Not Another One!

A Play 4 Peace

School Assembly Program

Curriculum Packet

Jonathan Williford
Sarah Hobson, Ph.D. of Community Allies, LLC
Dear educators and youth mentors,

It is with humility and a sincere desire to help to create needed change in our beautiful city that the youth and artists of Saint Louis Story Stitchers present this project for your consideration.

Saint Louis Story Stitchers Artists Collective is a 501(c)(3) organization, at home as artists in residence on the beautiful stages of the Kranzberg Arts Foundation and in a Storefront Studio in the hip Loop District. The Collective is professional artists and minority youth ages 15-24, working together to create social change with a focus on gun violence prevention. Founded in 2013 and incorporated as a public charity in 2014, the organization meets weekly with youth from economically disadvantaged neighborhoods and has presented publicly over 70 times since 2013 to diverse audiences of 9,000 on stages, in museums, parks, festivals, and on radio. Projects create a platform for community engagement through an artistic lens and with it the Saint Louis Story Stitchers work to shift perceptions and realities and bring hope to the Saint Louis community.

*Not Another One!* is a multi-year signature project addressing gun violence through original music, youth-led discussions with adult leaders and police, related documentary videos, a book, and a script. Content has been collected and edited from November, 2015 to the present by over 100 artists and youth.

Story Stitchers are grateful to the many who have helped to create the 2017/18 school assembly series of *Not Another One!* including support received from The Saigh Foundation, Spirit of St. Louis Women’s Fund, Kranzberg Arts Foundation, Washington University in St. Louis, Steward Family Foundation, and Wells Fargo Advisors. We acknowledge the importance of leadership and collaborations with the Deputy Superintendent Stacy Clay in the Office of Student Support Services at the St. Louis Public School District, Dr. Kacy Seals, principal of Central Visual and Performing Arts High School, Mr. Kaylan Holloway and the Kings of Distinction, Captain Perri Johnson of St. Louis Metropolitan Police Department, and Director Melba Moore at the City of St. Louis Department of Health.

Sincerely,

Susan Colangelo

President, Saint Louis Story Stitchers Artists Collective
Not Another One!
A Play 4 Peace
School Assembly Program

Produced by Saint Louis Story Stitchers Artists Collective

Bobby Norfolk 2017/18 Play Director
Sarah Hobson, Ph.D. of Community Allies, LLC 2017/18 Educational Guidance & Evaluation
Joel King 2017/18 Assistant Director
Angie McClure 2017/18 Stage Manager
Jonathan Willford Author, Curriculum Packet
Theresa Bergman Design, Curriculum Packet
Lauron Thompson Playwright
KP Dennis and Stitchers Teen Council Music
Taylor Yocom Photography
Kaylan Holloway School Liaison

Saint Louis Story Stitchers Executive Committee

Susan Colangelo President and CEO
Cassandria White Vice President
Maggie Wu Treasurer
Mary Chandler Secretary
Not Another One!
A Play 4 Peace
School Assembly Program

2017/18 Program Year Sponsored by

The Saigh Foundation
Spirit of St. Louis Women’s Fund
Kranzberg Arts Foundation
Washington University in St. Louis
Steward Family Foundation
Wells Fargo Advisors

In Collaboration with

St. Louis Public School District
Central Visual and Performing Arts High School
Kings of Distinction, Mr. Kaylan Holloway
City of St. Louis Department of Health
2017/18 Cast

Stitches Youth Council

2017/18 Co-Chairs
Antonio Clark
Mariyon McFadden

Macy Bluestein
Taron Booker
Toryon Booker
Emeara Burns
Juwuan Dennis
Branden Lewis

Special Guests
Robert Crenshaw
Jaz Tucker
#DROPTHEGUN  #KEEPTHEPEACE

In the 2017/18 academic year, Saint Louis Story Stitches will present a new school assembly program entitled, Not Another One! A Play 4 Peace.

Master Storyteller Bobby Norfolk is leading the effort as director.

The program will be premiered in St. Louis Public School District at Central Visual and Performing Arts High School in Spring, 2018 in collaboration with Kings of Distinction, a student extra curricular group led by Mr. Kaylan Holloway.

1. **LANGUAGE ARTS**
   - Respond thoughtfully to diverse perspectives

2. **SOCIAL STUDIES**
   - Understand the rights and responsibilities of citizens and institutions

3. **CHARACTER EDUCATION**
   - Understand core ethical values or recognizing right from wrong

Hip Hop Music
Original music with memorable teen to teen messages. Available on iTunes

Not Another One! A Discussion Video
https://vimeo.com/151743992

Not Another One! A Discussion Book
http://www.lulu.com/spotlight/storystitchers1

314-899-9001  www.storystitchers.org  storystitches@gmail.com
Understanding and Preventing Gun Violence

Students will be able to more safely and comfortably interact with police officers.

9th to 12th grade students will:

- Recognize the scope of the public health epidemic.
- Be able to identify how gun violence affects individuals.
- Review the basic rights and responsibilities of police and youth.
- Understand what they can do if they feel their rights are not respected.
- Understand the basics of the continuum of force policies that police work under.
- Recognize that verbal and nonverbal communication are important skills.
- Recognize how implicit biases affect everyone.
- Know what to do if they feel threatened or overwhelmed, that is, reach out to a trusted adult.

For bookings: Call 314-899-9001 or email storystitches@gmail.com.

“Knowledge is power! The message should be shared not only with young people but with people in general. Awesome show!!”
— Jerica, Social Worker

Not Another One! includes:

- 30 minute theatrical performance
- 15-30 minute post-performance discussion
- Pre and post curriculum packet

VIDEO TEASER: https://vimeo.com/231030335

Based on a youth-led discussion with police and leaders

Not Another One! began as a video-taped youth-led discussion created in 2015 that opens communication and identifies commonality, greater understanding, and ways to cooperate and collaborate between city police and teenage youth as both work to lower the high rates of gun violence in St. Louis, Missouri. Topics include citizen rights, police policies and procedures, trauma caused by gun violence, and possible solutions in a frank, honest, and respectful discussion. A book is available with foreword by Jason Q. Purnell, Ph.D., M.P.H., Assistant Professor at Washington University in St. Louis. The Collective commissioned St. Louis playwright Lauren Thompson to write the script. The play features hip hop music by Story Stitches artist in residence KP Dennis and Stitches Youth. Sarah Hobson, PhD of Community Allies, LLC is providing education and evaluation support.
See the person for who they are, not for who you want them to be. As a teacher, I'm an advocate of letting the students be themselves. I often say, “Do you, be weird.”

