



**Summer Youth Workforce
Development Program
Leadership Training Manual
July-August, 2009**

*The best way to find
yourself is to lose yourself
in the service of others.*

~Gandhi

*We are what our thoughts
have made us; so take care
about what you think.*

*Words are secondary.
Thoughts live; they travel
far.*

~Vivekananda

*We are what our thoughts
have made us; so take care
about what you think.*

*Words are secondary.
Thoughts live; they travel
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~Vivekananda



[ICA-USA Youth Facilitators Apprenticeship Program](#)

THE CREED

We represent the Institute of Cultural Affairs.

We commit to a better tomorrow

By leading in our communities today.

We commit to the preservation of our environment.

We respect ourselves and each other.

We are the young leaders of tomorrow, today.

And together, we are

A Force for Positive Social Change

ICA Summer Youth Leadership Program

Youth are from the following countries and regions as of the first day of the program – others have been added

Burundi	2	African
Cameroon	1	African
Congo	1	African
Democratic Republic of Congo	4	African
Djibouti	1	African
Ethiopia	9	African
Ghana	1	African
Iraq	10	Middle Eastern
Nigeria	6	African
Pakistan	1	Asian
Ratoma (Guinea)	1	African
Tanzania	1	African
United Kingdom	1	African
United States	54	African-American (50), Hispanic (3), White (1)

TOTAL

**93 on the first day, soon over 100, 87 completed
the program**

ICA Summer Youth Leadership Program

Training Rational & Experiential Aims

<p style="text-align: center;"><u>6-Week GOAL</u></p> <p>The youth understand themselves as advocates for their community and for the “Green Movement” in this country.</p>	<p style="text-align: center;"><u>6-MOOD</u></p> <p>The youth experience themselves as capable of being leaders and excited about this new image of themselves.</p>
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Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p><u>GOAL:</u> Understand the program as information, experience, and skills to help them make a difference in their community</p>	<p><u>GOAL:</u> Clear understanding of the role of environmental sustainability in both a community & a personal context</p>	<p><u>GOAL:</u> Understand facilitation as a useful group support process</p>	<p><u>GOAL:</u> Understand and have practiced how to do Action Planning</p>	<p><u>GOAL:</u> Understand the role of an effective advocate in the community</p>	<p><u>GOAL:</u> Realize they are equipped to be leaders</p>
<p><u>MOOD:</u> Feel program is worthwhile and there is openness to hear and accept their input</p>	<p><u>MOOD:</u> “I’m excited to be doing these assessments & committed to succeeding!”</p>	<p><u>MOOD:</u> Enthusiastically interested in trying it (facilitation)</p>	<p><u>MOOD:</u> Confident they could do an Action Plan with a group</p>	<p><u>MOOD:</u> Excited about sharing in and leading the Teen Summit</p>	<p><u>MOOD:</u> Feeling of empowerment and excitement over going into the world with facilitation and advocacy skills</p>

ICA Summer Teen Leadership Program
6-Week Curriculum 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 (planting the seed)	Image of Self as Facilitator	Image of Self as Planner	Image of Self as Orchestrator	Image of Self as Advocate	Decision to BE a Leader (celebrating the fruit)
Program Orientation Team Formation Neighborhood Crime Consensus Workshop FCs: Why am I here? The Creed, Conversations That Matter, Chicago Leadership, The Right Brain Focus on leadership & work skills needed – Social Networking, Success, Creativity	Becoming a Focused Conversation Leader: The Aims The Questions Practice Competing for “Best” Focused Conversation	Announcing & Celebrating the Winners Money Management The Conversation Café Charting a Green Article Completing Paperwork for the Hub	Completing Paperwork for the Hub Stepping Back: What is Facilitation? Facilitation Basics Creating an Action Plan (Green Assessments & the Teen Summit) Practicing the Steps of an Action Plan Writing a Resume	What is community? Gridding the Neighborhood Critical Elements of the Social Process: My community now and in the future Role of youth in society Teen Summit Prep (Practicing Final Focused Conversations)	Practicing for the Teen Summit Final Resume Work Creating a Life Plan Transition of Skills to Family, School, Other Situations Teen Summit Reflection on the Program Post-Program Evaluations Celebration, Certificates and Completion
Tools: 6 Focused Conversations Timed Writing Creativity Clips	Tools: :Pre-written Focused Conversation for Practice	Tools: Budget Exercise Article on Budgeting Pizza Party Green Articles	Tools: Action Planning Steps from ToP Participant Training Manual	Tools: <i>Milagro Bean Field War</i> DVD (community scene)	Tools: Samples: Resume, Life Plan

