

ILEC *interactive presentations*



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FOR THE SOLE PROMOTION OF
INTERACTIVE LEARNING AND
EDUCATION CONSULTING

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Interactive Learning and
Education Consulting, Inc. (ILEC)



THE CHRONICLE OF ILEC

Vision. Strategy. Execution. That, in essence, describes the origin and present existence of Interactive Learning and Education Consulting. It began with one moderate exercise offered at Ferris State University in 1999 by Andrei Nichols (M.S., Education – Ferris State University), who later collaborated with Carl King (B.A., Sociology – Southern University) in 2005. Together they created an assortment of interactive presentations for learners based on the need of advocating for student development and achievement. They also envisioned a great business opportunity that would provide true success for all those involved.

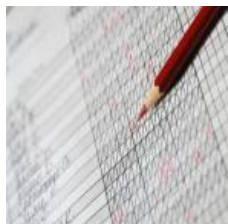
WHAT WE DO

ILEC specializes in offering various interactive presentations for middle school, high school, and 2-year college students. Each exercise is designed to teach a lesson on respective topics by allowing students to role play real life occurrences. Some topics include: the student-athlete recruiting process; impact of Historically Black Colleges & Universities (HBCU"s) on American history; business and entrepreneurial awareness; the association between a college education and particular lifestyle; personal and community development, and others. Other services include Consulting, Staff Development Workshops, and Program/Curriculum Development.

We understand that a good deal of learning occurs during "hands-on" experience, and our presentations are designed to insight and inform all throughout the practical exercise. It is our goal to teach meaningful lessons that will encourage youth to be critical thinkers and superb stewards of this great society that we live in.

"Everybody can be great." - Martin Luther King, Jr.

All interactive presentations offered by Interactive Learning and Education Consulting are specifically designed to achieve outlined, core objectives and address critical aspects of student development and learning. The following are some of the presentations currently available and offered by ILEC



Name of exercise: "REAL TIMES"

Length of presentation: 1 hour 15 minutes

Objective: For students to form an unyielding correlation between a college education and particular life style.

Assignment: Students are grouped according to their given level of education (either a High School Diploma, Bachelors Degree, Master's, or PH. D.) and given a budget. They must accommodate an affordable lifestyle for one month's time, and face real-life circumstances on occasion which may affect their monthly budget.

Learning involved: Cooperative learning, basic math skills, importance of higher learning, money management skills



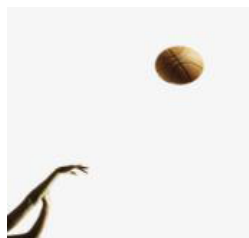
Name of exercise: "LET'S D.E.A.L." (DREAM, ELEVATE, ACHIEVE & LEARN)

Length of presentation: 1 hour 15 minutes

Objective: For students to collaborate with one another, and respond accordingly to common, everyday issues that pertain to peer pressure, relationship building, and academic achievement.

Assignment: In groups, students will be assigned certain issues that they must resolve. Responses will be discussed to encourage constructive dialogue.

Learning involved: Cooperative learning, problem solving, creative thinking, relationship building, normative culture



Name of exercise: "MAKE IT, TAKE IT"

Length of presentation: 1 hour 20 minutes

Objective: To provide insight and understanding of how important good grades and attitude are to the student-athlete recruiting process.

Assignment: Students are split in two separate groups - coaches and players. Coaches will recruit viable student-athletes for their program, and players must choose what institution best suits their needs. (All players must have appropriate attitude and academic scores to be eligible for scholarships.) This exercise will reinforce guidelines stipulated by the National Collegiate Athletic Association (NCAA).

Learning involved: Importance of academic achievement, significance of good attitude, what issues to consider when choosing a college, insight about the student-athlete recruiting process



Name of exercise: "BUSINESS AS USUAL"

Length of presentation: 1 hour 15 minutes

Objective: To expose students to various entrepreneurial opportunities afforded to them; to be perceptive of some steps needed to begin a business; to foster knowledge of being competitive in a global society.