— Desmond Reichold, Music Teacher
Introduction
By Jonathan Williford

The following curriculum packet is designed specifically to serve the high school community. The contents herein are adapted from the Saint Louis Story Stitchers Play *Not Another One*.

The packet begins with general pre- and post-performance questionnaires designed to assess students’ thoughts, experiences, and biases before the initial showing and to further assess these very criteria immediately following said showing. Student experiences of the play and talk back can guide teacher curricular choices. For use at later occasions throughout the school year, the packet includes various possible curricular adaptations. Recognizing the academic and social diversity of the various communities in which this type of curriculum may be employed, these curricular adaptations have been developed for use in any learning environment. Instructional suggestions are open-ended and flexible enough for educators to develop and align with the specific needs of target populations. The overarching themes of the various curricular adaptations are not intended to be all-inclusive or wholly representative of the likely infinite identities, interests, and other sub-categories by which the general population can be separated. Rather, the suggested curricular themes serve as launching points for further conversation, inquiry, and curricular design. This should be treated as a living document to be edited, added to, cut, or rewritten as seen fit by the communities it serves.

The pre- and post-performance questionnaires are designed for relatively short periods of discovery and reflection, with a portion at the end for longer periods of open discussion. Students should be able to complete the initial section within five-ten minutes. The discussion section is designed to prompt students to respond and engage with a facilitator for as long as said facilitator sees fit, though intended for a minimum, thirty-minute period. After filling out the questionnaires, facilitators, teachers, and performers should come away with a better understanding of how to continue conversations with and customize the curricular adaptations for classroom or informal learning settings.

The general adaptation portions of this packet are structured as a holistic engagement activity broken down into three sub-sections: purpose, content, and instrumentation. The purpose section of each adaptation states the learning objectives for the students. This is, again, tailored to fit the general theme of the section. The learning objectives should be viewed as adaptable to the needs and goals of the facilitator and the students. The learning objectives speak to the theme or content covered in the overall section.

The content portion of each adaptation references useful part(s) or aspects of the play that align with the learning objectives. This is to provide facilitators and students with a roadmap that they can use to refer to the original play and navigate the instruments to follow. Facilitators and students should feel encouraged to draw connections between the featured content and content that suits the discussion or exercises at any given time. Making such connections during the instrumentation portion as well will be important.
The last segment of each adaptation consists of instruments to affect the learning outcomes described in the purpose section: drama ice breakers and symbolic activities, open-ended short-responses, writing and creative project prompts, suggested research topics, and discussion prompts.

The adaptation sections are not designed to fit within any specific periods of time but are rather constructed to serve as foundations for running discussion and exploration as they fit the needs of the facilitators. Facilitators are encouraged to treat the instrumentation sections either holistically or a la carte, taking all or some of the questions as required for their purposes.

The final content driven portion of this packet, the Future Discussions: Resources section, is comprised of resources to encourage further partnerships, discovery, deeper inquiry, and continuing dialogue on the content, issues, resolutions, ideas, themes, and other information expressed throughout this packet and the Not Another One play. The resources presented therein should not be considered exhaustive, and do not necessarily represent the views of any individuals or organizations with which this packet, the cast and production team of Not Another One, or the Saint Louis Story Stitchers are associated. The goal of that section is to continue conversations, not dictate them.

Following meetings and dialogue between the Saint Louis Story Stitchers, the high school community, and the packet authors, the packet is oriented according to themes that may deal with heavy subject matter. The themes require collaborative planning, careful consideration of how to handle the topics sensitively and effectively, room for students to continue writing and processing with other adults, and collaboration with other professionals, who can build in support where needed: teachers, parents, interpersonal violence and/or trauma counselors, social workers, and health providers. It will be important for administrators to prepare to support teachers and students and to listen and respond to their ideas for helpful resources the school and community can provide.

- Bullying
- Cycles of violence (especially gun violence)
- Responsibility
- Youth voices
- The Black Lives Matter movement
- Manhood/Womanhood
- Feelings of loneliness
- Mentorship
- Coping strategies
- Embracing one’s identity
- Models for community engagement and support
By the end of the entire packet, students should be able to:

- Recognize the scope of the public health epidemic.
- Identify how gun violence affects individuals.
- Review the basic rights and responsibilities of police and youth.
- Understand what they can do if they feel their rights are not respected.
- Understand the basic continuum of policies that police use.
- Recognize important verbal and nonverbal communication skills.
- Recognize how implicit biases affect everyone.
- Know how to reach out to a trusted adult if they feel threatened or overwhelmed.

Gun violence is a complex issue, with people behind the stereotypes. The play gives me encouragement.

— Lisa Overholser, Director, St. Louis Storytelling Festival

The message about how many youth and teens have so much responsibility at such a young age. The impact was mainly thinking of ways to support youth more, especially those who may be on their own.

— Patrick McCulloch, Social Worker
Teacher Pre-performance Questionnaire
For Teachers at a Professional Development Session
Pre-Questionnaire

1. What issues do you think youth are facing that contribute to low self-esteem?
2. What issues do you think youth are facing that contribute to bullying?
3. What issues do you think youth are facing that contribute to gun violence?
4. In what ways are you using classroom curricula to help students navigate the range of issues related to gun violence?
5. What kind of professional development support would be helpful to you in this regard?