**ICA-USA Teen Leadership Program
Week 1**

	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 possibility in becoming leaders EA – happy they were selected	RA – Learning about the Focused Conversation Method EA – “this is a cool tool”	RA – Share life stories EA – appreciate the lives of everyone on the team
Focused Conversation	Introductions + “Why am I here?”	Meaning of the Creed	Chicago Leadership	Having Conversations that Matter	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	Rehearsing 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	Mind map Definition of Success Work on what leadership skills are necessary to be successful in this program Connect to leadership skills necessary to be successful after this program Social Networking & Computer Use + the media piece Creation of Team Names and Spaces	The Concept of Facilitation Introducing the Focused Conversation Method – and why it works Becoming a quality Focused Conversation Leader Places to Use a Focused Conversation	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	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 1 Training Overview
REVISED

	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 a 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
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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? Skills for Resume? Assignments Announcements

**ICA-USA Teen Leadership Program
Week 1 Training Overview**

REVISED

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Five-day Weekly Assignments MORNING SESSIONS
Week 1

Content	Monday	Tuesday	Wednesday	Thursday	Friday
Learning Objectives	<u>Rational Aim:</u> Understand the program as information, experience & skills to help them make a difference in their community			<u>Experiential Aim:</u> Feel program is worthwhile and there is openness to hear and accept their input.	
Daily Aims	RA – clarity on the workforce development/green jobs program and the rules	RA – clarity on the role the training will play in the program	RA – seeing possibility in becoming leaders	RA – Learning about the Focused Conversation Method	RA – Share life stories
	EA – ready to come back	EA- interested	EA – happy they were selected	EA – “this is a cool tool”	EA – appreciate the lives of everyone on the team
On the Job Task	Learn Scope of Program & Paperwork	Learn Scope of Training	Composting	Indoor Gardens Research	Composting & Indoor Gardens
Opening Creed / Who?	Creed ICA leads	Creed Supervisor leads	Creed Supervisor leads	Creed Volunteer leads	Creed Volunteer leads
Song/ Who?	Need to decide about this				
Focused Conversation Topic / Who? (feedback)	Introductions + Why you are here & Why <i>are</i> you here?	Meaning of the Creed	Chicago Leadership	Having Conversations that Matter	All about the RIGHT Brain (vs. left brain)
Curriculum Topic / Who?	Program - ICA	Training – Trainer & Supervisors	Leadership Trainer & Supervisors	Foc’d Conv. Method - trainer	Life Stories Supervisors
Curriculum Materials	From ICA	From Trainer	Flip stand/pad Sticky wall markers	From Trainer	Boom Box CD’s, musical Instruments
Daily Debrief Focus / Who?	What is clear/ what is not - Supervisors	What is clear/ what is not - Supervisors	Leadership learnings – Supervisors	Conversation Method - Trainer	Life Stance Appreciation – Supervisors do group process
Closing Creed Song Send Out Who?	The Creed Song? Send Out ICA leads	The Creed Song? Supervisor Send Out Trainer	The Creed Song? Send Out Supervisor	The Creed Volunteer leads Song? Send Out Supervisor	The Creed Volunteer leads Song? Send Out Supervisor

What are your concerns and ideas about crime in your neighborhood?

THE ISSUES

Killing	Guns	Talking	Stealing	Police	Drugs	Gangs	Kids	Other
<ul style="list-style-type: none"> • Close people being killed • So many killers • Fights/ death 	<ul style="list-style-type: none"> • Guns (gun shots) • Increase in guns and shooting • People getting shot • My only concern is getting shot 	<ul style="list-style-type: none"> • Always silence (people don't talk about what they've seen because they are afraid) • Snitches get stitches and put in ditches 	<ul style="list-style-type: none"> • Robbery • Theft • Thieves 	<ul style="list-style-type: none"> • Dirty officers • Corrupt police • Dehumanization "Police treating people as if they are not human" 	<ul style="list-style-type: none"> • Drug use among kids • Selling drugs • Drug addicts • Doing drugs • Drugs • Mentally damaged 	<ul style="list-style-type: none"> • The struggle is constant • Gang initiation • Gang affiliation • Too many gang marks • Gang violence should stop completely • Gangs • Too many gang bangers • Gang fights • Gang bangers • Gang activity 	<ul style="list-style-type: none"> • Children's safety • Kid safety • Child molesters • Kidnappings • Children dying young • Missing school • Teen pregnancy • Abortion 	<ul style="list-style-type: none"> • Brainwashing the community (bad behavior gets imitated) • Unclean environment • Killing off the same race • Prostitution • Jay walking • D.U.I.

