

**NATIONAL SORORITY OF PHI DELTA KAPPA, INC.
FEBRUARY 2020
NEWSLETTER**



Dear Sorors,

Last year in the February Newsletter, I challenged each chapter to make Black History a twelve-month, 365 day remembrance and celebration. Many chapters did just that. African American History should not only be recognized during the month of February, but all year. Our history is not limited to 28 or 29 days and it's not just about the sad times.

I was recently inspired to research the background of the writing of "Lift Ev'ry Voice and Sing," mainly because the lyrics are so meaningful. They made me think. When singing this amazing song the words give one meaning, but when you isolate the words, phrases and stanzas, the poetic message is ever more powerful. It is also, even more meaningful as a lesson for today.

This is the second stanza:

Stony the road we trod bitter the chast'ning rod,
Felt in the day that hope unborn had died; yet with a steady beat,
Have not our weary feet; come to the place on which our fathers signed.
We have come over a way that with tears have been watered,
We have come treading our path
Through the blood of the slaughtered
Out from the gloomy past, till now we stand at last
where the white gleam of our bright star is cast.

These eight lines richly inspired me to know that we must always keep our history alive. One of the most significant ways is to encourage students to write, as did James Weldon Johnson. They must use creative expression as motivation to grow in their culture through grace and love. We, as teachers, need to infuse the Arts into our teaching, because academics become real when it becomes personal. Academics will not become personal until we use the concepts and leave behind replicas for the next generation.

As of 2019 the National Sorority of Phi Delta Kappa, Inc., is now listed on the Wall of Honor of the National Museum of African American History in Washington, D.C. Our legacy donation will support this outstanding Museum and ensure that our History remains alive.

Moving NSPDK Forward.....Together!Be blessed!

Etta F. Carter, Ph.D.
26th Supreme Basileus
nspdksupreme@gmail.com



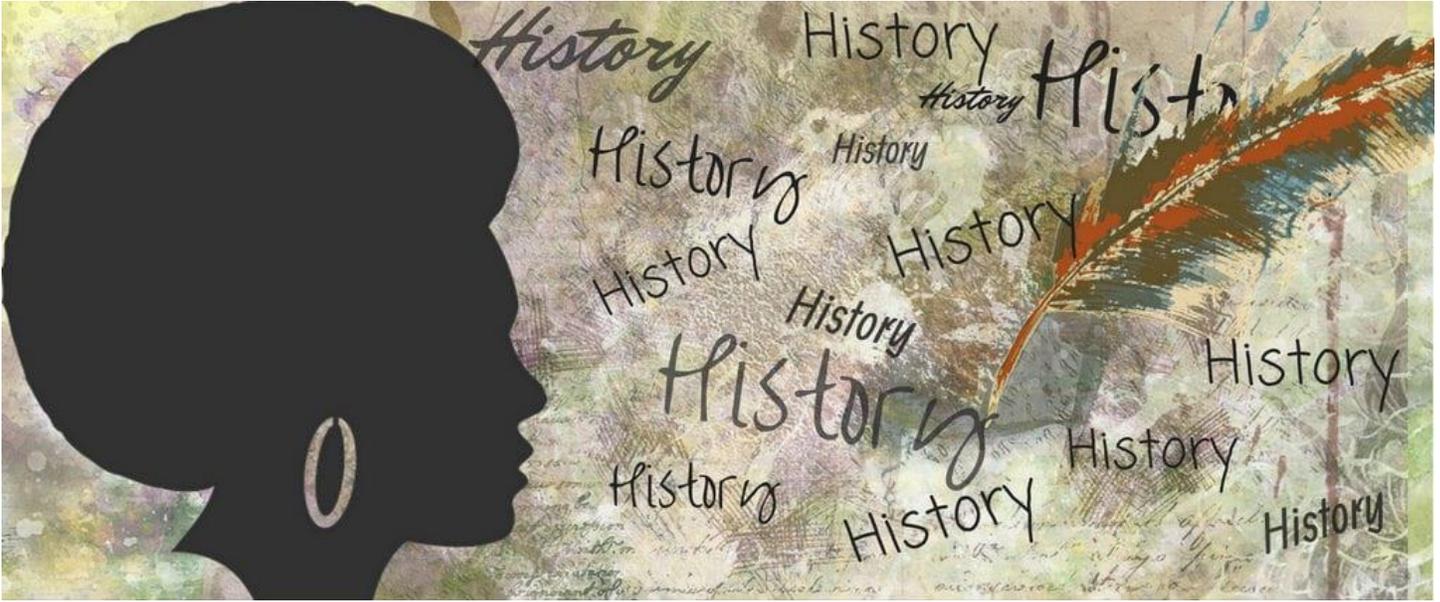
Our own phenomenal leader, Supreme Basileus, Dr. Etta F. Carter, will be honored with the 2020 Living Legends Award by Philander Smith College. *The **Living Legends Banquet*** is an opportunity to recognize local, community and religious servants for their legacy of leadership from a social justice perspective. The awards banquet will be held on campus at the Kendall Center on Thursday February 20, 2020.

The ***Living Legends Banquet*** is the culmination of Philander Smith College's annual *Religious Emphasis Week* which engages students, faculty, staff, and the community in activities and programming designed to provide opportunity for intellectual and spiritual growth. Through the ***Living Legends Banquet***, the College strives to give distinction to individuals who are serving God by serving the community. Honorees are comprised of community leaders, Philander Smith faculty, staff, alumni, and a PSC current student.



THE OFFICE OF RELIGIOUS LIFE AND CAMPUS CULTURE PRESENTS
13th Annual Living Legends Banquet

NATIONAL BLACK HISTORY MONTH



February is National Black History Month, also known as National African American History Month, a time for all Americans to celebrate the achievements of African Americans and recognize their central role in American history.

Other countries, including Canada and Great Britain, have also set aside months to honor black history. The month of February was chosen to coincide with the birthdays of President Abraham Lincoln and noted civil rights advocate Frederick Douglass. The first record of Africans arriving in North America is dated 1619, when a privateer ship carrying "twenty and odd" Africans landed at Point Comfort, Virginia, which is now modern-day Hampton, Virginia. The Africans were traded as slaves in exchange for provisions.

