

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

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

ICA-USA Youth Leadership Program

Audience Youth and Adults	Topic Education System	Facilitator Group A	Date 8/13/09
GOAL of the conversation:		MOOD of the audience at the end of the conversation	
Opening: Opening: There are many issues in the educational system that affect children's way of learning. What can we do to make it better?			
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 are issues in today's schools? 2. What have you seen in other schools that work? 3. What have you seen in other schools that don't work? 4. What is the difference between private schools and public schools? <p>NOTE: you can have 1 or more questions at each level.</p>	<ol style="list-style-type: none"> 1. How have the teachers changed since you were in school? 2. How do you feel about them today? 3. Why is education important? 4. Were there any issues with teachers when you were in school? 5. What qualities are in a good teacher? 6. How do their qualities help you or your child get through school? 	<ol style="list-style-type: none"> 1. How equal is education throughout the world? 2. What changes need to be made to improve public schools? 	<ol style="list-style-type: none"> 1. What can we do to improve schools and the education system? 2. What can the government do to improve schools and the education system? 3. What can communities do to improve schools and the education system? 4. What will YOU do to help make the education system more just?
Closing: After having a conversation surrounding the educational system, we, the parents and the community, must put forth an effort into helping make the education system better.			

ICA-USA Youth Leadership Program

Audience Youth and Adults	Topic Abusive Teen Relationships	Facilitator Group D	Date 8/13/09
GOAL of the conversation: Educate people about the issue		MOOD of the audience at the end of the conversation Experiencing a change of heart	
Opening: (Introduce and show PowerPoint)			
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 are things you remember from the PowerPoint? 2. What did it say about girls being abusive? <p>NOTE: you can have 1 or more questions at each level.</p>	<ol style="list-style-type: none"> 1. What surprised you from the PowerPoint? 2. If you see a girl who's always bruised, what do you suspect is going on? 3. How would you feel if you were abused? 	<ol style="list-style-type: none"> 1. Why do you think the percentage of teen relationship abuse rises every year? 2. What's the role of the police in an abusive situation? 3. What is your take on abusive relationships? 4. 	<ol style="list-style-type: none"> 1. If someone you knew was in an abusive relationship, what would you do to help them to get out? 2. What action would you take if your child was in an abusive relationship? 3.
Closing: Thank you for joining in the conversation. Now we have some more for you!			

ICA-USA Youth Leadership Program

Audience Youth and Adults	Topic After School Programs	Facilitator Group E	Date 8/13/09
GOAL of the conversation:		MOOD of the 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
Go around the room on the first question. (or first two if group is large) 1. 2. 3. 4.	1. 2. 3. 4.	1. 2. 3. 4.	1. 2. 3. 4.
NOTE: you can have 1 or more questions at each level.			
Closing:			

ICA-USA Youth Leadership Program

Audience Youth and Adults	Topic Teen Pregnancy	Facilitator Group F	Date 8/13/09
GOAL of the conversation:		MOOD of the audience at the end of the conversation	
<p>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. If you were a teen and you or your partner were pregnant at an early age, what best decision would you make for you and your unborn child?</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. How many teen parents or expecting teen parents do you know? 2. What are the ages of young people you know who've been pregnant? <p>NOTE: you can have 1 or more questions at each level.</p>	<ol style="list-style-type: none"> 1. What concerns you about teens getting pregnant at such early ages? 2. What do you think of pregnant teens when you see them? 3. How would you feel if your child got pregnant at an early age? 	<ol style="list-style-type: none"> 1. What is the best way to avoid teen pregnancy? 2. What affect does tennage pregnancy have on both genders? 3. How does teen pregnancy affect education and employment of young mothers & fathers? 4. How far will teen parents go to support their children? <p>What are possible options if teens get pregnant?</p>	<ol style="list-style-type: none"> 1. What are some of the things teens can do after they are pregnant? 2. How can communities and government help prevent teen pregnancy?
<p>Closing: Thank you for coming. Hopefully we've all learned something together.</p>			

ICA-USA Youth Leadership Program

Audience Youth and Adults	Topic Why do we need to go “green”?	Facilitator Group G	Date 8/13/09
GOAL of the conversation: To discuss and inform about the going green movement.		MOOD of the audience at the end of the conversation Committed to start their own “green” projects at home or at work.	