SOME SOLUTIONS

Safety	Prevention (Hobby)	Clubs	Other
<ul style="list-style-type: none"> • Turn in all guns!!! • Lock up gang members • More control on guns • Help protect the community 	<ul style="list-style-type: none"> • Stay out of trouble • Girlfriend or boyfriend • Get a job • Increase trade programs for high school students 	<ul style="list-style-type: none"> • Community meetings • Go to church/believe/be baptized • Get involved in clubs • Joining a sports team • After school program 	<ul style="list-style-type: none"> • Rehabilitation vs. incarceration • People should solve issues in different ways • Plan B = give kids an alternative • Better representation for lower income people • Silence always = a quiet neighborhood • Se no evil; hear no evil; speak no evil

Save Our Community

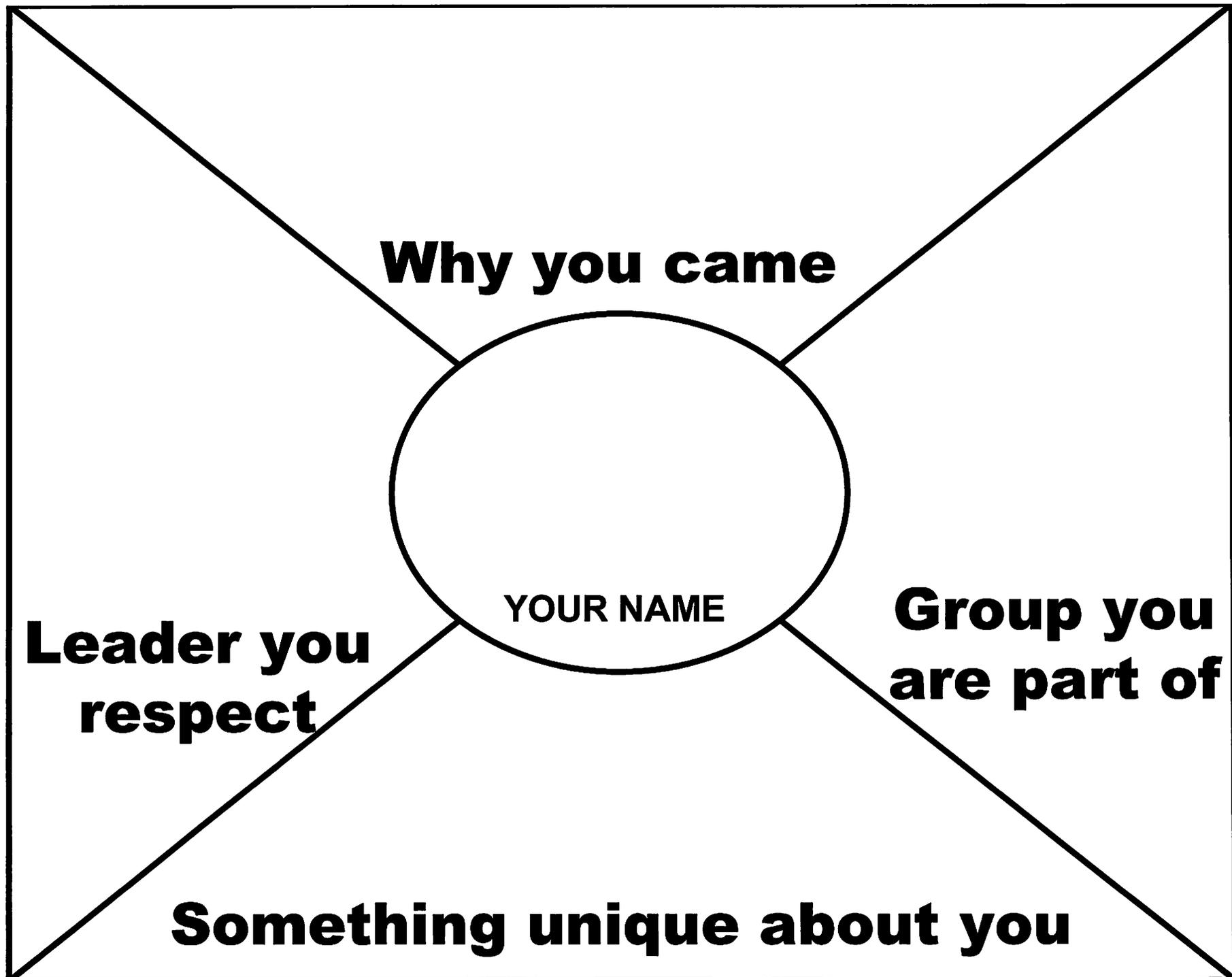
SOME SOLUTIONS

THE ISSUES

Activities	Cameras	Programs	Youth Programs	Jobs	Weapons	Violence	Assault	Other
<ul style="list-style-type: none"> • Playing soccer • Keep more people active – in the world • Make the community cleaner • Construct more parks • More parents/guardians involved 	<ul style="list-style-type: none"> • Put a lot of videos so you can see what gangs do • More police cameras in neighborhoods • More security 	<ul style="list-style-type: none"> • More community workshops • Stay in an after school program • Police make problems stop • More community clubs & organizations • People and police should work together • Empowering abused women • Removal of solicitors 	<ul style="list-style-type: none"> • More community meetings that include the youth! • Less teens on the street • Have youth tell how they feel about the community • Stay focused on positive things 	<ul style="list-style-type: none"> • More job opportunities in crime-filled communities/areas • Provide more jobs within the community • More jobs 	<ul style="list-style-type: none"> • Robbing and weapons • Removing guns!! 	<ul style="list-style-type: none"> • Gang violence • Stop gang violence • Gang violence • People hid info about criminals from police • Violence • Stop snitching • Gang • Drugs • Don't get caught up in peer pressure • A guarantee of safety and protection for those who see crimes and want to help stop violence • Stop drunk driving • Innocent people getting shot and killed 	<ul style="list-style-type: none"> • Street harassment • Stop rape • <u>Pedophile</u> in area • Police brutality • I think it would be less crime if the police stop harassing innocent people and pay attention to real crimes 	<ul style="list-style-type: none"> • I'm concerned for my friends' safety

ROLES WORKSHOP With Supervisors

Supervisors	Youth	Staff
<ul style="list-style-type: none"> • Energizer • Demonstrator • Inspirer • Inspiration • Ray • Role Models • Transformers • Historian (Documents – Max) • Liaison • Leader • Encourager • Boundary Setter • Stairwell Walker • Captain • Educator • Learner • Mentor • (Friend) 	<ul style="list-style-type: none"> • Future Leaders • Learner • (Student) • Transformers • Friend • Investors in Change • Aspirers • Inspiration • Sponges • Digger (in garden & for knowledge) • Gardener • Listener • Worker • Researcher 	<ul style="list-style-type: none"> • Breakfast Coordinator • Administration • Authority • Decision Maker • Protectors • Boundary Setter • Captain • Inspirer • Facilitator • Inspiration • Negotiator • Checker-inner • Problem Solver • File Checker • Meal Distributor • Teacher • Accountant • Transformer • Learner



ICA-USA Teen Leadership Program
 Focused Conversation Topic: All About the Right Brain

Audience Teens in program	Master Image The RIGHT brain is very important, but is often not appreciated by society	Facilitator Supervisor or volunteer from team	Date Friday, July 10, 2009
