

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

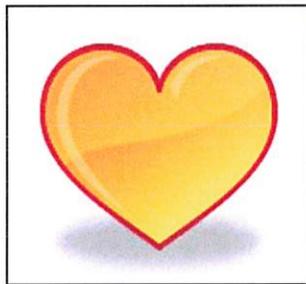
	Monday	Tuesday	Wednesday	Thursday	Friday
Image for the Week Week's RA/EA	Self as Facilitator	GOAL: Learn the Focused Conversation Method		MOOD: Experiential Aim: Feel empowered to use the Focused Conversation	
Daily Rational/Experiential Aims	GOAL – Learn about the Focused Conversation Method MOOD – “MY team will WIN this challenge!”	GOAL – no longer an abstract dis-related concept MOOD – “this is an even MORE cool tool!”	GOAL – Understand 4 levels of questions MOOD – Realize this is life and we do it all the time	GOAL – Write a conversation & be ready to lead one MOOD – Yes! My team will win!	GOAL – There is a style of “presence” needed for facilitating a group MOOD – I can do this
Focused Conversation	NO CONVERSATION	NO CONVERSATION	NO CONVERSATION	THEIR CONVERSATION	THEIR CONVERSATIONS
Curriculum	The Concept of Facilitation The Focused Conversation Challenge Talking for a Reason & 4 Kinds of Questions (built ground up – they make up questions first)	The concept of GOAL/MOOD Lots of Practice with the Concept	Writing Questions Objective Reflective Interpretive Decisional Places to Use a Focused Conversation	Writing their own Conversation Preparing to Lead a Conversation for Real – with Another Work Team	Write 3 more conversations in small teams Practice so each person leads one in a small group and gets some feedback They choose one of their 4 conversations to lead with another team Lead in another team
Work	At assigned worksite	At assigned worksite	At assigned worksite	At assigned worksite	At assigned worksite
Closing the Day	How did it go re work & training? Assignments Announcements	How did it go re work & training? Assignments Announcements	How did it go re work & training? Assignments Announcements	How did it go re work & training? Assignments Announcements	How did it go re work & training? Skills for Resume? Assignments Announcements

TWO IMPORTANT THINGS TO DECIDE BEFORE YOU WRITE A FOCUSED CONVERSATION



GOAL of the Focused Conversation

What you want the group to know, understand, explore, share, produce, or decide.



MOOD of the Focused Conversation

What you want the group to have experienced or how you hope their behavior will have changed by the end of the conversation.



Style of the Focused Conversation Facilitator

Invites people to participate
(How do you do that? What encourages participation?)

Is flexible
(Can change the plan if needed)

Makes space safe to participate
(Think about what would help with that)

Goes around the room on the first question or two
(Why?)

Start Simple. Use the more complicated questions later.

NO

- Yes/No questions
- Hard WHY? Questions (ok to be curious)
- Fishing (there are no right – or wrong – answers)

Especially at the “gut” level, ask for BOTH positive and negative reactions

GOES OVER FINAL QUESTIONS WITH A FRIEND or family member, to make sure they work and there is a flow from one to the next.



FINAL TIPS ON WRITING GOOD CONVERSATIONS

Avoid YES/NO questions –

Think: How could I ask this to get several answers vs. yes or no?

Use the GOAL and MOOD to help you know where you are going by asking the questions.

Avoid having a clear idea of what answer you want.

Example: Why is it good to drink?

Better: What is good about drinking? What is not good about drinking?

Be careful not to be too personal. Don't ask questions that people will be unwilling to answer or that make assumptions about them that may not be true:

Example: When did you stop beating your wife?

They may BE true, but you have to sneak up on the person with a non-direct set of questions. Plus, this is NOT talk therapy. The conversation MIGHT help people realize that talking to a professional like a counselor or pastor would help them.

A number of you put answers in the columns. Figure out what is the question.

For the last column, some had difficulty. Think about it as talking about the FUTURE or RESOLUTION. Use a word like WILL. What will we ...? What will you do about... or How will you ...

Remember when we talked about RIGHT BRAIN/LEFT BRAIN? The GUT or emotions and imagination and memories section is important so that people have both the left and right brain working together. If you have good questions in the GUT section, you will get BETTER responses in the SO WHAT/NOW WHAT sections.

In the SO WHAT or NOW WHAT sections, if you ask about something “in general” (Where do you see this going on in the world or your neighborhood?), then you can ask the “personal” (Where do you see this going on in your own life?)

ICA-USA Youth Leadership Program

Audience Teens	Topic Teen Pregnancy	Facilitator Group A	Date 7/17/09
GOAL of the conversation: Inform teens about safe sex and what they are getting into\		MOOD of the audience at the end of the conversation The teens will think harder and learn something about teen pregnancy	
Opening: Many teens are having unprotected sex. This leads to pregnancy as well as STIs. According to ABC News, one in three girls under the age of 20 are or have been pregnant. Let's discuss the issue of teen pregnancy and come up with 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
<p>Go around the room on the first question. (or first two if group is large)</p> <ol style="list-style-type: none"> 1. How many teen parents or expecting teen parents do you know? 2. What are possible options if teens get pregnant? <p>NOTE: you can have 1 or more questions at each level.</p>	<ol style="list-style-type: none"> 1. What is your opinion of why teens get pregnant at such early ages? 2. What do you think of pregnant teens when you see them? 3. How would you feel if you were pregnant or got someone pregnant? 	<ol style="list-style-type: none"> 1. What are possible options if teens get pregnant? 2. What do you think maturity level has to do with teen pregnancy? 3. What problems come with having a baby as a teen? 4. How does teen pregnancy affect education and employment of young mothers? 5. How far will teen parents go to support their children? Sell drugs? Rob people? 6. How does teen pregnancy effect other problems in a community? 	<ol style="list-style-type: none"> 1. What should be done to prevent teen pregnancy within the government 2. How can communities help prevent teen pregnancy? 3. What will you do to prevent teen pregnancy?
Closing: Teen pregnancy is an issue in our communities. It can lead to other problems in society. In order to make all our lives better, we must be all about change.			

ICA-USA Youth Leadership Program

Audience Teens	Topic Teen Violence	Facilitator Group D Javada Stewart	Date 7/17/09
GOAL of the conversation: To prevent teens from instigating with each other.		MOOD of the audience at the end of the conversation Friendly Trustworthy	
Opening: How do instigating leads to teen violence?			
<p style="text-align: center;">WHAT</p> facts, 5 senses, observations	<p style="text-align: center;">GUT</p> Feelings, memories, imagination, intuition, associations	<p style="text-align: center;">SO WHAT</p> Ideas, opinions, possibilities, alternatives	<p style="text-align: center;">NOW WHAT</p> 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 do you know about rumors and lies? 2. What do you know about preventions for violence? 3. What are the crime rates in your neighborhood? 4. What did you grow up seeing around your neighborhood? <p>NOTE: you can have 1 or more questions at each level.</p>	<ol style="list-style-type: none"> 1. Would you be afraid to walk away from bad things? 2. Have you ever been kidnapped or abducted? 3. Have you ever been involved in a fight? 4. Have you ever had animosity against someone? 	<ol style="list-style-type: none"> 1. Where do you think instigating would get you in life? 2. What do you do when you see violence? 3. What if someone did a drive-by shooting? 4. What if everyone you knew was two-faced? 	<ol style="list-style-type: none"> 1. How could you react to a fight? 2. How would you act if your own child did drugs in your face? 3. What would you do if you were pressured to join a gang? 4. If your family knew you were selling drugs would you stop or ignore your family? 5. What do you do when you get robbed?
Closing: Teen should not instigate with one another to prevent violence. Teens should uplift one another.			

ICA-USA Youth Leadership Program

Audience Adult members of the community (some youth should be present)	Topic After School Programs	Facilitator Group E Ryan	Date 7/17/09
GOAL of the conversation: Raise awareness of problem and discuss options		MOOD of the audience at the end of the conversation Responsible	
Opening: Many of our kids are faced with reality that nowadays there isn't a place to go aside from a street corner. This is due to the fact that many of the afterschool programs that once existed are no longer, and those that do exist are changing in a negative way. For instance, All of the staff at the McCormick boys and girls club was fired. Most of the the new staff is Caucasian. While the issue is not entirely race, most of the youth that once frequented the program no longer attend because they feel that the club is now "white". Because they don't identify with the people that have been put in place to be their mentors, they are turning to street corners to fill the void that the afterschool program once filled.			
<p align="center">WHAT</p> facts, 5 senses, observations	<p align="center">GUT</p> Feelings, memories, imagination, intuition, associations	<p align="center">SO WHAT</p> Ideas, opinions, possibilities, alternatives	<p align="center">NOW WHAT</p> What you will do, decisions, next steps, actions
Go around the room on the first question. (or first two if group is large) 1. How do you think the "cleaning house" of the Boys and Girls club impacted the youth? 2. What other programs are there that keep youth off the streets? 3. What are the youth exposed to if they do not engage in these programs?	1. What is the difference between the Chicago you remember and the Chicago of today? 2. How does it feel knowing that more of youth are on the streets than ever before?	1. What can we do to make the youth want to stay off the streets? 2. What can WE do to provide the youth with a better, more comfortable place to be?	1. Which idea do you think we should implement and why? 2. Moving forward, how can we prevent this situation from happening again?
Closing: We often hear talk of how the youth are our tomorrow. At the very least today, we have begun to address an issue that is not only problematic today but has the potential to be disastrous tomorrow. Now it is up to us to actually talk what we learned here and actually DO something out there. After all we have the best motivation for solving this problem, the youth themselves!			

