

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	RA: Understand an Action Plan from the Participants' Viewpoint EA: Ready to "go for it" with Assessments or Summit & anticipate a new method	RA: Learn how to start an Action Planning Session EA: Confident in facilitating the "givens"	RA: Learn to Facilitate Victory/Current Reality/Commitment EA: Beginning EASE in front of a group	RA: Learn the Consensus Workshop for Key Actions & translating that to a calendar EA: Excited about their own prowess	RA: Learn how to conclude an Action Planning session EA: 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

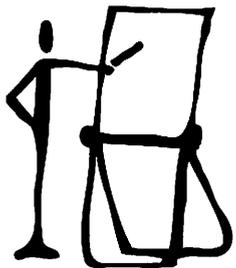
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Introduction to the Action Planning Process

Have you ever been asked or volunteered to take responsibility for a specific project or event and had difficulty getting others to take responsibility for doing parts of the task? Or have you ever been a part of a committee or task force that was given responsibility to plan an event or do a project where you never quite figured out just what part of the task you were really responsible for, what others on the committee were doing (or supposed to do), or how what you were doing would make a difference? The *Action Planning Process* was designed to allow for all those responsible for implementing a project, designing a campaign, or planning an event to plan together how to accomplish the task.

The *Action Planning Process* is a method for short-term planning of an event or project that has already been agreed on or about which there is already some consensus. This facilitation process clarifies and delineates the task; aligns the creativity, capabilities, interests, and resources of the group; decides the necessary actions, roles, and responsibilities; builds group trust, support, enthusiasm, and consensus; creates an implementation timeline to accomplish the task; and coordinates actions and assignments. It uses both the *Focused Conversation* and the *Consensus Workshop* methods.



Use the Action Planning Process when you want to promote the successful launch of a project by:

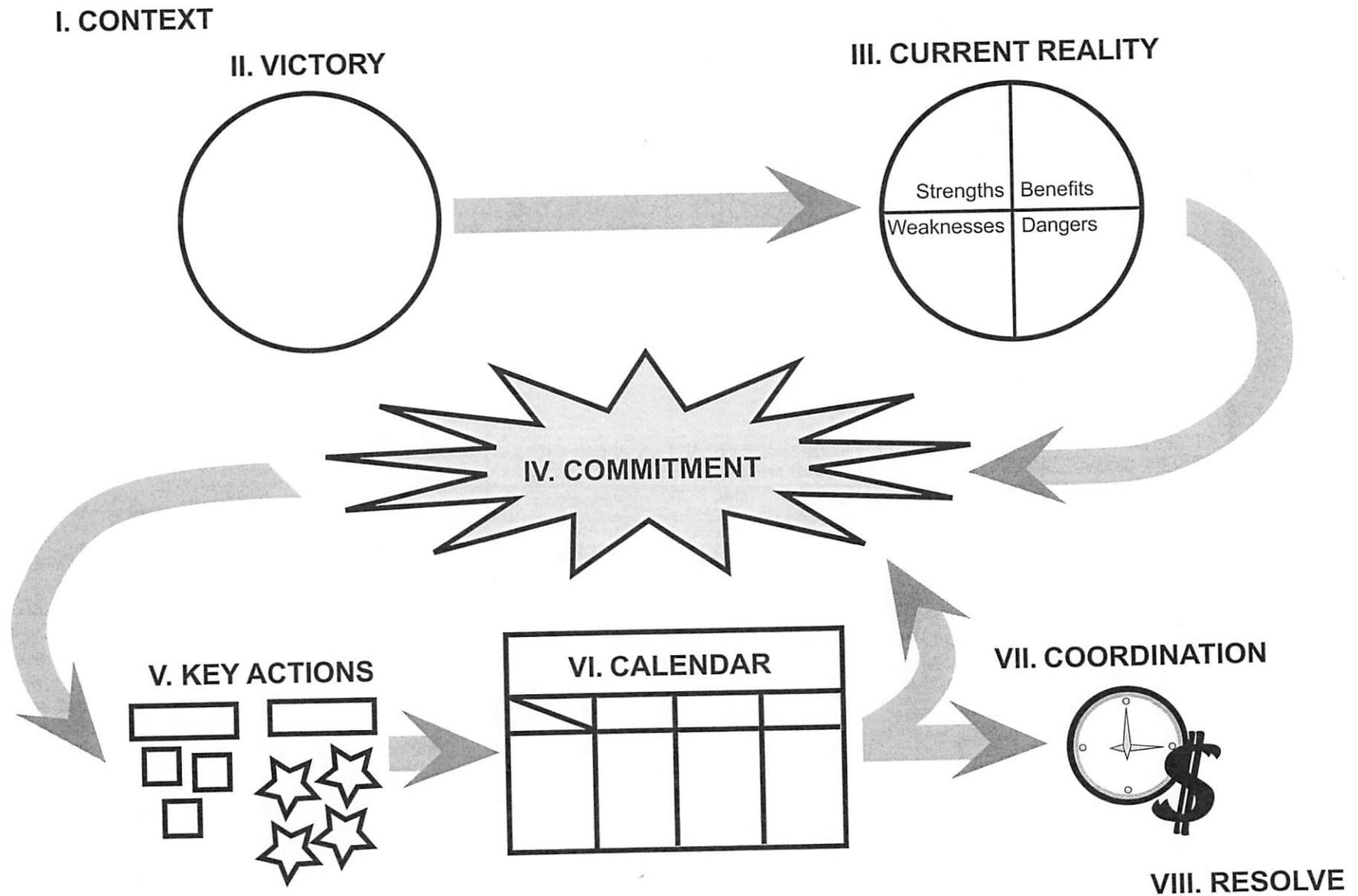
- √ *clarifying directions*
- √ *aligning resources*
- √ *designating leadership roles & responsibilities*
- √ *building team trust and support*

Common Applications

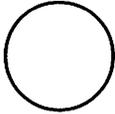
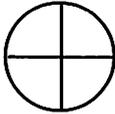
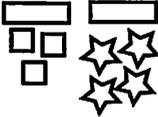
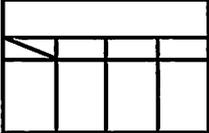
Action Planning can be used for any event or project planning with a clear beginning and end. Some ways to use Action Planning include:

- ◆ Developing a project plan
- ◆ Planning community events
- ◆ Planning a conference
- ◆ Initiating a publicity campaign
- ◆ Planning a celebration
- ◆ Jump-starting any stalled program

Action Planning Process Structure ~ 8 Critical Parts



Action Planning Process Overview

		RATIONAL AIM: To develop a coordinated project workplan.			EXPERIENTIAL AIM: To feel ownership and responsibility to implement the plan.		
I. CONTEXT	II. VICTORY	III. CURRENT REALITY	IV. COMMITMENT	V. KEY ACTIONS	VI. CALENDAR	VII. COORDINATION	VIII. RESOLVE
							
<i>Review the Givens</i>	<i>Envision the Future</i>	<i>Acknowledge the Situation</i>	<i>Ensure Commitment</i>	<i>Identify the Tasks</i>	<i>Establish Timeframes</i>	<i>Finalize Details</i>	<i>Affirm & Celebrate</i>
<ol style="list-style-type: none"> 1. Introduce the planning activity. 2. Review background and previously made decisions. 3. Briefly outline the time-frame for this meeting and the 8 critical parts of the Action Planning Process. (10-30 minutes) 	<ol style="list-style-type: none"> 4. Ask the group to imagine the day after completion. What do you see/feel/hear? (You can do a visualization.) Put responses inside a large circle drawn on flip chart paper. (10-20 minutes) 	<ol style="list-style-type: none"> 5. List the strengths and weaknesses of the team. 6. Talk through potential benefits and dangers that would result from succeeding with this action plan. Make notes on a flip chart and post. (10-20 minutes) 	<ol style="list-style-type: none"> 7. Develop a clear, compelling, and concise statement or list of components that everyone is committed to. Write on a flip chart and post. (10-20 minutes) 	<ol style="list-style-type: none"> 8. Brainstorm actions that will accomplish the task. 9. Cluster actions by those that could be done by the same subgroup or task force. 10. Divide into self-selected subgroups to finalize actions. (30-60 minutes) 	<ol style="list-style-type: none"> 11. Each subgroup plans its activities and puts their actions on cards 12. Each subgroup places its cards on a large calendar and reports its plan to the whole group. (45-60 minutes includes a 15 minute break) 	<ol style="list-style-type: none"> 13. The large group adjusts the calendar to reflect the coordination required among the subgroups. 14. The whole group decides on details of coordinating leadership, budget, and follow through mechanisms. (15-30 minutes) 	<ol style="list-style-type: none"> 15. Facilitate a celebrative Focused Conversation to confirm the group resolve. 16. Create a catchy title, campaign slogan, or visual image of the task. 17. Decide next steps. (20-30 minutes)

These times represent from 2 1/2 hours to 4 1/2 hours

I. CONTEXT

- INTENTS ~ Set the mood for full participation.
~ Clarify the task and process.
~ Review prior decision or consensus.

STEPS

1. Introduce the planning activity.
2. Review background and decisions that have been made previously.
3. Briefly outline the time-frame for this meeting and the 8 critical parts of the Action Planning Process.

[10-30 minutes]

TIPS & HINTS

Remind group of their prior decision to do this project or event. Review and list any basic decisions previously made on a flip chart - who, what, when, and where.

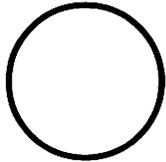
Discuss the parameters of the project so that everyone understands exactly what the project is, the anticipated time frame for the project and who the stakeholders and/or participants will be.

Remind group of the importance of doing this, the purpose, and the linkage to other work of the organization. Convey excitement about doing the project with your voice and energy.