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Rational Aim: Learn the difference between the right and left brains and know that we will be working with the right brain a lot in this program.	Experiential Aim To be excited about what the right brain does and about opportunities to use it.
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Opening:
 As we go through the program, we will have many activities. Some will be easier than others and some you will like better than others. This is a conversation about one type of activity that we'll be doing.

OBJECTIVE	REFLECTIVE	INTERPRETIVE	DECISIONAL
<p>Draw a simple picture (smiley face) and divide left & right brain. Left brain is all about things like math and engineering and computers. It thinks in straight lines. The right brain likes to play and use colors, music, and movement.</p> <p>Get answers from everyone:</p> <ol style="list-style-type: none"> 1. What are some things you do that are clearly left-brained (may need to give an example) 2. What are some things you do that are clearly right-brained? 	<p>Get answers from everyone</p> <ol style="list-style-type: none"> 1. Which side of your brain do you think you use the most? 2. Which side of the brain do you LIKE to use the most? <p>In this conversation, we are going to be talking about the RIGHT brain.</p> <ol style="list-style-type: none"> 3. Let's get out a LOT of ideas about right-brain activities. 	<ol style="list-style-type: none"> 1. What is different about right brain activities? 2. What are activities we could do together as a team that would engage our right brain? 	<ol style="list-style-type: none"> 1. What is a right-brain activity you will do when you go home today?

Closing:
 Even though a lot of our work and training will use our left brains, we don't want to leave out the very smart right brain. You can help us by noticing if we are spending way too much time on left-brain activities and need to do something to make our right brains happy.

Daily Curriculum Design - Morning

DATE: Monday July 6, 2009

Week's Image Image of Self as Leader <i>(planting the seed)</i>	Day's Image Image of "I now have a job!"
WEEK Rational Aim: Understand the program as information, experience & skills to help them make a difference in their community	WEEK Experiential Aim: Feel the program is worthwhile and there is openness to hear and accept their input
Day's RA: clarity on the workforce development/green jobs program and the rules	Day's EA: ready to come back

TIME	ACTIVITY	MATERIALS/PREP/ASS'T
7:00	Food arrives – gets put out (lunch to kitchen/fridge)	Noelle w/ICA staff help
7:30	Morning participants arrive – wash hands	Mr. Bonslater – check in by name, where to sit; Noelle moves to complete paperwork; Brandon tracks # of meals taken
8:00	ICA: Overview of Program & Sharing the Creed	John Perkins Copies of Creed
8:15	Review Program Guidelines	Michael Bonslater Guideline Packets
8:45	Introduction of Supervisors – then each calls their participants to their table	Supervisors – use original order # given for meals
9:15	Have conversation (see below) during downtime In teams: go to team space Distribute notebooks/pens Distribute T-Shirts Get pictures taken	Notebooks/pens T-shirts
20 min when needed	Focused Conversation – Topic: Why Am I Here? LED BY SUPERVISORS AT TABLES	Supervisors Copy of Conversation
As Needed	Energizer in teams	Supervisor
10:00	BREAK	
10:15	Continue Activity in teams from above	
When all pics finished	Return to 341 Present the Green Work	6-week overview simplified
11:30	Debrief the Day: Focused Conversation on how it went Announcements, Creed and Send Out for the Day	IN TEAMS WITH SUPERVISORS Focused Conversation Questions
11:50	As soon as things are put away, they are free to wash hands & go to LUNCH and then home	Supervisors make it clear