Assignment: Students will be divided into groups where they will complete a specific business plan. They will learn through definitions and examples the meaning and practical use of the following terms: Business, Entrepreneurship, Global Economy, Commerce, and Products and Services. Students will also learn the basic steps to owning a business.

Learning involved: Cooperative learning, basic business concepts, planning, creative thinking, and social awareness



Name of exercise: "MONEY MATTERS"

Length of presentation: 1 hour 15 minutes

Objective: For students to gain a better understanding of how interest rates relate to purchasing power and debt accumulation

Assignment: In groups, students will be assessed "credit cards" with various interest rates – that is based solely on the group's "credit score"- and will proceed with making purchases and managing a budget, with all payments due at the end of the practical exercise.

Learning involved: Cooperative learning, budgeting, planning, math skills, and basic banking principles



Name of exercise: "KNOW IT ALL"

Length of presentation: 1 hour 15 minutes

Objective: For students to acquire mastery of basic, sound study skills (i.e., reading, writing, and discussion), and be fully aware of how each aspect relates to learning; for all participants to understand they are expected to perform at maximum potential

Assignment: In a group setting, students will be asked to read and discuss poems pertaining to various topics. Students will then be told (in steps) to 1) discuss their opinion and meaning of that topic, 2) write song/rap lyrics on that topic, and 3) present their insight and lyrics to the entire audience. Throughout the time period, students will also hear the recipe of a salad and be responsible for presenting this information to everyone, IF THEY REMEMBER THE RECIPE.

Learning involved: Cooperative learning, basic study skills, memorization (a byproduct of comprehension), time management, importance of striving for excellence and optimal potential

**Name of exercise: "LIFE AFTER PRISON"****Length of presentation:** 1 hour 15 minutes**Objective:** For students to understand the hardships that ex-offenders face upon release from being incarcerated; to critically think how negative decisions impact their livelihood and status, as well as other people.**Assignment:** In groups, students will be assigned various profiles of ex-offenders and be required to respond accordingly to different scenarios

relative to re-entry and the hardships of adjusting to life after prison.

Learning involved: Cooperative learning, critical thinking, social awareness, and personal empowerment strategies**Name of exercise: "HBCU'S: RELEVANCE & PREVALENCE"****Length of presentation:** 1 hour 15 minutes**Objective:** For students to realize the relevance and prevalence of Historically Black Colleges and Universities in the world we live**Assignment:** In groups participants will complete match-making exercises

relating to popular, African-American college graduates of HBCU's; then students will answer questions about impact of those people and their contributions to society

Learning involved: cooperative learning, relevance of Black History to this world, social awareness**Name of exercise: "RESUME.COM"****Length of presentation:** 1 hour 15 minutes**Objective:** For students to understand how modern technology has impacted the design and content of modern-day resumes, and for them to learn how to adjust to this new phenomenon**Assignment:** In a group setting, students will be asked to 1) produce an actual Job Posting, as if they are the hiring manager or employer, and 2)

prepare a mock resume following the guidelines of creating a "computer friendly" document

Learning involved: Cooperative learning, basic resume building techniques, job preparation, importance of striving for excellence and optimal potential



Name of exercise: "LEAD TO ACHIEVE"

Length of presentation: 1 hour 15 minutes

Objective: For participants to understand that conforming to other people's behavior and ways of thinking can oftentimes lead to an outcome that is counterproductive to their well-being; participants will also embrace how leaders are sometimes placed in a position where they must communicate themselves to an audience that questions their authority and purpose – but

true leaders ALWAYS stay the course and stand for what is right rather than what is popular

Assignment: For 10 successive rounds, students will be asked – in a group setting - to choose between an 'X' or 'Y' (with all choices associated with a payoff schedule), and told to "Win As Much As YOU Can". An assigned group leader will disclose what the answer is to the exercise, and summoned to be as convincing as possible as they relate the information to his/her respective group. [NOTE: If each group chooses correctly, the sum at the end of the exercise is 100, but that rarely happens because the groups' don't think that "YOU" in the title refers to the entire audience. Nor do they take heed to the group leader's original message.]