Context for Questionnaires
Notes from Story Stitchers SLPSD Youth on Their Educational Needs

Conversations with some of our youth have yielded interesting results. They want to be better mentors to one another, they feel tremendous pressure to fit in, and they seek assurance that others in their community (i.e. police, parents, teachers, their peers) are doing their part to help stop gun violence. They also mentioned the need for adult support to help them navigate the real world; for example, they desire teaching that addresses life skills that are particularly relevant to navigating their communities. For the talk back, youth requested a conversation that helps them share the kind of mentoring support they need from different community members (police, teachers, parents, youth, organizations) to mitigate obstacles that often lead to violence.
Teacher Post-Performance Questionnaire
For Teachers Following the Play

1. What topics or aspects of the play did you find most interesting or useful that you would want to see included in the talk back?
2. How could this performance and discussion be even more effective or useful to you?
3. What are you inspired to do differently or to do more of after today’s play and discussion?
4. What questions are you left with and what kind of curricular/teaching support would be helpful to you?
Student Pre-Performance Questionnaire  
For Students Before Watching the Play  
Pre-Performance Questionnaire

This questionnaire is designed to help educators assess their students’ affective states before viewing the performance. The goal is to establish a baseline for student thoughts and understandings which can be compared with changes in their thinking following the performance. This baseline information can also determine future discussions and more in-depth adult knowledge of what youth are facing.

1. Describe how you are feeling in three words.
2. Why do you think the title of the performance is *Not Another One*?
3. What topics do you think the performance will discuss? In your opinion, what topics should the performance discuss?
4. Do you think there are issues in your community that need solving? If so, what are they?
5. Who should solve these issues? Try to be specific about who should solve what issue.
6. How would you solve these issues?
7. What do you want to be (career, community contributor, political leader, etc.) when you grow up? Why?
8. Who are you now and who do you want to be as a person in the future? (personality, character traits, etc.)
9. If you could say one thing to your entire community right now (your neighborhood, your school, your city, your state—whatever that means to you) what would it be?
This questionnaire is designed to help educators assess their students’ affective states after viewing the performance. While it is intuitive that you could gauge the students’ thoughts by observing the room or asking them to report aloud, this not only gives each student (including those who may be quieter and less inclined to engage aloud) a chance to reflect on how the performance may have affected them. It also gives you, the educators, an opportunity to track the changes in the students before and after the performance and go over the data as often as you see fit. Hopefully, you can reference the data here to tailor any future lesson plans, assignments, or discussions accordingly.

1. Describe how you are feeling in three words.
2. Why do you think the performance is called *Not Another One* now? What does that phrase mean to you?
3. Are there any topics that you were surprised to hear? Why were you surprised?
4. Is there anything you wished to hear more about in the play?
5. Is there anything you would have liked to hear less about in the play?
6. Do you think there are issues in your community that need solving? If so, what are they? If you thought so before the performance, how has your understanding of those issues changed?
7. Who do you think should solve these issues now? Why has your position changed or remained the same?
8. How would you solve these issues now?
9. What do you want to be (career, community contributor, political leader, etc.) when you grow up?
10. Is there anything you would want to add to what you wrote before the performance about who are you now and who you want to be as a person in the future? (personality, character traits, etc.)
11. Is there anything you would like to add to your initial thoughts to this question: If you could say one thing to your entire community right now (your neighborhood, your school, your city, your state—whatever that means to you) what would it be?
Curricular Adaptations

Language Arts

Purpose:
The purpose of this adaptation is to spark discussion regarding Not Another One through a language arts lens. At the end of the discussion, students should be able to understand verbal and nonverbal communication cues, respond thoughtfully to diverse perspectives, and understand and make new connections in light of new evidence and ideas.

Instrumentation:
- **Out of words**
  - **What:** It can be tough trying to convey the importance of nonverbal communication. Use this activity with your students to get a better understanding of how difficult it can be to convey complex things like directions, thoughts, and feelings with a limited numbers of words or none at all.
  - **How:** First, have students express an idea. This can be a line or passage from the play (such as from the lunchroom scene) or something that you all come up with as a group, like a description of a thought, feeling, process, activity, etc. For example, let’s say the idea is getting into a car, driving to the store to pick up milk, and coming back home before dinner. Next, give the student only a set number of words to describe that same concept. Shorten the word limit again and again, until you get down to one word or none at all. You can switch students out between shortenings or even have two students try to express a concept to each other this way.
  - **Why:** Eventually, students will have to use nonverbal (posture, positioning, gestures, facial expressions, etc.) and para-verbal (hums, grunts, sighs, and other noises) communication to express the idea. Students should find that it is difficult to express complex things with such few words. This should reflect real life conflict situations: it can be difficult to express or assess complex feelings of ourselves and others in tense situations, when we might not have the time or the emotional ability to convey what we’re thinking well, or see what others are thinking. Remind students that in these instances it is important to be as clear and concise as possible, to try to move and speak in ways to deescalate situations, and to keep an open mind about what theirs’ and others’ nonverbal and para-verbal cues are saying about their intentions.

- **Human knot**
  - **What:** This activity is great for nonverbal work with a team.
  - **How:** Divide up the group evenly into smaller groups of 7 or more (the more, the better). Have students stand in a circle and place their arms in the middle. Next, have everyone take their right hand and reach across and grab the arm of someone not standing next to them. Now have each person do the same with their left arm (left grabs left, right grabs right, only one hand should grab one arm). Their arms should be
very well intertwined within the center of the circle. Now, have them untie themselves back into a circle, with only two rules: you cannot let go, and no talking.

- **Why:** This is a lighter activity that teaches students to work as a team without using verbal communication techniques. They have to put in extra effort to make their own points understood as well as the points of others. Mood, posture, eye contact, and even the sounds they make (if you decide to let them make sounds at all!) all become important parts of their strategy to untie themselves. Afterwards, explain to students the importance of nonverbal and para-verbal communication to teamwork, and to keeping themselves and others safe in tense and potentially violent situations.

- **Navigator**

  - **What:** This activity teaches students the importance of listening to verbal cues. This one can get loud, so be aware.