Write the 8 major parts of the process on a flip chart and explain them, noting how the Action Planning Process differs from other planning process. Emphasize that consensus will be reached during parts IV, VII & VIII.

Review the process frequently throughout the planning to ensure that the group understands the process.

II. VICTORY



- INTENTS ~ Create images of success.
~ Develop excitement about the project.

STEPS

4. Ask the group to imagine the day after completion. What do you see/feel/hear? (You can do a visualization.)

Put responses inside a large circle drawn on flip chart paper.

[10-20 minutes]

TIPS & HINTS

The action planning process continues by brainstorming the group's image of a "perfect" completion. The Victory Circle is about seeding the imagination of the group and getting out beyond typical thinking of what is possible. You are creating a palette of possibilities, not making decisions. You are not planning yet. You are creating an exciting picture of potential.

Before workshop begins, draw a large circle on a flip chart paper and title it Victory. Depending on the group, you may want them to step into the future and visualize the final outcome. You will ask questions such as "What did you see? Feel? Hear? Who was involved? What was going on?"

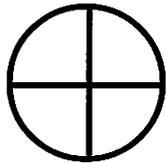
You may go around the group once, getting an image from each person.

Use several different color markers to write in ideas until the circle is filled in.

Your objective is to give the group a sense of the final outcome in a richness of detail that will begin to bring it alive in their imaginations.

This piece may be relatively clear already and may move rapidly. Or it may take a little time for people to get their minds around the project and become excited with its possibilities. This is usually a high energy section.

III. CURRENT REALITY



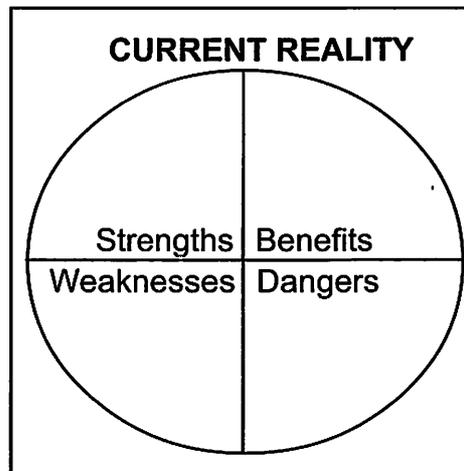
INTENT ~ Acknowledge current reality surrounding the situation.

STEPS

5. List the strengths and weaknesses of the team.
6. Talk through potential benefits and dangers that would result from succeeding with this action plan. Make notes on a flip chart and post.

[10-20 minutes]

TIPS & HINTS



Current Reality is divided into 4 quadrants. List the **Strengths** that will lead to the victory, the **Weaknesses** that threaten the accomplishment of the victory, potential **Benefits** of pursuing this course of action, and potential **Dangers** of

succeeding in the task. Note that Strengths and Weaknesses are used to describe the group responsible for implementation. The Benefits and Dangers are assuming the success of the project. Use a different color marker to fill in each section. Keep the pace moving—when ideas stop coming, move to the next quadrant.

IV. COMMITMENT

- INTENTS ~ Agree on the project scope and outcome.
~ Clarify the group's commitment.



STEPS

7. Develop a clear, compelling, and concise statement or list of components that everyone is committed to. Write on a flip chart and post.

[10-20 minutes]

TIPS & HINTS

This step is about reaching or forming a consensus. This consensus determines the level of commitment, ownership, and enthusiasm for implementing the plan.

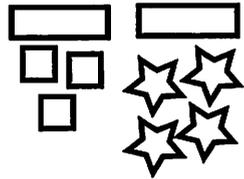
Ask the group to relax and listen for what the current reality reveals about their imagined victory as you read aloud all items from the Victory and Current Reality circles.

You might start with something like, "Now lets be really clear on what we are committed to." Here, you are still not planning, but developing the intent, general scope and focus of the project that you will be planning in a moment or two. It is important to write this on a flip chart as clearly and concisely as possible.

Do NOT move forward until this step is completed. *Be sure that the group has reached consensus on their commitment.*

If this does not come easily, have each person, or in pairs, write a one-sentence statement summarizing the consensus at this point. Read aloud and post. Ask the group which phrases best hold the consensus for the whole group. Write these phrases as bullet points or represent the consensus in a statement on a flip chart page.

V. KEY ACTIONS



- INTENTS ~ Identify task required to accomplish the commitment.
~ Excite individuals about their involvement.

STEPS

8. Brainstorm actions that will accomplish the task.
9. Cluster actions by those that could be done by the same subgroup or task force.
10. Divide into self-selected subgroups to finalize actions.

[30-60 minutes]

TIPS & HINTS

Follow the consensus workshop process. Individually or in small groups, write actions on cards. Be sure the group understands that you are not looking for items that say "form a committee" or "develop a budget," but for all the actions any committees would have to accomplish in order to complete the project.

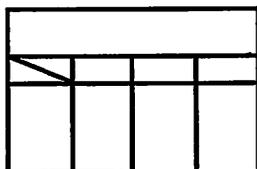
Collect one or two cards from each person or small group. Begin organizing actions on the wall. Ask for all different action items to be sent up and then ask if there are any actions that were not written down that are crucial to accomplishing the task.

It is important to allow the action clusters to become the basis of working subgroups rather than using predetermined committees. Your

organizing factor is actions that would be done by the same subgroup. This step goes quickly. There's no need to spend a lot of time naming the cluster because each subgroup or task force will give themselves a name later.

Divide into subgroups to work on more detailed planning in each task arena. Let individuals self-select which task arena they want to work on. This allows leadership to emerge through interest in specific tasks and builds ownership. If group size is very unbalanced, ask about adjusting. If one task arena has no volunteers, ask if the task is crucial to the success of the project. It might be merged with another closely related task, e.g. Publicity with Invitations. Check with the whole group to see if the needed expertise is included in each subgroup.

VI. CALENDAR



INTENT ~ Create a calendar of actions that will accomplish the victory for each subgroup.

STEPS

[If you've not yet taken a break, let groups take one now!]

11. Each subgroup plans its activities and puts their actions on cards.
12. Each subgroup places its cards on a large calendar and reports its plan to the whole group.

[45-60 minutes]
includes 15 minute break

TIPS & HINTS

Subgroups or task forces meet to decide the needed actions for success in their arena, incorporating the cards from the group workshop and adding others to create sequential steps to successful completion. Each action step is on a separate card with date indicated. The initial action step and the final action step are written on bordered cards or on a different color card.

While task forces work, put the calendar framework on front wall, creating a row for each task arena. Dates (months and/or weeks) go across

the top. Ask task forces to place cards on the calendar when they have finished their planning.

As each subgroup reports, create a mood of celebration. One way to do this is to acknowledge each subgroup's work with a rousing round of applause.

PROJECT CALENDAR



(See page 55 for more detail.)

VII. COORDINATION

- INTENTS ~ Coordinate major aspects of the project.
~ Develop individual ownership and motivation for the project.



STEPS

13. The large group adjusts the calendar to reflect the coordination required among the subgroups.

14. The whole group decides on details of coordinating leadership, budget, and follow through mechanisms.

15-30 minutes

TIPS & HINTS

The coordination step is the time to agree on the details of the action plan. The strength of the consensus at this point will determine the levels of commitment, ownership, and enthusiasm that exist in the team for implementing the plan.

Coordinate the task force reports using questions like:

- What events on the timeline call for a second look at the timing?
- Do our victories reflect our commitment?
- Are initial budget projections calling for adjustments?
- How will we coordinate our activities? Will we have an overall coordinator?
- Will representatives from each team meet? If so, how often?
- When will the whole group need to meet again?

VII. RESOLVE

- INTENTS ~ Confirm consensus and decisions.
~ Initiate follow-up.
~ Affirm and celebrate!

STEPS

15. Facilitate a celebrative Focused Conversation to confirm the group resolve.
16. Create a catchy title, campaign slogan, or visual image of the task .
17. Decide next steps.

20-30 minutes

TIPS & HINTS

Be sure to plan enough time to do this step thoroughly, for it confirms the group's consensus and enlivens the spirit of the group.

Facilitate a brief Focused Conversation to allow the group to step back from their planning and reflect on their work and the implications for the future. For example:

- What stands out for you from our time together?
- What are you looking forward to? Dreading?
- Any breakthroughs? Surprises?
- So what exactly have we just done? What does it mean?
- What slogan, campaign title, or image would capture this project for you?

Make sure everyone has agreed on the next steps and schedule for future meetings.

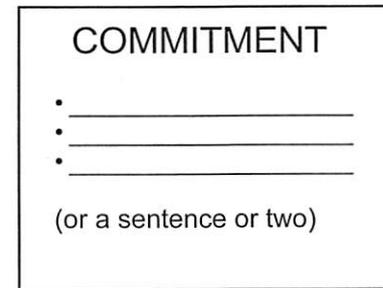
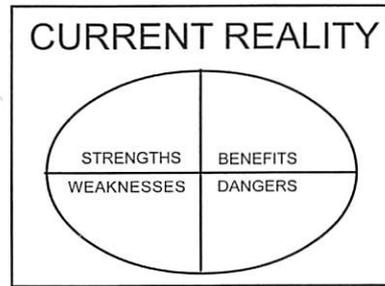
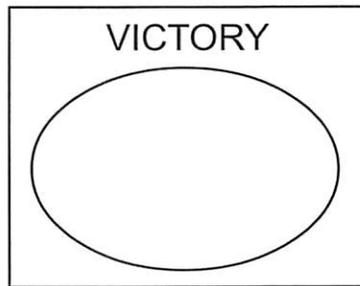
It is very important that the entire action plan is documented and that each member gets a copy of it shortly after the close of the planning session (not more than a week later). The final document gives everyone the big picture, and reminds individuals of what they have personally committed to. As one colleague has said, "No action step is real until it is written in someone's appointment book!"