Opening: Sulaiman

Going “green” (recycling, using less water, etc.) is not only important to the environment, but was also one of the main focuses of this program. Let’s discuss your ideas of the “green” movement.

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 do you think of when I say “go green”? 2. What are some ways you’ve seen others go green? 3. What are some of things under the category of “going green” that you know to be more costly? 4. What are some things you have already implemented either at home or at work? <p>NOTE: you can have one or more questions at each level.</p>	<ol style="list-style-type: none"> 1. What concerns you about what would happen if no one was “green”? 2. What are some of the things about “going green” that you really like or that inspire hope for the future? 	<ol style="list-style-type: none"> 1. Why should we go green at all? 2. How could the government encourage more “green” in homes and at work? 3. What can be done to make green projects more widespread and more efficient? 4. Of all the green ideas, which do you see happening in your own communities/jobs? 	<ol style="list-style-type: none"> 1. What are some ways to keep people to stay “green”? 2. What would be the long-term effects of many people going green?

Closing:

We hope you learned something new about going green and the ideas of green projects. We also hope you start implementing some of these ideas in your own personal lives at home or at work.

ICA-USA Youth Leadership Program

Audience Youth and Adults	Topic Curfew	Facilitator Group A/G	Date 8/13/09
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 the audience to be engaged. Talking about concerns, complaints, and ideas.	
Opening: All of you probably give your children curfews – or if you are a child or teen, you probably have a curfew from your parents or the police or both. It can be frustrating. It’s a big issue with parents and kids. So let’s talk and see what we can agree on.			
<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. Do your kids have curfew, and is so, at what time? 2. How do you make sure your kids follow your curfew time? 3. What is the punishment for your child if he/she breaks curfew? <p>NOTE: you can have 1 or more questions at each level.</p>	<ol style="list-style-type: none"> 1. How do you feel about giving your child a curfew? 2. Why do you feel your child needs a curfew? 3. How does the curfew change for special occasions? 	<ol style="list-style-type: none"> 1. Do you feel giving your child a curfew is fair or unfair (and why)? 2. How does curfew protect your child? 3. How do you compromise with your child about curfew? 	<ol style="list-style-type: none"> 1. What is a good time for curfew (and why)? 2. How should curfew vary with age? 3. How will you now deal with curfew differently, because of this conversation?
Closing: Thank you for discussing this. I really enjoyed hearing your responses. I hope you enjoyed hearing everyone else’s. I hope that you can have this conversation in your house so that you can share these thoughts with your family and maybe even get your curfew changed.			

ICA-USA Youth Leadership Program

Audience Community	Topic Safe Sex	Facilitator Group D	Date 8/13/09
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 someone has unsafe sex? 3. What type of STD's are there? 4. What is the percentage of getting an STD even with protected sex? 	<ol style="list-style-type: none"> 1. What inspires you to want to learn about safe sex for yourself or your child? 2. How does the thought of unsafe sex make you feel? 3. How would you feel if your child had an STD? 4. How will it affect YOU if your child is having sex? 	<ol style="list-style-type: none"> 1. How can sex affect someone's life? 2. How do you think promoting safe sex will affect their sexual habits? 3. What would you do if your child wanted to have sex? 4. What could you do if your found out your child was already having sex? 5. What could you do if you or your child became or got someone pregnant? 	<ol style="list-style-type: none"> 1. Adults, what can you do to inform your children about safe sex? 2. Youth, what will you do now that you are informed about safe sex?
Closing: Now that you know about safe sex, be sure that you young people be safe (and you adults be sure they ARE safe) if you <u>do</u> have sex.			