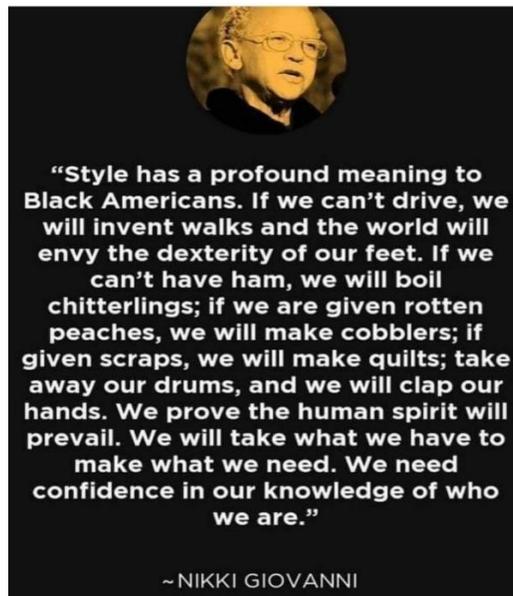
African American's impact our society throughout history and in numerous ways. Here are just a few prominent individuals we honor this month:

- Thurgood Marshall was the first African American appointed to the Supreme Court. We recognize Thurgood Marshall every year on [National Maryland Day](#).
- George Washington Carver developed over 300 products from peanuts. Celebrate George Washington Carver and his contributions to the peanut industry on [National Peanut Day](#).
- Shirley Chisholm was the first African American woman elected to U.S. House of Representatives.
- Rosa Parks helped initiate the Civil Rights Movement by refusing to give up her seat on the bus in Montgomery, Alabama. Celebrate Rosa Park on [Rosa Parks Day](#) and learn more about her contributions to the Civil Rights Movement.
- Louis Armstrong is widely known as a jazz pioneer. Information about Louis Armstrong can be found in November on [National Louisiana Day](#).
- Colin Powell is a 4-star General who became Secretary of State. Colin Powell dedicated the Buffalo Soldier monument at Fort Leavenworth, Kansas, establishing the first [Buffalo Soldiers Day](#).
- Barack Obama was elected the first Black President of the United States.



BLACK HISTORY MONTH FAMOUS FEBRUARY BIRTHDAYS

- February 2 George Halas a National Football League co-founder was born on this date in 1895.
- February 4 Rosa L. Parks a Civil Rights Activist & legend for Montgomery Bus Boycott was born in Tuskegee AL on this date in 1913.
- February 5 Henry “Hank” Aaron baseball legend was born in Mobile, AL on this date in 1934.
- February 6 Bob Markley the King of Reggae Music was born in St. Ann, Jamaica on this date in 1945.
- February 9 Alice Walker a winner of the Pulitzer Prize and author of The Color Purple was born on this date in 1944.
- February 14 Frederick Douglas the great Emancipator was born on this date in 1818.
- February 17 Michael Jordan a basketball superstar was born on this day in 1963.
- February 18 Toni Morrison a writer and the first African American woman to be awarded the Nobel Prize in Literature was born on this date 1931.
- February 19 William “Smokey” Robinson legendary recording artist and lead singer of the Miracles was born on this date in 1940.
- February 20 Sydney Poitier actor and “Academy Award” winner for his performance in “Lilies of the Field” was born in Miami, FL on this date 1927.
- February 22 Julius Erving “Dr. J” a basketball legend was born in Roosevelt, NY on this date in 1950.
- February 23 W.E.B. Dubois an activist, author and educator was born in Great Barrington, MA on this date in 1868. Domino an American singer was born on this date in 1928.



RELEVANT RESOURCES

CRITICAL THINKING

How to Lead Students to Engage in Higher Order Thinking

Asking students a series of essential questions at the start of a course signals that deep engagement is a requirement. *By Karen Harris December 9, 2019*

I teach multigrade, theme-based courses like Spirituality in Literature and The Natural World in Literature to high school sophomores, juniors, and seniors. And like most English language arts teachers, I've taught courses built around the organizing principles of genre (Introduction to Drama), time period and geography (American Literature From 1950), and even assessment instrument (A.P. Literature).

No matter what conceptual framework guides the course I'm teaching, though, I begin and anchor it with what I call a thinking inventory.

THINKING INVENTORIES AND ESSENTIAL QUESTIONS

Essential questions—a staple of project-based learning—call on students' higher order thinking and connect their lived experience with important texts and ideas. A thinking inventory is a carefully curated set of about 10 essential questions of various types, and completing one the first thing I ask students to do in every course I teach.

Although a thinking inventory is made up of questions, it's more than a questionnaire. When we say we're "taking inventory"—whether we're in a warehouse or a relationship—we mean we're taking stock of where things stand at a given moment in time, with the understanding that those things are fluid and provisional. With a thinking inventory, we're taking stock of students' thinking, experiences, and sense-making at the beginning of the course.

A well-designed thinking inventory formalizes the essential questions of any course and serves as a touchpoint for both teacher and students throughout that course. For a teacher, writing a course's thinking inventory can help separate the essential from the nonessential when planning. And starting your class with a thinking inventory signals to students that higher order thinking is both required and valued.

HOW TO DESIGN AN EFFECTIVE THINKING INVENTORY

I tell students the thinking inventory is a document we'll be living with—revisiting and referring to often—and that they should spend time mulling their answers before writing them down. The inventory should include a variety of essential questions, including ones that invite students to share relevant experiences. I may ask students about their current knowledge base or life experience (What's the best example of empathy you've ever witnessed?). I may ask them to make predictions or imagine scenarios (How will an American Literature course in 100 years look different from today's American Literature course?). Or I may ask perennial questions (To what extent is it possible for human beings to change fundamentally?).



Here are a few of the questions I asked students to address at the start of a course called *The Outsider* in Literature:

- Who is the most visionary person you know? How do you know they're visionary? Is there anything about them you want to emulate? Anything about them that frightens you?
- What are the risks of rebelling? Of not rebelling? Explain.
- What would happen if there were no outsiders? How would the world, and your world, be different?
- Do you think there are any ongoing conflicts between groups that are intractable—that will likely never be resolved? What is the root of the intractability? What would need to happen in order to resolve the conflict? Be specific.
- Who is the most deviant, threatening outsider you can think of? Tell us what makes them threatening.
- To what extent do you think that teenagers, as a group, are (by definition) outsiders?

HOW I USE THINKING INVENTORIES

On the first day of class, I give students the inventory for homework. Because I expect well-thought-out answers and generative thinking, I assign it in chunks over two nights, and we spend at least the second- and third-class meetings discussing their answers.

Throughout the course, I use the inventory both implicitly and explicitly. I purposefully weave inventory questions into discussions and student writing prompts. More explicitly, I use inventory questions as a framework for pre- and post-reading activities, and as prompts for reading responses, formal writing, and journaling.

The inventory functions as a kind of time stamp that documents each student's habits of mind, opinions, and ways of framing experience at the start of the year or semester. At the midpoint and at the end of the course, I have students return to their inventory, choose a question they'd now answer differently, and reflect on why and how their thinking has changed.