Learning involved: Cooperative learning, communication skills, qualities and characteristics of leadership, servitude, consequences of conforming, social skills



Name of exercise: "WATCHING OUR BACK"

Length of presentation: 1 hour 15 minutes

Objective: Students will comprehend basic characteristics of mass school attacks that will motivate them to apply safe, proactive actions when they are confronted with information that may suggest that a school shooting may happen at their school.

Assignment: In groups, students will analyze situations that will prompt their serious critical thinking about their surroundings and their role in helping to pre-empt potential school attacks. In addition, they will learn of students who saved lives by understanding and challenging the "No Snitching" trend.

Learning involved: Cooperative learning, critical thinking, safety measures against school attacks, servitude



Name of exercise: "BULLIES NOT WANTED"

Length of presentation: 1 hour 15 minutes

Objective: Students will understand the characteristics of both bullies and their victims. Also, by analyzing key elements of good character, students will cooperatively learn strategies of how to build a positive self-image for both parties.

Assignment: In groups, students will understand the meaning of five key elements of character building, and develop methods of how to encourage their group's particular element in bullies and their victims.

Learning involved: Cooperative learning, critical thinking, safety measures against being bullied, servitude, conflict resolution



Name of exercise: **"YES I CAN"** {Empowerment presentation for Girls. Boys version is **"YES I WILL!"**}

Length of presentation: 1 hour 15 minutes

Objective: For students to learn to acknowledge their individual, natural-born unique gifts; to empower all participants, and disclose to them that they are capable of overcoming obstacles and achieving great things. This presentation will also take a good look at what information a person "takes in" that affects their decision making process

Assignment: In groups students will understand the components of developing a "positive self". Students will also learn to create solutions to obstacles that might hinder their "positive self" growth.

Learning involved: Self-awareness, importance of striving for excellence and optimal potential, development of self-esteem



Name of exercise: **"NETWORKING MADE EASY"**

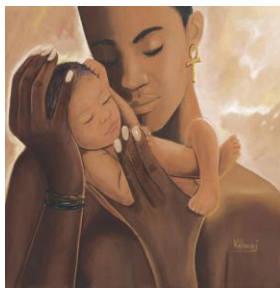
Length of presentation: 1 hour 15 minutes

Objective: For students to fully understand how powerful (and useful) networking is; that you can change your circumstances through the knowledge base of someone you know.

Assignment: Students will begin by being assigned individual profiles of various professionals and then be instructed to network among one another to locate a particular professional based on a need. Students will also

conduct self-analysis of how they can be of benefit to others

Learning involved: Power of networking, communication skills, social etiquette, self-awareness, cooperative learning



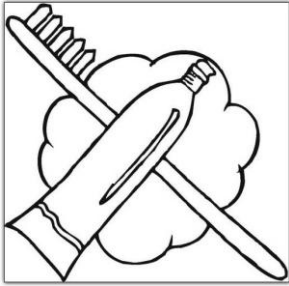
Name of exercise: **"COMPARE AND CONTRAST"**

Length of presentation: 1 hour 15 minutes

Objective: For Mothers to learn to acknowledge their individual, natural-born unique gifts; to empower all participants, and disclose to them that they are capable of overcoming obstacles and achieving great things. This engaging interactive exercise will heighten young mother's awareness, self-confidence, and reckon with the challenges of motherhood.

Assignment: By themselves and in group settings, students will partake in several empowerment and esteem-building activities

Learning involved: Self-awareness, importance of striving for excellence and optimal potential, development of self-esteem; aspects of Motherhood



Name of exercise: "MEET ME, NOT MY HYGIENE"

Length of presentation: 1 hour 15 minutes

Objective: For students to realize the relevance and importance of having good hygiene, and how offensive it is when good hygiene is not a personal practice.