The creation of a slogan, a campaign title, or visual image to capture the spirit of the group builds motivation and commitment.

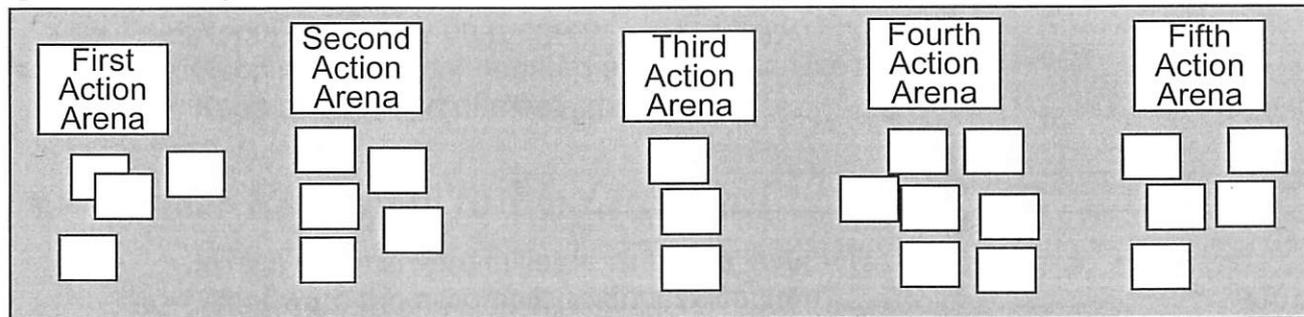
Front Wall During Action Planning Process

Notes

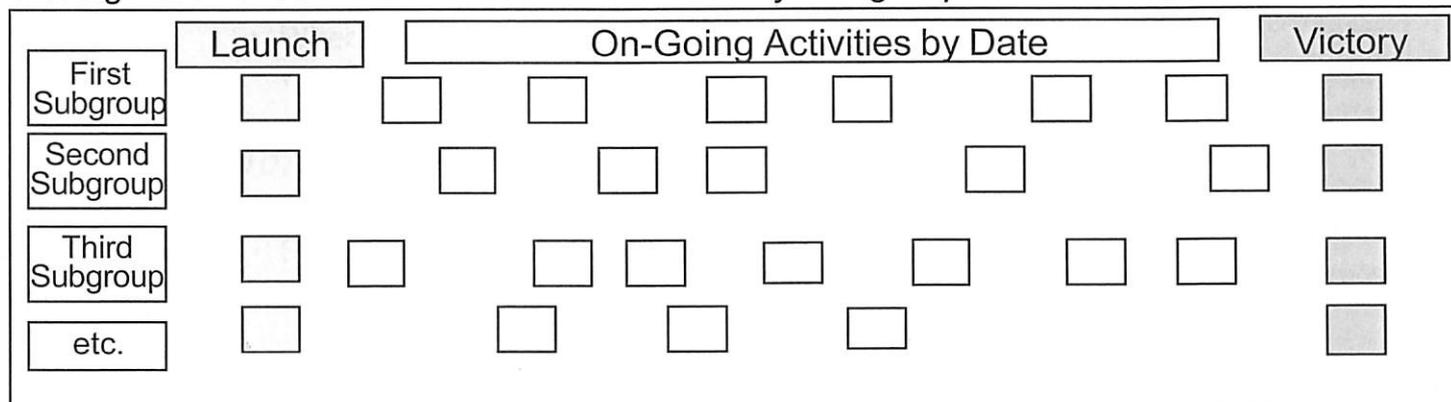
During Part II-IV:



During Part V : Key Actions



During Part VI: Calendar of Actions Laid Out by Subgroup or Task Force



Implementation that takes the plans off the shelf and puts them into action is an art. Below are some insights that have proven helpful in moving toward action.

Build and Sustain Momentum

- Establish a rhythm of planning, accomplishments, and celebration.
- Plan an early success.
- Keep the purpose before the team.

Keep Everyone Informed

- Report regularly on progress.
- Keep wall calendar updated and posted. Use as decor.
- Keep all informed of meetings.

Meet Regularly to Update Plan

- Which actions were initiated since we last met?
- What were the accomplishments since then?
- What have you learned?
- Were there any breakthroughs? If so what?
- Where are you blocked or challenged?
- Where do we need to focus now?

Motivate the Team

- Acknowledge all the little accomplishments and efforts.
- See that everyone has an assignment or task.
- Use failures as learning opportunities.

FOLLOW-UP MEETING FORMAT

CONTEXT

- Review Agenda
- Add items from the subgroups
- Brief Focused Conversation as a check-in

RATIONAL AIM: Exchange subgroup updates and information, coordinate as needed, resolve issues and agree on next steps.

EXPERIENTIAL AIM: Be inspired by the progress, motivated to continue and confident of success.

TRACKING THE ACTION

- Subgroup Reports
- Actions initiated since last meeting
- Accomplishments
- Blocks or challenges
- Breakthroughs
- Needed focus

MOVING THE PLAN FORWARD

The heart of the meeting involves whatever is needed for the subgroups to move ahead. This might include:

- Subgroup work
- A Consensus Workshop if needed (for example, an issues analysis, developing new directions, or preparing a report or presentation)
- Study
- Training

FINAL CHECK SIGNALS

Review:

- Assignments
- Next Meeting
- Announcements

REFLECTION

Brief Focused Conversation on the meeting and the team's accomplishments and anticipations.

**Action Planning Demonstration
For
Green Assessments**

July 27, 2009

**ICA Summer Youth Leadership & Workforce
Development Program**

BACKGROUND

WHO: ICA Summer Work Program

WHAT: Green Assessments – 100 homes; 100 non-profit agencies in the ICA building and businesses in the Uptown neighborhood

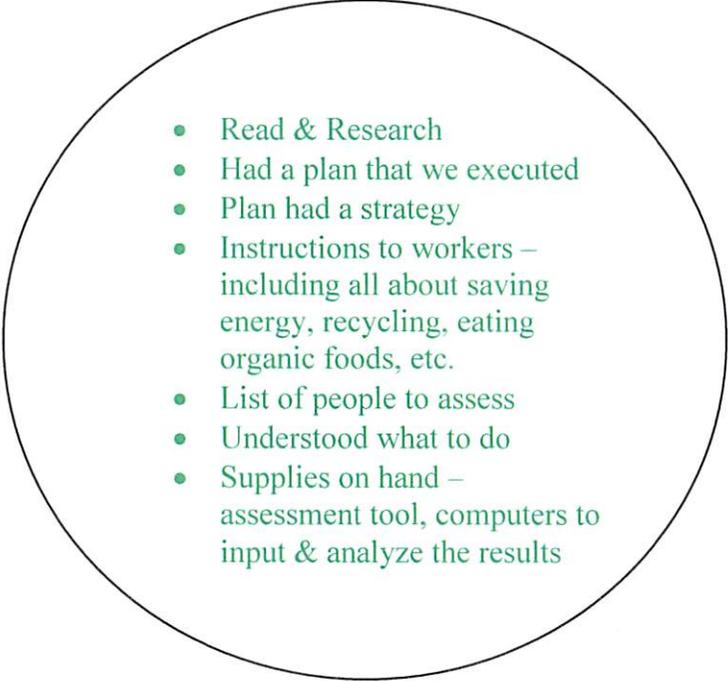
WHEN: Weeks 3-6 (Week 4 has 4 potential days, Week 5 has 5 potential days, Week 6 has 3 potential days)

WHERE: Uptown businesses, youth homes, and ICA tenant agencies

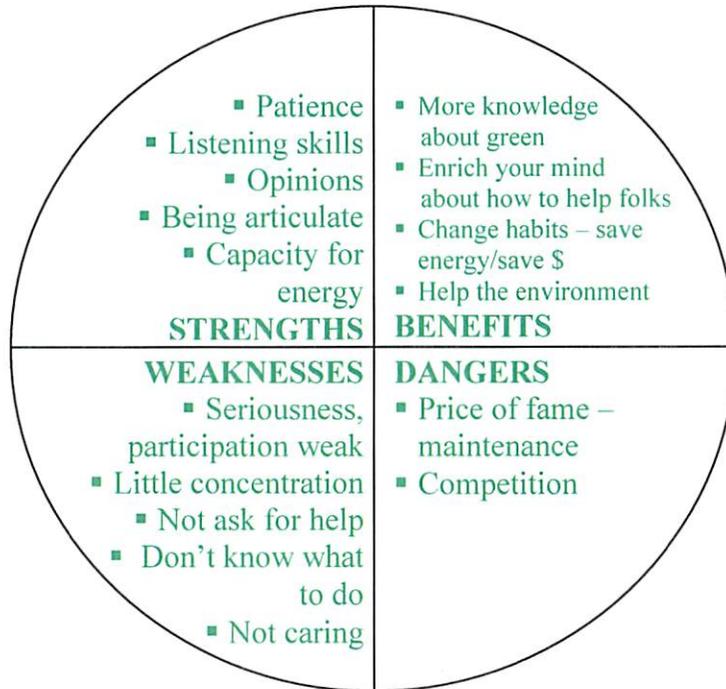
WHY: Preserve resources and the environment

HOW: By executing the plan

VICTORY

- 
- Read & Research
 - Had a plan that we executed
 - Plan had a strategy
 - Instructions to workers – including all about saving energy, recycling, eating organic foods, etc.
 - List of people to assess
 - Understood what to do
 - Supplies on hand – assessment tool, computers to input & analyze the results

CURRENT REALITY



WE ARE COMMITTED TO:

- Stimulate ways of disposing of things
- 200 Assessments
- Acting on what we talked about

ACTION PLAN CALENDAR – VICTORY IS GREEN LIVING!