Daily Curriculum Design - Afternoon

DATE: Monday July 6, 2009

Week's Image Image of Self as Leader <i>(planting the seed)</i>	Day's Image Image of "I now have a job!"
WEEK Rational Aim: Understand the program as information, experience & skills to help them make a difference in their community	WEEK Experiential Aim: Understand the program as information, experience & skills to help them make a difference in their community
Day's RA: clarity on the workforce development/green jobs program and the rules	Day's EA: ready to come back

TIME	ACTIVITY	MATERIALS/PREP/ASS'T
11:45?	Lunches put out for Morning teams	Mr. Bonslater, Brandon, Evan others certified to handle food Brandon tracks # of meals taken
12:30	Afternoon participants arrive – wash hands	Mr. Bonslater – check in by name, where to sit; Noelle moves to complete paperwork; Brandon tracks # of meals taken
1:00	ICA: Overview of Program & Sharing the Creed	John Perkins Copies of Creed
81:15	Review Program Guidelines	Michael Bonslater Guideline Packets
1:45	Introduction of Supervisors – then each calls their participants to their table	Supervisors – use original order # given for meals
2:15	Have conversation (see below) during downtime In teams: go to team space Distribute notebooks/pens Distribute T-Shirts Get pictures taken	Notebooks/pens T-shirts
20 min when needed	Focused Conversation – Topic: Why Am I Here? LED BY SUPERVISORS AT TABLES	
As Needed	Energizer in teams	Supervisor
3:00	BREAK	
103:15	Continue Activity in teams from above	Supervisor
When all pics finished	Return to 341 Present the Green Work	6-week overview simplified
4:30	Debrief the Day: Focused Conversation on how it went Announcements, Creed and Send Out for the Day	IN TEAMS WITH SUPERVISORS Focused Conversation Questions
11:50	As soon as things are put away, they are free to go home at 5:00 pm	Supervisors make it clear

Re Monday:

What actually happened – lay it out.

What worked well and should be repeated.

What didn't work and thus we need to make some changes.

What stories do you have from today?

What name would you give today?

NOW, let's get ready for tomorrow.

Daily Curriculum Design - Morning

Tuesday, July 7, 2009

Week's Image <p style="text-align: center;">I AM A LEADER</p>	Day's Image <p style="text-align: center;">I UNDERSTAND WHY I'M HERE</p>
WEEK Rational Aim: Understand the program as information, experience, and skills to make a difference in their communities.	WEEK Experiential Aim: Feel the program is worthwhile and there is openness to hear and accept their input.
Day's RA: clarity on the role the training will play in the program	Day's EA: Interested

TIME	ACTIVITY	MATERIALS/PREP
7:00	Food arrives – gets put out (lunch to kitchen/fridge)	Noelle w/ICA staff help
7:30	Morning participants arrive – wash hands	Mr. Bonslater – check in by name, where to sit; Noelle moves to complete paperwork; Brandon tracks # of meals taken
8:00	Check-in (all here?) – Get notebooks Opening Creed Lay out the day	Copy of Creed for wall Copy of the Day for the wall
8:15	“Being Here” Exercise (5 minutes at first) Context for What is Facilitation – a leadership skill. Workshop on “What are your ideas about crime in your neighborhood – issues and solutions?” PRESENT to Chamber of Commerce meeting on Safety	
9:00	Writing Assignment Topic: “How was yesterday in the program for me?” Quickly debrief writing assignment and share some highlights with the whole group.	Trainer leads it first time. Trainer gives instructions, and supervisors assist their team to complete it.
9:20	Focused Conversation – Topic: Meaning of the Creed Share insights from each team with whole group.	Led by supervisors at tables in the big room
9:45	BREAK	
10:00	Energizer	
10:15	Presentation of the 6-Week Plan and answer questions Presentation of the rest of Week 1 and answer questions Presentation of Daily Rhythm Have the m create a presentation of what this is all about. Then present to a different group.	Need to decide on one IN TEAMS WITH SUPERVISORS A goes to D, E to F Then G to A, D to E, Then F to G (has to wait for G to finish presenting)
11:00	BREAK	
11:15	Their role vs. supervisor's role vs. trainer's role (Supervisors present this similar to what Walter did – use the summary of it as a guide)	IN TEAMS
11:45	Debrief the Day: Focused Conversation on how it went Announcements, Creed and Send Out for the Day	take notes! Focused Conversation Questions
11:50	As soon as things are put away, they are free to wash hands & go to LUNCH and then home	Supervisors make it clear