Assignment: In groups participants will respond to the importance of basic personal hygiene products and how they relate to their health and reputation

Learning involved: cooperative learning, relevance of good personal hygiene, awareness of basic hygiene products



Name of exercise: "BEING HIGH DON'T FLY"

Length of presentation: 1 hour 15 minutes

Objective: For students to understand the negative effects that substance abuse imposes; how it will destroy the very aspects that are dear and important to everyone's present and future quality of life.

Assignment: In groups, students will be assigned various elements of human character; they will be required to state consequences and respond accordingly to different scenarios relative to the effects of substance abuse

Learning involved: Cooperative learning, negative effects of substance abuse, critical thinking, and prominence of leading a healthy lifestyle



Name of exercise: "HAPPY ENDINGS"

Length of presentation: 1 hour 15 minutes

Objective: For students to understand how to manage conflict and difficult situations that may occur with peers, and systematically come to a calm resolve.

Assignment: In groups students will read and act out parts of the screen play "Happy Endings". Students will be presented with questions relating to their respected "Act", combined with engaging in constructive dialogue

regarding issues in the play.

Learning involved: Cooperative learning, critical thinking, social awareness, conflict resolution, and personal empowerment strategies



Name of exercise: "THE INDUSTRY"

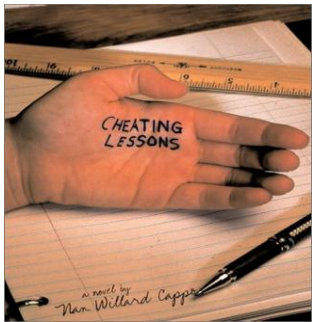
Length of presentation: 1 hour 15 minutes

Objective: For students to understand how, as well as highlight, the various career opportunities surrounding the Rap industry/Artist and how formal training and/or a college education are directly linked to it

Assignment: In groups students will be assigned "roles" (e.g., rapper/entertainer, lawyer, manager, etc.) surrounding the entertainment industry and must complete a comprehensive career assessment and plan

for the entertainer.

Learning involved: Cooperative learning, discovery of various career opportunities, social awareness, career planning



Name of exercise: "DON'T CHEAT!"

Length of presentation: 1 hour 15 minutes

Objective: For students to become well-informed of the downfalls of cheating and how it impacts their knowledge base (or lack thereof), reputation, and grades.

Assignment: In a group setting students will participate in rounds of "Family Feud-like" game questions, all centered around three categories of students – "The Know-Nothings" (don't cheat, but don't study); "The Mad Cheaters" (cheat & hate to study); and "The Brainiacs!" (study with great

consistency). Based on their group's correct answers, participants will receive points and have the opportunity of winning a surprise prize.

Learning involved: Cooperative learning, basic study skills, importance of striving for excellence and optimal potential, implications of cheating



Name of exercise: "GET IT DONE"

Length of presentation: 1 hour 15 minutes

Objective: For students to understand how setting goals leads to achievement and represents the vortex of accomplishing ANYTHING in life.

Assignment: In groups students will be required to strategically plan how to create/conduct either an entertainment magazine, draft a professional athlete, plan a 'Sweet 16' birthday party for a rich and influential person, or

map out the career path for the President of the United States. [NOTE: the plan MUST include timelines, deadlines, and proper steps to achieve their objective. Also, ILEC is not restricted to the above mentioned goals; others can/will be used as necessary or requested.]

Learning involved: Goal setting and planning, importance of striving for excellence and optimal potential, development of self-esteem

**Name of exercise: "I HEARD THAT!"****Length of presentation:** 1 hour 15 minutes**Objective:** Participants will learn how individual public images are developed through interpersonal communication, and why it is important to be viewed as a good person. Participants will also understand the value of leaving a positive "first impression".**Assignment:** In group settings, participants will be asked to "pretend" they are community activists and will be charged with leaving valuable impressions on those they embrace. Discussions will take place dealing with reputations, constructive dialogue, and first impressions.**Learning involved:** Sound communication skills, social etiquette, self-awareness, cooperative learning, importance of "first impressions"