TEAM	WEEK 4	WEEK 5	WEEK 6	VICTORY
Educate	Work hard to get to the business you're going to	Educate them on the importance of recycling		That we will recycle
Deciders	Pick the audience Select the Groups	Split up the Teams Discuss Plans!		Teams are ready to go
Research	Research the financial incentives (how much can be saved by being green)	Make blue bins more accessible		Saved money
Doing the Assessments	Don't be afraid to take your own risk Pick the subject Discuss each subject Create open & closed statements	Be able to contribute to assessments Persuasion: practice a pre-prepared speech Discussing to that everyone understands	Assessing Finished	To give a speech confidently
Recycling	Research Recycling	Put up signs	Organize Recycling	Green Offices
Competition Among Teams	Set up the competition List the rules	Cooperate Pay Attention at all times	Work as a whole Help each other out	Announce the Winners

**Action Planning Demonstration
For
Teen Summit**

**July 27, 2009
ICA Summer Youth Leadership & Workforce
Development Program**

BACKGROUND

WHO: People in the program and invited guests

WHAT: Teen Summit

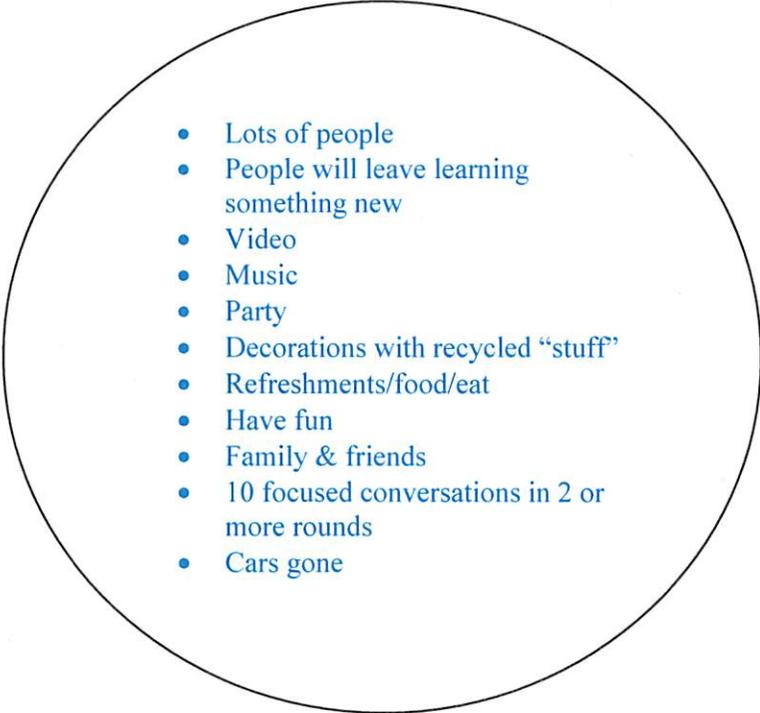
WHEN: Thursday, August 13, 2009

WHERE: ICA Parking Lot

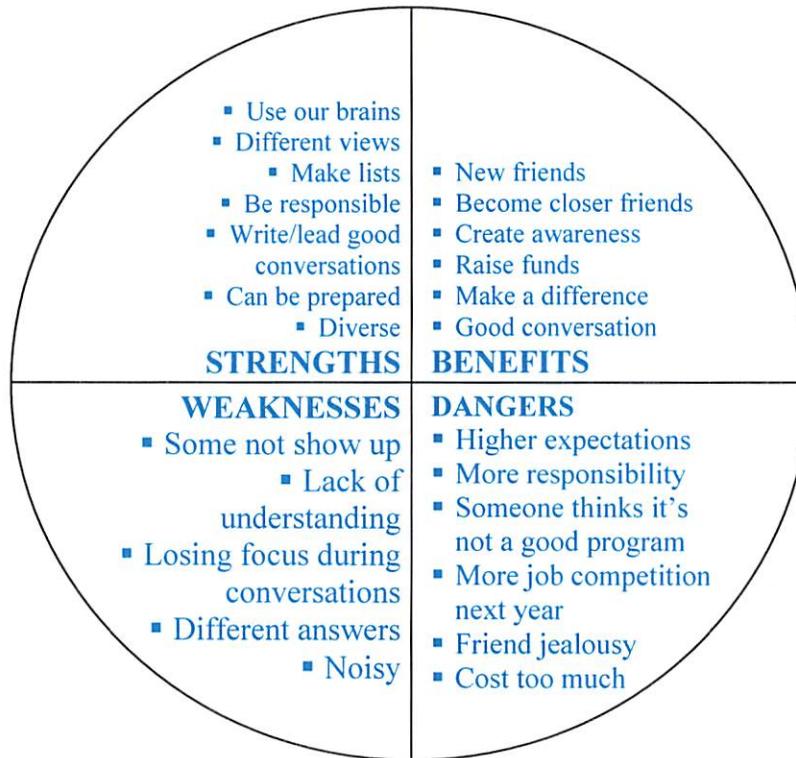
WHY: Facilitate Focused Conversations on Important Topics, Create Environmental Awareness, and Keep “Green” Safe

HOW: By executing the plan

VICTORY

- 
- Lots of people
 - People will leave learning something new
 - Video
 - Music
 - Party
 - Decorations with recycled “stuff”
 - Refreshments/food/eat
 - Have fun
 - Family & friends
 - 10 focused conversations in 2 or more rounds
 - Cars gone

CURRENT REALITY



WE ARE COMMITTED TO:

- Fun time
- Be there
- Do our best
- Informing people
- Good focused conversations
- Remind people to be green
 - Presentations
 - Green food service
- Show how to be green & help the community

ACTION PLAN CALENDAR – TEENS GOING GREEN!

TEAM	WEEK 4	WEEK 5	WEEK 6	VICTORY
Welcome	Make an Agenda	Make a flyer for people to move their cars from the parking lot	Welcome to ICA youth Program (Sign) Introduction to becoming green	That we will recycle
Set-Up	Arrangement of where good, drinks, tables, chairs will go	Split up the Teams Discuss Plans!	Arrange tables & chairs	Everybody would be eating and have a place to sit
Focused Conversations	Preparing by practicing	Be prepared! Do practice conversations Practice to be ready	Prepare & practice Be organized	Have backup facilitators
Decorations	Research options	Collect stuff to reuse/recycle – no Styrofoam!! for decorations	Create something Put up decorations	All decorations are made/setup
Entertainment	Speakers Hip-hop/R&B We came to agreement	Selecting songs	Choosing a DJ for the program	We danced We played the music
Invitations	Draft of list of possible media	Finalize all the media that's coming	Details of the arrivals of the people and media	Everyone who said they would come arrived on time
Awareness	Make posters of how to go green so we can inform them, to make their community better	Show everyone a slide show of what we did over the weeks	PowerPoint presentation to inform people about environment for awareness	To inform people/make them aware about environment

A few reminders about how we act:

Participate
Be Serious
Treat each other with respect
Listen to their answers

Be optimistic...open-minded
Help out
Help each other

Daily Curriculum Design – Morning

DATE: Wednesday July 29, 2009

Week's Image Image of Self as Activist, Planner & Orchestrator	Day's Image Determining Commitment to an Action Plan
Rational Aim: Understand and have practiced how to do Action Planning	Experiential Aim: Confident they could do an Action Plan with a group
Day's RA: Learn to lead the Victory, Current Reality, and Commitment sections of a ToP Action Plan	Day's EA: Confident and ready to lead the Victory, Current Reality, and Commitment sections of a ToP Action Plan

TIME	ACTIVITY	MATERIALS/PREP
10:00	<p>Back from Break IN BIG ROOM – sit by TEAMS: Check-in (all here?) Opening Creed led by EMPLOYEE (supervisors keep track of who steps up each day)</p>	<p>Copy of Creed for wall Copy of the Day for the wall</p>
10:05	<p>Lay out the day and give the timing. Review the 8 A/P Steps</p> <p>Explain CLEARLY what they will be doing in their teams</p>	<p>Trainer – Sunny</p>
10:40 (approx.)	<p>Choose which plan from yesterday they will complete. Review the background. See if anything else needs to be added.</p> <p>Divide them into 3 groups: Victory, Current Reality, and Commitment. The style of the Victory facilitator is enthusiastic and animated. The style for Current Reality is a little more subdued. Commitment is serious. Be sure they follow ALL the steps.</p> <p>Have them prepare in those teams to lead those sections. (give them handouts). Let them work together to practice leading the sections.</p> <p>If you have time left over, have them chart a paper about a green business (a set in the office for each team)</p>	<p>IN TEAMS SPACES Use handouts from the manual from Sunny to prepare these steps.</p>
11:50	<p>Clean up space, do a SERIOUS “neaten up” job so space is ready for the morning crew the next day. PLEASE do this every day as a symbol of respect for the other group.</p>	
12:00	<p>Sign Out & Go to lunch (CLEAN LUNCH SPACE/ RECYCLE) and/or go home</p>	

Daily Curriculum Design – Afternoon

DATE: Tuesday July 28, 2009

<p>Week's Image Image of Self as Activist, Planner & Orchestrator</p>	<p>Day's Image Setting Up Action Planning</p>
<p>Rational Aim: Learn how to start an Action Planning Session</p>	<p>Experiential Aim: Confident in facilitating the “givens”</p>
<p>Day's RA: Learn about the broad field of facilitation and the “Background” or Context step of Action Planning</p>	<p>Day's EA: Interested in doing the planning with their own chosen topic</p>

