



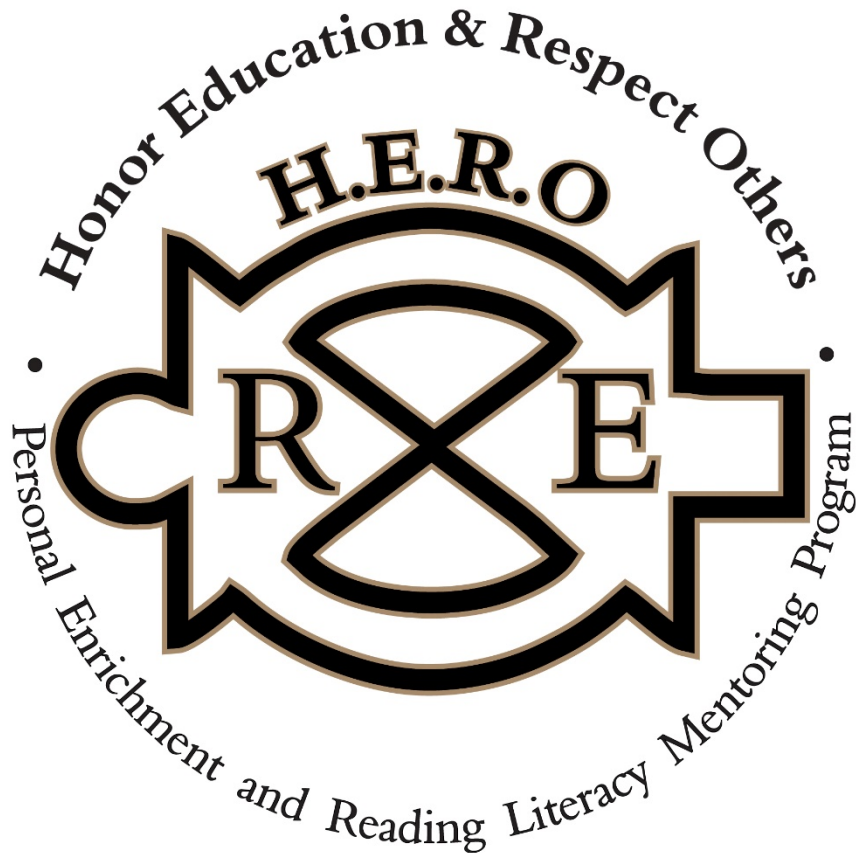
H.E.R.O

Honor Education & Respect Others Personal Enrichment Program Workshops



Artwork by Rohan Srinivasan

PURPOSE DRIVEN



BOA ME NA ME MMOA WO

“Help me and let me help you”

- **Mission**: To provide empowering messages through mentoring sessions, and workshops; that inspire, motivate, educate, and encourages all to seek knowledge, become future leaders, and to be confident and responsible for the choices that they make in life.
- **Vision**: To promote the **value** in knowledge, the **power** in learning, the **importance** of accountability and the **principle** of respecting others.

4 Pillars of H.E.R.O Program

Awareness (*Knowledge of Self*)

The awareness pillar is bringing out the best of these individuals. The pillar covers how one identifies themselves, how they die young themselves and what belief system they carry about themselves. How do they learn what is the best time for them to learn and how to identify their triggered emotions and their intelligence.

Knowledge (*Building a Circle*)

The knowledge. Peller is all about them understanding how to recognize others to be and asset to their Circle. How to unmask their own masks that they wear and the mask of others and to see that as much as they may see people to be different or to have differences there is so much similarity as well.

Skills (*Adaptation*)

The skills color is about building adaptable skill sets and people and participants to move and away where they are able to express discomfort or concern and typically difficult conversations or interactions with others. This is an emotional intelligence polar where individuals learn how to control their emotions and calling and conversation rather than call out an individual.

Self Advocacy/Action (*Empower*)

This pillar is about the participant recognizing the criminal justice system for what it is and how it was built to incarcerate young people of color especially the black and brown Community. This pillar takes the participants through a social justice lens and teaches them how to advocate for themselves and put themselves in action to advocate for others and to Mentor others such as young men of color who may be headed down the wrong path of destruction and be entering into the criminal justice system.

Topics

Self-Affirmations

Create positive affirmations that encourage personal responsibility.

Learning Styles

Recognize their individual learning styles

Ro's Tree of Joy by Rohan Srinivasan



Self-Advocacy

Recognize their own inner dialogue and how it contributes to their success or getting off course.

Building Emotional Intelligence

Language choices are thoughtful and support the effectiveness of the discussion.