Daily Curriculum Design - Morning

Wednesday, July 8, 2009

Week's Image I AM A LEADER	Day's Image I UNDERSTAND WHY I'M HERE
WEEK Rational Aim: Understand the program as information, experience, and skills to make a difference in their communities.	WEEK Experiential Aim: Feel the program is worthwhile and there is openness to hear and accept their input.
Day's RA: Understand how the Program's story is being told and who it will connect them to.	Day's EA: Seeing the power of being connected & telling a powerful story

TIME	ACTIVITY	MATERIALS/PREP
7:30	Participants arrive – wash hands & have breakfast	In TEAMS except for MAX's piece 8:55 – 9:30
8:00	Be at WORK	
10:00	Check-in (all here?) – Get notebooks Opening Creed Lay out the day (any special announcements)	Copy of Creed for wall Copy of the Day for the wall
10:10	“Being Here” Exercise (5 minutes at first)	In TEAMS
10:15	Writing Assignment Topic: ““What is my story about this training?” 6 minutes TIMED Spend some time debriefing the writing assignment so they can share what's hard for them and how they can get better over time.	Notebooks In TEAMS Look for a good writer if we don't have one yet.
10:35	Focused Conversation – Topic: Having Conversations that Matter	In TEAMS
10:55	MAX: Social Networking, the Media piece of the program	All together in 341
11:30	Debrief the Day: Focused Conversation on how it went Announcements, Creed and Send Out for the Day	take notes! Focused Conversation Questions
11:50	As soon as things are put away, they go to WORK	
12:00	Lunch and/or Go Home	

Daily Workforce Training Design - Morning

Thursday, July 9, 2009

Week's Image <p style="text-align: center;">I AM A LEADER</p>	Day's Image <p style="text-align: center;">I UNDERSTAND WHY I'M HERE</p>
WEEK Rational Aim: Understand the program as information, experience, and skills to make a difference in their communities.	WEEK Experiential Aim: Feel the program is worthwhile and there is openness to hear and accept their input.
Day's RA: seeing possibility in becoming leaders	Day's EA: happy they were selected

TIME	ACTIVITY	MATERIALS/PREP
10:00	Lay out the day (any special announcements)	Trainer
10:05	Check-in (all here?) – Get notebooks Opening Creed	Copy of Creed for wall Copy of the Day for the wall
10:10	“Being Here” Exercise (5 minutes at first)	In TEAMS
10:15	Writing Assignment Topic: <p style="text-align: center; color: red;">What leadership means to me.</p> 6 minutes TIMED Spend some time debriefing the writing assignment so they can share what's hard for them and how they can get better over time.	Notebooks In TEAMS Look for a good writer if we don't have one yet.
10:35	Focused Conversation – Topic: Chicago Leadership	In TEAMS
10:55	Do a Mind Map of the “Definition of Success” (use 2 or more flip chart pages put together on the sticky wall. Have those who can draw add pictures to the mind map and talk about how the pictures help understanding. What skills do they need to be successful in the program? Make a list on a separate flip chart page. Talk about what each of these mean and what they will need to do to gain the skill. (learn something new, practice, have a positive attitude...etc.) Talk about after the program – what do other leaders have – what do they (your work team) need, how will they get it?	Flip chart paper and various colored markers.
11:30	Debrief the Day: Focused Conversation on how it went Announcements, Creed and Send Out for the Day	Focused Conversation Questions
11:50	Clean up work team space.	
12:00	Go to lunch and/or go home	

Daily Workforce Training Design - Morning

Friday, July 10, 2009

Week's Image <p style="text-align: center;">I AM A LEADER</p>	Day's Image <p style="text-align: center;">I UNDERSTAND WHY I'M HERE</p>
WEEK Rational Aim: Understand the program as information, experience, and skills to make a difference in their communities.	WEEK Experiential Aim: Feel the program is worthwhile and there is openness to hear and accept their input.
Day's RA: Share life stories & what they like	Day's EA: appreciate the lives of everyone on the team