TIME	ACTIVITY	MATERIALS/PREP
12:30	Lunch	
1:00	IN BIG ROOM – sit by TEAMS: Check-in (all here?) Opening Creed led by EMPLOYEE (supervisors keep track of who steps up each day)	Copy of Creed for wall Copy of the Day for the wall
1:05	Lay out the day and give the timing. Explain the BIG professional field of Facilitation Today you will start learning how to LEAD an Action Planning session	Trainer – Sunny
1:15 (approx.)	Review the 8 steps (I-VIII in training manual I gave you) with them – put those steps on a flip chart like I did on Monday. Help them choose a plan to work on. Go over the Context section (I called it Background with them – the “Who, what, when, where why” – doing the plan is the how. Have one of them go up and fill in the flip chart answering those questions about the area they chose for building a plan.	IN TEAMS SPACES Use the manual from Sunny to understand this first step. You can include a budget if their plan will need one (guess how much or make something up).
2:30	Clean up space, do a SERIOUS “neaten up” job so space is ready for the morning crew the next day. PLEASE do this every day as a symbol of respect for the other group.	
3:00	Go on Break	
3:15	Go to Work	

Daily Curriculum Design – Afternoon

DATE: Tuesday July 28, 2009

Week's Image Image of Self as Activist, Planner & Orchestrator	Day's Image Determining Commitment to an Action Plan
Rational Aim: Understand and have practiced how to do Action Planning	Experiential Aim: Confident they could do an Action Plan with a group
Day's RA: Learn to lead the Victory, Current Reality, and Commitment sections of a ToP Action Plan	Day's EA: Confident and ready to lead the Victory, Current Reality, and Commitment sections of a ToP Action Plan

TIME	ACTIVITY	MATERIALS/PREP
12:30	Lunch	
1:00	IN BIG ROOM – sit by TEAMS: Check-in (all here?) Opening Creed led by EMPLOYEE (supervisors keep track of who steps up each day)	Copy of Creed for wall Copy of the Day for the wall
1:05	Lay out the day and give the timing. Review the 8 A/P Steps Explain CLEARLY what they will be doing in their teams	Trainer – Sunny
1:15 (approx.)	Choose which plan from yesterday they will complete. Review the background. See if anything else needs to be added. Divide them into 3 groups: Victory, Current Reality, and Commitment. The style of the Victory facilitator is enthusiastic and animated. The style for Current Reality is a little more subdued. Commitment is serious. Be sure they follow ALL the steps. Have them prepare in those teams to lead those sections. (give them handouts). Let them work together to practice leading the sections. If you have time left over, have them chart a paper about a green business (a set in the office for each team)	IN TEAMS SPACES Use handouts from the manual from Sunny to prepare these steps.
2:30	Clean up space, do a SERIOUS “neaten up” job so space is ready for the morning crew the next day. PLEASE do this every day as a symbol of respect for the other group.	
3:00	Go on Break	
3:15	Go to Work	

Daily Curriculum Design – Morning

DATE: Wednesday July 29, 2009

Week's Image Image of Self as Activist, Planner & Orchestrator	Day's Image Determining Commitment to an Action Plan
Rational Aim: Understand and have practiced how to do Action Planning	Experiential Aim: Confident they could do an Action Plan with a group
Day's RA: Learn to lead the Victory, Current Reality, and Commitment sections of a ToP Action Plan	Day's EA: Confident and ready to lead the Victory, Current Reality, and Commitment sections of a ToP Action Plan

TIME	ACTIVITY	MATERIALS/PREP
10:00	<p>Back from Break IN BIG ROOM – sit by TEAMS: Check-in (all here?) Opening Creed led by EMPLOYEE (supervisors keep track of who steps up each day)</p>	<p>Copy of Creed for wall Copy of the Day for the wall</p>
10:05	<p>Lay out the day and give the timing. Review the 8 A/P Steps</p> <p>Explain CLEARLY what they will be doing in their teams</p>	<p>Trainer – Sunny</p>
10:40 (approx.)	<p>Choose which plan from yesterday they will complete. Review the background. See if anything else needs to be added.</p> <p>Divide them into 3 groups: Victory, Current Reality, and Commitment. The style of the Victory facilitator is enthusiastic and animated. The style for Current Reality is a little more subdued. Commitment is serious. Be sure they follow ALL the steps.</p> <p>Have them prepare in those teams to lead those sections. (give them handouts). Let them work together to practice leading the sections.</p> <p>If you have time left over, have them chart a paper about a green business (a set in the office for each team)</p>	<p>IN TEAMS SPACES Use handouts from the manual from Sunny to prepare these steps.</p>
11:50	<p>Clean up space, do a SERIOUS “neaten up” job so space is ready for the morning crew the next day. PLEASE do this every day as a symbol of respect for the other group.</p>	
12:00	<p>Sign Out & Go to lunch (CLEAN LUNCH SPACE/ RECYCLE) and/or go home</p>	

After the Creed . . .

First, the phrase game:

Think of the greeting you use in your native language when you meet a friend on the street. Share these around the table.

Which team has the most different native languages (how many does each table have)? As a team, pick (least # any table has) different languages and teach those greetings to everyone on the team.

I'm going to keep track:

Which languages are you teaching? Which country are they from?

A

D

E

F

G

Share the learning. Teams A & D, Teach the whole group. We'll all learn more of them every day until we can greet everyone here in their own language.

What language greetings do we have left to learn? (make a list)

Now, let's talk about what you'll be doing in your Teams today:

We are continuing with the action planning.

Just to review: Here are the 8 steps. (put up Title)

What did you do your demo on? (Green Assessments – AM, Teen Summit – PM) (show under Title)

Yesterday, we practiced finding out the background (put UP).

What will you do your action plan on? (put up A-G – get the projects out, tweak as needed)

Daily Curriculum Design – Morning

DATE: Wednesday July 29, 2009

<p>Week's Image Image of Self as Activist, Planner & Orchestrator</p>	<p>Day's Image Determining Commitment to an Action Plan</p>
<p>Rational Aim: Understand and have practiced how to do Action Planning</p>	<p>Experiential Aim: Confident they could do an Action Plan with a group</p>
<p>Day's RA: Learn to lead the Victory, Current Reality, and Commitment sections of a ToP Action Plan</p>	<p>Day's EA: Confident and ready to lead the Victory, Current Reality, and Commitment sections of a ToP Action Plan</p>

TIME	ACTIVITY	MATERIALS/PREP
10:00	<p>Back from Break IN BIG ROOM – sit by TEAMS: Check-in (all here?) Opening Creed led by EMPLOYEE (supervisors keep track of who steps up each day)</p>	<p>Copy of Creed for wall Copy of the Day for the wall</p>
10:05	<p>Lay out the day and give the timing. Review the 8 A/P Steps Explain CLEARLY what they will be doing in their teams</p>	<p>Trainer – Sunny</p>
10:40 (approx.)	<p>Choose which plan from yesterday they will complete. Review the background. See if anything else needs to be added.</p> <p>Divide them into 3 groups: Victory, Current Reality, and Commitment. The style of the Victory facilitator is enthusiastic and animated. The style for Current Reality is a little more subdued. Commitment is serious. Be sure they follow ALL the steps.</p> <p>Have them prepare in those teams to lead those sections. (give them handouts). Let them work together to practice leading the sections.</p> <p>If you have time left over, have them chart a paper about a green business (a set in the office for each team)</p>	<p>IN TEAMS SPACES Use handouts from the manual from Sunny to prepare these steps.</p>
11:50	<p>Clean up space, do a SERIOUS “neaten up” job so space is ready for the morning crew the next day. PLEASE do this every day as a symbol of respect for the other group.</p>	
12:00	<p>Sign Out & Go to lunch (CLEAN LUNCH SPACE/ RECYCLE) and/or go home</p>	

Daily Curriculum Design – Afternoon

DATE: Tuesday July 28, 2009

Week's Image Image of Self as Activist, Planner & Orchestrator	Day's Image Determining Commitment to an Action Plan
Rational Aim: Understand and have practiced how to do Action Planning	Experiential Aim: Confident they could do an Action Plan with a group
Day's RA: Learn to lead the Victory, Current Reality, and Commitment sections of a ToP Action Plan	Day's EA: Confident and ready to lead the Victory, Current Reality, and Commitment sections of a ToP Action Plan

TIME	ACTIVITY	MATERIALS/PREP
12:30	Lunch	
1:00	IN BIG ROOM – sit by TEAMS: Check-in (all here?) Opening Creed led by EMPLOYEE (supervisors keep track of who steps up each day)	Copy of Creed for wall Copy of the Day for the wall
1:05	Lay out the day and give the timing. Review the 8 A/P Steps Explain CLEARLY what they will be doing in their teams	Trainer – Sunny
1:15 (approx.)	Choose which plan from yesterday they will complete. Review the background. See if anything else needs to be added. Divide them into 3 groups: Victory, Current Reality, and Commitment. The style of the Victory facilitator is enthusiastic and animated. The style for Current Reality is a little more subdued. Commitment is serious. Be sure they follow ALL the steps. Have them prepare in those teams to lead those sections. (give them handouts). Let them work together to practice leading the sections. If you have time left over, have them chart a paper about a green business (a set in the office for each team)	IN TEAMS SPACES Use handouts from the manual from Sunny to prepare these steps.
2:30	Clean up space, do a SERIOUS “neaten up” job so space is ready for the morning crew the next day. PLEASE do this every day as a symbol of respect for the other group.	
3:00	Go on Break	
3:15	Go to Work	