ICA-USA Youth Leadership Program

Audience Young Teenages	Topic Teen Pregnancy	Facilitator Group F LaDonna/Antonio	Date 7/17/09
GOAL of the conversation: To educate teens on how to prevent teenages pregnancy and to understand why so many teens become pregnant		MOOD of the audience at the end of the conversation They will better understand how to prevent teenage pregnancy.	
Opening: If you were a teen, and you or you partner were pregnant at an early age, what best decision would you make for you and your unborn child.			
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) 3. What country has the highest amount of abortion? 4. How many abortions are taken place in the united states in a year. 5. How old were you when you found out you or your firne dwas pregnant? NOTE: you can have 1 or more questions at each level.	4. How did you feel, when you found out you or your partner where pregnant? 5.How did you feel, when you decide you wanted an abortion? 6.How would your parent feel, when they found out you or your girlfriend were pregnant? 7.Do you feel you made the right choice by having an abortion?	7. What emotions can occur after the woman goes through with the abortion? 8. What is the best way to advoid teen pregnancy? 9. What is the best way to educate teens about abortion? 10. What affect does teenage pregnancy have on both genders?	4. Would you raise your child or get an abortion? 5. What steps would you take to prevent not to get pregnant again? 6. How are you going to help teenage with there situation.
Closing: Now that we understand pregnant women or friends of pregnant women we better understand how to prevent teenage pregnancy. So let us use the given advice so no more unprepared birth or abortions occur. They say a mind is a terrible this to waste, an innocent life is a terrible thing to waste.			

Cortez's Group – G-Dynamite (Boom Smiley Face Exclamation Point)

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Audience Employees	Topic Why does the government take out taxes?	Facilitator	Date
GOAL of the conversation: To inform about why the government takes out taxes?		MOOD of the audience at the end of the conversation Understanding of the reasons why the government needs to collect taxes from citizens.	
Opening: This discussion is about why the government imposes taxes on the citizens and why they are important to the country's well being.			
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) 6. What are taxes and what are they for? 7. How much does the government take out? 8. What are some of the ways taxes are taken out? NOTE: you can have 1 or more questions at each level.	8. How do you feel about taxes being taken out? 9. How do taxes affect you? 10. Why do you think taxes aren't the same everywhere?	11. What is the point of taking out taxes if you can get a refund? 12. Why do some people pay higher taxes than others? 13. How does taking taxes affect you now?	7. Is there any way we can stop this? Why/why not? 8. How do we get our money back? 9. What will you do with your refund?
Closing:			

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ICA-USA Youth Leadership Program

Audience Youth	Topic Teenage relationships	Facilitator Group A	Date 7/17/09
GOAL of the conversation: Get different views and opinions on teenage relationships.		MOOD of the audience at the end of the conversation	
Opening: What is your definition of love? Do you think teenagers know what love it?			
<p style="text-align: center;">WHAT</p> facts, 5 senses, observations	<p style="text-align: center;">GUT</p> Feelings, memories, imagination, intuition, associations	<p style="text-align: center;">SO WHAT</p> Ideas, opinions, possibilities, alternatives	<p style="text-align: center;">NOW WHAT</p> 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 is love? 2. What are your views on dating online? 3. ...on biracial relationships?	1. Do you like the chase? 2. How long should you know someone before you date? 3. Would you date someone ugly on the outside/pretty on the inside or pretty on the outside/ugly on the inside? 4. How do you know when you are in love?	1. Your partner refuses to stay abstinent? 2. You've been with your partner for a minute and he/she calls you a different name?	1. Do you think you'll marry your high school sweetheart? 2. Would you give your partner another change if they were cheating on you? If so, how many chances? 3. Would you date someone with kids from a previous relationship? 4. Your ex asks you out again?
Closing:			

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Audience Community	Topic Safe Sex	Facilitator Group D	Date 7/17/09
GOAL of the conversation: To provide awareness about sex and how one can be safe and protect themselves		MOOD of the audience at the end of the conversation Positive and understanding	
Opening: I would like to inform you about safe sex.			
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 is safe sex? 2. What happens when you have unsafe sex? 3. What is the percentage of getting an STD with protected sex? 	<ol style="list-style-type: none"> 1. What inspires you to want to learn about safe sex? 2. How does the thought of unsafe sex make you feel? 3. How can sex affect someone's life? 	<ol style="list-style-type: none"> 1. How do you think promoting safe sex will affect their sexual habits? 2. What could you do if you become / got someone pregnant? 	<ol style="list-style-type: none"> 1. What will you do now that you are informed about safe sex? 2. What will you do to help stop the spread of STDs?
Closing: Now that you know about safe sex, be sure that you're safe if you <u>do</u> have sex.			

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Audience Students	Topic College	Facilitator Group E	Date 7/17/09
GOAL of the conversation: To go to college and finish		MOOD of the audience at the end of the conversation Inspired, empowered, confident about entering college.	
Opening: Give them an overview of experiences of what to expect from college.			
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 job do you want after college? 2. What colleges do you want to go to? 3. What are you looking for in a college?	1. What makes you interested in that field? 2. How would these colleges benefit you personally? 3. Why is it important to you?	1. What's your back-up plan? 2. How will these colleges prepare you for the life after college? 3. How does that college best suit you?	1. What will you do to get there? 2. After your experiences with college, would you recommend the next person to go to college? 3. You needed the college that best suits you so you can finish.
Closing: Go to college because it opens doors and it is a once in a lifetime experience.			

ICA-USA Youth Leadership Program			
Audience Future parents/children	Topic Child Abuse	Facilitator Group F	Date 7/17/09
GOAL of the conversation: To get parents to understand how child abuse will affect kids in the future.		MOOD of the audience at the end of the conversation Involved/thoughtful/serious	
Opening: Many kids get abused growing up and it affects their family, friends, and people around them, so we have to come up with alternative ways to discipline kids.			
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. In what ways were you disciplined as a child? 2. How often would you discipline your child? 3. What provokes parents to abuse their children? 4. How do you see children react to different methods of abuse?	1. How do you think parents feel when they hit their child? 2. What would your life be without kids? 3. What kinds of events could have happened in a parent's life that caused him to abuse their kids? How do you feel when your parents abuse you?	1. How could child abuse affect/change a kid's future? 2. How do kids cause problems in their parent's life? 3. What method of discipline is most effective on kids? 4. Who could abused kids talk to about their problems?	1. How would counseling help work out problems with child abuse? 2. How do <u>you</u> think you can help your family/friends who are experiencing child abuse? 3. What will you do when your child misbehaves in the future?
Closing: Millions of kids are abused in the U.S. which can have drastic effects on their future. There are only certain methods that should be used to discipline kids, and we're glad you realize it. Thank you for having this conversation with us.			

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ICA-USA Youth Leadership Program			
Audience Teens	Topic Curfew	Facilitator Group G Ryan	Date 7/17/09
GOAL of the conversation: To explore the issues involving curfew and to reach a compromise.		MOOD of the audience at the end of the conversation Wanting to talk about concerns, complaints, and ideas	
Opening: All of you probably have a curfew, either from your parents, police, or both. I know that a lot of young people are frustrated with curfew and it's a big issue between parents and kids. Let's talk about and see what we can agree on.			
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>What is your curfew?</p> <p>Who enforces it? (Police?...Parents?)</p> <p>What is punishment for breaking curfew?</p>	<p>How do you feel about having a curfew?</p> <p>How do your parents feel about curfew?</p> <p>What is hard or easy about keeping curfew?</p> <p>How responsible do you feel?</p>	<p>What is fair or unfair about having a curfew?</p> <p>How does curfew protect you?</p> <p>How does curfew hurt you?</p> <p>How can we make a compromise about curfew?</p>	<p>What is a good time for curfew?</p> <p>How should curfew vary with age?</p> <p>What action can you take to change your curfew?</p> <p>What kind of curfew are you going to give your kids?</p>
Closing: Thank you for discussing this. I really enjoyed hearing your opinions. I hope that can have this conversation in your house so that you can share these thoughts with your family and maybe even change your curfew!			

ICA-USA Youth Leadership Program

Audience	Topic:	Facilitator	Date
GOAL of the conversation:		MOOD of audience at the end of the conversation	
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
<p>Go around the room on the first question. (or first two if group is large)</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>NOTE: you can have 1 or more questions at each level.</p>	<p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p>	<p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p>	<p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p>
Closing:			

MORNING CONVERSATION SCORES

			x	r-up incmplt	John Baker - Austin, TX
			x		Nadine Bell - Dallas, TX
x tie		x tie			Deb Burnight - IA
		x			Catherine Tornbom - CA
					Sunny Walker - CO
z		z	z		Complete
z	z	z			Goal/Mood appropriate
z		z	z	z	Exceptional Questions
z	z	z	z	z	Helpful Open/Close
z		z			Good Flow from one ? to next ?
z		z	z	z	Follows the FC structure

AFTERNOON CONVERSATION SCORES

			x	r-up	John Baker - Austin, TX
	x				Nadine Bell - Dallas, TX
				x	Deb Burnight - IA
	r-up		x	r-up	Catherine Tornbom - CA
					Sunny Walker - CO
					Complete
					Goal/Mood appropriate
					Clear Questions
					Helpful Open/Close
					Good Flow from one ? to next ?