THE INVENTORY AS A BRIDGE BETWEEN STUDENTS AND CONTENT

By including a variety of essential questions (practical and experiential, conceptual and theoretical) and making a course's aims explicit, the inventory invites all students into the conversation and the material from day one. It gives a deep thinker with slower processing speed or attention-deficit/hyperactivity disorder, for example, time to orient themselves to the course's core questions. Meanwhile, the inventory challenges students who see themselves as high achievers to respond authentically to thorny questions that have no right answers.

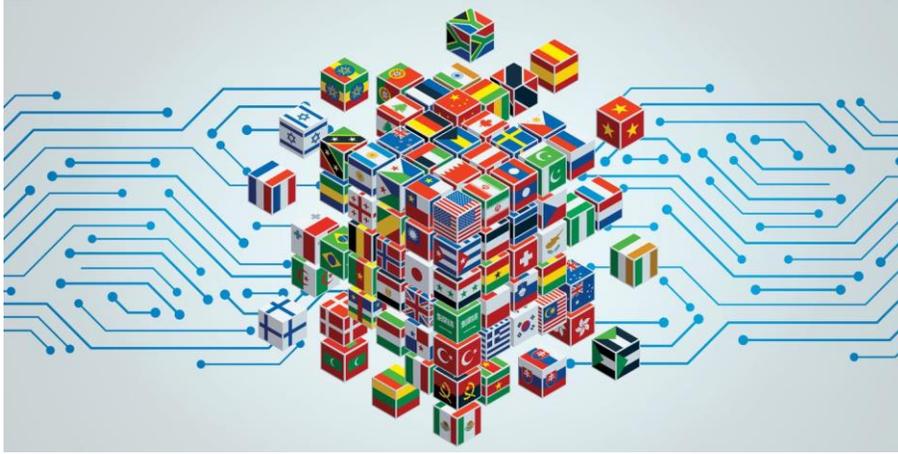
In addition, using a thinking inventory models how to ask good questions; gives introverts and anxious students an entry point because cold calling becomes warmer (I can ask, "What did you say on your inventory?"); and cultivates a community of learners connected by real, worthwhile inquiry and communal discourse.

Recently, a student reflecting on his inventory at the end of a course wrote that he was taken aback by how intolerant of "loser characters" he'd seemed just a few months prior on his inventory. He noted that he'd been through some upheaval since then. And he ended his paper with the observation that empathy—for people and characters—grows "when you know their backstory."

TECHNOLOGY INTEGRATION

6 Top Tech Tools for World Language Classes

See how to adapt popular apps to get students speaking, listening, reading, and writing in the target language. *By Elena Spathis December 5, 2019*



When utilized effectively and efficiently, technology can enhance instruction and heighten student interest. In world language classes, a wide variety of technology tools can

be used to give students practice with speaking, listening, reading, and writing in the target language. These are some of the tools I use regularly with my students.

TECH TOOLS FOR THE WORLD LANGUAGE CLASSROOM

1. Move beyond vocabulary with Quizlet: Language teachers typically create **Quizlet** study sets with key words in the target language and matching meanings in English. Quizlet also offers vocabulary games in which students match words with corresponding pictures. Consider trying something new: Create a study set for your students in which you incorporate maps to teach geography. This will allow you to pinpoint cities or countries in which the target language is spoken.

Or create a study set featuring key questions in the target language, such as: What is your name? Where are you from? What do you like to do in your free time? Provide sample answers, also in the target language, and have students match the answers to the correct question. This serves as great practice for novice learners, and you can do this without using any English. To move beyond independent practice, click “Live” on your study set and you’re ready to start a friendly competition in which students work in teams to match the words or questions to their proper meanings.

2. Incorporate listening and drawing activities with Pear Deck: **Pear Deck** is the perfect way to make your Google Slides interactive. Try using the Pear Deck Chrome extension for listening and drawing activities: Add a Pear Deck interactive “Drawing” slide and read a description aloud.

For example, I will read the following description aloud (in Spanish) to my Spanish I classes: “The boy is tall, thin, and has black, curly hair and green eyes. The boy is feeling happy because it is warm and sunny outside. He likes to listen to music and read, but he does not like to study or play sports.”

As I read off this description, students draw what they hear. Once their drawings are complete, I ask them to restate what they drew aloud. You can also ask them to write about what they drew. Students are enthused when I project all of their drawings on the board—

each student's drawing is different and has its own style, even though everyone heard the same description.

3. Create a digital pen pal program via videos with Flipgrid: **Flipgrid** is a fun way to create videos. Rather than writing letters or emails to a pen pal, students can post videos of themselves speaking in the target language. Partner up with another class at the same level in a neighboring school by reaching out to world language teachers in local districts. Students can create videos, view their classmates' or pen pals' videos, and respond to one another with comments using Flipgrid.

You could instead partner with a school abroad where students speak the target language and introduce them to this tool, setting up an authentic digital pen pal program. You can use social media to find a partner school: If you use Facebook, try searching for professional language teaching groups. On Twitter, there are countless language educators around the world—try searching the hashtags **#LangChat**, **#MFLTtwitterati**, or **#FLTeach** to find them. Or go the traditional route and network with your fellow language teaching colleagues—they may be able to help you contact a teacher abroad.

4. Bring music and song competitions to your class with Lyrics Training: One of my students' favorite tools for extra practice in the target language is **Lyrics Training**, which allows them to view a music video and type out the lyrics according to what they hear. With Lyrics Training, you can host a competition to see who can fill out the lyrics at the quickest pace. In the process, students learn the words to their favorite songs in the target language. There are music videos available in a variety of languages, and students can compete against other users. This is sure to get all of your students singing and engaged.

5. Host an online discussion via Padlet: **Padlet** allows students to view a prompt and respond on an online discussion board. If you want to engage students in a digital discussion rather than an oral one, you can have them respond with text, images, videos, or links. This can be a great tool for pre- or post-reading discussions in the target language, as well as for warm-up activities or exit tickets.

As students answer, their responses populate the online discussion board, so they can see their classmates' responses. They can express whether they agree or disagree as an extension activity.

6. Lead a virtual field trip with Google Tour Creator: For world language classes, there's no better way to take students on a virtual field trip to the target country than with **Google Tour Creator**, which allows teachers to create an exciting experience for students that will immerse them in the target language and culture.

Google Tour Creator allows you to select a city and its featured landmarks or sites. Students are able to see 360-degree views of these places and read or listen to audio narration of the history behind the featured sites. This tool exposes students to the language and culture and may inspire them to travel and use the target language in a real-life, authentic context.

