

ICA Summer Team Leadership Program

4-hour (1/2-day) Schedule – M/T & Th/F

Morning	Afternoon	Content
7:30	12:30	Arrive and check in Morning crew gets breakfast; afternoon crew gets lunch (conversation below could be incorporated over the meal)
8:00	1:00	Opening, "Ritual" greeting & brief song Focused Conversation led by supervisor first 2 weeks, then by teen (rotated throughout team) & quick feedback from team/supervisor
8:30	1:30	In line with the rational/experiential aims 70 minute curriculum block (probably in activities of no more than 10-20 minutes each) – includes re-enforcing overall aims of the program as well as the particular focus of the week and day.
9:40	2:40	Go to work at host agency 2-hours on the job Includes snack of the day
11:45	4:45	15 minute debrief of the day, handle issues, prep for next day (including who is doing opening conversation), announcements Eventually this is assigned to and led by teen member of the team.
Noon	5:00	Morning crew gets lunch and leaves; afternoon crew leaves

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Five-day Weekly Rhythm
(filled out for each week)

Content	Monday	Tuesday	Wednesday	Thursday	Friday
Learning Objectives	Rational Aim:		Experiential Aim:		
Opening Ritual Who:			FIELD TRIP or SPECIAL TRAINING DAY		
Song Who:					
Focused Conversation Topic Who: (feedback)					
Curriculum Topic Who:					
Curriculum Materials & Field Trip Logistics					
On the Job					
Daily Debrief Focus Who:					
Closing Ritual Song Send Out Who:					

ICA Summer Teen Leadership Program
 8-Week Curriculum Areas

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Program Orientation Pre-Program Evaluations Team Formation (10 youth w/supervisor-trainer) Introduction to Focused Conversation (getting results from conversations that matter) Foc'd Conv'n practice continues weekly	Creating an Action Plan (Share staff plan for program success Develop small team plans for team success including individual projects) Practice, practice, practice!	Stepping Back: What is Facilitation? Facilitation Basic Skills (listening, flip chart use, agendas...) Practice including tracking the action plan implementation	Facilitation Basic Skills continued (Handling difficult behaviors) Facilitation Event Logistics (room setup, décor, other details, documentation) Practice within small teams Initiate Individual projects Family Night Performance	What is community? Community Development – critical elements Role of youth in society I am an advocate! Introduction to Chicago community decisions: the precinct – other decision-making models such as Parliamentary Procedure	High Tech and me Social Networking: the internet as a cool tool The Social Process Model	Program Curriculum Review: Facilitation Life Stance Work Skills Community	Transition of Skills to Family, School, Other Situations Reflection on the Program Creating a Life Plan Post-Program Evaluations Celebration, Certificates and Graduation
Worksite Assignments	On the Job	On the Job	On the Job	On the Job	On the Job	On the Job	Job Site Evaluations
Wednesday Special (sometimes offsite) – focus on work skills needed	Wednesday Special (sometimes offsite) – Life Stance Curriculum: Who am I? How does life work (really)?	Wednesday Special (sometimes offsite) – Life Stance Curriculum: What is real for me?	Wednesday Special (sometimes offsite) – Life Stance Curriculum: What am I in charge of?	Wednesday Special (sometimes offsite) – Life Stance Curriculum: Who is my community and what is my contribution?	Wednesday Special (sometimes offsite) – Action Planning for Job Host Agencies	Wednesday Special (sometimes offsite) – Preparation & Action Planning for community group (precinct?)	Wednesday Special (sometimes offsite) – Celebration with Job Host Agencies