AM Summary

A & E followed the format the closest and got marks from me in all 6 categories I used

- Complete
- Goal/Mood appropriate
- Clear Questions
- Helpful Open/Close
- Good Flow from one ? to next ?

E & F got the most votes from outside facilitators/trainers

Thus, E is the clear winner

A & F are runners-up (no performance incentive)

Daily Curriculum Design – Morning

DATE: Tuesday July 14, 2009

Week's Image Image of Self as Facilitator	Day's Image Know the HEAD & HEART why
Rational Aim: Learn the Focused Conversation Method	Experiential Aim: Feel empowered to use the Focused Conversation
Day's RA – Learn by doing – RA/EA (i.e. head reason & heart reason for a Focused Conversation.	Day's EA: I can decide the head/heart reasons for myself.

TIME	ACTIVITY	MATERIALS/PREP
10:00	Lay out the day (any special announcements)	Trainer
10:05	IN BIG ROOM – sit by TEAMS: 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	New “Being Here” Exercise (5 minutes)	Trainer - Sunny
10:15	Review of WHAT, GUT, SO WHAT, NOW WHAT Some examples of Head reasons & Heart reasons for at least two different topics with 3 different audiences each. Sunny will organize the topics & audiences – Each team will come up with suggested head/heart reasons or outcomes	Trainer - Sunny
10:45	Repeat what Sunny did with <u>your team's</u> content. Take your group to the maps and get everyone's dot on each map (figure out times). Write your time below: Go to maps at _____.	IN TEAMS ½ sheets for their audiences and questions 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 (CLEAN SPACE/RECYCLE) and/or go home	NOTE: those who eat lunch need to clean off their tables – they've been left pretty messy, so Supervisors, keep an eye on your lunch people

Notes for Week 2 Tuesday

Work with your team to discover what we need to know about choosing prizes. Below are some ideas. They depend on knowing the group. I want something that truly rewards effort.

Prize Ideas:

Pizza (some don't want it, some do – some want NO food, others, who knows?)

iTunes gift cards (Apple's iTunes Music Store offers over 200,000 tunes for \$1 each)

Inexpensive MP3 players if they don't have them (\$9.99 on sale, \$9.43 ea for 7 in a pkg.)

Gas cards if older kids have cars (\$xx – amt is a choice)

Other gift cards (Target, for example) – where do they shop? I might be able to get \$10-\$20 per person for a team.

Daily Curriculum Design - MorningAfternoon

DATE: Tuesday July 14, 2009

Week's Image Image of Self as Facilitator	Day's Image Know the HEAD & HEART why
Rational Aim: Learn the Focused Conversation Method	Experiential Aim: Feel empowered to use the Focused Conversation
Day's RA – Learn by doing – RA/EA (i.e. head reason & heart reason for a Focused Conversation.	Day's EA: I can decide the head/heart reasons for myself.

TIME	ACTIVITY	MATERIALS/PREP
12:00 & on	Lunch	NOTE: those who eat lunch need to clean off their tables – they've been left pretty messy, so Supervisors, keep an eye on your lunch people
1:00	IN BIG ROOM – sit by TEAMS: 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
1:10	New “Being Here” Exercise (5 minutes)	Trainer - Sunny
1:15	Review of WHAT, GUT, SO WHAT, NOW WHAT Some examples of Head reasons & Heart reasons for at least two different topics with 3 different audiences each. Sunny will organize the topics & audiences – Each team will come up with suggested head/heart reasons or outcomes	Trainer - Sunny
1:30	Repeat what Sunny did with <u>your team's</u> content. Take your group to the maps and get everyone's dot on each map (figure out times). Write your time below: Go to maps at _____.	IN TEAMS ½ sheets for their audiences and questions Markers
2:30	Debrief the Day: Focused Conversation on how it went Announcements, Creed and Send Out for the Day	Focused Conversation Questions
2:50	Clean up work team space.	
3:00	Go to Work	

FOCUSED CONVERSATION PLANNING

Possible Topics	Potential Audiences	Head Reasons	Heart Reasons
Teenagers (Adolescents 13-21)	Teenagers		
	Parents		
	Police		
	10-year olds		
Movies	Friends		
	A film class		
	Theater managers		
Power of Music	Your team		
	Chicago Symphony		
	Fans of Bob Marley		

Possible Topics	Potential Audiences	Head Reasons	Heart Reasons

Possible Topics	Potential Audiences	Head Reasons	Heart Reasons

FOCUSED CONVERSATION PLANNING

Possible Topics	Potential Audiences	Head Reasons	Heart Reasons
Teenagers (Adolescents 13-21)	Teenagers		
	Parents		
	Police		
	10-year olds		
Movies	Friends		
	A film class		
	Theater managers		
Power of Music	Your team		
	Chicago Symphony		
	Fans of Bob Marley		

Daily Curriculum Design – Morning

DATE: Wednesday July 15, 2009

Week's Image Image of Self as Facilitator	Day's Image Good Question Poser!
Rational Aim: Learn the Focused Conversation Method	Experiential Aim: Feel empowered to use the Focused Conversation
Day's RA – Learn by doing – understand how to write good questions for each level of a Focused Conversation.	Day's EA: Experience that this is <i>not</i> really very hard and “I can actually do it.” OR together “We can actually do it.”

TIME	ACTIVITY	MATERIALS/PREP
10:00	IN BIG ROOM – sit by TEAMS: 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	New “Being Here” Exercise (5 minutes or whatever it takes) – this is about learning to BE HERE, not somewhere else or WISHING you were somewhere else.	Trainer - Sunny
10:15	Review of WHAT, GUT, SO WHAT, NOW WHAT Using a pre-determined topic & head/heart reasons, we will have team competition for the best and the fastest questions at each level.	Trainer - Sunny
1045	Repeat what Sunny did with <u>your team's</u> content. (Pick a topic and head/heart reasons; brainstorm questions in the four categories.) Get Sunny to give you feedback. Take your group to the maps – let them have a GOOD look. See conversation on flip side. Ask some or all of the questions while standing there.	IN TEAMS Put up question level titles. Markers & half sheets
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. Try to leave it so the afternoon team feels “Wow!”	Do you need any cleaning supplies for your space or the lunch/training space?
2:45	Sign Out & Go to lunch (CLEAN SPACE/ RECYCLE) and/or go home	NOTE: Some employees need a new attitude toward the joint breakfast & lunch room/ training room – if they want to be treated as employees deserving to stay employed and receive pay checks, they need to respect the space and clean it up. It's not fair to ICA-USA janitorial staff to do double duty. (Just a reminder to BE there vs. with each other as needed during meals.)

Map Conversation: (feel free to use your own words or phrasing so you are comfortable with the questions. Work to achieve the “head” and “heart” reasons/outcomes.)

Opening: Okay, let’s head over and have a look at the maps.

HEAD REASON: learn something about each other’s countries & neighborhoods

HEART REASON: appreciate each other a little more

WHAT:

What do you notice about either of the maps?

What countries besides your own do you know something about?

Which neighborhoods besides your own do you know something about?

What are some of the things you know?

GUT

What are you curious about?

SO WHAT?

How could you find out more?

What difference does where they are born or where they live make in a person’s life?

NOW WHAT?

What difference have they made in your life?

Closing:

See if you can find out something new about either a country or a neighborhood and bring that back tomorrow. If we can’t learn these things on our own or from each other, we can learn them during our Field Work Research later on (end of week or next week).

Map Conversation: (feel free to use your own words or phrasing so you are comfortable with the questions. Work to achieve the “head” and “heart” reasons/outcomes.)

Opening: Okay, let's head over and have a look at the maps.

HEAD REASON: learn something about each other's countries & neighborhoods

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What difference have they made in your life?

Closing:

See if you can find out something new about either a country or a neighborhood and bring that back tomorrow. If we can't learn these things on our own or from each other, we can learn them during our Field Work Research later on (end of week or next week).

Daily Curriculum Design – Morning

DATE: Wednesday July 15, 2009

Sunny

Week's Image Image of Self as Facilitator	Day's Image Good Question Poser!
Rational Aim: Learn the Focused Conversation Method	Experiential Aim: Feel empowered to use the Focused Conversation
Day's RA – Learn by doing – understand how to write good questions for each level of a Focused Conversation.	Day's EA: Experience that this is <i>not</i> really very hard and “I can actually do it.” OR together “We can actually do it.”