  - **How:** Have students break up into teams—any size suitable for your classroom setup will do. Next, ask for volunteers who are willing to be blindfolded. Now, have the other students arrange desks, chairs, tables or other furniture as obstacles keeping someone from getting from one side of the room to the next easily. Line all of the students up on one side of the room. The groups’ blindfolded representatives have the task of moving carefully from one side of the room to the next, first (no running, of course). Here’s the catch: their teammates have to guide them, using phrases like “go left”, “turn around”, “wrong way!” and so forth. Let students know that they should talk loudly enough to get their directions across and drown out their opponents’. The first one to cross the room wins. For an added challenge, have them cross the room, locate and grab an item, and bring it back to their team.

  - **Why:** This illustrates to students the difficulties that can come with both trying to listen and convey information effectively in hectic environments. Sometimes we find ourselves faced with tense or potentially violent situations and someone is giving us direction or speaking to us in some way that could seriously affect the outcome. It is up to all of us as a community to listen carefully to each other’s messages, tuning out the unimportant things, listening past the emotion and the fervor, and making sure we make it to the other side of the encounter unscathed.

- **Soliloquy/Short story**

  - There are a lot of small pieces of the performance (monologues, soliloquys, vignettes, scenes) that we could expound upon or take pieces from. Teach students about the characteristic features of each piece/genre. Have students write their own vignettes or soliloquys about specific topics; for example, they could write about a character dealing with self-esteem, violence, mental health, or other issues. Emphasize that the stories do not have to be true, but they should express their truths. They should give us insight into what the student thinks about an issue, or at least what they think others might feel about an issue. Have them free write for a specific period of time (for instance, ten minutes with time updates at
five, two, and thirty seconds left). Next, ask them to share out their writings. This is an excellent chance to practice vulnerability and empathy, as well as to give students a more creative outlet to explain their feelings around the tough issues raised in the performance.

- **Lyrical Analysis**
  - There are lots of poems and lyrical works throughout the performance. Ask students to identify works that they liked (or assign them to works) and spend a few minutes silently reading the lyrics, analyzing what they think about the content, the author’s message, and how it relates to their own experiences, beliefs, and goals. You could also group students by works assigned/picked. This is also a good way to practice working with diverse perspectives and seeing how they may or may not hold similar views on any particular idea expressed. They can also write and share their own lyrics based on their own experiences, beliefs, and goals.

- **Open Discussion and Reflection**
  - Encourage open discussion over the various themes expressed throughout the play.

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**Social Sciences Adaptation**

**Purpose:**

The purpose of this adaptation is to examine the performance through a social science lens. Attention will be focused on broader subjects of identity, social institutions, policy, politics and cultural practices. By the end of this section, students will be able to understand and analyze the causes and consequences of gun violence, understand the challenges faced by those trying to address the problem, consider and analyze laws, policies, and legal processes, and understand the rights and responsibilities of citizens and institutions trying to address and solve problems.

**Instrumentation:**

- *Pause and play*
- **What:** This activity helps students understand different challenges, solutions, and viewpoints.
- **How:** Have students act out an interaction within the play or create one on their own. For instance, it could be two students playing out an interaction between youth and a police officer. As the interaction develops, students may shout “pause!” to stop the action. Students may then substitute themselves for any other actor in the scene. Students should then “press play” and continue the scene how they think it should, or would, actually play out.
- **Why:** This encourages students to not only work together to problem-solve tough situations, but to also be active bystanders when they see something going wrong. By the end of this activity, students will have had some trial and error with bystander intervention and will have worked collectively on possible solutions to better the outcomes of potentially dangerous social interactions.

**- If I Were...**
  - Have students free write for ten minutes using the prompt: “If I were the…” Have them insert a community leader or position title here. Students should go on to describe policies they want to implement as that person (i.e., “If I were the chief of police in STL”). Encourage open discussion on thoughts and policies and how these might play out for the everyday lives of people like themselves.

**- Open Discussion and Reflection**
  - Encourage open discussion over the various themes expressed throughout the play.
  - Use open discussion to decide on which bills, laws, and city, county, state, & national policies youth would like to better understand.
  - Engage students in studying these laws and the legislative and lobbying processes that determined these laws.
  - Help students design their own bills/laws that they think would serve people better.
  - Help students learn the legislative processes they will need to follow to effect change.

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*I enjoyed many of the messages presented in the first numbers: “Respect must be earned.” and to parents, “Put down your phones and parent. We follow in your footsteps, now lead the way.”*

— Curtis Stuart, High School Teacher
Coordinated Story Stitchers Publications

_Not Another One!_ is a youth-led discussion that opens communication and identifies commonality, greater understanding, and ways to cooperate and collaborate between city police and teenage youth as both work to lower the high rates of gun violence in St. Louis, Missouri.

The discussion details citizen rights, police policies and procedures, trauma caused by gun violence, and possible solutions in a frank, honest, and respectful discussion.

Video

_Not Another One! A Discussion_

Police and Teens Combat Gun Violence

Video

[https://vimeo.com/151743992](https://vimeo.com/151743992)

Cost: Free

Book

The discussion was transcribed and the book, _Not Another One! A Discussion on Gun Violence_ by Saint Louis Story Stitchers Artists Collective is now available with foreword by Jason Q. Purnell, Ph.D., M.P.H., Assistant Professor at Washington University in St. Louis and is available as a paperback book from amazon and Lulu Publishing for $39.95

[http://www.lulu.com/spotlight/storystitches1](http://www.lulu.com/spotlight/storystitches1)

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Teacher Teaser

[https://vimeo.com/231030335](https://vimeo.com/231030335)

Student Teaser

[https://vimeo.com/238521655](https://vimeo.com/238521655)

Cast Video Study Guide

[https://vimeo.com/231561553](https://vimeo.com/231561553)

_Knowledge is power._

— Tracy Robinson, Teacher
Future Directions: Resources

A sample list of resources of public health, mental health, youth services or social programs that are available to young people and to teachers.