CORRECTED

Daily Curriculum Design – Morning

DATE: Thursday July 30, 2009

Week's Image Image of Self as Activist, Planner & Orchestrator	Day's Image Determining Commitment to an Action Plan
Rational Aim: Understand and have practiced how to do Action Planning	Experiential Aim: Confident they could do an Action Plan with a group
Day's RA: Learn to lead the Victory, Current Reality, and Commitment sections of a ToP Action Plan	Day's EA: Confident and ready to lead the Victory, Current Reality, and Commitment sections of a ToP Action Plan

TIME	ACTIVITY	MATERIALS/PREP
10:00	<p>Back from Break IN BIG ROOM – sit by TEAMS: Check-in (all here?) Opening Creed led by EMPLOYEE (supervisors keep track of who steps up each day)</p>	<p>Copy of Creed for wall Copy of the Day for the wall</p>
10:05	<p>Lay out the day and give the timing. Review the 8 A/P Steps</p> <p>Talk a little about what's been going on, how they are doing, what they are feeling, what is needed now.</p> <p>Explain CLEARLY what they will be doing in their teams</p>	<p>Trainer – Sunny</p>
10:40 (approx.)	<p>Review the background. Review the Victory, Current Reality, and Commitment. See if anything needs to be added. Be sure Commitment is broad outcomes, not small tasks.</p> <p>Divide them into 2 groups: They will now PREPARE TO FACILITATE either the Key Actions or Calendar section of the Action Plan. As a small team (1/2 your group – might be 2 people, or could be as many as 7), have them prepare in those teams to lead those sections. (give them handouts). Let them work together to practice leading the sections. THIS MEANS they can stand up in pairs (no more than that at a time). YOUR ROLE IS COACH ONLY.</p> <p>If you finish early, call me to come see how it went and reflect with you and your team.</p>	<p>IN TEAMS SPACES Use handouts from the manual from Sunny to prepare these steps.</p>
11:50	<p>Clean up space, do a SERIOUS “neaten up” job so space is ready for the morning crew the next day. PLEASE do this every day as a symbol of respect for the other group.</p>	
12:00	<p>Sign Out & Go to lunch (CLEAN LUNCH SPACE/ RECYCLE) and/or go home</p>	

Daily Curriculum Design – Afternoon

DATE: Thursday July 30, 2009

<p>Week's Image Image of Self as Activist, Planner & Orchestrator</p>	<p>Day's Image What does it take to implement commitment?</p>
<p>Rational Aim: Understand and have practiced how to do Action Planning</p>	<p>Experiential Aim: Confident they could do an Action Plan with a group</p>
<p>Day's RA: Learn to facilitate the Key Actions & Calendar sections of a ToP Action Plan</p>	<p>Day's EA: Confident and ready to try facilitating the Key Actions & Calendar sections of an Action Plan</p>

TIME	ACTIVITY	MATERIALS/PREP
12:30	Lunch	
1:00	IN BIG ROOM – sit by TEAMS: Check-in (all here?) Opening Creed led by EMPLOYEE (supervisors keep track of who steps up each day)	Copy of Creed for wall Copy of the Day for the wall
1:05	Lay out the day and give the timing. Review the 8 A/P Steps Talk a little about what's been going on, how they are doing, what they are feeling, what is needed now. Explain CLEARLY what they will be doing in their teams	Trainer – Sunny
1:15 (approx.)	Review the background. Review the Victory, Current Reality, and Commitment. See if anything needs to be added. Be sure Commitment is broad outcomes, not small tasks. Divide them into 2 groups: They will now PREPARE TO FACILITATE either the Key Actions or Calendar section of the Action Plan. As a small team (1/2 your group – might be 2 people, or could be as many as 7), have them prepare in those teams to lead those sections. (give them handouts). Let them work together to practice leading the sections. THIS MEANS they can stand up in pairs (no more than that at a time). YOUR ROLE IS COACH ONLY. If you finish early, call me to come see how it went and reflect with you and your team.	IN TEAMS SPACES Use handouts from the manual from Sunny to prepare these steps.
2:30	Clean up space, do a SERIOUS “neaten up” job so space is ready for the morning crew the next day. PLEASE do this every day as a symbol of respect for the other group.	THIS INCLUDES THE FLOOR.
3:00	Go on Break	
3:15	Go to Work	

Daily Curriculum Design – Morning

DATE: Friday July 31, 2009

Week's Image Image of Self as Activist, Planner & Orchestrator	Day's Image Finalizing an Action Plan
Rational Aim: Understand and have practiced how to do Action Planning	Experiential Aim: Confident they could do an Action Plan with a group
Day's RA: Learn to facilitate the final sections (Coordination & Resolve) of an Action Plan & review what they've learned	Day's EA: Confident to facilitate the final 2 parts of a ToP Action Plan

TIME	ACTIVITY	MATERIALS/PREP
10:00	<p>Back from Break IN BIG ROOM – sit by TEAMS: Check-in (all here?) Opening Creed led by EMPLOYEE (supervisors keep track of who steps up each day)</p>	<p>Copy of Creed for wall Copy of the Day for the wall</p>
10:05	<p>Lay out the day and give the timing. Review the 8 A/P Steps</p> <p>Remind them of where they are in the process.</p> <p>Explain CLEARLY what Coordination & Resolve are about and what they will be doing in their teams to facilitate those sections.</p>	<p>Trainer – Sunny</p>
10:40 (approx.)	<p>Review the first 6 steps. Remind them of where they are in the process.</p> <p>Divide them into 2 groups: They will now PREPARE TO FACILITATE either the Coordination or the Resolve section of the Action Plan. As a small team (1/2 your group – might be 2 people, or could be as many as 7), have them prepare in those teams to lead those sections. (give them handouts). Let them work together to practice leading the sections. THIS MEANS they can stand up in pairs (no more than that at a time). YOUR ROLE IS COACH ONLY.</p> <p>If you finish early, call me to come see how it went and reflect with you and your team.</p>	<p>IN TEAMS SPACES Use handouts from the manual from Sunny to prepare these steps.</p>
11:50	<p>Clean up space, do a SERIOUS “neaten up” job so space is ready for the morning crew the next day. PLEASE do this every day as a symbol of respect for the other group.</p>	
12:00	<p>Sign Out & Go to lunch (CLEAN LUNCH SPACE/ RECYCLE) and/or go home</p>	

Daily Curriculum Design – Afternoon

DATE: Friday July 31, 2009

Week's Image Image of Self as Activist, Planner & Orchestrator	Day's Image Finalizing an Action Plan
Rational Aim: Understand and have practiced how to do Action Planning	Experiential Aim: Confident they could do an Action Plan with a group
Day's RA: Learn to facilitate the final sections (Coordination & Resolve) of an Action Plan & review what they've learned	Day's EA: Confident to facilitate the final 2 parts of a ToP Action Plan

TIME	ACTIVITY	MATERIALS/PREP
12:30	Lunch	
1:00	IN BIG ROOM – sit by TEAMS: Check-in (all here?) Opening Creed led by EMPLOYEE (supervisors keep track of who steps up each day)	Copy of Creed for wall Copy of the Day for the wall
1:05	Lay out the day and give the timing. Review the 8 A/P Steps Remind them of where they are in the process. Explain CLEARLY what Coordination & Resolve are about and what they will be doing in their teams to facilitate those sections.	Trainer – Sunny
1:15 (approx.)	Review the first 6 steps. Remind them of where they are in the process. Divide them into 2 groups: They will now PREPARE TO FACILITATE either the Coordination or the Resolve section of the Action Plan. As a small team (1/2 your group – might be 2 people, or could be as many as 7), have them prepare in those teams to lead those sections. (give them handouts). Let them work together to practice leading the sections. THIS MEANS they can stand up in pairs (no more than that at a time). YOUR ROLE IS COACH ONLY. If you finish early, call me to come see how it went and reflect with you and your team.	IN TEAMS SPACES Use handouts from the manual from Sunny to prepare these steps.
2:30	Clean up space, do a SERIOUS “neaten up” job so space is ready for the morning crew the next day. PLEASE do this every day as a symbol of respect for the other group.	THIS INCLUDES THE FLOOR.
3:00	Go on Break	
3:15	Go to Work	

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

WHAT TO LOOK FOR
(take notes either here or in your notebooks)

- Largest buildings (both height and how much of the block they occupy)
- Parks
- Types of houses
- Historic places and interesting architecture
- Gathering places (different ages)
- Businesses (& their type)
- Repeating patterns
- Human services
- Schools
- Places of worship
- Anything unusual or really beautiful
- New developments or construction
- Recent changes
- What's really OLD
- Traffic patterns
- Places that attract people and places they avoid

Primary Languages Spoken by Youth in the Program

I am from (country)	I greet you in (language)	Greeting	Mark here if this is your primary family language
SUPERVISORS The United States	English	Hello	//// // /
1. Ethiopia	Amaric	Selam (alekm)	//// //
2. Ethiopia	Tagrinia	Indenish	/
3. Iraq	Arabic	Schlonik	///
4. Iraq	Assyrian	Dkeet	/
5. United States	Ebonics (Black American)	What up	//// //// //// //
6. United States	English	Hello (Hi)	////
7. United States	English	Hey	///
8. Burundi	Kirundi	Gute / Bite	///
9. Birundi/Congo	Swahili	Hujambo	/
10. Burundi	French	Bonjour, comment t'allez vous?	///
11. Nigeria	Yoruba	E Kad Boo	/
12. Nigeria	Yoruba	Bawoni	//// //
13. Nigeria	Ibibio	Mesiede	/
14. Nigeria	Edo	Good morning	/
15. Cameroon			//
16. Pakistan	Urdu		/
17. Mexico/Brazil	Spanish/Portuguese	Hola, Obregatus	/
18. Congo	Swahili	Habarijaki	/

We are (I am) from ____ (country) _____. We (I) greet you in ____ (language) ____: (Greeting)

GRIDDING A COMMUNITY

Skills of OBSERVATION are needed for many professions:

For example – in facilitation, you need to observe the posture, energy, & responsiveness of the group (same goes for training)

It's also important in all sciences, in any kind of community work, in espionage (for spies, it is especially important) – it's probably critical for people in gangs and certainly for the police. So first of all, this is practice in OBSERVATION

In addition, this is to give you practice in HOW TO UNDERSTAND WHAT IS HAPPENING in a community by LOOKING at what exists and ANALYZING what it means.