TIME	ACTIVITY	MATERIALS/PREP
10:00	IN BIG ROOM – sit by TEAMS: 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	New “Being Here” Exercise (5 minutes or whatever it takes) – this is about learning to BE HERE, not somewhere else or WISHING you were somewhere else.	Trainer - Sunny
10:15	Review of WHAT, GUT, SO WHAT, NOW WHAT Using a pre-determined topic & head/heart reasons, we will have team competition for the best and the fastest questions at each level.	Trainer - Sunny
10:45	Repeat what Sunny did with <u>your team's</u> content. (Pick a topic and head/heart reasons; brainstorm questions in the four categories.) Get Sunny to give you feedback. Take your group to the maps – let them have a GOOD look. See conversation on flip side. Ask some or all of the questions while standing there.	IN TEAMS Put up question level titles. Markers & half sheets
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. Try to leave it so the afternoon team feels “Wow!”	Do you need any cleaning supplies for your space or the lunch/training space?
2:45	Sign Out & Go to lunch (CLEAN SPACE/ RECYCLE) and/or go home	NOTE: Some employees need a new attitude toward the joint breakfast & lunch room/ training room – if they want to be treated as employees deserving to stay employed and receive pay checks, they need to respect the space and clean it up. It's not fair to ICA-USA janitorial staff to do double duty. (Just a reminder to BE there vs. with each other as needed during meals.)

For flip chart on Style of Facilitator

Invites people to participate

(How do you do that? What encourages participation?)

Is flexible

(Can change the plan if needed)

Makes space safe to participate

(What would help with that?)

Go around the room on the first question or two

(Why?)

Start Simple. Use the more complicated questions later.

NO

- Yes/No questions
- Hard WHY? Questions (ok to be curious)
- Fishing (there are no right – or wrong – answers)

Especially at the “gut” level, ask for BOTH positive and negative reactions

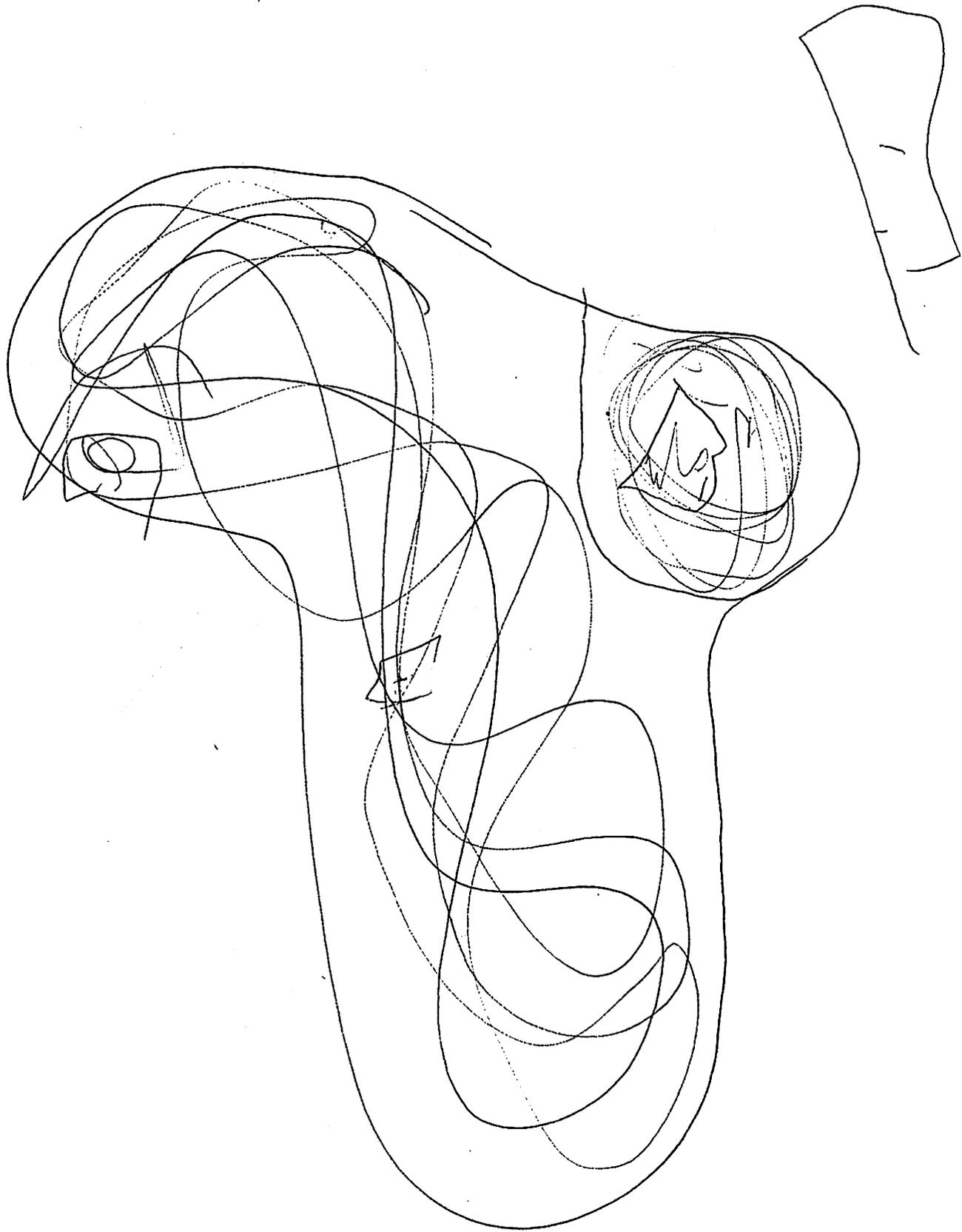
Try Q's w/ a friend to make sure they work.

ICA-USA Youth Leadership Program

Audience <i>Youth</i>	Topic: <i>Behavior at work</i>	Facilitator	Date
GOAL of the conversation: <i>discuss situations & create a team response</i>		MOOD of audience at the end of the conversation <i>experience caring & empathy for co-worker</i>	
Opening: <i>We all noticed that some participants in the program are disruptive or not participating well. We need solutions!</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
<p>Go around the room on the first question. (or first two if group is large)</p> <ol style="list-style-type: none"> <i>What specific unhelpful behavior have you observed?</i> What does he <i>Where have you seen it?</i> <i>What does helpful behavior look like?</i> <p>NOTE: you can have 1 or more questions at each level.</p>	<ol style="list-style-type: none"> <i>How does this behavior affect others?</i> <i>What bothers you the most?</i> 	<ol style="list-style-type: none"> <i>How does this behavior affect work?</i> <i>How does this behavior affect the training?</i> <i>What might be some of the causes?</i> 	<ol style="list-style-type: none"> <i>What will our team do to encourage positive behavior?</i>
Closing:			

ICA-USA Youth Leadership Program

Audience Youth	Topic: Dealing with Fear	Facilitator	Date
GOAL of the conversation: To learn ways to deal with fear		MOOD of audience at the end of the conversation able to feel less afraid in certain situations	
Opening: For each of us, life on the streets of Chicago - especially this neighborhood (Uptown) can be scary at times. Let's talk about it a little bit.			
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 on the street that make you nervous or afraid? 2. What else? 3. What are you ok with that may make others afraid? NOTE: you can have 1 or more questions at each level.	1. What happens to you physically when you get scared? What 2. What do you feel like doing? #	1. How is being a afraid different from being unafraid? 2. What are things a person can do in these scary situations? # 4.	1. What will you do NEXT time you get into a scary situation? # #
Closing: Thank you for sharing. I'm going to choose to be less afraid and more responsible next time. (or whatever the facilitator chooses to say to end the conversation.)			



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.			

ICA-USA Youth Leadership Program

Audience Youth	Topic: <i>Earliest Childhood Memories</i>	Facilitator	Date
GOAL of the conversation: <i>Explore early memories & recall good ones</i>		MOOD of audience at the end of the conversation <i>Happy about the good memories</i>	
Opening: <i>Think backwards over your life starting from today. You'll pass many events— some joyful, some sad. Keep going to the VERY FIRST moment in your life you can remember.</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
<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 is your earliest memory (describe) 2. How old were you? 3. What was going on? <p>NOTE: you can have 1 or more questions at each level.</p>	<ol style="list-style-type: none"> 1. How did it feel at the time? (happy, scary, sad etc.) 2. What does it remind you of? 3. What are your feelings now as you remember it? 4. 	<ol style="list-style-type: none"> 1. How has this memory affected who you are today? 2. What are some common themes in our conversation? 3. How are these memories similar to or different from other people's? 4. How do memories shape our lives? 	<ol style="list-style-type: none"> 1. what will you do with this one memory now? 2. 3. 4.
Closing: <i>Thank you for sharing your memories so we can all understand each other better.</i>			

ICA-USA Youth Leadership Program

Audience Youth	Topic: TV habits	Facilitator	Date
GOAL of the conversation: (To practice English) ^{also} Review TV habits		MOOD of audience at the end of the conversation happy to have shared & had fun	
Opening: We all watch TV sometimes. Let's talk a little bit about that.			
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. How many hours of TV do you watch each week? 2. What do you watch? 3.	1. What shows are exciting? 2. What shows are boring? 3. What TV character would you like to be?	1. What do you get from watching TV? 2. What else? 3. After watching, how are you different? 4.	1. What are you looking forward to watching now that's new for you? 2. 3.
NOTE: you can have 1 or more questions at each level. Closing:			



- W

- We learned how to
gong.