Web Links:
- Bullying
- Gun Violence Prevention
- Mental Health
- Interacting with Law Enforcement
- Peer Pressure

General Headings:
- Access to Health Care
- Food Insecurity
- Literacy
- Mental Health
- Public Safety
- Sexual Health
- St. Louis City Government
- Social Services
- Youth

"GO TO" NUMBERS:

UNITED WAY 211
is a network resource to find community resources on many topics.
Dial 211 or 1-800-427-4626
http://www.211help.org/
http://www.211helps.org/agency-resources

PROVIDENT LIFE CRISIS HOTLINE
314-647-HELP (4357) or 1-800-273-TALK (8255)
Bullying
https://www.stopbullying.gov/resources/all
http://www.pacer.org/bullying/resources/
https://www.edutopia.org/article/bullying-prevention-resources

Gun Violence Prevention
https://www.hsph.harvard.edu/gun-violence-prevention-so/resources/
http://fanwa.org/advocacy/advocacy-toolkit/faith-based-yes-on-i-594-resources/
http://wagv.org/get-involved/
http://www.sandyhookpromise.org/

Mental Health
http://teenmentalhealth.org/
https://www.nami.org/Find-Support/Teens-and-Young-Adults
http://www.creativesmartgirl.com/blog/5-mental-health-blogs-created-for-people-of-color
https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3838866/
http://www.mentalhealthamerica.net/african-american-mental-health

Interacting with Law Enforcement
https://www.aclu.org/know-your-rights/what-do-if-youre-stopped-police-immigration-agents-or-fbi

Peer Pressure
http://www.childnet.com/resources/pshetoolkit/peer-pressure
http://www.antibullyingpro.com/peer-pressure-resource/
ACCESS TO HEALTH CARE

AFFORDABLE CARE ACT REGISTRATION
Community Action Agency of St. Louis County, Inc.
Jim McCarthy
Certified Application Counselor
Direct 314-446-4437 Cell 314-585-4575
jmccarthy@caastlc.org
South County 314-256-0571
www.caastlc.org

AFFINIA HEALTHCARE
1717 Biddle Street
Saint Louis, MO 63106
(314) 814-8700
General Psychiatry, Perinatal/Postpartum Depression Counseling, WIC, Podiatry/Foot Care, Developmental-Behavioral Pediatrics, Pediatrics, Obstetrics/Gynecology, Internal Medicine, Family and Community Medicine, Eye Care, General Dentistry, Emergency Dental Care, HPV Immunizations, Flu Vaccines, Childhood Immunizations, Adolescent/Adult Immunizations, Sexually Transmitted Disease Treatment, Audiological Evaluations, Community Clinics, Prenatal Care, Pregnancy Testing, Pregnancy Counseling, Infertility Services, Natural Family Planning, Contraception, Health Care Discount Enrollment Programs, Chronic Disease Self-Management Programs, Sexually Transmitted Disease Screening, Pap Tests, Breast Examinations, Certificates/Forms Assistance, Medical Records, At Risk/Homeless Housing Related Assistance Programs

AMERICAN CANCER SOCIETY - ST. LOUIS
4207 Lindell Boulevard
Saint Louis, MO 63108
(314) 286-8167
Voluntary Health Organizations, Smoking Cessation, Health/Disability Related Support Groups, Peer to Peer Networking, General Health Insurance Information/Counseling, Disease/Disability Information, Appearance Enhancement Consultation Programs, Wigs, Medical Appointments Transportation

CANCER PREVENTION INFORMATION
Washington University School of Medicine
314-286-0095
Saffiyah Pooles
pooles@wudosis.wustl.edu
8 ways to Prevent Cancer Cancer Survivorship

GATEWAY TO BETTER HEALTH
http://www.stlgbh.com/
Gateway to Better Health is a temporary health care program for uninsured adults in St. Louis City and County. The program is designed to provide uninsured adults a bridge in care until they are able to enroll in health insurance coverage options available through the Affordable Care Act.

GIVE KIDS A SMILE
340 Mid Rivers Mall Dr, St Peters, MO 63376
Phone: (636) 397-6453
http://www.givekidsasmile.org/
Providing free dental care and education for underserved children.

Grace Hill Health Centers
Primary medical, dental, podiatry, OB/GYN, pediatrics, & internal medicine.
314-898-1700
H.E.L.P.
Health education
314-677-8069

PARAQUAD
Services and advocacy for people with disabilities.
314-289-4200

PEOPLE’S COMMUNITY ACTION
100 Neediest Cases, material assistance, adult & youth classes & trainings.
314-269-5210

YMCA
Free biometric screenings and diabetes care
https://www.gwrymca.org/program/vmcas-diabetes-prevention-program
314-421-8838 or email preventdiabetes@gwrymca.org.
Prediabetes is a potentially reversible condition that often leads to diabetes, and 86 million people ages 20 and over are estimated to have it. However, 89% of that 86 million have NO IDEA they’re at risk. If you have been diagnosed with prediabetes, or believe you may be at risk for developing the disease, the Y is here to help you!

FOOD INSECURITY

CITY GREENS MARKET
https://stlcitygreens.org/

GATEWAY GREENING
Community Gardening
http://www.gatewaygreening.org/
Phone: (314) 588-9600
Address: 2211 Washington Ave.
info@gatewaygreening.org

ST LOUIS AREA FOODBANK
70 Corporate Woods Dr., Bridgeton, MO 63044
314-292-6262
http://stlfoodbank.org/

ST. LOUIS METROMARKET BUS
Mobile farmer’s market
http://www.stlmetromarket.com/
The St. Louis MetroMarket is a 501 (c)(3) non-profit mobile farmers’ market that is restoring access to healthy, affordable food to St. Louis City food deserts. We have transformed a donated city bus into a grocery store on wheels to bridge physical, financial, and educational barriers in food deserts in order to have the greatest potential towards increasing the supply and demand for healthy foods in these low-income, high need communities.
(314) 399-9868
info@stlmetromarket.com

TILLIE’S CORNER HISTORICAL PROJECT
Corner of Sheridan and N Garrison in JeffVanderLou
LITERACY