Technology is always changing and evolving—our activities should too. If you have tech tools that you already love, consider using them in different ways. As language teachers, we need to constantly design new experiences to empower our students to use the languages they're learning.



SOCIAL AND EMOTIONAL LEARNING

A De-escalation Exercise for Upset Students

A simple technique that takes just a few minutes can help an agitated student regain the state of mind needed for learning. *By Daniel Vollrath January 14, 2020*



solarseven / iStock

So often we find students in a stressed or anxious state of mind. The most telltale signs are inappropriate behaviors or outbursts, negative comments, and anxiety-ridden movements such as fidgeting, leg shaking, and fist clenching. These signals should raise immediate concern and indicate to educators that a response may be needed. The goal is to guide the student to a **self-regulated mindset**, but how does a teacher do that?

First let's review what is going on with a student in the middle of an outburst. Cortisol, which is responsible for keeping people alive in the face of danger, is being released. Often referred to as the stress hormone, cortisol plays a crucial role in our ability to protect ourselves. When we experience stressful situations, the release of cortisol helps us respond rapidly, but it comes with a cost, as it negatively affects the brain's ability to function at an optimal level.

Think of it like this: You're in the ocean on a surfboard waiting for the perfect wave. A short distance away, you see a shark fin pop out of the water, heading your way. Immediately two chemicals—**cortisol and adrenaline**—are released and you enter the **fight, flight, or freeze response**: You can fight the shark, flee by paddling as fast as you can, or freeze and hope the shark loses interest in you. Whatever your response, you find yourself in a moment of stress, anxiety, uncertainty, and fear due to heightened cortisol levels.

Now let's consider how this might look in a learning environment. At the end of a class, two students learn that they have received a poor grade on a science test. This is not a life-or-death situation like the approaching shark, but the physiological response is the same. The students' **cortisol levels** are high and they are anxious, a state of mind that doesn't support clear, conscious thinking. Upon entering their English class, the two students are visibly upset. One heads straight for their seat and begins to cry,

while the other throws their book bag on the floor and punches the desk. For the teacher, recognizing these signs before beginning class is important.

THE STRESS RESPONSE AND THE BRAIN

The young brain can be confusing, complex, and often misunderstood, not only from the perspective of adults but more importantly from that of the students themselves. In order for students to understand how their brain functions, it's important to teach them about **a few parts of the brain and their functions**. To keep it simple, teach them about the amygdala, prefrontal cortex, and hippocampus.

The amygdala directs rapid responses when necessary—the fight, flight, or freeze response. When the amygdala detects a threat, it responds faster than the prefrontal cortex, which directs the ability to make decisions and problem-solve, and the hippocampus, which is responsible for remembering details and storing memories. The two areas of the brain most needed for academic work are thus bypassed. As a result, an anxious, stressed, or fearful state of mind can lead to poor decision-making, inability to think with clarity, and impulsive behaviors.

Learning how to calm ourselves is imperative for our well-being, and the following technique, which is designed to decrease negative impulses and emotions, can be shared with students. The goal is to lead them to more regulated thinking and learning.

A DE-ESCALATION TECHNIQUE

Let's go back to the two upset students in their English class. They aren't ready to work, but the teacher can help by taking a few minutes to guide them back to a state of calm.

This process should take anywhere from four to six minutes and be centered on the student. I've provided a sample of what a teacher might say at each stage, but you should modify those statements so they feel natural to you.

If you have a paraprofessional or in-class support teacher, you can ask a student who seems upset to step out into the hallway or into **an area of the classroom set aside for de-escalation**. Or you can do this as a whole-class starter activity for anyone who might have something worrisome on their minds. Students can either choose this de-escalation technique—thinking over their answers instead of sharing them out loud—or engage in a warm-up activity connected to the class such as completing a journal entry or worksheet.

Give the student time to regain their calm: Say, "I notice you're really upset. Let's work together on breathing slowly for one minute in order to manage your impulses."

Direct the student to be aware of their thoughts and feelings: Say, "What's going on in your brain and body right now? Tell me how you feel and what you're thinking, and if you're ready to focus on moving forward with getting calm."