ICA Summer Teen Leadership Program
6-Week Workforce Training Areas
REVISED

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Master Image: Leaders for the Future from Chicago					
Image of Self as Leader <i>(planting the seed)</i>	Image of Self as Facilitator	Image of Self as Activist	Image of Self as Orchestrator	Image of Self as Advocate	Image of Self as Leader <i>(celebrating the fruit)</i>
<p>Program Orientation</p> <p>Team Formation</p> <p>Chicago - a Wonderful City</p> <p>Current Leaders from Chicago & "I too can do it!"</p> <p>Introduction to Focused Conversation (getting results from conversations that matter)</p> <p>Focus on leadership & work skills needed</p>	<p>Field Work: Harold Washington Library</p> <p>What is Facilitation?</p> <p>The Focused Conversation: Big Picture & starting with "curious", RA/EA, Good Questions, Putting it All Together</p> <p>Life Stance Curriculum: Who am I? How does life work? What is real for me?</p>	<p>Stepping Back: Facilitation Basics</p> <p>Creating an Action Plan*</p> <p>(Develop small team plans for team success including green initiatives)</p> <p>The Assessments Campaign</p> <p>Life Stance Curriculum: What am I in charge of?</p> <p>Who is my community and what is my contribution?</p>	<p>Facilitation Basic Skills continued</p> <p>Facilitation Event Logistics – preparing for the performance</p> <p>Tracking action plan implementation</p> <p>Preparing a Presentation</p> <p>Practice within small teams</p> <p>Family Night Performance</p>	<p>What is community?</p> <p>Gridding the Neighborhood</p> <p>Community Development – critical elements</p> <p>Role of youth in society</p> <p>Teen Summit Prep</p> <p>Agency follow-up and post assessment</p>	<p>Reflection on the Program</p> <p>Creating a Life Plan</p> <p>Transition of Skills to Family, School, Other Situations</p> <p>Post-Program Evaluations</p> <p>Teen Summit</p> <p>Celebration, Certificates and Graduation</p>
Tools: <i>What Creativity Can Do for You / Antwerp Train Station (both from YouTube)</i>	Libraries or Recycling	Tools: : ICA Town Meeting Story – the power of plans	Tools: <i>Milagro Bean Field War</i> DVD (community scene)	Tools: <i>11th Hour Solutions</i>	Tools: something on celebration of victory

*We may need a daily review of the action planning steps and a weekly practice of creating a plan.

ICA Summer Youth Leadership Program

Training Rational & Experiential Aims

<u>6-Week Rational Aim</u>	<u>6-Week Experiential Aim</u>
The youth understand themselves as advocates for their community and for the "Green Movement" in this country.	The youth experience themselves as capable of being leaders and excited about this new image of themselves.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<u>Rational Aim:</u> Understand the program as information, experience, and skills to help them make a difference in their community	<u>Rational Aim:</u> Clear understanding of the role of environmental sustainability in both a community & a personal context	<u>Rational Aim:</u> Understand facilitation as a useful group support process	<u>Rational Aim:</u> Understand and have practiced how to do Action Planning	<u>Rational Aim:</u> Understand the role of an effective advocate in the community	<u>Rational Aim:</u> Realize they are equipped to be leaders
<u>Experiential Aim:</u> Feel program is worthwhile and there is openness to hear and accept their input	<u>Experiential Aim:</u> "I'm excited to be doing these assessments & committed to succeeding!"	<u>Experiential Aim:</u> Enthusiastically interested in trying it (facilitation)	<u>Experiential Aim:</u> Confident they could do an Action Plan with a group	<u>Experiential Aim:</u> Excited about sharing in and leading the Teen Summit	<u>Experiential Aim:</u> Feeling of empowerment and excitement over going into the world with facilitation and advocacy skills

NOTE: the weekly aims are more training focused. We need the same for the work week portion.