Keep a conversation

Daily Curriculum Design – Afternoon

DATE: Friday July 17, 2009

Week's Image Image of Self as Facilitator	Day's Image Good Question Poser!
Rational Aim: Learn the Focused Conversation Method	Experiential Aim: Feel empowered to use the Focused Conversation
Day's RA – Polish final drafts; continue to learn by doing – practice leading focused conversations, with feedback	Day's EA: Feeling strong in the competition and more comfortable leading conversations

TIME	ACTIVITY	MATERIALS/PREP
12:30	Lunch	NOTE:.
1:00	IN BIG ROOM – sit by TEAMS: 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
1:05	Take a little time to “be here.”	Trainer – Sunny
1:10	Few comments on overall status of draft conversations.	Trainer - Sunny
1:20	In your teams, polish the draft of your “competition” entry conversation. Turn this in to “Judge” Sunny (who will get other trainers to help in the judging). Review elements of facilitator style on a flip chart. Then try out your final conversation on the team (with a volunteer facilitator) and then make final changes based on that experience. If you have time, have them continue to practice by taking turns leading one of the conversations Sunny gave you yesterday. Then let them talk about how they did, have the group give them feedback (did well, could improve) and you do the same.	IN TEAMS Blank FC forms for the final product. Yesterday’s drafts with Sunny’s notes
2:15	Debrief the Day: Focused Conversation on how it went Announcements, Creed and Send Out for the Day	Focused Conversation Questions
2:30	Clean up work team space. Try to leave it so the morning team feels “Wow!”	Do you need any cleaning supplies for your space or the lunch/training space?
2:45	Sign Out & Go on Break	
3:00	Go to Work	

To have time to finish today, I need everyone in their seat ready to go at 1:00 PM including Supervisors.

For flip chart on Style of Facilitator – FOR FRIDAY

Invites people to participate

(How do you do that? What encourages participation?)

Is flexible

(Can change the plan if needed)

Makes space safe to participate

(What would help with that?)

Go around the room on the first question or two

(Why?)

Start Simple. Use the more complicated questions later.

NO

- Yes/No questions
- Hard WHY? Questions (ok to be curious)
- Fishing (there are no right – or wrong – answers)

Especially at the “gut” level, ask for BOTH positive and negative reactions

GO OVER FINAL QUESTIONS WITH A FRIEND or family member, to make sure they work and there is a flow from one to the next.

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

	Monday	Tuesday	Wednesday	Thursday	Friday
Image for the Week Week's RA/EA	Self as Activist	GOAL: Understand facilitation as a useful group support process		MOOD: Enthusiastically interested in trying it (facilitation)	
Daily Rational/Experiential Aims	GOAL: Get prepared to use the Focused Conversation in the Conversation Café MOOD: Celebrate the success of learning to create and lead a Focused Conversation	GOAL: Complete all required documents for program participation & paychecks MOOD: Willing to go this needed extra mile	GOAL: To see that they have control over their money vs. their money controlling them. MOOD: Feeling good about what they will do with their money	GOAL: Facilitate a Focused Conversation for a group they don't know well MOOD: Confident in facilitating a conversation	GOAL: Debrief Thursday's experience, a brief touch on taxes, then turn toward "green" MOOD: Clear about yesterday's learning experience and eager for both the check amount that's left and the "green" work
Focused Conversation	ANNOUNCING THE WINNING CONVERSATION TEAM & TOPIC	NO CONVERSATION	NO CONVERSATION	LEADING THEIR CONVERSATION WITH ANOTHER GROUP	NO CONVERSATION
Employment Focus	Money Management			Doing Research	Taxes & Green Work
Curriculum	Stepping Back: Facilitation Basics Where/When/Why to Use a Focused Conversation	Completing the Paperwork with Central States SER to Be Legal & Get Paid	Wants vs. Needs Creating a Budget	The Conversation Café	Debrief Conversation Experience Simple Charting of a Green Article Getting Paid
Work	At assigned worksite	At assigned worksite	At assigned worksite	At assigned worksite	At assigned worksite
Closing the Day	How did it go re work & training? Assignments Announcements	How did it go re work & training? Assignments Announcements	How did it go re work & training? Assignments Announcements	How did it go re work & training? Assignments Announcements	How did it go re work & training? Skills for Resume? Assignments Announcements

ICA-USA Teen Leadership Program
Week 3 Training Overview
REVISED

	Monday	Tuesday	Wednesday	Thursday	Friday
Image for the Week Week's RA/EA	Self as Activist	Rational Aim: Understand facilitation as a useful group support process		Experiential Aim: Enthusiastically interested in trying it (facilitation)	
Daily Rational/Experiential Aims	RA: Get prepared to use the Focused Conversation in the Conversation Café EA: Celebrate the success of learning to create and lead a Focused Conversation	RA: Complete all required documents for program participation & paychecks EA: Willing to go this needed extra mile	RA: To see that they have control over their money vs. their money controlling them. EA: Feeling good about what they will do with their money	RA: Facilitate a Focused Conversation for a group they don't know well EA: Confident in facilitating a conversation	RA: Debrief Thursday's experience, a brief touch on taxes, then turn toward "green" topics EA: Clear about yesterday's learning experience and eager for both the check amount that's left and the "green" work
Focused Conversation	ANNOUNCING THE WINNING CONVERSATION TEAM & TOPIC	NO CONVERSATION	NO CONVERSATION	LEADING THEIR CONVERSATION WITH ANOTHER GROUP	NO CONVERSATION
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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

Beginning to Learn about Managing Money: Wants vs. Needs

Look at the list below and re-organize it into wants and needs. A need is something you must have to be healthy and safe. A want is something you don't need, but would like to have anyway.

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Computer 2. Designer shoes 3. Food 4. Golf clubs 5. Car 6. Place to live 7. Cell phone 8. Daily French fries 9. I Pod 10. Clothes 11. College education | <ol style="list-style-type: none"> 12. Radio 13. TV 14. Notebook 15. Water 16. Ice cream 17. Lottery tickets 18. Lunch 19. Necklace 20. Watch 21. Trip to Hawaii 22. Medicine |
|--|--|

WANTS	WHY	NEEDS	WHY
1.		1.	
2.		2.	
3.		3.	
4.		4.	
5.		5.	
6.		6.	
7.		7.	
8.		8.	
9.		9.	
10.		10.	
11.		11.	
12.		12.	
13.		13.	
14.		14.	
15.		15.	

Now list your 5 biggest needs

Estimate the cost for each one: Who pays it?

1.		
2.		
3.		
4.		
5.		

Now list your 10 biggest wants:

Estimate the cost for each one:

Number them 1-10* according to priority:

1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

TOTAL COST: _____

*1 is the highest priority or most important to you, 10 is least important.

Now let's do a Monthly Budget:

INCOME:

Source	Amount
TOTAL INCOME	

EXPENSES

Item	Amount
TOTAL INCOME	

BALANCE

Total Income less Total Expenses = _____

Below is a related article: *The Difference between Wants and Needs*

So you want to become wealthy? While there is no single road to getting there, it's a sure bet that one principle is in place for those who keep their wealth over a lifetime. Live beneath your means. Spend less than you make. Don't spend more than you can afford. It doesn't come any simpler than this. If you want to create wealth, you have to learn to do this. It doesn't matter if you make \$10,000 a year or \$1 million, if you don't learn how to master the step of spending less than you earn, you'll never create lasting wealth.

While the concept is simple, chances are you are not following it. In all likelihood, you are living paycheck to paycheck, treading water. No matter how hard you try, you never seem to get ahead. Even when the raises come, the money still disappears just as fast. If this sounds like your situation, you probably have not mastered the difference between needs and wants.

First, it's important to realize that wants and needs are not the same. When you read that sentence, you probably said to yourself, "Of course, everyone knows that." Again, while everyone may know this intellectually, it is a good bet that you aren't completely honest with yourself when it comes to the things you purchase.

How many times have you heard (or for that matter said yourself) "I absolutely need (fill in the blank)" when in reality the meaning was "I really want (fill in the blank)?" I can't live without those shoes...I will die if I can't have that ring...I simply have to have that car...the list can go on and on. Please don't get me wrong. These are phrases that we all use. That is why it's important to step back and remember that wants and needs are not the same.

It's important at this point to make clear that taking the time to critically look at your current lifestyle and what are the true needs versus those things that are convenient wants will go a long way in saving you money and enabling you to spend less than you make. Let's take an example of your TV. Is your TV a need or a want? Although I can hear the arguments already rationalizing why a TV is a necessary part of your life, the truth is that it is more than likely a want. In most cases, it is probably an affordable want (The exception may be if you decided you had to have that 50 inch state of the art plasma television with the price tag of a small car). The question is whether the digital cable TV, 6 premium channels, satellite dish, the on demand movies, the DVD player with movie selection, etc are all also affordable wants?

[Remember the exercise we did above about wants and needs?] Unfortunately, the answers to these questions are not completely black and white. What may be a want for one person may be a necessity for another person. For example, let's take a look at a computer. If you make your livelihood on the computer, then a computer is a necessity for you. If you only use a computer to play the latest online games, then it isn't. Knowing this, we can still make some pretty good guesses as to what are wants and what are needs from the above list for most people. Shoes (and clothing in general), water, bed, car, lunch, medicine and furnishings are good bets to be needs. Now that doesn't mean that the latest model, 4 wheel drive sport utility vehicle with all the extras counts as a need for most people, but basic transportation to make a living does.