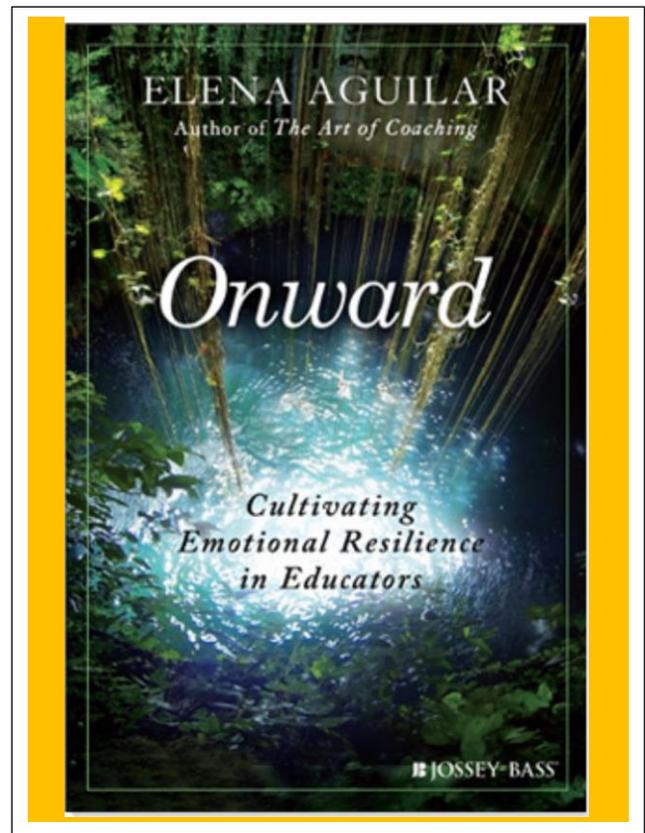
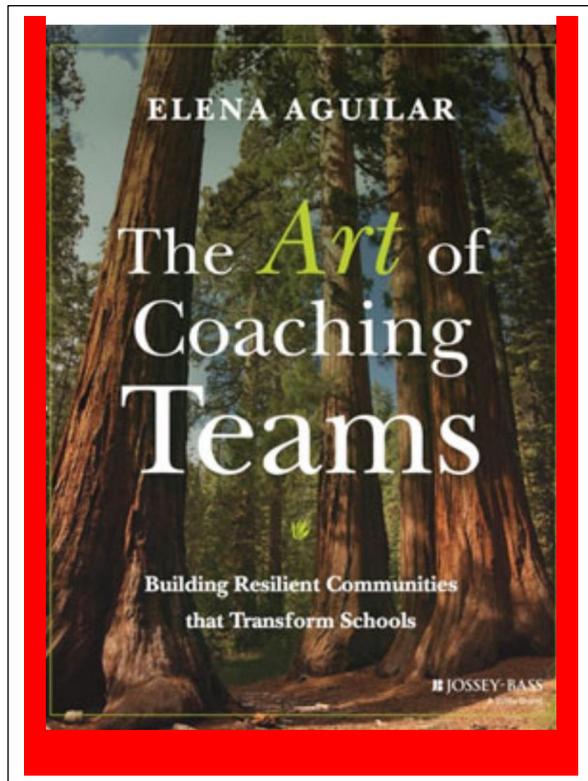
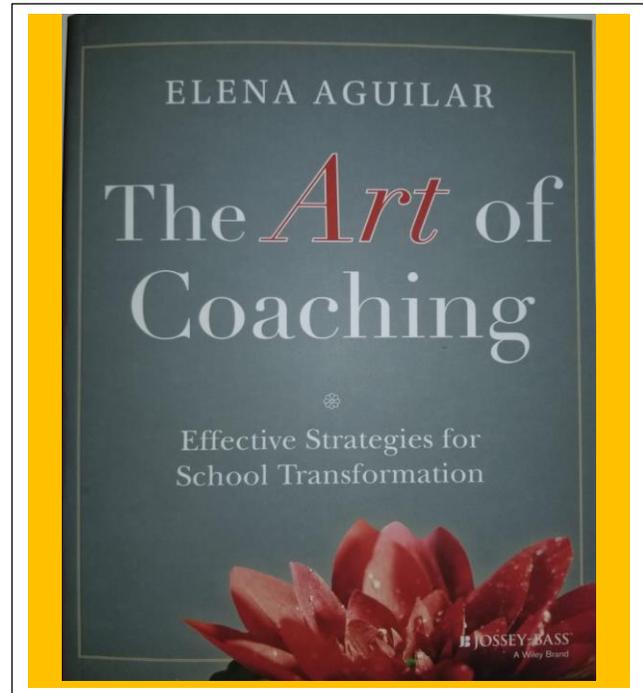
Have the student redirect their thoughts: Say, "Take a minute, close your eyes, breathe slowly, and think about something that makes you happy. I know you told me how much you love your grandma's fresh-baked cookies. Think about walking into grandma's house in a calm state of mind as you smell the cookies, taste the cookies, and feel the warmth of them right out of the oven."

Give the student positive feedback on becoming calm: Say, "Now open your eyes. How are you feeling? If you need more time to settle down, let me know. You should feel happy and excited about your work in getting to this point."

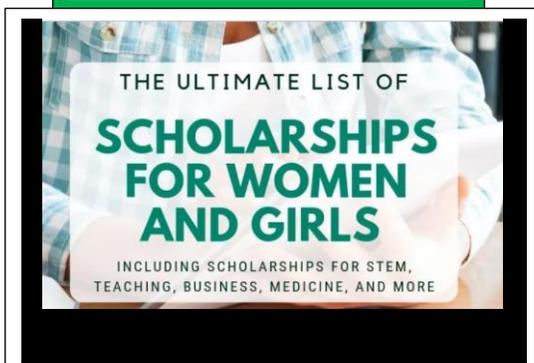
Give the student a little more time to refocus: Say, "Take a minute and do something for you. Go for a walk and get some air, or tell me about your baseball game the other night."

Have the student reflect for the future: Say, "The next time you're feeling this way and I'm not with you, what can you tell yourself in order to take charge of your thinking and behavior, and get yourself to a regulated place?"

TEACHERS' LOUNGE



www.thescholarshipssystem.com



When you have a minute check them out...
www.nea.org/tools/lessons/black-history-month.htm
www.understood.org
<http://bit.ly/BMTCollegeS20>
www.atlantablackstar.com
www.tophat.com/marketplace



*When you empower
a man you empower
an individual; when
you empower a
woman you
empower a
generation.*

*-Derived from an African
Proverb*



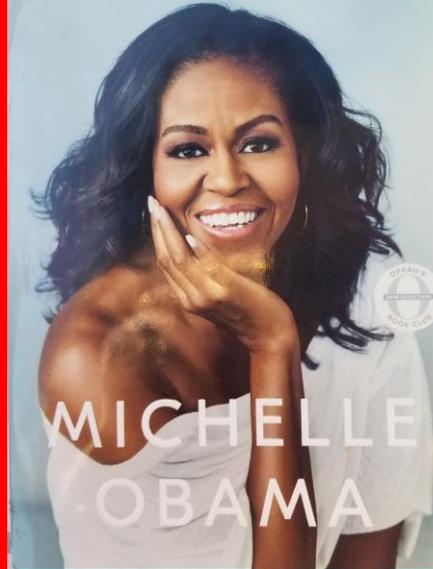
Michelle Obama wins Grammy for best
spoken word album

UNSEEN

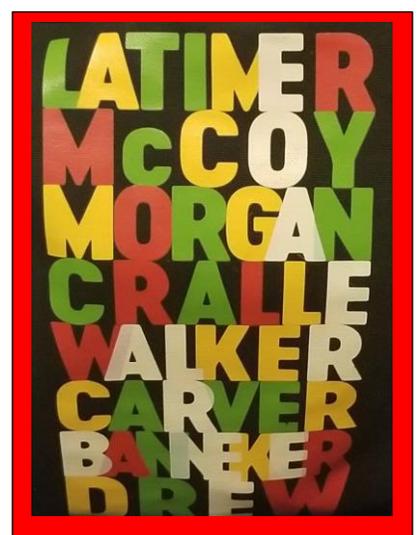
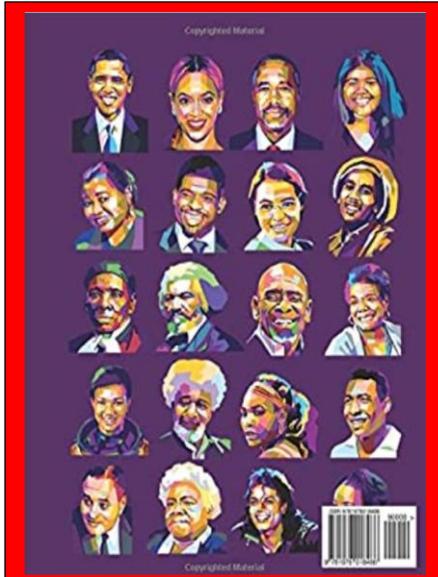
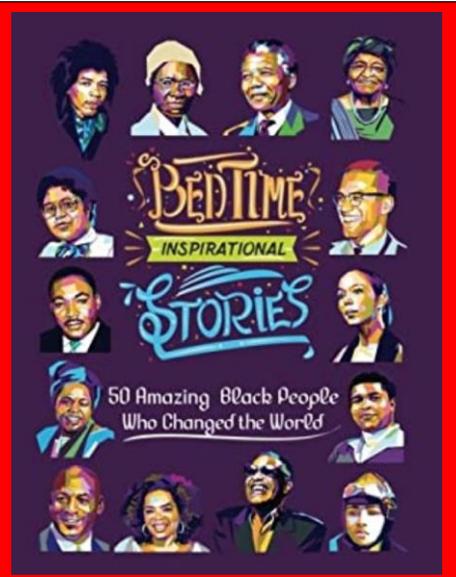