ICA-USA Teen Leadership Program
Week 1 Training Overview
 REVISED

SEARCH Support

	Monday	Tuesday	Wednesday	Thursday	Friday
Youth Arrive	Grab Breakfast OR grab Lunch and get seated in the main room. Welcome to the day – go over the schedule and make any announcements (5 min.). Monday & Tuesday in the main room (Monday re work, Tuesday re curriculum). Wed/Thurs begin the normal work/curriculum schedule (8-10 work/10-12 curriculum; 1-3 curriculum/3-5 work).				
Rational/Experiential Aims	RA – clarity on the workforce development/ green jobs program and the rules EA – ready to come back	RA – clarity on the role the training will play in the program EA – interested	RA – Seeing themselves as employees EA – Glad they have a job	RA – seeing possibility in becoming leaders EA – happy they were selected	RA – Share life stories EA – appreciate the lives of everyone on the team
Focused Conversation	Introductions + “Why am I here?”	Meaning of the Creed	Having Conversations that Matter	Chicago Leadership	All about the RIGHT Brain (vs. left brain)
Curriculum	Presentations from: ICA-USA Program Director Introduction of other Staff for the Program What exactly is the program, including RA/EA, going over any guidelines, forms, meal and other logistics, filling out paperwork, etc. Learning the Creed	Presentation of the 6-Week Plan and Dialogue (again the RA/EA) Presentation of the rest of Week 1 and Dialogue Presentation of Daily Rhythm Their role vs. supervisor's role vs. trainer's role (Supervisors present this) Introduction of notebooks and timed writing exercise	Getting a Job through Social Networking Creation of Team Names and Spaces Introduction to a Resumé	Mind map Definition of Success Work on what leadership skills are necessary to be successful in this program Different Ways to Work (hourly, salaried, self-employed) Connect to leadership skills necessary to be successful <u>after</u> this program	Music in our lives – Bring favorite music and share it. Tell why you like it. Telling your “life story” Creating improvisational versions of life story (rap, poem, written story read and/or acted out, song, visual creation. . .) Can use music with the creations (will continue to work on these).
Work	All Day on Work Readiness (paperwork!)	All Day on Workforce Training	At assigned worksite	At assigned worksite	At assigned worksite
Closing the Day	How did it go re work & training? Assignments Announcements	How did it go re work & training? Assignments Announcements	How did it go re work & training? Assignments Announcements	How did it go re work & training? Assignments Announcements	How did it go re work & training? <u>Skills for Resume?</u> Assignments Announcements

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**ICA-USA Teen Leadership Program
Week 2 Training Overview**

	Monday	Tuesday	Wednesday	Thursday	Friday
Image for the Week Week's RA/EA	Self as Facilitator	Rational Aim: Learn the Focused Conversation Method		Experiential Aim: Feel empowered to use the Focused Conversation	
Daily Rational/Experiential Aims	RA – Learn about the Focused Conversation Method EA – “MY team will WIN this challenge!”	RA – everyone with a library card, learn to do research on computers EA – I can do this!	RA – no longer an abstract dis-related concept EA – “this is an even MORE cool tool!”	RA – Understand 4 levels of questions EA – Realize this is life and we do it all the time	RA – Write a conversation & be ready to lead one EA – Yes! My team will win!
Focused Conversation	NO CONVERSATION	“Just Talk” about Library as a Resource	NO CONVERSATION	NO CONVERSATION	THEIR CONVERSATION
Curriculum	The Concept of Facilitation The Focused Conversation Challenge Talking for a Reason & 4 Kinds of Questions (built ground up – they make up questions first)	Field Work – Research at Harold Washington Library <div>Depending on the Library, these two days may flip</div>	The concept of RA/EA Lots of Practice with the Concept	Writing Questions Objective Reflective Interpretive Decisional Places to Use a Focused Conversation	Writing their own Conversation Preparing to Lead a Conversation for Real – with Another Work Team
Work	At assigned worksite	At assigned worksite	At assigned worksite	At assigned worksite	At assigned worksite
Closing the Day	How did it go re work & training? Assignments Announcements	How did it go re work & training? Assignments Announcements	How did it go re work & training? Assignments Announcements	How did it go re work & training? Assignments Announcements	How did it go re work & training? Skills for Resume? Assignments Announcements