ST. LOUIS PUBLIC LIBRARY COUNTY MOBILE LIBRARY
https://www.slcl.org/content/bookmobile-mobile-services
St. Louis County Library brings the library to you! Services are provided to patrons of all ages who, for whatever reason, experience difficulty visiting a library branch. Our goal is to connect you with the rich resources the library has to offer.
Request for Mobile Service
https://www.slcl.org/node/16147

READY READERS
Children’s books
http://readyreaders.org/
lisa@readyreaders.org
314-564-8070

BLUEPRINT 4 SUMMER STL
Online guide to youth summer activities
https://stl.blueprint4summer.com/
1-844-258-4785

SAINT LOUIS STORY STITCHERS
Storytelling with a civic purpose. Writing and access to technology and mentors. Youth Council for 15-24-year-old youth.
www.storystitchers.org  storystitchers@gmail.com  314-899-9001

MENTAL HEALTH

ALLIANCE ON MENTAL ILLNESS NAMI ST. LOUIS
1750 South Brentwood Boulevard
Suite 511
Saint Louis, MO 63144
(314) 962-4670
Specialized Information and Referral, Mental Health Information/Education, Mental Health Related Support Groups

ALIVE AND WELL, ST. LOUIS
Trauma Information
Address: 1113 Mississippi Ave #113, St. Louis, MO 63104
Phone: (314) 446-6454
http://www.aliveandwellstl.com/

BEHAVIORAL HEALTH EDGEWOOD PROGRAM
970 Executive Parkway
Saint Louis, MO 63141
(314) 251-6565
Substance Use Disorder Counseling, Detoxification, Psychiatric Aftercare Services, Medical Social Work
CENTER FOR LIFE SOLUTIONS, INC.  
9144 Pershall  
Hazelwood, MO 63042  
(314) 731-0100  
Medication Assisted Maintenance Treatment for Opioid Use Disorders, Substance Use Disorder Education/Prevention, Detoxification  

CHADS COALITION FOR MENTAL HEALTH  
11420 Gravois Road  
Saint Louis, MO 63126  
(314) 952-2046  
Suicide Prevention Programs, Mental Health Information/Education, Suicide Counseling, Talklines/Warmlines, Bereavement Support Groups, Bullying Prevention

CIRCLE OF LIGHT ASSOCIATES  
8759 Annetta Avenue  
Saint Louis, MO 63147  
(314) 382-8759  
Anger Management, Youth Enrichment Programs, Conflict Resolution Training, Extended Child Care, Child Care Providers, Subject Tutoring, GED/High School Equivalency Test Instruction, Spouse/Intimate Partner Abuse Prevention

DEPRESSION BIPOLAR SUPPORT ALLIANCE OF ST. LOUIS  
1908 Olive Street  
Saint Louis, MO 63103  
(314) 652-6100  
Donation Pickups, School Supplies Donation Programs, Personal/Grooming Supplies Donation Programs, Toner Cartridge Donation Programs, Office Supplies Donation Programs, Office Furniture Donation Programs, Office Equipment Donation Programs, Computer Donation Programs, Hospital Bed Donation Programs, Kitchenware Donation Programs, Electronics/Small Appliance Donation Programs, Appliance Donation Programs, Shoe Donation Programs, General Clothing Donation Programs, Mental Health Drop In Centers, Mental Health Related Support Groups

K.H.A.O.S., LLC  
Keep Healing and Overcoming Struggles  
www.organizedkhaos.org  
Candice Cox-Pearson  
314-874-7410  
info@organizedkhaos.org

KIDS IN THE MIDDLE  
Mental Health Services  
**Address:** 2650 S Hanley Rd #150, St. Louis, MO 63144  
**Phone:** (314) 909-9922

LIFEQUEST CHRISTIAN COUNSELING SERVICES, INC.  
203 Dunn Road  
Florissant, MO 63031  
(314) 830-9970  
Marriage Counseling, Anger Management, Spouse/Intimate Partner Abuse Counseling, Individual Counseling, Family Counseling
MENTAL HEALTH AMERICA OF EASTERN MISSOURI
1905 South Grand Boulevard
Saint Louis, MO 63104
(314) 773-1399
Workshops/Symposiums, Specialized Information and Referral, Mental Health Information/Education, Mental Health Hotlines, Mental Health Related Support Groups, Protection and Advocacy for Individuals With Disabilities, Representative Payee Services

MISSOURI INSTITUTE FOR MENTAL HEALTH
Community outreach
Drug dependency
https://www.mimh.edu/

MOTHERS IN CHARGE
Support for Survivors of Gun Violence
Valerie Dent  448-9886

PROVIDENT, INC. - WEST COUNTY CENTER
12755 Olive Boulevard
Suite 115
Saint Louis, MO 63141
(314) 533-8200
Provident Life Crisis Hotline: 314-647-HELP (4357) or 1-800-273-TALK (8255)  Marriage Counseling, Cultural Transition Counseling, Child Abuse Counseling, Individual Counseling, Family Counseling, Mental Health Related Support Groups, Bereavement Support Groups, Employee Assistance Programs

SELF HELP CENTER
8301 Crest Industrial Drive
Saint Louis, MO 63123
(314) 200-4357
Mental Health Related Support Groups, Mental Health Drop In Centers, In Person Crisis Intervention, Kitchenware Donation Programs, Office Furniture Donation Programs, Office Supplies Donation Programs, Personal/Grooming Supplies Donation Programs

ST. ANTHONYS MEDICAL CENTER
10010 Kennerly Road
Saint Louis, MO 63128
(314) 525-4188
Emergency Room Care, Breast Examinations, Mammograms, Cholesterol/Triglycerides Tests, CPR Instruction, Nutrition Education, Wellness Programs, Breastfeeding Support Programs, Childbirth Education, General Acute Care Hospitals, General Addictions/Substance Use Disorder Support Groups, Health/Disability Related Support Groups, Mental Health Related Support Groups
PUBLIC SAFETY

CONFLICT MEDIATION BETTER FAMILY LIFE
De-Escalation Hotline at 314.203.3900
http://betterfamilylife.org/community-outreach/de-escalation/
Or visit one of our gun violence de-escalation centers at four churches around St. Louis:

- North County: Greater St. Marks Family Church, 9950 Glen Owens Dr.
- Mid-Town: Washington Metropolitan A.M.E. Zion Church, 613 N. Garrison Ave.
- South City: Curby Memorial Presbyterian Church, 2621 Utah St.