ICA-USA Youth Leadership Program

Audience Adults (family/friend attendees)	Topic Media's affect on youth	Facilitator Group E	Date 8/13/09
GOAL of the conversation: Raise awareness of how media can affect youth.		MOOD of the audience at the end of the conversation	
Opening: Media is explored on a regular basis and there is only so much we can do to filter its content. We will take notes about your answers and compare them in a minute to a group of youth who are answering the same questions and conclude our conversation as a joint group.			
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 type of media do you think affects youth the most? 2. What genre of music do you think youth listen to the most? 3. What do youth use the internet most for? <p>NOTE: you can have 1 or more questions at each level.</p>	<ol style="list-style-type: none"> 1. How do you feel about the possible negative effects media can have on youth? 2. Why do you think youth connect with certain genres of music more than others? 3. How important is the internet to youth? 	<ol style="list-style-type: none"> 1. How does sex/violence in TV /movies cross the line of being more than just entertainment? 2. How effective do you think the ratings on TV and movies are? 3. What ideas do you have that could make media's negative effects more positive? 4. What are ways or suggestions of making TV/movies more age appropriate? 5. What are some of the ways being on the internet has a positive or negative effect on youth? 	<ol style="list-style-type: none"> 1. What steps could you take to make these ideas into actions? 2. What are some of the alternative music genres that you think would send a more positive message to youth? 3. What type of actions do you think you could take to make sure the negative content on TV or in movies doesn't affect our children 4. How will you now look at various kinds of media differently?
<p>Closing AFTER asking the final questions of the joint youth/adult group: Now let's join with the youth to share our thinking and complete this conversation.</p>			

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
FINAL: What is the difference between media today and media in the previous generation?	FINAL: What feelings do these differences bring out?	FINAL: What possible alternatives are there to bridge the gap between today's media and the previous generations'?	FINAL: How are you going to make sure these alternatives get put into place?
<p>Closing AFTER asking the final questions of the joint youth/adult group: Thanks for your contributions. We hope that you have learned something new and have gained a better understanding about the possible effects of media on its audience.</p>			

ICA-USA Youth Leadership Program

Audience Youth	Topic Media's affect on youth	Facilitator Group E	Date 8/13/09
GOAL of the conversation: Raise awareness of how media can affect the youth.		MOOD of the audience at the end of the conversation Inspired and motivated to change.	
Opening: Media is explored on a regular basis and there is only so much we can do to filter its content. We will take notes about your answers and compare them in a minute to a group of adults who are answering the same questions and conclude our conversation as a joint group.			
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 type of media do you think affects you the most? 2. What genre of music do you listen to the most? 3. What do you use the internet for the most? 	<ol style="list-style-type: none"> 1. What is it about types of media that affects you? 2. Why do you connect with one genre of music more than the others? 3. How important is the internet to you? 	<p>How does sex/violence in TV/movies cross the line of being more than just entertainment?</p> <ol style="list-style-type: none"> 1. How effective do you think the ratings on TV/movies are? 2. What actions do you take that portrays how media affects you? 3. What message(s) do you think your favorite genre of music sends to you? 4. What are some of the ways that being on the internet has a negative or positive effect on you? 	<ol style="list-style-type: none"> 1. What can you do to make sure these types of media don't have a negative effect on you? 2. What are some alternative music genre's that you think would send a more positive message to you? 3. What type of actions will you take to make sure the negative content on TV and in movies doesn't affect you? 4. How can you make some of the negative effects more positive?
Closing: Now let's join with the adults to share our thinking and complete this conversation.			