**ICA-USA Teen Leadership Program
Week 3 Training Overview**

	Monday	Tuesday	Wednesday	Thursday	Friday
Image for the Week Week's RA/EA	Self as Activist	Rational Aim: Understand facilitation as a useful group support process		Experiential Aim: Enthusiastically interested in trying it (facilitation)	
Daily Rational/Experiential Aims	RA: Get prepared to use the Focused Conversation in the Conversation Café EA: Celebrate the success of learning to create and lead a Focused Conversation	RA: Facilitate a Focused Conversation for a group they don't know well EA: Confident in facilitating a conversation	RA: Experience a Participatory Action Planning Session EA: Anticipate a new method	RA: everyone with a library card, learn to do research on computers EA: Research can be very interesting	RA: Understand facilitation as a useful group support process EA: Eager to get started on a new method
Focused Conversation	ANNOUNCING THE WINNING CONVERSATION TEAM & TOPIC	LEADING THEIR CONVERSATION WITH ANOTHER GROUP	NO CONVERSATION	"Just Talk" about Library as a Resource	NO CONVERSATION
Employment Focus	Money Management			Doing Research	Money Management Final
Curriculum	Stepping Back: Facilitation Basics Where/When/Why to Use a Focused Conversation	The Conversation Café	Creating an Action Plan The Power of Planning	Field Work – Research at Harold Washington Library	Facilitation Overview Practice creating the Action Plan Victory
Work	At assigned worksite	At assigned worksite	At assigned worksite	At assigned worksite	At assigned worksite
Closing the Day	How did it go re work & training? Assignments Announcements	How did it go re work & training? Assignments Announcements	How did it go re work & training? Assignments Announcements	How did it go re work & training? Assignments Announcements	How did it go re work & training? Skills for Resume? Assignments Announcements

ICA-USA Teen Leadership Program
Week 4 Training Overview
I am an Activist – and a Planner, an Orchestrator!

	Monday	Tuesday	Wednesday	Thursday	Friday
Image for the Week Week's RA/EA	Self as Activist, Planner, Orchestrator	Rational Aim: Know how to do an Action Plan, plus understand in the importance of preparing the setting for effective facilitation to take place		Experiential Aim: Ready to demonstrate what they've learned/done so far (family performance)	
Daily Rational/Experiential Aims	GOAL: Understand an Action Plan from the Participants' Viewpoint MOOD: Ready to "go for it" with Assessments or Summit & anticipate a new method	GOAL: Learn how to start an Action Planning Session MOOD: Confident in facilitating the "givens"	GOAL: Learn to Facilitate Victory/Current Reality/Commitment MOOD: Beginning EASE in front of a group	GOAL: Learn the Consensus Workshop for Key Actions & translating that to a calendar MOOD: Excited about their own prowess	GOAL: Learn how to conclude an Action Planning session MOOD: Eager to try the new method in a real setting
Focused Conversation	NO CONVERSATION	HOW ACTION PLANS MAKE A DIFFERENCE	1 ROUND 5 CONVERSATIONS	NO CONVERSATION	NO CONVERSATION
Employment Focus	Complete Plantings, Green Assessments, Archives etc.				
Curriculum	Experiencing an Action Plan (AM -Teen Summit PM - Assessments)	Facilitation Overview Action Planning & the Givens	Method Steps 2-4: The Victory The Current Reality The Commitment	Method Steps 5-6: The Key Actions The Calendar	Method Steps 7-8 The Coordination The Resolve
Work	At assigned worksite	At assigned worksite	At assigned worksite	At assigned worksite	At assigned worksite
Closing the Day	How did it go re work & training? Assignments Announcements	How did it go re work & training? Assignments Announcements	How did it go re work & training? Assignments Announcements	How did it go re work & training? Assignments Announcements	How did it go re work & training? Skills for Resume? Assignments Announcements

ICA-USA Teen Leadership Program
Week 5 Training Overview
I am an Advocate for my Community!
REVISED