TIME	ACTIVITY	MATERIALS/PREP
10:00	Lay out the day (any special announcements)	Trainer
10:05	Check-in (all here?) – Get notebooks Opening Creed	Copy of Creed for wall Copy of the Day for the wall
10:10	“Being Here” Exercise (5 minutes at first)	In TEAMS
10:15	Writing Assignment Topic: <p style="text-align: center; color: red;">What is my story?</p> <p style="text-align: center;">6 minutes TIMED</p> Spend some time debriefing the writing assignment so they can share what's hard for them and how they can get better over time.	Notebooks In TEAMS Look for a good writer if we don't have one yet.
10:35	Focused Conversation – All About the Right Brain	In TEAMS
10:55	Share music they like (listen, discuss similarities and differences and WHY they like what they do. Give them instructions about taking about 3 minutes to think about how they will tell their life story (from when they were born). They will have ONE minute to tell it. OR you can have them think about where they were 5 years ago, where they are now and where they want to be in 5 years plus one special word to describe themselves for each time period (post on sticky wall). Each will present that to the whole group. (The first one works well with the younger groups). FINALLY – they are to begin to work on how they would present this to the public (such as the other groups – a rap, a drawing, a skit, a mime, a song, a spoken story). They can help each other.	Music & way for them to listen Poster Board/ flip chart paper for them to do their expression on if needed. Markers ½ sheets for the special past/present/future words
11:30	Debrief the Day: Focused Conversation on how it went Announcements, Creed and Send Out for the Day	Focused Conversation Questions
11:50	Clean up work team space.	
12:00	Go to lunch (CLEAN SPACE/RECYCLE) and/or go home	

Writing a Resume

1. What kinds of things go on a resume?
 - a. Contact information
 - b. Education
 - c. Work experience
 - d. Publications (what you have actually written)
 - e. Associations you belong to
 - f. OTHER?
2. In your notebooks, we will begin keeping a list every Friday of things you have learned that could go on your “work experience” resume (part c).
3. Today, we will work on the OTHER parts (a, b, etc.)

SUPERVISOR, put on the flip chart your OWN work experience as an example.

Have them talk together and figure out (you can put these on the flip chart – a new page, too) what they ALREADY have in the way of work experience.

Get as big a list as you can.

Then have the individuals write which ones apply to them. This can include supervision, if they have had to supervise younger children in their family or at their church. It can include cleaning skills, organizing, filing.

HELP THEM BE CREATIVE.

Then end the day as usual. SO SORRY I GOT MAX CONFUSED.

ICA-USA Teen Leadership Program
 Focused Conversation: Chicago Leadership

Audience Teens in your team	Master Image I can be a leader from Chicago!	Facilitator Supervisor	Date: Wednesday, July 8, 2009
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Rational Aim: Explore qualities of leadership & Chicago's ldrs. **Experiential Aim:** Experience the possibility of being a leader

Opening:
 This whole program is about leadership and how to get from where you are to where you could be, if you choose it. So we'll look at some great leaders of the past and present – and I'm hoping those of the future are sitting right here! It helps me to know some great leaders have come from the state of Illinois and particularly from Chicago very recently.

OBJECTIVE	REFLECTIVE	INTERPRETIVE	DECISIONAL
<p>Go around the room on the first question.</p> <ol style="list-style-type: none"> 1. Who are some people you consider to be leaders? 2. Who are some famous leaders from the City of Chicago? 3. What about any of these people made you think of them as leaders? 	<ol style="list-style-type: none"> 1. What do you imagine being a leader feels like? It is exciting, scary, motivating? 2. What do YOU find exciting about being a leader yourself? 3. What is scary or makes you feel uncomfortable? 4. Is being a leader more like getting to drive a car in the Indy 500 or have a date with a celebrity? (explore a little of why) 	<ol style="list-style-type: none"> 1. What makes a person a leader? 2. What is a person born with that could contribute to leadership potential? 3. What events in a person's life could contribute to leadership potential? 4. What's one thing you know about a friend that makes them a leadership candidate? 5. What do you know about yourself that makes YOU a leadership candidate? 	<ol style="list-style-type: none"> 1. What's one thing about you that could be a leadership quality? 2. What are some things we could do in this program that would help you become a better leader?

Closing:
 This has been a great conversation for me. I wish I'd had it when I was your age. Maybe I'd be the doctor that I wanted to be, instead of giving up on myself. And I'm really excited to get started on those suggestions for the program. Thank you!

ICA-USA Teen Leadership Program
Focused Conversation Topic: Why I am here AND Why *am* I here?

Audience Teens in program	Master Image I decide to be here.	Facilitator Supervisors at tables	Date Monday July 6, 2009
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Rational Aim: Discover what participants already know about the program and explore their relationship to it in a positive framework.	Experiential Aim Feel glad they decided to participate and be committed to go the distance (at least for today).
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Opening:
 First, we are going to do something to get to know each other. Introductions (interview/introduce each other similar exercise Walter led on June 22; use visual page) Many people are here and may have come for different reasons. Let's talk about why you are here.