UNPUBLISHED BLACK HISTORY
FROM THE NEW YORK TIMES PHOTO ARCHIVES
DARCY EVELEIGH, DANA CANEDY, DAMIEN CAVE AND RACHEL L. SWARNS

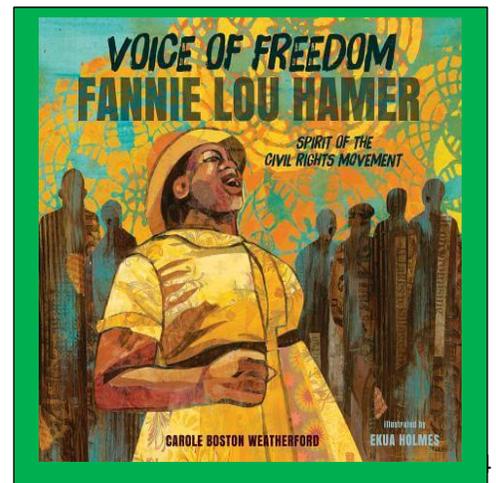
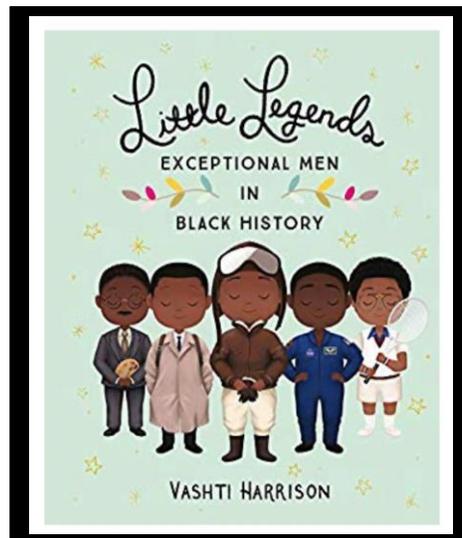
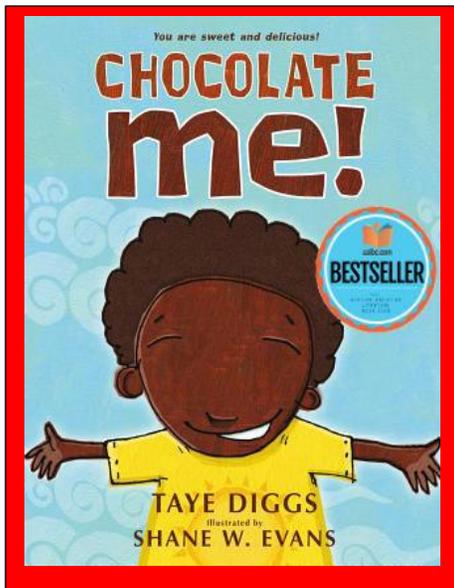
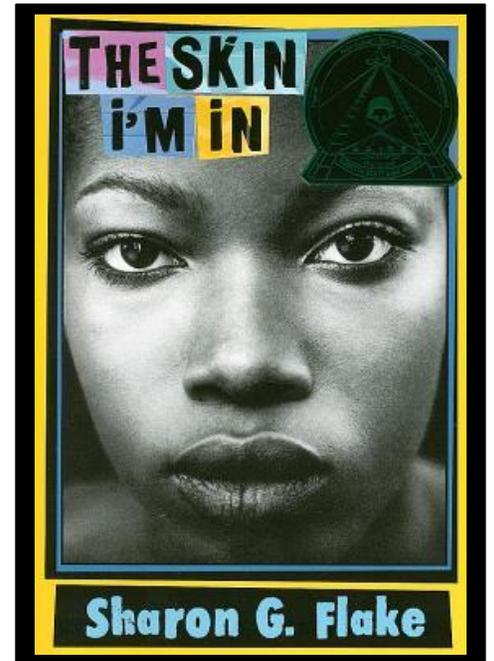
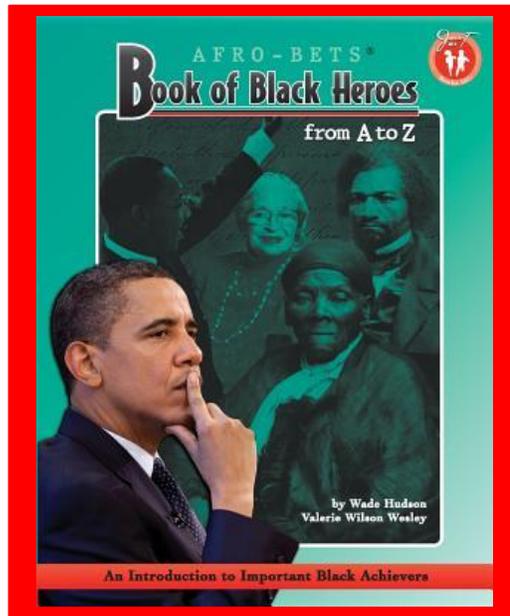
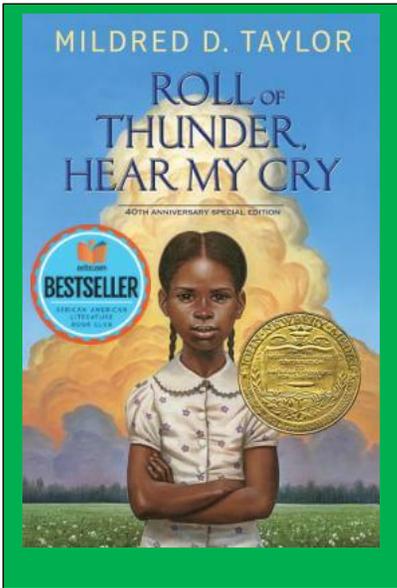
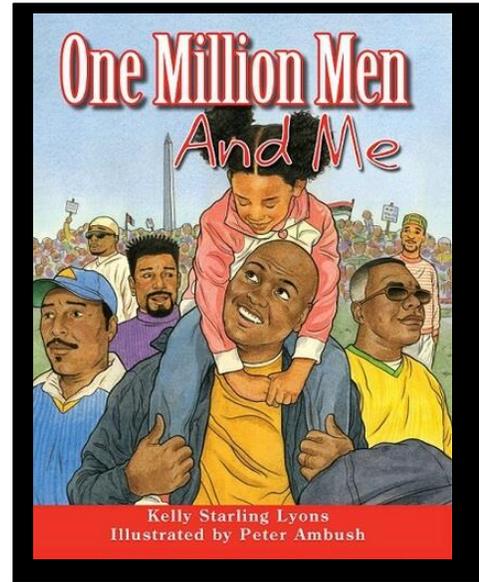
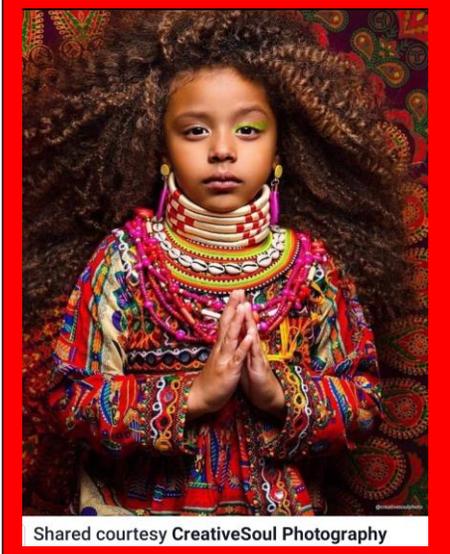
BECOMING