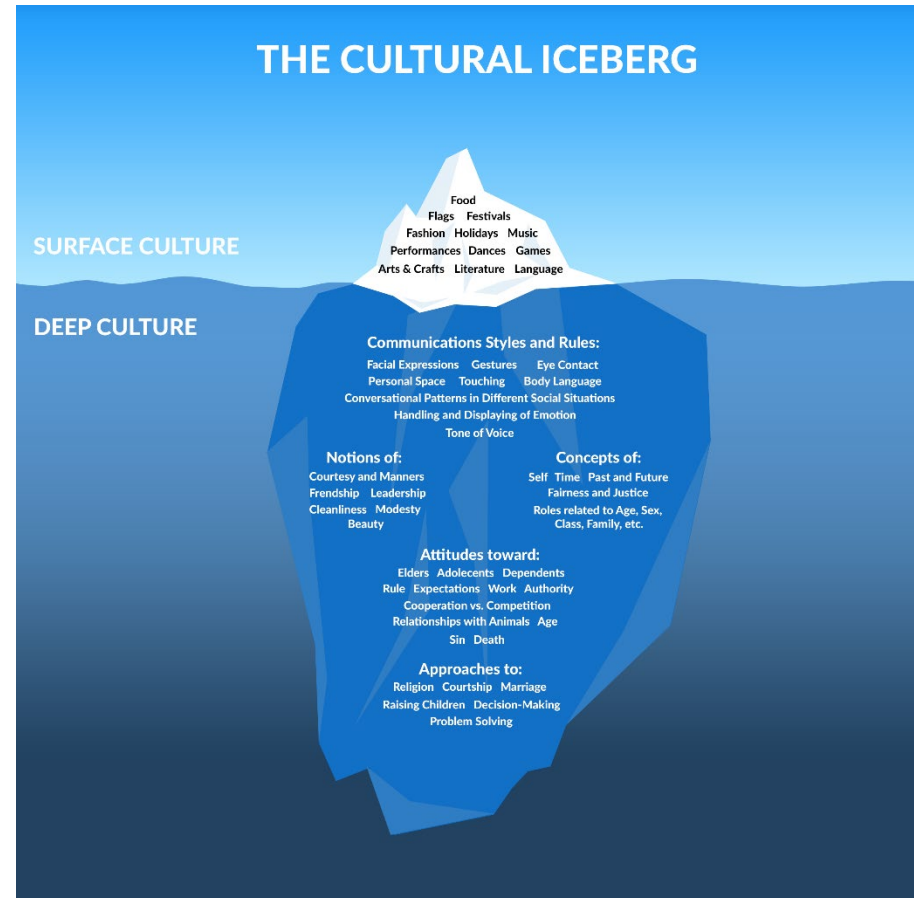
Ro's Tree of Joy by Rohan Srinivasan



Vision Board



Iceberg



Goal Setting

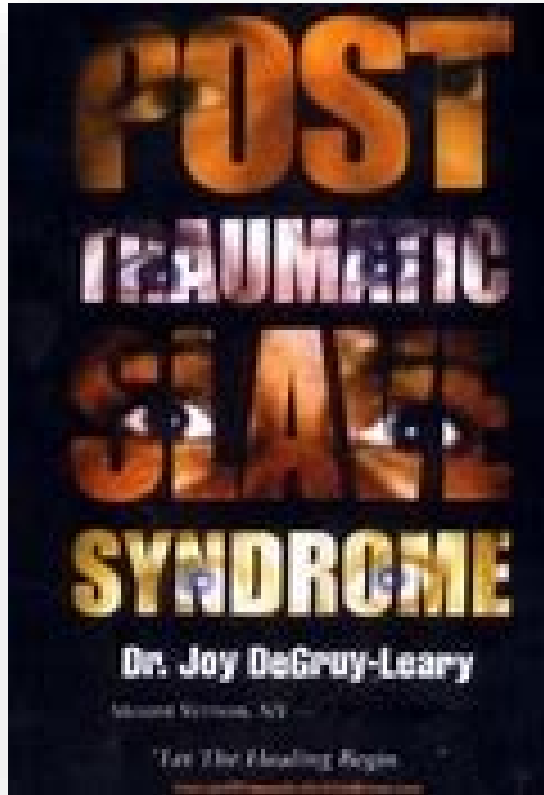
Goal:	
S <i>specific</i>	What specifically am I trying to achieve?
M <i>measurable</i>	How will I measure success?
A <i>attainable</i>	What steps do I need to take to attain the goal?
R <i>relevant</i>	Is this relevant for my long-term objectives? Is this the right time?
T <i>time-bound</i>	What is the time frame for the goal?