The work is called GRIDDING – a grid is different from a map. Depending on why you are doing it, you can be interested in different kinds of things. City planners are VERY interested in traffic flow. Architects are interested in the architecture of all the buildings. Retailers are interested in where the shops are. Youth are interested in game stores, food, places to hang out.

Do a symbolic picture when you get back (putting all the pieces together) after each group does a quick debrief.

Then look at what the picture or “grid” is telling you.

ICA-USA Youth Leadership Program

Audience Youth & Adults	Topic Rap & Its Influence	Facilitator	Date 8/6/09
To learn ways to deal with anger		MOOD of the audience at the end of the conversation Able to feel less angry in certain situations	
Opening: Rap is one the most popular music genres among some youth across the country. Let's spend some time exploring why.			
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
<p>Go around the room on the first question. (or first two if group is large)</p> <p>(Share some rap – both the music and the lyrics)</p> <ol style="list-style-type: none"> Who are some of the most famous rap artists? What things do they rap about? What makes rap distinctive from any other type of music? What rap content is most important to you? 	<ol style="list-style-type: none"> What do youth find intriguing about rap? (i.e. why do they listen to it?) What is it about rap that makes some people uncomfortable? What is it about rap that has so many youth enthralled by it? Is rap music seem to you more like '60's folk music or '70's heavy metal? (Why?) 	<ol style="list-style-type: none"> What messages from rap are really helping youth today? And why? What messages seem more harmful? And why? What is happening in society today as a result of rap music? (i.e. its effect on youth AND then its effect on society) What could adults learn from listening to rap? 	<ol style="list-style-type: none"> How has this conversation affected your relationship to rap music? How will you listen differently, OR view youth differently after this conversation?
Closing: Hopefully we can remind each other of these “strategies” the next time something happens and people here begin to get angry.			

ICA-USA Youth Leadership Program

Audience Youth	Topic Dealing with anger	Facilitator	Date 8/3/09
To learn ways to deal with anger		MOOD of the audience at the end of the conversation Able to feel less angry in certain situations	
<p>Opening:</p> <p>For people in the world, especially in the streets of Chicago in my neighborhood (South Side), people can be very mad or angry at times.</p>			
<p>WHAT facts, 5 senses, observations</p>	<p>GUT Feelings, memories, imagination, intuition, associations</p>	<p>SO WHAT Ideas, opinions, possibilities, alternatives</p>	<p>NOW WHAT What you will do, decisions, next steps, actions</p>
<p>Go around the room on the first question. (or first two if group is large)</p> <ol style="list-style-type: none"> 1. What are some things people do to make you angry? 2. What else? 3. What doesn't make you mad that makes other people mad? 	<ol style="list-style-type: none"> 1. What happens to you when you get angry? 2. 	<ol style="list-style-type: none"> 1. How is being mad different than being happy? 2. What are things you can do when you get in angry situations? 	<ol style="list-style-type: none"> 1. What will you do the next time you get angry?
<p>Closing:</p> <p>Hopefully we can remind each other of these "strategies" the next time something happens and people here begin to get angry.</p>			

ICA-USA Youth Leadership Program

Audience Youth & Adults	Topic Rap & Its Influence	Facilitator	Date 8/6/09
GOAL: to understand more about rap, how youth relate to it, and its influence on youth and society.		MOOD of the audience at the end of the conversation Able to appreciate different perspective about rap	
Opening: Rap is one the most popular music genres among some youth across the country. Let's spend some time exploring why.			
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
<p>Go around the room on the first question. (or first two if group is large)</p> <p>(Share some rap – both the music and the lyrics)</p> <ol style="list-style-type: none"> Who are some of the most famous rap artists? What things do they rap about? What makes rap distinctive from any other type of music? What rap content is most important to you? 	<ol style="list-style-type: none"> What do youth find intriguing about rap? (i.e. why do they listen to it?) What is it about rap that makes some people uncomfortable? What is it about rap that has so many youth enthralled by it? Is rap music seem to you more like '60's folk music or '70's heavy metal? (Why?) 	<ol style="list-style-type: none"> What messages from rap are really helping youth today? And why? What messages seem more harmful? And why? What is happening in society today as a result of rap music? (i.e. its effect on youth AND then its effect on society) What could adults learn from listening to rap? 	<ol style="list-style-type: none"> How has this conversation affected your relationship to rap music? How will you listen differently, OR view youth differently after this conversation?
Closing: We can now see that there are many perspectives to rap and hopefully we will now better understand its role in society and with youth.			

ICA-USA Youth Leadership Program

Audience Youth	Topic Community meetings	Facilitator	Date 8/4/09
GOAL of the conversation To see what happens when meetings are not well planned		MOOD of the audience at the end of the conversation Inspired to do something about our communities	
Opening: Communities have all kinds of people and dynamics. We're going to talk a little bit about that based on the community meeting scenes from the movie <i>The Milagro Beafield War</i>			
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 character do you remember? (1 per person) 2. What scenes?(anyone) 3. What lines of dialogue?	1. What did the movie remind you of? 2. What was different from your community? 3. What was similar to your own community? 4. What emotions did you see on the screen? 5. How did you find yourself reacting to what was going on?	1. What happened that caused the meeting to fall apart? 2. Who was helpful and why? 3. Who was unhelpful and why? 4. What forces were at work that the community didn't know about? 5. What forces were at work that the developers didn't know about? 6. What strengths could the community rely on in the future to get better outcomes?	1. Now we will spend some time in our teams working on how we would do this differently.
Closing: We all live in communities that have room for improvements – some need a little and some need a lot. As youth, we have probably more energy and bright ideas than most of the community, so let's see how well we can do.			

ICA-USA Youth Leadership Program

Audience Youth	Topic Gridding	Facilitator Supervisor of each gridding team	Date 8/5/09
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GOAL of the conversation Reflect on the experience and share with other teams	MOOD of the audience at the end of the conversation Be glad they went and know more about the neighborhood
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Opening:

We're just going to take a few minutes to reflect on the experience we just had.

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
<p>Go around the room on the first question. (or first two if group is large)</p> <ol style="list-style-type: none"> 1. What was the most interesting thing you saw personally (get this from each person) 2. What was the worst? 3. What did you see that you think other teams will not have seen? 	<ol style="list-style-type: none"> 1. What was most disturbing? 2. What was most inspiring <p>(Remember, we don't want the SAME answer from everyone, but as many different perspectives as possible)</p> <ol style="list-style-type: none"> 3. What is something you didn't see that you wished you had seen? 	<ol style="list-style-type: none"> 1. What was the most characteristic of your image of "Uptown"? 2. What is something that Uptown could just do without (would be very good if it went away)? 3. What did you see that is a good positive sign of the future? It could give Uptown some hope? 	<ol style="list-style-type: none"> 1. What will you tell your friends who aren't in the program about this experience?

Closing:
Okay, now let's prepare our presentation of what we saw. We need to decide what we are going to put up on the big grid and who will do it.

ICA-USA Youth Leadership Program

Audience	Topic:	Facilitator	Date
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GOAL of the conversation:	MOOD of audience at the end of the conversation
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Opening:

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.	1.	1.
1.			
2.	2.	2.	2.
3.	3.	3.	3.
NOTE: you can have 1 or more questions at each level.	4.	4.	4.

Closing:

Daily Curriculum Design – Morning

DATE: Monday, August 3, 2009

Week's Image Image of Self as Advocate	Day's Image Youth in Community
Week's GOAL: Understand the role of an effective advocate in the community	Week's MOOD: Excited about sharing in and leading the Teen Summit (this IS advocacy)
GOAL: Understand the elements & dynamics of community development	MOOD: Begin to see themselves as important "players" in a community

TIME	ACTIVITY	MATERIALS/PREP						
10:00	IN BIG ROOM – sit by TEAMS: Check-in (all here?) – get notebooks Opening Creed (someone from group lead it – supervisors keep track of who steps up each day)	Copy of Creed for wall Copy of the Day for the wall						
10:05	Take a little time to “be here.” Go over the next TWO weeks’ plans. Then TODAY. We are a little UN – work on another table’s languages and get volunteers from past tables to write how to say their greeting.	Trainer – Sunny						
10:10	Hand out Practice conversation. Have one of the PREVIOUS facilitators lead it at their table. Style check and feedback. Who wants to try to improve on it tomorrow? Make that assignment.	Trainer - Sunny						
10:30	<table border="0" style="width: 100%;"> <tr> <td style="width: 15%; vertical-align: top;">6 min.</td> <td>Move on to small lecturette on the Social Process (Economic, Political, Cultural)</td> </tr> <tr> <td style="vertical-align: top;">15 prep 20 min. share</td> <td>Then have them find a way to express what THEIR communities are like NOW (the current reality). First write. Then follow it up - draw, sing, rap, dance.</td> </tr> <tr> <td style="vertical-align: top;">15 prep 20 min. share</td> <td>Next, what do you WANT it to be? And what is your role in that? (same model – write, then express).</td> </tr> </table>	6 min.	Move on to small lecturette on the Social Process (Economic, Political, Cultural)	15 prep 20 min. share	Then have them find a way to express what THEIR communities are like NOW (the current reality). First write. Then follow it up - draw, sing, rap, dance.	15 prep 20 min. share	Next, what do you WANT it to be? And what is your role in that? (same model – write, then express).	IN TEAMS in 341 Double flip for the E/P/C They write in their notebooks. Give them flips/markers if they want to draw the now/future scenarios. Still working on how to have them express their role.
6 min.	Move on to small lecturette on the Social Process (Economic, Political, Cultural)							
15 prep 20 min. share	Then have them find a way to express what THEIR communities are like NOW (the current reality). First write. Then follow it up - draw, sing, rap, dance.							
15 prep 20 min. share	Next, what do you WANT it to be? And what is your role in that? (same model – write, then express).							
11:46	Debrief the Day: Focused Conversation on how it went Announcements, Creed and Send Out for the Day	Focused Conversation Questions						
11:55	Clean up work big room for lunch.							
12:00	Sign Out & Go to lunch (CLEAN SPACE/ RECYCLE) and/or go home							

We ALL need to be “spot on” for the next two weeks. To have time to finish each day, we’ll need everyone in their seat ready to go at 1:00 PM including Supervisors. Do whatever you need to do so YOU are as ready as we want THEM to be (me too). Our style at 1:00 sets the tone for the day.