	Monday	Tuesday	Wednesday	Thursday	Friday
Image for the Week Week's GOAL/MOOD	Self as Advocate	GOAL: Understand the role of an effective advocate in the community		MOOD: Excited about sharing in and leading the Teen Summit	
Daily Goals/Moods	GOAL: Understand the elements & dynamics of community development MOOD: Begin to see themselves as important "players" in a community	GOAL: Begin to see "community" in a new way – learn to observe MOOD: Experience the uniqueness of the Uptown Community	GOAL: Get youth input on the Summit and begin the reflection on the program MOOD: I am recognized as an important player in this program	GOAL: Pulling together as a whole group to get the job done MOOD: Feeling needed and responsible for the success of the program	GOAL: Assess ways the youth can advocate in their communities on issues important to them MOOD: Eager to BE an advocate
Focused Conversation	PRACTICE CONVERSATION	1 ROUND 1 CONVERSATIONS	1 ROUND 1 CONVERSATIONS	NO CONVERSATION	1 ROUND 1 CONVERSATIONS
Employment Focus	Complete Plantings, Green Assessments, Archives etc.				
Curriculum	The Role of Youth in Society The Social Process (ICA Model: Economic, Political, & Cultural) The Youth's View of Their Communities Now & in the Future	The Role of Youth in Moving from Now into the Future <i>The Milagro Beanfield War</i> : community meeting scene (need screen/projector) How Youth Would Do it Differently	Gridding the Neighborhood: Getting to know the community "on the ground" Observation Skills	DAY DEVOTED TO THE WORK (no training)	Important Aspects of the Program to Share with the Community Teen Summit from a Youth Perspective Final Conversation Preparation
Work	At assigned worksite	At assigned worksite	At assigned worksite	At assigned worksite	At assigned worksite
Closing the Day	How did it go re work & training? Assignments for next day's conversation practice Announcements	How did it go re work & training? Assignments Announcements	How did it go re work & training? Assignments Announcements	How did it go re work & training? Assignments Announcements	How did it go re work & training? Skills for Resume? Assignments Announcements

ICA-USA Teen Leadership Program
Week 6 Training Overview
I am a LEADER for my Community!

	Monday	Tuesday	Wednesday	Thursday	Friday
Image for the Week Week's GOAL/MOOD	Self as LEADER	GOAL: Realize they are equipped to be leaders		MOOD: Feeling of empowerment and excitement over going into the world with facilitation and advocacy skills and some "green job" experience	
Daily Rational/Experiential Aims	GOAL: Learn by doing – the relationship of a life to a resume MOOD: Experience their own uniqueness and potential	GOAL: Understand a new application of the Focused Conversation as a movie debrief MOOD: Enjoy an application of the Focused Conversation in a relaxed atmosphere	GOAL: Ready for both the Teen Summit and going back to their lives outside the Program MOOD: We are ready. YEAH, WE ARE READY! Feeling EASE in front of a group	GOAL: To have a magnificent Teen Summit that really shows off the potential of youth MOOD: Experience appreciating those who supported the program and being appreciated for their accomplishments	GOAL: Celebrate the accomplishments of the 6 weeks MOOD: Extremely pleased with themselves, that they finished and finished well
Focused Conversation	Practicing Final Teen Summit Conversations	1 ROUND SAME CONVERSATION (about the movie)	Final Preparation for Teen Summit Conversations	9 CONVERSATIONS 2 ROUNDS TEEN SUMMIT	Reflection on the Teen Summit as a Whole Group
Employment Focus	Complete work exhibits for Teen Summit & prepare to host people at your exhibit			Exhibit Hosting	Teams Celebrate their Work Completion
Curriculum	Creating the perfect Resume "Now planning my road to a perfect resume!" Joseph's Group & Walter lead this	Life Plans & Transitioning Back into Life after the Program (school, work, family, friends...)	Practice Conversations for Thursday Continue work on Exhibits	Teen Summit Conversations	As a Whole Group: Claiming Promises for the Future as Leaders in the Community
Work	At assigned worksite	At assigned worksite	At assigned worksite	Teen Summit set-up, take down & clean up	No Work – just CELEBRATION!!
Closing the Day	How did it go re work & training? Assignments Announcements	How did it go re work & training? Assignments Announcements	How did it go re work & training? Check all final assignments for Teen Summit Announcements	A Simple "We're Done!" with the clean up	Completion Certificates Ceremony