I Am Poem

i am template

i am: <small>(two special characteristics you have)</small>	_____
i wonder: <small>(something you are curious about)</small>	_____
i hear: <small>(a sound you imagine)</small>	_____
i see: <small>(a sight you imagine)</small>	_____
i want: <small>(something you actually want)</small>	_____
i am: <small>(the first line of the poem repeated)</small>	_____
i pretend: <small>(something you pretend to do)</small>	_____
i feel: <small>(a feeling about something imaginary or real)</small>	_____
i touch: <small>(something you imagine touching)</small>	_____
i worry: <small>(something that really bothers you)</small>	_____
i cry: <small>(something that makes you very sad)</small>	_____
i am: <small>(the first line of the poem created)</small>	_____
i understand: <small>(something you know is true)</small>	_____
i say: <small>(something you believe in)</small>	_____
i dream: <small>(something you actually dream about)</small>	_____
i try: <small>(something you make an effort to do)</small>	_____
i hope: <small>(something you hope for)</small>	_____
i am: <small>(the first line of the poem repeated)</small>	_____

Knowledge of Others

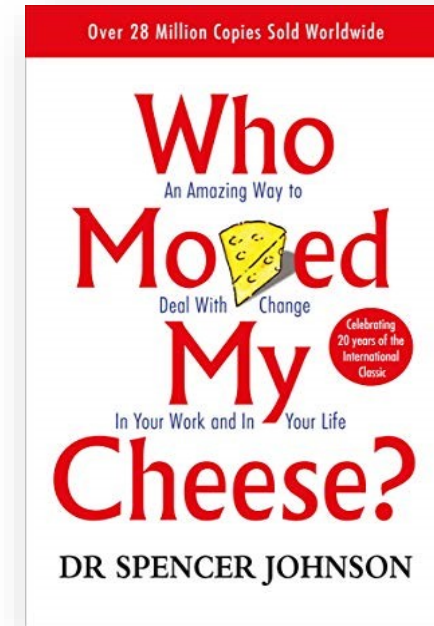
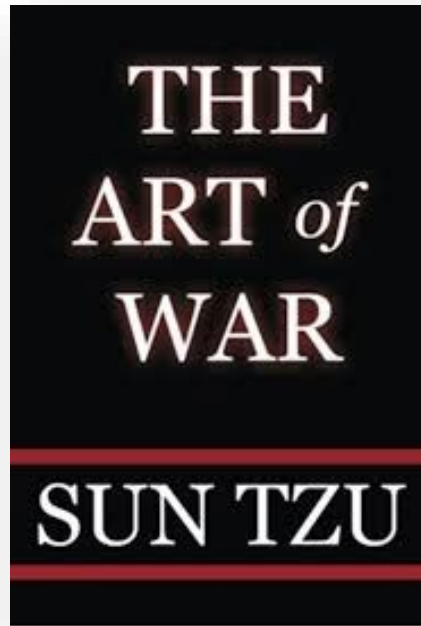


POST TRAUMATIC SLAVE SYNDROME IS A CONDITION THAT EXISTS WHEN A POPULATION HAS EXPERIENCED MULTIGENERATIONAL TRAUMA RESULTING FROM CENTURIES OF SLAVERY AND CONTINUES TO EXPERIENCE OPPRESSION AND INSTITUTIONALIZED RACISM TODAY. ADDED TO THIS CONDITION IS A BELIEF (REAL OR IMAGINED) THAT THE BENEFITS OF THE SOCIETY IN WHICH THEY LIVE ARE NOT ACCESSIBLE TO THEM.

- JOY DEGRUY -

LIBQUOTES.COM

Additional Resources



My How

NICHOL'S MODEL				
THE PHILOSOPHICAL ASPECTS OF CULTURAL DIFFERENCE				
Ethnic Groups/ World View	Axiology	Epistemology (Knowledge)	Logic (Reasoning)	Process (Progressive Course)
European Euro-American	<i>Member-Object</i> The highest value lies in the object or in the acquisition of object	<i>Cognitive</i> One knows through counting and measuring	<i>Dichotomous</i> (Either/Or)	<i>Technology</i> All sets are repeatable and reproducible
African Afro-American Arabs Hispanics Native-American	<i>Member-Member</i> The highest value lies in the interpersonal relationship between member	<i>Affective</i> One knows through symbolic imagery and rhythm	<i>Diunital</i> The union of opposites	<i>Niuology</i> All sets are interrelated through human and spiritual networks.
Asian Asian-American East Indian Polynesian	<i>Member-Group</i> The highest value lies in the cohesiveness of the group	<i>Conative</i> One knows through striving toward the transcendence	<i>Nyaya</i> The objective world is conceived independent of thought and mind	<i>Cosmology</i> All sets are independently interrelated in the harmony of the universe

Edwin J. Nichols, Ph.D., Director, Child's Clinic, Institute of Education, University of Ibadan, Nigeria. Visiting Professor for Clinical Psychology from The National Institute of Mental Health, U.S.A.