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
FINAL: What is the difference between media today and media in the previous generation?	FINAL: What feelings do these differences bring out?	FINAL: What possible alternatives are there to bridge the gap between today's media and the previous generations'?	FINAL: How are you going to make sure these alternatives get put into place?
<p>Closing AFTER asking the final questions of the joint youth/adult group: Thanks for your contributions. We hope that you have learned something new and have gained a better understanding about the possible effects of media on its audience.</p>			

ICA-USA Youth Leadership Program

Audience Youth and Adults	Topic Child Abuse	Facilitator Group F	Date 8/13/809
GOAL of the conversation: To get parents to understand how child abuse affects kids.		MOOD of the audience at the end of the conversation Involved, serious, thoughtful	
Opening: We will discuss your past experiences with and current values about child abuse. We will also try to determine the best method of discipline. Some of the questions are more directed towards parents, so answer them as if you were a parent (if you are not).			
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"> In what ways were you disciplined as a child? How often were you disciplined as a child? How do you see children react to different methods of discipline – both short- & long-term? <p>NOTE: you can have 1 or more questions at each level.</p>	<ol style="list-style-type: none"> How do you think parents feel when they abuse their children? What have you heard people say about their feelings of being abused as children? What would a parent's life be like without a child? 	<ol style="list-style-type: none"> What are some non-abusive methods of discipline? What methods do you think are most effective? How to methods of discipline differ from one culture to another? How do you think the way parents discipline their child will affect the child in the future? How can counseling help work out problems with a child? 	<ol style="list-style-type: none"> What will you do if your child misbehaves in the future? How will you help your family or friends who are experiencing abuse?
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.			

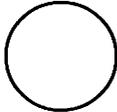
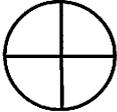
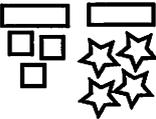
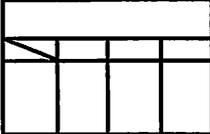
ICA-USA Youth Leadership Program

Audience Youth and Adults	Topic After School Programs	Facilitator Group E	Date 8/13/09
GOAL of the conversation: Raise awareness of youth on the streets		MOOD of the audience at the end of the conversation Interest in being responsible for a change	
Opening: Some of you may have heard about the “cleaning house” that happened at McCormick Boys and Girls Club. This has the potential to put many neighborhood youth on the streets this fall. This is a conversation about the consequences of such a change.			
<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 have you heard about the change at McCormick? 2. Do you live in this neighborhood or one like it? 3. What do you see youth doing on the streets? NOTE: you can have 1 or more questions at each level.	1. How do you feel when you see youth hanging out on the streets?	1. What are some things that can be done to get kids off the streets? 2. What else?	1. What can you do personally to help get kids off the streets of your neighborhood?
Closing: Thank you for coming and participating in this conversation. I hope you will do something that will give youth an alternative to hanging out on the streets, and that will get them engaged in more positive things.			

ICA-USA Youth Leadership Program

Audience	Topic	Facilitator	Date
GOAL of the conversation:		MOOD of the 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
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.
4.	4.	4.	4.
NOTE: you can have 1 or more questions at each level.			
Closing:			

Action Planning Walk Through and Worksheet

RATIONAL AIM:				EXPERIENTIAL AIM:			
I. CONTEXT	II. VICTORY 	III. CURRENT REALITY 	IV. COMMITMENT 	V. KEY ACTIONS 	VI. CALENDAR 	VII. COORDINATION 	VIII. RESOLVE