A large apartment, computer and cellular phone may or may not qualify as a need depending on your particular circumstances while a designer suit, ice-cream, lottery tickets, entertainment center, club membership, concert tickets, trip to Hawaii, necklace, daily espresso and golf clubs all probably fall into the want section.

If you can take the time to start being honest with yourself, you will find that a lot of the things which you assumed were an absolute necessity until now are in reality nothing more than wants. Once you distinguish between the two and look at these issues objectively, you have placed yourself in the position to live within your means by simply asking yourself whether or not an item or service you are about to purchase is a need or merely a want.

About The Author: Jeffrey Strain has published hundreds of money saving articles and is the co-owner of SavingAdvice.com, a website dedicated to saving you money.

DISCUSSION:

What words or phrases caught your attention?

What is most exciting about getting your first paycheck?

What concerns do you have about having some money of your own?

What are the rewards of having a paycheck?

What are the risks?

What do you hope you learn to do about your money, even if you don't know how to do it yet?

How will you learn?

We can talk more about the value of money and how it affects our lives later on. But before we stop, what do you hope we talk about or provide information about? Be sure your supervisor writes this down so we can do it.

EXPLANATION OF TAXES WITHHELD FROM PAYCHECKS (BY H & R BLOCK)

Overview

- The amount of federal tax withheld from your pay depends on how many allowances you claim on your W-4.
- Social Security withholding is used to fund Social Security benefits.
- Your paycheck may show deductions for insurance, retirement plan contributions or childcare assistance.

Paycheck stubs contain a lot of information, from federal income tax and Medicare tax withheld to vacation balance. Regardless of how complicated or simple yours might be, all check stubs will show your gross pay — the total amount you earned before any taxes were withheld for the pay period. It will also show your net pay — the amount of your check after all withholdings.

Following are some common items you'll see on your paycheck stub.

Federal Tax

Federal income tax may be abbreviated Fed Tax, FT or FWT. This amount is credited against any tax you would owe the federal government when you file a tax return. The amount withheld from your pay depends on how many allowances you claim on the Form W-4 you filed with your employer.

State & Local Tax

State income tax may be abbreviated St Tax, ST or SWT. Your paycheck may also show the abbreviation of the state for which the tax is being withheld (for example, IL tax). The amount withheld from your pay depends on how many allowances you claim on the state equivalent of Form W-4 you filed with your employer.

Local income tax may be withheld on wages earned inside city, county and school district boundaries. If you live or work in a jurisdiction that levies a tax, wages will be taxed by that jurisdiction.

Social Security & Medicare Tax

Social Security tax may be abbreviated FICA, SS, SSWT or OASDI. Even if you have \$0 withheld for federal, state and local income taxes, you generally must have Social Security and Medicare taxes withheld. If you earn at least a specified amount for at least 40 quarters, you'll be able to receive Social Security benefits when you retire. The amount withheld for Social Security is 6.2% of your gross income (up to income of \$102,000 for 2008). Your employer pays an additional 6.2% for you that doesn't come out of your check.

Medicare tax may be abbreviated MWT or Med. This amount is withheld so you'll be covered by Medicare when you reach age 65. The amount withheld from your pay is 1.45% of your gross income. Your employer pays an extra 1.45% that doesn't come out of your check. There are no income limits. All covered wages are subject to Medicare tax.

Year-to-date

Your paycheck stub may also show year-to-date totals. This information is good to have, especially if you're trying to estimate whether you'll have a refund or balance due at the end of the year. Save the last check stub to compare with your W-2. The amounts on the last check stub and the W-2 amounts generally should match. Contact your payroll department if there are any differences.

Understanding Your Paycheck

By Bill Pratt

Downloaded from:

http://www.youngmoney.com/money_management/budgeting/Understand-your-paycheck

1. Finally, we start to get into the good stuff. Let's talk about your paycheck. The first thing I realized after graduation was real life was nothing like I expected. Where was the company car or the corporate jet? Why did I still have to do my own laundry and clip coupons? Why can I barely even qualify to rent an apartment that I'm too embarrassed to show my parents? I'll tell you why. It's called entry-level positions. You cannot expect to just graduate and become CEO of some company. Even with a college degree, most of us have to work our way up through the ranks. In fact, the average college graduate overestimates their starting salary by 44%. It takes a lot of work just to remain in the middle class. You start to appreciate all those times your dad complained about "leaving on every light in the house."
2. Aside from the first shocker, that you are not quite worth a six-figure salary the day you graduate, you are also experiencing the true costs of life. Rent is almost always more than one would expect. I remember when I first moved to the Washington, D.C. suburbs; I planned to spend \$400 per month on rent. After all, my parents' house payment was only around \$300. Then, me being the financial wizard that I was, decided to cushion my budget to allow for a whopping \$500 for rent. So, I took a job that paid low, but had potential. The only problem was, the apartments I wanted were well over \$1,000 per month. Not only were they too expensive, but I couldn't "qualify" for them anyway. After looking at various apartments (if you can even call them that) that were less than \$1,000 per month, I finally found one that was just \$620 per month and only 45 minutes away from my job. So much for financial independence.
3. Then came the best part. I got my first paycheck! Well, clearly there must have been some mistake. After all, I did the math and unless they were going to give me an extra paycheck every month, there was no way those numbers even resembled the ones we talked about in the interview. I mean, I could have made more money sitting outside the subway station with a "Will work for food" sign!
4. If you look at a typical pay stub it will probably look something like Figure 5-1. Of course the numbers will probably be different, but I believe it is a fair representation of what you will see.

Business Name		Check No:	A00001	
Business Address		Check Date:	02/07/xx	
		Period Ending:	02/01/xx	
Kerr Work 123 Job Lane Greenville, NC 27838		Salary:	26,000.00	
		SSN:	123-45-6789	
		TAX ADJUSTMENTS		
		FED:	5T	
		LOCAL:		
HOURS AND EARNINGS		TAXES AND DEDUCTIONS		OTHER
Description	Current Hours	YTD Earnings	Current Amount	YTD Amount
Regular	80.00	1000.00	240.00	3000.00
			PRE-TAX	
			Retirement	100.00 300.00
			Health Ins	45.00 135.00
			FSA	20.00 60.00
			AFTER-TAX	
			Social Sec	62.00 186.00
			Medicare	14.50 43.50
			Fed	95.60 286.80
			State	41.75 125.25
			Life	5.00 15.00
			Vac Balance 18.00	
			Sick Balance 23.00	
			Retire Match 150.00	
GROSS		OTHER	TAXABLE	LESS TAXES
Current	1000.00	835.00	213.85	170.00
YTD	3000.00	2505.00	641.55	510.00
			LESS DEDUCTIONS	NET PAY
				616.15
				1848.45

Figure 5-1: Sample Pay Stub

5. The first thing I discovered was that, apparently at the interview and the orientation, there was a bit of miscommunication. You see, I thought they were actually going to pay me. The truth is, they

overemphasized how much I would make my first year, but they underemphasized that nearly 10% of the promised amount would be made at the end of the year in the form of a bonus. That brought up a serious cash flow issue. See, I couldn't tell my landlord that I would pay him most of the rent during the year and pay him a 10% bonus amount at the end of the year. I had to spread my payments out evenly every month. So, the low pay and the high rent meant I only kept that job for about two months before I moved on.

6. But here is the real kicker. Even going by the real amount I should have been making every pay, I only saw about 65% of that. That's right, for every \$100 earned; I only got to see about \$65. So where did it go? There are actually several places your money goes once you get paid. It's depressing in a way, but at least you can be better prepared, and perhaps budget accordingly.
7. **Let's talk about all of the different items listed on the check.**

Fed Tax: I think this one is pretty simple. This is the federal tax you pay from each check.

State Tax: Again, a basic concept. This would be the state tax you pay. Usually you will not find a separate locality pay, but it does happen occasionally. Your locality is usually a city such as Baltimore City.

FICA: This is your social security tax. You pay 6.2% of your salary to FICA. It stands for Federal Insurance Contribution Act. Don't feel too bad though, because your employer contributes an additional 6.2% into FICA also, so really 12.4% of your salary goes into social security, but only half of that is actually pulled away from you.

[non-applicable options deleted]

8. There may be others, depending on what your employer offers in the form of benefits. You may also have stock options or other such benefits that show up on your pay stub. I have given you the most common deductions that decrease your gross pay.
9. That brings up another point. There are two types of pay that really matter: **Gross pay** and **net pay**. Gross pay is actually the larger of the two. Your gross pay is what you make before taxes. If you are an hourly employee, your gross pay is simply your hourly rate multiplied by the number of hours you worked. For a salaried employee, your gross pay is your annual salary divided by the number of paychecks you receive in a year (typically 26). If this is not the case, you may want to inquire about it from someone in personnel.
10. Net pay is the one that tells you what's left over after all of the deductions previously discussed. You start with gross pay, then taxes are taken out, and insurance, retirement, and so forth. That's why your net pay is always so much smaller than your gross pay. As a quick estimate, you can assume your net pay will be between 60% and 70% of your gross pay, depending on how much your insurance costs, and how much you contribute towards retirement, etc. Think of it this way. If you had a fish aquarium with ten fish, that's the gross amount. But, when you use the net to scoop them out, you may only get six or seven of the fish in your first swoop, thus you netted six or seven fish. That's like net pay; it's the amount you net from the total.