MICHELLE
OBAMA



BOOK NOOK



WHAT A NOVEL IDEA...

This stunning project, which was designed by *Visual Image Photography*, uses vinyl murals to turn the walls into giant book titles. Among the books chosen to adorn these walls are; *Bear Town* by Fredrik Backman, *Never Let Me Go* by Kazuo Ishiguro, *Wuthering Heights* by Emily Brontë, and *October Mourning* by Leslea Newman.

Awesome! A novel way to encourage reading, Mundelein High School District 120, Chicago, Illinois have transformed their English department hallway into an amazing learning environment.



THAT'S NOT MY JOB

This is a story about four people name Everybody, Somebody, Anybody, and Nobody. There was an important job to be done and Everybody was sure that Somebody would do it. Anybody could have done it, but Nobody did it. Somebody got angry about that, because it was Everybody's job. Everybody thought Anybody could do it, but Nobody realized that Everybody wouldn't do it. It ended up that Everybody blamed Somebody when Nobody did what Anybody could have.

-Author Unknown-





NATIONAL SORORITY OF PHI DELTA KAPPA, INC.

WWW.NSPDK.ORG



2020 CONFERENCES MARK YOUR CALENDAR !

REGIONAL CONFERENCES

EASTERN REGION

Host Chapter: Beta Tau

April 23 - 26, 2020

Hotel: TBA

Wilmington, DE

SOUTHEAST REGION

Host Chapter: TBD

April 9 - 12, 2020

Hotel: TBA

Jacksonville, FL

MIDWEST REGION

Host Chapter: Alpha Nu

May 1 - 3, 2020

Hotel: TBD

St. Louis, MO

SOUTHWEST REGION

Host Chapter: Epsilon Lambda

April 2 - 5, 2020

Hotel: TBA

Houston, TX

FAR WEST REGION

Host Chapter: Delta Upsilon

March 20 - 22, 2020

Hotel: TBA

San Diego, CA

YOUTH CONFERENCES

EASTERN REGION

Host Chapter: Zeta

March 20 - 22, 2020

Hotel: TBA

King of Prussia, PA

SOUTHEAST REGION

Host Chapter: Gamma Theta

April 9 - 12, 2020

Hotel: TBD

Jacksonville, FL

MIDWEST REGION

Host Chapter: Gamma Beta

March 27 - 29, 2020

Hotel: TBD

Kansas City, MO

SOUTHWEST REGION

Host Chapter: Delta Epsilon

February 28 - March 1, 2020

Hotel: TBD

Dallas, TX

FAR WEST REGION

Host Chapter: Beta Theta

April 17 - 19, 2020

Hotel: TBD

Los Angeles, CA



February is heart Health month. The Center for Disease Control has listed heart disease as the number one killer of women, especially African American women. In 2017, it is reported that 299,578 women died from heart disease, such as coronary Artery disease, high blood pressure, cardiac arrest, arrhythmia, stroke and congenital heart disease.

We can prevent or control our health by making lifestyle changes.

- ❖ *Eat a low-fat, low sodium diet. Cut down on processed foods and sweets.*
- ❖ *Get at least 30 minutes of moderate exercise per day. Walking is the best and inexpensive form of exercise.*
- ❖ *Quit smoking*
- ❖ *Limit alcohol intake*
- ❖ *Keep your diabetes under control*
- ❖ *Manage stress*

“Walk for heart health” our National initiative. Many of us have one or more of the risks for heart disease. It is important for us to be attentive to our own health. As care givers we take care of family, older relatives and friends; why not take care of ourselves? While attending this last year’s conclave, participants recorded their steps for the week, using a Q-R code as shown on this page. This initiative requires you to record your steps for the week of February 10-16, 2020.

You must initiate the following steps:

1. *Post the Q-R this code in a Convenient location.....*
2. *Download a Q-R reader,*
3. *Each day before midnight, hold it over the code.*
4. *Enter your steps for the day.*
5. *The region will tally the steps will at the end of each week by and individual Soror.*



Q-R Code Step Counter



It is our Goal to start you on a program to lower your risk of heart disease while improving your Health overall!

**Article entry:
Noreen Little
First Supreme Anti-Basileus**

NSPDK SORORS MOVING FORWARD...TOGETHER!

National Sorority of Phi Delta Kappa, Inc., Upsilon Chapter Helped High School Students Get Ready to Work



Sorority members – L to R: Hattie Rowell, Dorothy McDonald, Jean Schley, Ella Middleton, and Senora Moore



Sorority members modeled effective use of soft skills when interviewing for jobs



Sorority members assisted students with properly completing college entrance applications



Members of Upsilon Chapter of the National Sorority of Phi Delta Kappa, Inc. (NSPDK, Inc.) conducted a presentation on effective use of soft skills when interviewing for a job with Booker T. Washington High School students. Also, sorority members assisted high school students with properly completing college entrance applications.