ICA-USA Green Survey

Paper and Waste Reduction

1. Are there any recycling bins on the floor or in the offices?

Assesment _____

2. How are memos and information distributed/, and do you check your e-mail regularly?

Assesment _____

3. Do you use recycled paper?

Assesment _____

4. Are printers configured to print on both sides?

Assesment _____

5. Would you be willing to participate in a recycling program?

Assesment _____

Saving Energy and Water

1. Do you use CFL or Incandescent bulbs?

Assesment _____

2. Do you use electronics with the energy save feature?

Assesment _____

3. Do you turn off lights/electronics when your office is vacant?

Assesment _____

4. What's your thermostat setting?

Assesment _____

5. Is your office properly insulated during summer and winter months?

Assesment _____

6. Do you know when your toilet was manufactured?

Assesment _____

7. Have you ever experienced leaking in the office? How quickly was it repaired?

Assesment _____

8. Do you bring your own water bottles?

Assesment _____

9. Does your office use water filters? (Sinks or/on containers) Instead of tanks or bottled water?

Assesment _____

Reducing Pollution and Hazardous Waste

1. Do you have plants in your office?

Assesment _____

2. Does your office carpool or use public transportation?

Assesment _____

3. How do you dispose of your ink cartridges?

Assesment _____

4. What types of cleaning supplies do you use? How are they disposed of?

Assesment _____

5. How is garbage disposed of?

Assesment _____

ICA Assessment Survey Info

Developing a baseline for eco-friendly practices in businesses

The top 10 green things Businesses can do well:

1. Recycling paper
2. Using compact fluorescents in business offices
3. Using compact fluorescents in public spaces
4. Training maintenance staff on conservation and energy procedures
5. Recycling cardboard
6. Water conserving retrofits for faucets
7. Water conserving retrofits for toilets
8. Use LED Exit Lights
9. Recycling program in administrative areas
10. Tracking energy and water consumption on a monthly basis

The top 10 green things Business can improve on:

1. Having sensor controls for the thermostat in offices/rooms
2. Recycling food waste
3. Using indoor paints that are low or zero VOC (volatile organic compounds) or Green Seal Certified
4. Using T8 lamps in corridors
5. Giving preferential treatment to vendors/suppliers who offer recycled products
6. Using daily cleaning chemicals that have a MSDS health rating of "1" or less and/or Green Seal Certified
7. T8 lamps in back of Business
8. Tracking generation of solid waste on a monthly basis
9. Recycling program in all rooms of the business
10. Recycling program in recreational/employee common areas

Motivations and Challenges:

In rank order, the following are the biggest motivations for implementing green at businesses:

1. Environmental benefits and building client loyalty
2. Financial savings
3. Increasing market share
4. New revenue opportunities
5. Marketing and public relations coverage
6. Preempting government regulations

In rank order, the following are the biggest challenges or barriers Businesses face in implementing green business practices:

1. Having enough capital to invest
2. Ability to find vendors/suppliers offering the products they need
3. Having enough time
4. Limited knowledge/resources
5. Garnering support from government or local organizations
6. Possibility of negative client reactions

Daily Curriculum Design – Afternoon

DATE: Monday August 10, 2009

Week's Image Image of Self as Leader	Day's Image Preparing to Facilitate and Present Well
Rational Aim: Prepare for Realize they are equipped to be leaders	Experiential Aim: Feeling of empowerment and excitement over going into the world with facilitation and advocacy skills
Day's RA: Finalize Teen Summit Conversations & Facilitators Get Feedback	Day's EA: Anticipating "showing off" to the public

TIME	ACTIVITY	MATERIALS/PREP
12:30	Lunch	NOTE:
1:00	IN BIG ROOM – sit by TEAMS: Check-in (all here?) – get notebooks	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	Opening Creed – practice for a competition with the other teams for best Creed recitation (on Wednesday) BOTTOM LINE: Conversation for Teen Summit ready for Sunny's review Sunny will come in, review conversation. Then she will sit in on the "rap and its influence" conversation to give the team and the facilitator feedback.	IN TEAMS
	If there is time left, practice saying "I am from (fill in country) and I greet you in (their language): "Hello" (or whatever in their language). Otherwise, this will happen on Wednesday.	
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	

Let's make this the best week yet!!