Daily Curriculum Design – Afternoon

DATE: Monday, August 3, 2009

Week's Image Image of Self as Advocate	Day's Image Youth in Community
Week's GOAL: Understand the role of an effective advocate in the community	Week's MOOD: Excited about sharing in and leading the Teen Summit (this IS advocacy)
GOAL: Understand the elements & dynamics of community development	MOOD: Begin to see themselves as important "players" in a community

TIME	ACTIVITY	MATERIALS/PREP						
12:30	Lunch							
1:00	IN BIG ROOM – sit by TEAMS: Check-in (all here?) – get notebooks Opening Creed (someone from group lead it – supervisors keep track of who steps up each day)	Copy of Creed for wall Copy of the Day for the wall						
1:03	Take a little time to “be here.” Go over the next TWO weeks’ plans. Then TODAY. We are a little UN – work on another table’s languages and get volunteers from past tables to write how to say their greeting.	Trainer – Sunny						
1:08	Hand out Practice conversation. Have one of the PREVIOUS facilitators lead it at their table. Style check and feedback. Who wants to try to improve on it tomorrow? Make that assignment.	Trainer - Sunny						
1:30	<table border="0" style="width: 100%;"> <tr> <td style="width: 10%;">6 min.</td> <td>Move on to small lecturette on the Social Process (Economic, Political, Cultural)</td> </tr> <tr> <td>15 prep 15 min. share</td> <td>Then have them find a way to express what THEIR communities are like NOW (the current reality). First write. Then follow it up - draw, sing, rap, dance.</td> </tr> <tr> <td>15 prep 15 min. share</td> <td>Next, what do you WANT it to be? And what is your role in that? (same model – write, then express).</td> </tr> </table>	6 min.	Move on to small lecturette on the Social Process (Economic, Political, Cultural)	15 prep 15 min. share	Then have them find a way to express what THEIR communities are like NOW (the current reality). First write. Then follow it up - draw, sing, rap, dance.	15 prep 15 min. share	Next, what do you WANT it to be? And what is your role in that? (same model – write, then express).	IN TEAMS in 341 Double flip for the E/P/C They write in their notebooks. Give them flips/markers if they want to draw the now/future scenarios. Still working on how to have them express their role.
6 min.	Move on to small lecturette on the Social Process (Economic, Political, Cultural)							
15 prep 15 min. share	Then have them find a way to express what THEIR communities are like NOW (the current reality). First write. Then follow it up - draw, sing, rap, dance.							
15 prep 15 min. share	Next, what do you WANT it to be? And what is your role in that? (same model – write, then express).							
2:36	Debrief the Day: Focused Conversation on how it went Announcements, Creed and Send Out for the Day	Focused Conversation Questions						
2:42	Clean up large space.							
2:45	Sign Out & Go on Break							
3:00	Go to Work							

We ALL need to be “spot on” for the next two weeks. To have time to finish each day, we’ll need everyone in their seat ready to go at 1:00 PM including Supervisors. Do whatever you need to do so YOU are as ready as we want THEM to be (me too). Our style at 1:00 sets the tone for the day.

ICA-USA Youth Leadership Program

Audience Youth	Topic Dealing with anger	Facilitator	Date 8/3/09
To learn ways to deal with anger		MOOD of the audience at the end of the conversation Able to feel less angry in certain situations	
Opening: For people in the world, especially in the streets of Chicago in my neighborhood (South Side), people can be very mad or angry at times.			
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 things people do to make you angry? 2. What else? 3. What doesn't make you mad that makes other people mad?	1. What happens to you when you get angry? 2.	1. How is being mad different than being happy? 2. What are things you can do when you get in angry situations?	1. What will you do the next time you get angry?
Closing: Hopefully we can remind each other of these "strategies" the next time something happens and people here begin to get angry.			

*Langdon Seaton's conversation
 Afternoon group wanted
 more & deeper questions*

Watch clip from
The Milagro Beanfield War
 ICA-USA Youth Leadership Program

Tuesday 8/4/09

Audience Youth	Topic Community meetings	Facilitator	Date 8/4/09
GOAL of the conversation To see what happens when meetings are not well planned		MOOD of the audience at the end of the conversation Inspired to do something about our communities	
Opening: Communities have all kinds of people and dynamics. We're going to talk a little bit about			
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 character do you remember? (1 per person) 2. What scenes?(anyone) 3. What lines of dialogue?	1. What was different from your community? 2. What was similar to your own community? 3. What emotions did you see on the screen? 4. How did you find yourself reacting to what was going on?	1. What happened that caused the meeting to fall apart? 2. Who was helpful and why? 3. Who was unhelpful and why? 4. What forces were at work that the community didn't know about? 5. What forces were at work that the developers didn't know about? 6. What strengths could the community rely on in the future to get better outcomes?	1. Now we will spend some time in our teams working on how we would do this differently.
Closing: We all live in communities that have room for improvements – some need a little and some need a lot. As youth, we have probably more energy and bright ideas than most of the community, so let's see how well we can do.			

ICA-USA Youth Leadership Program

Audience Youth	Topic Gridding	Facilitator Supervisor of each gridding team	Date 8/5/09
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GOAL of the conversation Reflect on the experience and share with other teams	MOOD of the audience at the end of the conversation Be glad they went and know more about the neighborhood
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Opening:
We're just going to take a few minutes to reflect on the experience we just had.

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
<p>Go around the room on the first question. (or first two if group is large)</p> <ol style="list-style-type: none"> 1. What was the most interesting thing you saw personally (get this from each person) 2. What was the worst? 3. What did you see that you think other teams will not have seen? 	<ol style="list-style-type: none"> 1. What was most disturbing? 2. What was most inspiring <p>(Remember, we don't want the SAME answer from everyone, but as many different perspectives as possible)</p> <ol style="list-style-type: none"> 3. What is something you didn't see that you wished you had seen? 	<ol style="list-style-type: none"> 1. What was the most characteristic of your image of "Uptown"? 2. What is something that Uptown could just do without (would be very good if it went away)? 3. What did you see that is a good positive sign of the future? It could give Uptown some hope? 	<ol style="list-style-type: none"> 1. What will you tell your friends who aren't in the program about this experience?

Closing:
Okay, now let's prepare our presentation of what we saw. We need to decide what we are going to put up on the big grid and who will do it.

WHAT TO LOOK FOR
(take notes either here or in your notebooks)

- Largest buildings (both height and how much of the block they occupy)
- Parks
- Types of houses
- Historic places and interesting architecture
- Gathering places (different ages)
- Businesses (& their type)
- Repeating patterns
- Human services
- Schools
- Places of worship
- Anything unusual or really beautiful
- New developments or construction
- Recent changes
- What's really OLD
- Traffic patterns
- Places that attract people and places they avoid

Final reflection
yth - incl. diversity
issues

Supervisors only
Noon Fri (or sooner)

Program Loose Ends

Pictures - fr May's ^{laptop} ~~camera~~
make a folder w/ name

- Thursday** – be sure AM group gets invitations to take home and keep there to have their friends/family bring back. Let supervisor know how many are coming to Vikki can make the check list for guests and have enough food, etc. ALSO, number of small children (under 10) who will need supervision and activities.
- Friday – Language in AM – sign the sheets in each team (supervisors responsible for getting it back to me).
- Thursday** – Where are they on the Teen Summit topics? (So we can take time to practice next week.) Tweak all conversations for adult participants.

AM

- Lela – Education System (new)
- Javada – Teenage Relationship Abuse (new)
- Summer – *Boys + Girls Club*
- Wondwesson – *teen pregnancy*
- Cortez – *Diversity*

PM

- Evan – Safe Sex
- Ray – Child Abuse
- Ngwe/Chris – Teenage Relationships *or careers*
- Joe - *College Media + its affect on youth*

PRINT OUT all the conversations for those who are “tweaking” ones they have already used.

- Friday – work with them on the Teen Summit topics for the Focused Conversation so they can practice those along with the Greeting.

5. *Figure out* Set-up / take down youth -
when + who -
equalize

m/t Ray out
m-f Vikki +

11-6
1-7

- *All supervisors (see*

NOTE -
NO training
ON Thursday
8/6/09

Primary Languages Spoken by Youth in the Program

Team: _____

Supervisor: _____

I am from (country)	I greet you in (language)	Greeting	Mark here if this is your primary family language
EXAMPLE: The United States	English	Hello	/
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			