It has been noted nationwide that when interviewing for jobs, applicants lack soft skills, and interviewees behavior indicated an inability to make eye contact, to speak clearly and project their voices. Therefore, members of PDK, Inc, Upsilon Chapter deeded it necessary to start working work with high school students in an effort to prepare them prior to attempting to interview for the workforce.

In addition, members of the sorority assisted students with properly completing college entrance applications. Many times, students miss out on admission of college and finance support due their inability to correctly complete college applications. These activities are in line with NSPDK, Inc. chapters' mission to help students attend and graduate from college.

A Sisterly Soiree for the Holidays Alpha Epsilon Chapter

Dr. Marquita S. Blades, Public Relations Director

On Saturday, December 7, 2019, the Alpha Epsilon Chapter of the National Sorority of Phi Delta Kappa, in Atlanta, GA held its' annual holiday celebration. Chapter members enjoyed a festive brunch in a private room at Sam & Rosco's Restaurant. Organized by Dr. Erika Hamilton, 1st Anti Basileus (Chair), Sorors Sandra Perrino, Grammateus and Kimberley Johnson, Parliamentarian, the event was in time to set the tone for the holiday season.

Chapter Basileus, Gwynndolyn Epps Welch presented members with lovely tokens of appreciation including beautiful red and gold ornaments and insulated travel mugs. Other sorors offered gifts as well including candy canes, Bath & Body Lotion, heart-warming greeting cards, and other items that represent the spirit of Christmas.

Soror Hamilton requested items for the Red Sock event in honor of deceased Soror Anita Laval. The socks will be given to students at schools and to senior members at Nursing Homes. We engaged in two fun games led by Soror Kimberley Johnson. A guest student and daughter of Soror Rhonda Robinson judged the paper Christmas trees made by the Sorors with just a sheet of green paper. The winner was Soror Jeannette Miller. All trees were wonderfully crafted.

Sorors were joined in celebration by Anthropos, family members, student, and friends. We had great food and a sisterly Holiday blast!



WELCOME NEW SORORS!

Congratulations



Sunday, January 12, 2020, The Electrifying Epsilon Chi Chapter inducted Five Dynamic "Unstoppable" new members: Dr. Liza Ortiz, Alicia Parker, Tracy Holland, Donnette Darling, and Erskine Grigsby.



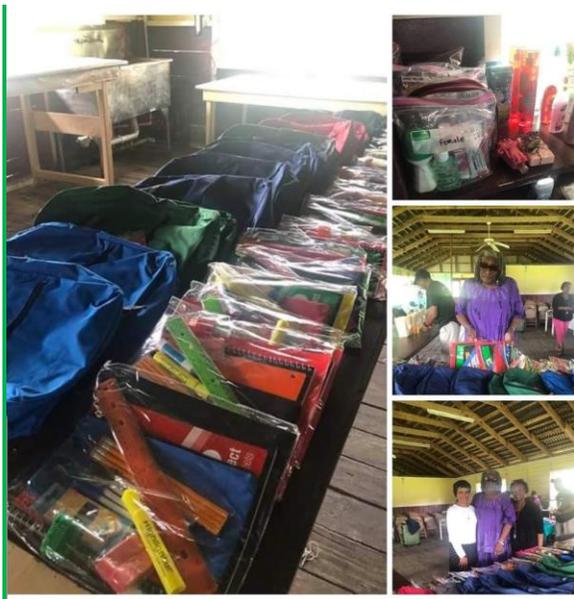
First Supreme Anti Basileu Noreen Little, Eastern Regionall Parliamentarian Dr. Priincess Towe, Eastern Regional Member-at-Large Anona Huntly and Past Eastern Regional Director Drusilla Kinzonzi were in attendance to celebrate and inform.



**LET YOUR
UNIQUE
AWESOMENESS
and
POSITIVE ENERGY
INSPIRE CONFIDENCE
IN OTHERS...**

SORORS EDUCATED ENGAGED AND EMPOWERED

As part of Teach-A-Rama Program, Alpha Chi members presented a workshop, "Explicit Instruction" for teachers in the Portsmouth school.

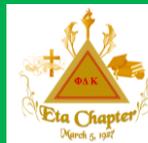


We took backpacks and toiletries to Belize given by Alpha Rho- Mildred Johnson, Basileus. Soror Margarett Galloway



This is one credit to what NSPDK, Inc stands for. On Tuesday, January 7, 2020, I was sworn in as an elected member of the Hillside Board of Education. As we continue with our Call To Action, my prayer is that I along with the members of our board can make a difference.
Soror Eleanor Wayman-Worrill.

Beta Lambda educators participating in Great Sock Drop at our local Salvation Army. Providing for our youth and families just makes you feel good all over!



Rev. Dr. Martin Luther King, Jr. Day of Service! Eta Sorors along with Alumni from Woodrow Wilson, Camden Catholic, and Camden High Schools came together to give out NEW winter coats, gloves, hats, and scarves. Thank you to all who purchased items for the give-away.

The National Sorority of PHI DELTA KAPPA, INC
TAU CHAPTER
presents
Teach-A-Rama

#TeacherBOSS

SATURDAY, FEBRUARY 8 1-3pm | Professional Growth Points will be awarded

UNIVERSITY METHODIST CHURCH
5959 Grandview Drive
Indianapolis, IN 46228
Phone: (317) 257-0237

GUEST SPEAKER
Augusta Mann

RSVP to: EVENTBRITE

YOUTH ON THE MOVE...



Xinos Jalyne Tate made us all proud last night at the Johnson County Stock Show! Congratulations Jalyne and Flo!! ❤️❤️

- First Place in Class
- First Place in Breed
- Reserve Supreme Champion Overall

*2 interviews with Johnson County and Cleburne Times, 2 belt buckles, a banner, a poster, and 3 ribbons!! Next up- Fort Worth Stock Show.

Epsilon Pi Chapter Xinos

Kudos for another successful Flapjack Fundraiser! Thanks to all that came out and supported us.



Gamma Chapter Xinos and Kudos



Zeta Chapter Xinos, Kudos, HUB parents and Sorors on MLK Day at Unitarian Society of Germantown, PA making PB & J sandwiches for the homeless. Community Service Rocks!!



Delta Epsilon Xinos and Kudos at MLK



I'M JUST SAYIN'...



Kwame Nkrumah

NOTE
REGIONAL PUBLIC RELATIONS CHAIRS PLEASE
EMAIL EVENTS YOU RECEIVED FROM
CHAPTERS TO:
nspdk.pr@gmail.com



J. Graham, M. ED
National Public
Relations Director
Eta Chapter