Daily Curriculum Design – Morning

DATE: Tuesday, August 11, 2009

Week's Image Image of Self as Leader	Day's Image My LIFE has a PLAN
Rational Aim: Prepare for Realize they are equipped to be leaders	Experiential Aim: Feeling of empowerment and excitement over going into the world with facilitation and advocacy skills
Day's RA: Creation of a Life Plan	Day's EA: Excited to "get on" with their life

TIME	ACTIVITY	MATERIALS/PREP
10:00	IN BIG ROOM – sit by TEAMS: Check-in (all here?) – get notebooks	Copy of Creed for wall Copy of the Day for the wall
10:05	Take a little time to "be here." Have the "Face Off" on the Creed – announce leaders	Trainer – Sunny
10:20	Work on a resume in teams – choose or make up a person (small groups of 4 or so) and do their IDEAL Resume (imagine they want a fabulous new job – then what resume will get them that job).	IN TEAMS
10:45	SHOW AN EXAMPLE. Draw a picture of either a car or an animal or a food that represents your life right now. What's happened in your life so far? Fill in the events that led up to now. Create a timeline of significant events.(like this...show them) Write a paragraph (at least 5 sentences) about your life so far. Next, what do you want in the future of your life? How long do you intend to live? Put that on the timeline. Draw a picture of either a car or an animal or a food that represents your future. Now fill in key events that will take you from here to there – make stuff up. You must imagine your future in order to have what you want. Present to teams and teams choose ONE to share with the whole group.	Back in Whole Group
11:50	Clean up Room 341. Try to leave it so the afternoon team feels "Wow!"	
12:00	Sign Out & Go to lunch (CLEAN SPACE/ RECYCLE) and/or go home	

1 day down, 4 to go in the FINAL week!!

Daily Curriculum Design – Morning

DATE: Wednesday, August 12, 2009

Week's Image Image of Self as Leader	Day's Image Final Teen Summit Preparation
Rational Aim: Prepare for Realize they are equipped to be leaders	Experiential Aim: Feeling of empowerment and excitement over going into the world with facilitation and advocacy skills
Day's RA: Practice for Teen Summit: Creed, Language Greetings & Conversations	Day's EA: Confident they are ready

TIME	ACTIVITY	MATERIALS/PREP
10:00	IN BIG ROOM – sit by TEAMS: Check-in Lay out the Day, remind of guests from McCormick Foundation so let's clean up the space after lunch. Have the "Face Off" on the Creed – announce leaders Share the Draft Program of the Teen Summit Practice language group greetings Practice final conversations!!!	NO COPY OF CREED! Copy of the Day for the wall Copy of the Teen Summit Program for the Wall
10:45	Workshop on the Role of Youth in Society – things to keep in mind during the Teen Summit What in the Program should be highlighted for the Summit (I will do the exhibit overnight)	Trainer – Sunny
11:45	Clean up Room 341.	
12:00	Run through of the Teen Summit Program (Lunch)	NOTE: Send to Parking Lot as soon as 341 is clean

2 day down, 3 to go in the FINAL week!!

Thursday

Wednesday, August 13, 2009

URGENT:

Need to have final conversations from Javada's, Summer's, and Wondwesson's groups to type up for practice at 10 AM!!

girls have

Print:

AM & PM

- Creed (several per team)
- Languages spoken (for supervisors)
- Conversations for facilitators
- Draft of Summit Program (LARGE & for supervisors)

print more -

PM

- Packet for McCormick

FOR THURSDAY

- Name tags for Summit

Copy:

- All Life Plan work (return originals)

Think through:

- Context for being here Friday

Friday plan

GOAL – Celebrate the end, play together, honor all who were involved

MOOD – Not only glad it's over, but also glad it WAS

AM	PM	Activity	Who's in Charge
10	12:30	JOB RECOMMENDATION WORK NET IN (GROUPS)	
10:30	1:00	WALKER (5 minutes before water) REFLECTION OF THE PROGRAM	Sunny
11:15	1:45	WALA JOSEPHINE	
11:30	1:30	VIOLINIST	
11:45	1:45	GROUP DANCE/RAPPER	
12:00	2:30	CERTIFICATES (YOUTH/SUPERVISORS)	
12:30	3:00	END HOME!	