L.E.A.D.
(LEAD EDUCATE AND DEVELOP PROMISING YOUTH)
Address: 1 St Alfred Rd, St. Louis, MO 63132
Phone: (314) 276-0407

MOMS DEMAND ACTION FOR GUN SENSE IN AMERICA
Community organizers watch and work on gun related laws
http://momsdemandaction.org/take-action/

SAFE CONNECTIONS
Domestic Violence
https://safeconnections.org/
2165 Hampton Avenue
St. Louis, Missouri 63139
24-Hour Crisis Helpline 314.531.2003
Main Office Number 314.646.7500
Works to end Domestic Violence. Our Crisis Helpline is answered by someone who cares 24 hours a day.

ST. LOUIS FIRE DEPARTMENT
Education, fire truck, smoke detectors
(314) 533-3406
Address: 1421 N. Jefferson Ave
If you are a resident seeking a smoke alarm, please contact Fire Headquarters at (314) 533-3406. To arrange for a presentation or for more information on community outreach programs, please contact:
STLFD_PEO@StLouis-mo.gov
For ALL requests for a public education presentation, career day, send an email to STLFD_PEO@StLouis-mo.gov and provide the following information:

- What resource you are requesting
- Name of organization or event
- Contact person
- Phone number/E-mail address
- Date of event
- Time of event
- Location of event
- Approximate number and age of attendees
ST. LOUIS METROPOLITAN POLICE DEPARTMENT OPERATION POLAR COPS ICE CREAM TRUCK

To request Operation Polar Cops for your event, please email: polarcops@slmpd.org

http://www.slmpd.org/OperationPolarCops.shtml
http://www.slmpd.org/crime_prevention.shtml

Note from the Police: Fill out the Request Form to be filled out ASAP. Please be advised that Operation Polar Cops Ice Cream Truck attendance will not be confirmed until we receive the completed form. Upon its receipt and approval, they will send you a confirmation of their attendance. Also, please attach a copy of a flyer for your event for their records if applicable. Please be advised that every event is evaluated on a case by case basis.

WOMEN’S VOICES RAISED FOR SOCIAL JUSTICE

Free gun locks
http://womensvoicesraised.org/

E-mail us at gunsolutions@womensvoicesraised.org. Include your organization name, date, brief description of the event and your phone number.

http://womensvoicesraised.org/lock-it-for-love/

Free gun locks for homes with children. Demonstrations and parent education.

SEXUAL HEALTH

ST. LOUIS EFFORT FOR AIDS

Mobile Testing Truck

Testing services for HIV and other sexually transmitted infections (STI) are free and confidential. Our certified testing staff are happy to answer any questions you may have before you commit to a time. Schedule your appointment by clicking below or calling 314-645-6451. http://www.stlefa.org/node/24 Mobile Outreach We understand not everyone has the resources to come to our office to access our services, so we go to them. EFA has its own recreational vehicle that has been converted into a mobile testing unit, fully equipped with two confidential testing rooms. We go into the community to spread the word about safe sex practices, provide education on HIV prevention, and offer testing for HIV and other STD's. We have long-standing collaborations with churches, clinics, shelters, and other community spaces. Our mobile outreach program also reaches out to individuals who might not otherwise think about protecting themselves from HIV. If you're organizing an event, health fair, or presentation, there are three ways EFA can help: http://www.stlefa.org/testing

THE SPOT & PROJECT ARC

Youth Health Service Provider

Serves youth between 13 and 24 years old.

Phone: (314) 535-0413
Web Site: theSPOT.wustl.edu
Address: 4169 Laclede Ave. St. Louis, MO 63108

http://peds.wustl.edu/thespot/Services
M-F 9-5:00

Always looking for opportunities to do on site HIV Testing in the community, provide condoms, provide information on HIV, STD’s, mental health, social workers, and housing resources.
ST. LOUIS CITY GOVERNMENT

CHILDREN’S DIVISION: SAINT LOUIS CITY PRINCE HALL FAMILY CENTER
4411 North Newstead Avenue
Saint Louis, MO 63115
(314) 877-2000
Children's Protective Services, Foster Parent/Family Recruitment, Foster Home Placement, Case/Care Management, Adoption Evaluation/Placement, Child Custody/Visitation Assistance, Foster Home Licensing

CHILDREN’S DIVISION: SAINT LOUIS CITY WAINWRIGHT BUILDING
111 North 7th Street
Saint Louis, MO 63101
(314) 340-7000
Children's Protective Services, Foster Parent/Family Recruitment, Foster Home Placement, Case/Care Management, Adoption Evaluation/Placement, Child Custody/Visitation Assistance, Foster Home Licensing

FIND YOUR NEIGHBORHOOD IMPROVEMENT SPECIALIST
There are 28 Neighborhood Improvement Specialist (also known as NSO's) serving the City. Enter your address to find the NSO for your area, ward and other contacts. Enter your address on this page to find your specialist:

NEIGHBORHOOD STABILIZATION TEAM PROFILES
Listed by Ward

RESOURCES FOR YOUTH AND TEENS
Camps, activities, employment, resources
https://www.stlouis-mo.gov/services/audience.cfm?id=427&name=youths-and-teens

ST. LOUIS CIIRCUIT ATTORNEY
http://www.circuitattorney.org/

SOCIAL WORK ORGANIZATIONS

ANNE MALONE CHILDREN AND FAMILY SERVICE CENTER
2612 Annie Malone Drive
Saint Louis, MO 63113
(314) 531-0120
School Supplies Donation Programs, Children's/Adolescent Residential Treatment Facilities, Parenting Skills Classes, Transitional Housing/Shelter, Crisis Nurseries/Child Care