OBJECTIVE	REFLECTIVE	INTERPRETIVE	DECISIONAL
<p>Go around the table and let everyone answer the first two questions:</p> <ol style="list-style-type: none"> 1. How did you hear about the program? 2. What's one thing you heard? 3. Since this is a work & training program, let's see how many have had a job before? (show of hands) 4. Now, anyone, what else have you heard about this program? 5. What do you want to know more about? 	<ol style="list-style-type: none"> 1. What excites you about being here? 2. What is something that's a little bit scary or you aren't sure about? 3. What are some things you've imagined about this summer program? <p>(Supervisor can give an example)</p>	<ol style="list-style-type: none"> 1. What do you hope you get to do in the program? 2. What do you hope you DON'T have to do? 3. What could we do to make you more comfortable about this program? 4. What could you do to help yourself or others get more out of the program? 	<ol style="list-style-type: none"> 1. What are you willing to try that you may not have done before? 2. If what you know about this program were made into a movie, what would the title be? 3. What is one thing you heard that you think the rest of the group would like to hear? Who will report that one thing?

Closing:
 I'm very excited about working with you. We'll get even more acquainted over the next few days. When everyone's pictures are complete, we are going to learn a LOT more about the program.

ICA-USA Teen Leadership Program
Focused Conversation Topic: Meaning of the Creed

Audience Teens in program	Master Image The Program has value for me	Facilitator Trainer/Supervisors	Date Tuesday, July 7, 2009
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Rational Aim: To understand what the creed is all about	Experiential Aim To be committed to living the creed
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Opening:
 This is a creed that ICA and all of us supervisors worked on. We want you to understand it and make changes if we need to.

OBJECTIVE	REFLECTIVE	INTERPRETIVE	DECISIONAL
<p>Go around the room on the first 2 questions.</p> <p>1. What is something that makes you proud? (examples might be an accomplishment, their national flag or anthem...)</p> <p>Our program creed is about being proud of ourselves and the program.</p> <p>Read creed again: supervisor first, then all together</p> <p>2. What words or phrases stood out for you?</p> <p>3. What are words you don't know the meaning of? (give a meaning – understanding comes in column 3 – interpretive)</p>	<p>1. What words or phrases do you especially like?</p> <p>2. What, if anything, is there that you really have a problem with accepting?</p> <p>(ask them to say a little more so the whole group understands what they mean)</p>	<p>1. Let's take it line by line and make sure we understand what the lines mean.</p> <p>2. Read the first line and ask "What does this mean?" Let them share to get clarity. Ask for examples of what it would look like to follow that line of the creed.</p> <p>3. Continue with each of the lines.</p> <p>4. Check in – are there any of you who don't understand what the creed it about?</p>	<p>1. What is something you will be doing differently in order to be someone who honestly can follow this creed while in the program?</p>

Closing:
 Maybe today, we are not people who are living by this particular creed. As we go through the program we have the opportunity to CHOOSE to live by this creed as participants in the program, whether we live by it at other times or not. We hope you can be proud to be a part of this program.

ICA-USA Youth Leadership Program

Audience Youth	Topic: Behavior at work	Facilitator	Date
GOAL of the conversation: discuss situations & create a team response		MOOD of audience at the end of the conversation experience caring & empathy for co-worker	
Opening: We all noticed that some participants in the program are disruptive or not participating well. We need solutions!			
WHAT facts, 5 senses, observations	GUT feelings, memories, imagination, intuition, associations	SO WHAT ideas, opinions, possibilities, alternatives	NOW WHAT what you will do, decisions, next steps, actions
Go around the room on the first question. (or first two if group is large) 1. What specific unhelpful behavior have you observed? 2. What does he where have you seen it? 3. What does helpful behavior look like? NOTE: you can have 1 or more questions at each level.	1. How does this behavior affect others? 2. What bothers you the most? 3. 4.	1. How does this behavior affect work? 2. How does this behavior affect the training? 3. What might be some of the causes? 4.	1. What will our team do to encourage positive behavior? 2. 3. 4.
Closing:			

ICA-USA Youth Leadership Program

Audience Youth	Topic: Peer Pressure	Facilitator	Date
GOAL of the conversation: Recognize the power of peer pressure		MOOD of audience at the end of the conversation feel powerful to resist unhelpful peer pressure	
Opening: Let's talk about how ^{our} friends affect your decisions. Think about a time you were with friends & had to make a decision.			
WHAT facts, 5 senses, observations	GUT feelings, memories, imagination, intuition, associations	SO WHAT ideas, opinions, possibilities, alternatives	NOW WHAT what you will do, decisions, next steps, actions
Go around the room on the first question. (or first two if group is large) 1. What are some of those situations & decisions? 2. What was the outcome? 3. When have you done something because someone else pressured you? NOTE: you can have 1 or more questions at each level.	1. How do you feel when someone is trying to get you to do something? 2. How does your pressure affect others? 3. What is easy to deal with? 4. What's hardest?	1. Why do people put pressure on others? 2. What are some of the benefits? 3. Some of the dangers? How could we work together to make good decisions?	1. What will you do next time someone pressures you to do something you don't want to do? 2. You to do something you don't want to do? 3. 4.
Closing: Thank you for being honest. This conversation will help me & I hope it helps you too.			