*Bill Pratt is a former credit card executive turned student-advocate. He is the author of *Extra Credit: The 7 Things Every College Student Needs to Know About [Credit Debt](#) & Ca\$h* and *The Graduate's Guide to Life and Money*. Bill speaks at colleges to educate and entertain students about real-life issues in money, leadership, and success. His goal is to help students succeed personally and financially so they can improve the lives of those around them. You can learn more at*

www.ExtraCreditBook.com or www.TheGraduatesGuide.com.

Daily Curriculum Design – Morning

DATE: Monday, July 20, 2009

Week's Image Image of Self as Activist	Day's Image Facilitating for Others
Rational Aim: Understand facilitation as a useful group support process	Experiential Aim: Enthusiastically interested in trying it (facilitation)
Day's RA: Get prepared to lead their conversation in the Conversation Café	Day's EA: Celebrate the success of learning to create and lead a Focused Conversation

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
10:10	Take a little time to “be here.” Go over the week’s plan.	Trainer – Sunny
10:15	Announce the Winner of the Morning Conversation Competition (meet with them later to finalize performance incentive) Go over the day’s plan. Introduce that tomorrow will be leading their conversations in a Conversation Café in this room. Give the initial overview of facilitation as a profession.	Trainer - Sunny
10:30	Rehearse everything that was covered in the BIG ROOM. Let them practice and refine leading their own conversation with each other, taking turns and critiquing to improve each other’s facilitation. This is so that they will be ready to lead it in the Conversation Café on Tuesday. Review the style tips as a way to check how each one does. Let individuals say how it went for them, then let yourself and group give them feedback. Have them create skits about how they can use this method.	IN TEAMS
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. Try to leave it so the afternoon team feels “Wow!”	
12:00	Sign Out & Go to lunch (CLEAN SPACE/ RECYCLE) and/or go home	

To have time to finish EVERY DAY, I need everyone in their seat ready to go at 1:00 PM including Supervisors. Supervisor style at 1:00 sets the tone for the day. How can I help with this?

Daily Curriculum Design – Afternoon

DATE: Monday July 20, 2009

Week's Image Image of Self as Activist	Day's Image Facilitating for Others
Rational Aim: Understand facilitation as a useful group support process	Experiential Aim: Enthusiastically interested in trying it (facilitation)
Day's RA: Get prepared to lead their conversation in the Conversation Café	Day's EA: Celebrate the success of learning to create and lead a Focused Conversation

TIME	ACTIVITY	MATERIALS/PREP
12:30	Lunch	NOTE:.
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
1:05	Take a little time to “be here.” Go over the week’s plan.	Trainer – Sunny
1:10	Announce the Winner of the Morning Conversation Competition (meet with them later to finalize performance incentive) Go over the day’s plan. Introduce that tomorrow will be leading their conversations in a Conversation Café in this room. Give the initial overview of facilitation as a profession.	Trainer - Sunny
1:20	Rehearse everything that was covered in the BIG ROOM. Let them practice and refine leading their own conversation with each other, taking turns and critiquing to improve each other’s facilitation. This is so that they will be ready to lead it in the Conversation Café on Tuesday. Review the style tips as a way to check how each one does. Let individuals say how it went for them, then let yourself and group give them feedback. Have them create skits about how they can use this method.	IN TEAMS
2:15	Debrief the Day: Focused Conversation on how it went Announcements, Creed and Send Out for the Day	Focused Conversation Questions
2:30	Clean up work team space. Try to leave it so the morning team feels “Wow!”	Do you need any cleaning supplies for your space or the lunch/training space?
2:45	Sign Out & Go on Break	
3:00	Go to Work	

To have time to finish EVERY DAY, I need everyone in their seat ready to go at 1:00 PM including Supervisors. Supervisor style at 1:00 sets the tone for the day. How can I help with this?

Move to Thursday.
The HUB spent the
day on paperwork.

Daily Curriculum Design – Morning

DATE: Tuesday, July 21, 2009

Week's Image Image of Self as Activist	Day's Image Facilitating for Others
Rational Aim: Understand facilitation as a useful group support process	Experiential Aim: Enthusiastically interested in trying it (facilitation)
Day's RA: Facilitate a Focused Conversation for a group they don't know well	Day's EA: Confident in facilitating a conversation

TIME	ACTIVITY	MATERIALS/PREP
10:00	Back from Break 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	Lay out the day and give the timing. Indicate that this is an Activist role – to help people talk about difficult subject matter in a safe forum. Let people choose their table.	Trainer – Sunny
10:10	Begin the conversations: (2 minutes to change tables between rounds) Round 1: 10:10-10:28 Round 2: 10:30-10:48 Round 3: 10:50-11:08 Round 4: 11:10-11:28 Round 5: 11:30-11:48	IN TEAMS in BIG ROOM Copy of the schedule of Rounds Timer (gong?)
11:50	Assign two people who didn't facilitate conversations (if any – if not, assign two people anyway) to clean up the conversation space.	
12:00	Sign Out & Go to lunch (CLEAN SPACE/ RECYCLE) and/or go home	

To have time to finish ESPECIALLY TODAY, I need everyone in their seat ready to go at 10:00 PM including Supervisors. Supervisor style at 10:00 sets the tone for the day. How can I help with this?

Daily Curriculum Design – Morning

DATE: Tuesday, July 21, 2009

Week's Image Image of Self as Activist	Day's Image Facilitating for Others
Rational Aim: Understand facilitation as a useful group support process	Experiential Aim: Enthusiastically interested in trying it (facilitation)
Day's RA: Facilitate a Focused Conversation for a group they don't know well	Day's EA: Confident in facilitating a conversation

TIME	ACTIVITY	MATERIALS/PREP
10:00	Back from Break 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	Lay out the day and give the timing. Indicate that this is an Activist role – to help people talk about difficult subject matter in a safe forum. Let people choose their table.	Trainer – Sunny
10:10	Begin the conversations: (2 minutes to change tables between rounds) Round 1: 10:10-10:28 Round 2: 10:30-10:48 Round 3: 10:50-11:08 Round 4: 11:10-11:28 Round 5: 11:30-11:48	IN TEAMS in BIG ROOM Copy of the schedule of Rounds Timer (gong?)
11:50	Assign two people who didn't facilitate conversations (if any – if not, assign two people anyway) to clean up the conversation space.	
12:00	Sign Out & Go to lunch (CLEAN SPACE/ RECYCLE) and/or go home	

To have time to finish ESPECIALLY TODAY, I need everyone in their seat ready to go at 10:00 PM including Supervisors. Supervisor style at 10:00 sets the tone for the day. How can I help with this?

Daily Curriculum Design – Afternoon

DATE: Tuesday July 21, 2009

Week's Image Image of Self as Activist	Day's Image Facilitating for Others
Rational Aim: Understand facilitation as a useful group support process	Experiential Aim: Enthusiastically interested in trying it (facilitation)
Day's RA: Facilitate a Focused Conversation for a group they don't know well	Day's EA: Confident in facilitating a conversation

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 – we forgot to do it on Monday afternoon!	Copy of Creed for wall Copy of the Day for the wall
1:05	Lay out the day and give the timing. Indicate that this is an Activist role – to help people talk about difficult subject matter in a safe forum. Let people choose their table.	Trainer – Sunny
1:10	Begin the conversations: Round 1: 1:10-1:28 Round 2: 1:30-1:48 Round 3: 1:50-2:08 Round 4: 2:10-2:28 Round 5: 2:30-2:48	IN TEAMS in BIG ROOM Copy of the schedule of Rounds Timer (gong?)
2:50	Assign two people who didn't facilitate conversations (if any – if not, assign two people anyway) to clean up the conversation space.	
3:00	Go on Break	
3:15	Go to Work	

Little reminder: To have time to finish ESPECIALLY TODAY, I need everyone in their seat ready to go at 1:00 PM including Supervisors. Supervisor style at 1:00 sets the tone for the day. How can I help with this?

Conversation Café Preparation

Tables all clean and set with equal number of chairs (11) and table tents with the 5 Conversation Topics.

Everyone ready to go by 10:00 AM or 1:00 PM

Be sure your conversation leaders have the typed and printed copy of their conversation and know which Round (1 through 5) they are leading. They will need to go to their topic table when I call for their round.

They will need to close off IMMEDIATELY when the gong (or timer) sounds that it has been 18 minutes. Everyone will IMMEDIATELY go to the next table.

When all is done at the end of the day, be sure they give you their rating cards so we have them for the Wednesday Reflection.

NOTE: Because the Hub is coming to do some training during the work session, we will need to be extra aware of the time and help that work go quickly and smoothly so it doesn't encroach on our Conversation Café.