Tree Activity

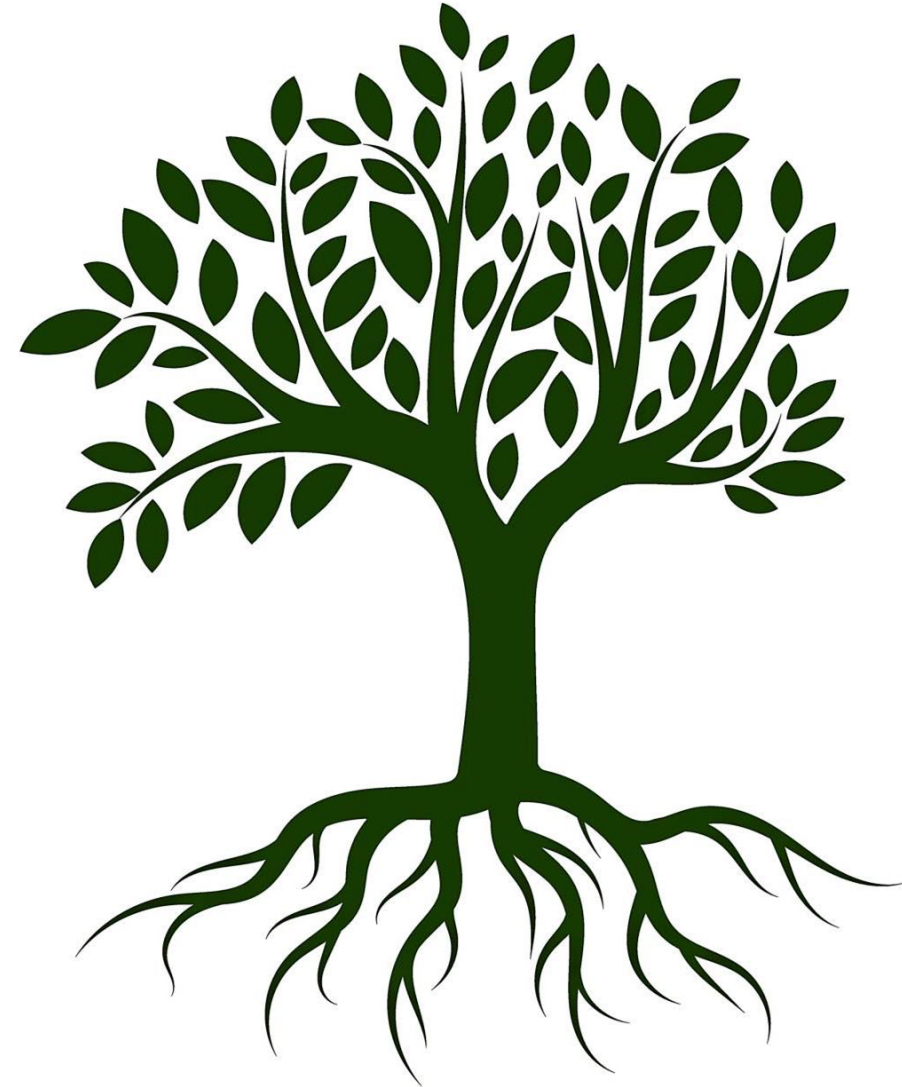
Directions: Identify your roots, trunk and branches. You can answer in single words or sentences. This can be brief.

Note: We recognize this tree does not capture all of who you are.

Branches – How have these values and beliefs influenced how you show up in the world?

Trunk– What values and/or beliefs came from these root?

Roots – People, places, things, identities or experiences that are central to who you are.



Reflection Session



- How do you believe this tree has or could shape you as an individual?
- Reflect on identities and experiences you don't have or don't understand. How do you believe these potential blindspots could negatively impact your learning environment?
- Identify some areas of growth and/or further learning that you believe would support you as an individual that centers social justice and equity?

Certificate of Appreciation



MESSAGE APPROVED



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