Folders

Goodbyes



The Affirmation

Wrap Up AND Review

FEEDBACK AND NEXT STEPS