Daily Curriculum Design – Morning

DATE: Wednesday, July 22, 2009

Week's Image Image of Self as Activist	Day's Image Money Management 101
Rational Aim: Understand facilitation as a useful group support process	Experiential Aim: Enthusiastically interested in trying it (facilitation)
Day's RA: To see that they have control over their money vs. their money controlling them.	Day's EA: Feeling good about what they will do with their money

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	Lay out the day and give any announcements or clarifications needed.	Trainer – Sunny or whoever is needed
10:15	Hand out copies of Wants vs. Needs Have individuals fill out these sheets. Have a discussion of the wants vs. needs items that they sorted out. Talk about why all their answers don't agree. Then have them do the budgeting piece. After that (and some may need help), share these in pairs and have the pairs explain what they learned from each other. Read the article (best to have them take turns on paragraphs, those who read English – or you do it) out loud. Then have the discussion.	IN TEAMS in BIG ROOM Copy of the schedule of Rounds Timer (gong?)
11:50	Clean up the space and put their things away.	
12:00	Sign Out & Go to lunch (CLEAN SPACE/ RECYCLE afterwards) and/or go home	

After the changes and chaos of yesterday, it will be important to get back to normal as much as possible today.

Daily Curriculum Design – Afternoon

DATE: Wednesday July 22, 2009

Week's Image Image of Self as Activist	Day's Image Money Management 101
Rational Aim: Understand facilitation as a useful group support process	Experiential Aim: Enthusiastically interested in trying it (facilitation)
Day's RA: To see that they have control over their money vs. their money controlling them.	Day's EA: Feeling good about what they will do with their money

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
1:05	Lay out the day and give any announcements or clarifications needed.	Trainer – Sunny or whoever is needed
1:15	Hand out copies of Wants vs. Needs Have individuals fill out these sheets. Have a discussion of the wants vs. needs items that they sorted out. Talk about why all their answers don't agree. Then have them do the budgeting piece. After that (and some may need help), share these in pairs and have the pairs explain what they learned from each other. Read the article (best to have them take turns on paragraphs, those who read English – or you do it) out loud. Then have the discussion.	IN TEAMS in BIG ROOM Copy of the schedule of Rounds Timer (gong?)
2:50	Clean up the space and put their things away.	
3:00	Go on Break	
3:15	Go to Work	

After the changes and chaos of yesterday, it will be important to get back to normal as much as possible today.

Beginning to Learn about Managing Money: Wants vs. Needs

Look at the list below and re-organize it into wants and needs. A need is something you must have to be healthy and safe. A want is something you don't need, but would like to have anyway.

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Computer 2. Designer shoes 3. Food 4. Golf clubs 5. Car 6. Place to live 7. Cell phone 8. Daily French fries 9. I Pod 10. Clothes 11. College education | <ol style="list-style-type: none"> 12. Radio 13. TV 14. Notebook 15. Water 16. Ice cream 17. Lottery tickets 18. Lunch 19. Necklace 20. Watch 21. Trip to Hawaii 22. Medicine |
|--|--|

WANTS	WHY	NEEDS	WHY
1.		1.	
2.		2.	
3.		3.	
4.		4.	
5.		5.	
6.		6.	
7.		7.	
8.		8.	
9.		9.	
10.		10.	
11.		11.	
12.		12.	
13.		13.	
14.		14.	
15.		15.	

Now list your 5 biggest needs

Estimate the cost for each one: Who pays it?

1.		
2.		
3.		
4.		
5.		

Now list your 10 biggest wants:

Estimate the cost for each one:

Number them 1-10* according to priority:

1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

TOTAL COST: _____

*1 is the highest priority or most important to you, 10 is least important.

Beginning to Learn about Managing Money: Wants vs. Needs

Look at the list below and re-organize it into wants and needs. A need is something you must have to be healthy and safe. A want is something you don't need, but would like to have anyway.

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Computer 2. Designer shoes 3. Food 4. Golf clubs 5. Car 6. Place to live 7. Cell phone 8. Daily French fries 9. I Pod 10. Clothes 11. College education | <ol style="list-style-type: none"> 12. Radio 13. TV 14. Notebook 15. Water 16. Ice cream 17. Lottery tickets 18. Lunch 19. Necklace 20. Watch 21. Trip to Hawaii 22. Medicine |
|--|--|

WANTS	WHY	NEEDS	WHY
1.		1.	
2.		2.	
3.		3.	
4.		4.	
5.		5.	
6.		6.	
7.		7.	
8.		8.	
9.		9.	
10.		10.	
11.		11.	
12.		12.	
13.		13.	
14.		14.	
15.		15.	

Now list your 5 biggest needs

Estimate the cost for each one: Who pays it?

1.		
2.		
3.		
4.		
5.		

Now list your 10 biggest wants:

Estimate the cost for each one:

Number them 1-10* according to priority:

1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

TOTAL COST: _____

*1 is the highest priority or most important to you, 10 is least important.

It's important at this point to make clear that taking the time to critically look at your current lifestyle and what are the true needs versus those things that are convenient wants will go a long way in saving you money and enabling you to spend less than you make. Let's take an example of your TV. Is your TV a need or a want? Although I can hear the arguments already rationalizing why a TV is a necessary part of your life, the truth is that it is more than likely a want. In most cases, it is probably an affordable want (The exception may be if you decided you had to have that 50 inch state of the art plasma television with the price tag of a small car). The question is whether the digital cable TV, 6 premium channels, satellite dish, the on demand movies, the DVD player with movie selection, etc are all also affordable wants?

[Remember the exercise we did above about wants and needs?] Unfortunately, the answers to these questions are not completely black and white. What may be a want for one person may be a necessity for another person. For example, let's take a look at a computer. If you make your livelihood on the computer, then a computer is a necessity for you. If you only use a computer to play the latest online games, then it isn't. Knowing this, we can still make some pretty good guesses as to what are wants and what are needs from the above list for most people. Shoes (and clothing in general), water, bed, car, lunch, medicine and furnishings are good bets to be needs. Now that doesn't mean that the latest model, 4 wheel drive sport utility vehicle with all the extras counts as a need for most people, but basic transportation to make a living does.

A large apartment, computer and cellular phone may or may not qualify as a need depending on your particular circumstances while a designer suit, ice-cream, lottery tickets, entertainment center, club membership, concert tickets, trip to Hawaii, necklace, daily espresso and golf clubs all probably fall into the want section.

If you can take the time to start being honest with yourself, you will find that a lot of the things which you assumed were an absolute necessity until now are in reality nothing more than wants. Once you distinguish between the two and look at these issues objectively, you have placed yourself in the position to live within your means by simply asking yourself whether or not an item or service you are about to purchase is a need or merely a want.

About The Author: Jeffrey Strain has published hundreds of money saving articles and is the co-owner of SavingAdvice.com, a website dedicated to saving you money.

DISCUSSION:

What words or phrases caught your attention?

What is most exciting about getting your first paycheck?

What concerns do you have about having some money of your own?

What are the rewards of having a paycheck?

What are the risks?

What do you hope you learn to do about your money, even if you don't know how to do it yet?

How will you learn?

We can talk more about the value of money and how it affects our lives later on. But before we stop, what do you hope we talk about or provide information about? Be sure your supervisor writes this down so we can do it.

First, have all who facilitated a conversation sit together (probably 2 tables pushed together)

Questions to reflect on the Conversation Café

Answer questions at your table and then share some responses with me (Supervisors take notes on the conversations)

WHAT:

What are some highlights?

- phrases
- opinions
- disagreements

What conversations were really interesting to you personally?

GUT:

What is something that made you laugh?

Where were you serious about something?

What surprised you?

What was just awful?

SO WHAT:

How did the audience affect the outcome? (age/size/topic)

Example – teenage relationships with all girls, all boys, and mixed

What difference did the size of the group make? (for PM only)

How did peoples interest in the topics make a difference?

For facilitators:

What did you learn about facilitating a group?

What would you do differently next time?

For participants:

What did you learn about being in a group?

How did different facilitators handle it differently?

What would help this work better for you personally?

NOW WHAT:

How soon should we do another practice run, because we will do it live in the final week at the Teen Summit?

Daily Curriculum Design – Morning

DATE: Friday July 24, 2009

Week's Image Image of Self as Activist	Day's Image Facilitating for Others
Rational Aim: Understand facilitation as a useful group support process	Experiential Aim: Enthusiastically interested in trying it (facilitation)
Day's RA: Debrief Thursday's experience, a brief touch on taxes, then turn toward "green" topics	Day's EA: Clear about yesterday's learning experience and eager for both the check amount that's left and the "green" work

TIME	ACTIVITY	MATERIALS/PREP
10:00	<p>Back from Break IN BIG ROOM – sit by TEAMS: Check-in (all here?) Opening Creed (someone from group lead it – 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. Indicate that yesterday's experience was an Activist role – to help people talk about difficult subject matter in a safe forum.</p> <p>Conversation on how yesterday went.</p> <p>Today we will clarify taxes and move on to a "green" study. (Pass out tax information sheet.)</p>	<p>Trainer – Sunny</p>
10:40 (approx.)	<p>Hand out the materials to study. This is a new method called CHARTING. Assign people paragraphs to read (giving each one about the same amount of reading, but don't give them paragraphs that aren't contiguous). While they are reading, make a chart on the wall with a column for each paragraph. Have them fill in the chart with info from their paragraph, then present to whole group. Discuss what this means for their work.</p>	<p>IN TEAMS in BIG ROOM Copy of the schedule of Rounds Timer (gong?)</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>	