NOTE: the curriculum blocks are only 70 minutes each, and they are working 120 minutes (

Module/Component	# ½ Days	Purpose/Objectives	Content Thoughts	Additional Comments
1. Friday (week before it starts) Kick-Off Event	Evening	Celebration for kids & families to set the tone		
2. Program Orientation	1	Set tone, context, and impart needed information		
• Team formation/Bonding/Identity	½	To create a home base or anchor for each teen	May take the first week or so for this to sort itself out (there may be need to shift teens from one team to another in the beginning)	
3. Profound Journey Dialogue (spiral for teens)	4 or more	Help with understanding the depth and importance of their own lives		
4. ToP Facilitation Methods (Youth as Facilitative Leaders)	4 or more	See that leadership can be learned, prepare them to do it with ToP tools	This will be tricky without 2 full days to do it, but only several 70' blocks (could do field trip one week, using a whole day and then give them Friday off.	
5. Basic facilitation skills	2	Understand agenda, use of tools (flip chart, markers), listening skills, content vs. process	Learn on one day, pairs of teams facilitate each other on another day	
6. Facilitation logistics	½ + practice	The set-up and décor are key to a good outcome	Do their own space set-up – experience different options and their effect on the team's work	
7. A life plan	½	See themselves in a larger context than either the past or simply today or maybe tomorrow	Could be life story via improve at beginning and a life plan for rest of their life toward the end.	
8. Team skills	1 + ongoing	Learn to be a team player in a helpful way	This will be a daily piece, intensified in the end of day reflection	
9. Social networking via internet (e.g. facebook, email, listservs)	½ + ongoing	Learn the skills many teens are already using	Need to figure out best way for this – they probably txt if they have cell phones.	
10. Parliamentary procedure (Robert's Rules)	½ ?	Learn how groups often work now (not our favorite or best practice these days)	Give them another modality for comparison to a consensus-based method	
11. Individual projects	ongoing	Part of the ISS/partly	This needs a whole separate "think	

Module/Component	# ½ Days	Purpose/Objectives	Content Thoughts	Additional Comments
		something they choose	through" session	
12. Neighborhood action planning event (precinct level)	1 or more evenings	Live use of methods – of service to community	Will also require significant prep and rehearsal time	
13. Nonprofit action planning (ICA building tenants)	1	Live use of methods – of service to employers	Work with different employer than their own also require prep	
14. Public performance for family night	2	Allow them to shine – and get over any stage fright SEE MORE in 15 below.	Requires planning, prep, and rehearsing – could be done in smaller groups, include leading a conversation and/or a Consensus Workshop to demo skills, plus having the groups themselves create presentations on what they have learned	
15. Midway – a family night event	1 evening	Allow family/friends to see their progress	Also needs some kind of refreshments & handouts	
16. Video (by outside film crew) documentary for later marketing	Not in curriculum schedule	Capture some of the essence, use for marketing & fund-raising	Will be better if ICA has a plan and clear intention for the film crew	
17. Group and individual pictures		Record of participants for them and ICA, others	Will need release forms to use photos	
18. Pre-Post evaluations		To more objectively capture their growth through the program	The required ones plus our own	
19. ICA Rituals ("Food is good, right? ..." "These are the times..."	Part of daily rhythm	Re-enforce life stance learning & images		
20. Singing		Create joy, re-enforce learning, create team/larger group bonding		
21. Weekly rhythm		Anchor their participation with both stability and anticipation		
22. Social Process as screen (be sure the Cultural is included)	Through-out curriculum	Give them a framework to see the world and understand the value of all social pieces		
23. Field trips (outside the	1 per week	To break up the daily rhythm		

Module/Component	# ½ Days	Purpose/Objectives	Content Thoughts	Additional Comments
building at least once a week)		of the other four days with something quite different that nonetheless reinforces the message		
24. Transition of skills to family, school, community	1 or 2	Help them understand the larger applications of learning		
25. Celebration	1 + evening?	Celebrate their great accomplishments		
26. Graduation and certificates	1	Give formality & official significance to their summer investment		