BETTER FAMILY LIFE
Social services organization
Address: 5415 Page Blvd, St. Louis, MO 63112
Phone: (314) 367-3440
CHILDREN'S HOME SOCIETY OF MISSOURI
1167 Corporate Lake Drive
Saint Louis, MO 63132
(314) 968-2350
Psychological Assessment, Family Counseling, Parenting/Family Support Groups, Parenting Skills Classes, Home Based Parenting Education, Foster Parent/Family Recruitment, Adoptive Home Studies, Pregnancy Counseling

DRESS FOR SUCCESS
https://midwest.dressforsuccess.org
636.940.8027

FATHER'S SUPPORT CENTER
Social services organization
Address: 4411 N Newstead Ave, St. Louis, MO 63115
Phone: (314) 333-4170

GOODWILL
Goodwill Industries International Inc., or shortened to Goodwill, is an American nonprofit 501 organization that provides job training, employment placement services, and other community-based programs
Customer service: 1 (800) 466-3945

GREAT CIRCLE - ST. LOUIS
330 North Gore Avenue
Saint Louis, MO 63119
(314) 968-2060
Automobile Donation Programs, Personal/Grooming Supplies Donation Programs, Toy/Game Donation Programs, Kitchenware Donation Programs, Electronics/Small Appliance Donation Programs, Bedding/Linen Donation Programs, Gift Card Donation Programs, Baby Clothing/Diaper Donation Programs, Psychiatric Day Treatment, Mental Health Evaluation, Adolescent/Youth Counseling, Children's/Adolescent Residential Treatment Facilities, Adult Residential Treatment Facilities, Individual Counseling, Family Counseling, Children's In Home Respite Care, Residential Special Schools, Recovery Schools

KINGDOM HOUSE
1321 South 11th Street
Saint Louis, MO 63104
(314) 421-0400 x201
Youth Enrichment Programs, Recreational Activities/Sports, Children's In Home Respite Care, Friendly Visiting, Extended Child Care, Child Care Centers, Summer Youth Employment Programs, Job Finding Assistance, Vocational Assessment, GED/High School Equivalency Test Instruction, Thrift Shops

MISSOURI DEPARTMENT OF SOCIAL SERVICES
http://dss.mo.gov/fsd/
St. Louis Regional Office
Room 331, Wainwright Building
111 North Seventh Street
St. Louis, MO 63101
314-340-6904
SAFETY COUNCIL OF GREATER ST LOUIS
2330 Hampton Avenue
Saint Louis, MO 63139
(314) 621-9200
Cell Phone Donation Programs, Substance Use Disorder Education/Prevention, Drug/Alcohol Use Self Evaluation Tools, Anger Management, Health Fairs, General First Aid Instruction, CPR Instruction, Workplace Safety Education, Driving Safety Education, Child Passenger Safety Education, General Crime Prevention Programs

SALVATION ARMY
Protestant Christian church and international charitable organization
Customer service: 1 (800) 728-7825

URBAN LEAGUE OF METROPOLITAN ST LOUIS
3701 Grandel Square, St. Louis, MO 63108
http://www.ulstl.com/
314.615.3600
Head Start, Save Our Sons, GED and more.

YOUTH IN NEED
Nonprofit child and family services agency that is dedicated to building positive futures for the community’s most vulnerable children, teens and families.
http://www.youthinneed.org/
636-946-5600

YOUTH

BIG BROTHERS BIG SISTERS OF EASTERN MISSOURI
501 North Grand Boulevard
Suite 100
Saint Louis, MO 63103
(314) 361-5900
Adult/Child Mentoring Programs

BJC SCHOOL OUTREACH AND YOUTH DEVELOPMENT
Youth health education and resources
https://www.bjcschooloutreach.org/Home
314.286.0460
Please call 314.286.0460 or use this form to contact our BJC School Program Line.

You will be contacted by a school-community health coordinator to discuss in detail your request.
https://www.bjcschooloutreach.org/schedule-a-program

Please note that there are fees associated with some programs and completing this form does not guarantee fulfillment of your program request. Printable Worksheets: https://www.bjcschooloutreach.org/Printable-Worksheets

FAMILY FORWARD
Youth mentoring
33095 Kingshighway

GAMBLE CENTER
Recreation Center
Address: 2907 Gamble St, St. Louis, MO 63106
Phone: (314) 531-0505
GIRL TREK
Tools to organize a walk in your neighborhood
http://www.girltrek.org/

PROGRESSIVE EMPORIUM AND EDUCATION CENTER
1108 N Sarah 63113
314-875-9277
progressiveemporium@yahoo.com

STL YOUTH JOBS
http://stlyouthjobs.org/
Summer employment for youth ages 16-24 years old. Application required. Watch for the announcement in early winter. Program serves specific neighborhoods where crime and concentration of youth are highest. First come, first served.

THOMAS DUNN LEARNING CENTER
Southside Youth Council – A newly formed teen organization for Dutchtown.
Jessica McGinty  Jessica@dunn.org

TRAILNET
Promoting walking, bicycling and public transit as a way of life.
411 N 10th St Suite 202, St. Louis, MO 63101
(314) 436-1324
Bicycle rides in the summer
Bike valet at big city events
Cindy Mense
cindy@trailnet.org

VARIETY THE CHILDREN'S CHARITY OF ST LOUIS
11840 Westline Industrial Dr, St. Louis, MO 63146
(314) 720-7700
Helping children with physical and intellectual disabilities reach their full potential for more than 80 years.
https://varietystl.org/

“The Y”
YMCA/YWCA
http://www.ymca.net/

COLLEGE & CAREER RESOURCES

Community Allies, LLC.
http://www.communityalliesconsulting.com/college-resources.html
In & out of school youth & teacher educational support.
Summary of helpful websites, organizations, and scholarships that help youth and families navigate and learn how to finance college.