ICA Summer Teen Leadership Program
6-Week Curriculum Areas

REVISED

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Master Image: Leaders for the Future from Chicago					
Image of Self as Leader <i>(planting the seed)</i>	Image of Self as Facilitator	Image of Self as Planner	Image of Self as Orchestrator	Image of Self as Advocate	Decision to BE a Leader <i>(celebrating the fruit)</i>
<p>Program Orientation</p> <p>Team Formation</p> <p>Neighborhood Crime Consensus Workshop</p> <p>FCs: Why here? Creed, Conversations, Chicago Leadership, The Right Brain</p> <p>Focus on leadership & work skills needed – Social Networking, Success, Creativity</p>	<p>Becoming a Focused Conversation Leader: The Aims The Questions Practice</p> <p>Competing for “Best” Focused Conversation</p>	<p>Announcing & Celebrating the Winners</p> <p>Money Management</p> <p>The Conversation Café</p> <p>Charting a Green Article</p> <p>Completing Paperwork for the Hub</p>	<p>Completing Paperwork for the Hub</p> <p>Stepping Back: What is Facilitation?</p> <p>Facilitation Basics</p> <p>Creating an Action Plan (Green Assessments & the Teen Summit)</p> <p>Practicing the Steps of an Action Plan</p> <p>Writing a Resume</p>	<p>What is community? Gridding the Neighborhood</p> <p>Community Development – critical elements</p> <p>Role of youth in society (in teams with real facilitators?? Terry, Dennis, Judy?)</p> <p>Teen Summit Prep (Practicing Final Focused Conversations Daily)</p> <p>Agency follow-up and post assessment</p>	<p>Practicing Final FCs Mon-Wed</p> <p>Final Resume Work</p> <p>Creating a Life Plan</p> <p>Transition of Skills to Family, School, Other Situations</p> <p>Reflection on the Program</p> <p>Teen Summit</p> <p>Post-Program Evaluations</p> <p>Celebration, Certificates and Completion</p>
<p>Tools: 6 Focused Conversations Timed Writing Creativity Clips</p>	<p>Tools: :Pre-written Focused Conversation for Practice</p>	<p>Tools: Budget Exercise Article on Budgeting Pizza Party Green Articles</p>	<p>Tools: Action Planning Steps from ToP Participant Training Manual</p>	<p>Tools: <i>Milagro Bean Field War</i> DVD (community scene)</p>	<p>Tools: Samples: Resume, Life Plan</p>

ICA Summer Teen Leadership Program
8-Week Curriculum Areas

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

**ICA Summer Teen Leadership Program
8-Week Curriculum Areas**

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

ICA Summer Youth Leadership Program

Rational & Experiential Aims

<p><u>6-Week Rational Aim</u></p> <p>The youth understand themselves as advocates for their community and for the “Green Movement” in this country.</p>	<p><u>6-Week Experiential Aim</u></p> <p>The youth experience themselves as capable of being leaders and excited about this new image of themselves.</p>
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Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p><u>Rational Aim:</u> Understand the program as information, experience, and skills to help them make a difference in their community</p>	<p><u>Rational Aim:</u> Clear understanding of the role of environmental sustainability in both a community & a personal context</p>	<p><u>Rational Aim:</u> Understand facilitation as a useful group support process</p>	<p><u>Rational Aim:</u> Understand in the importance of preparing the setting for effective facilitation to take place</p>	<p><u>Rational Aim:</u> Understand the role of an effective advocate in the community</p>	<p><u>Rational Aim:</u> Realize they are equipped to be leaders</p>
<p><u>Experiential Aim:</u> Feel program is worthwhile and there is openness to hear and accept their input</p>	<p><u>Experiential Aim:</u> “I’m excited to be doing these assessments & committed to succeeding!”</p>	<p><u>Experiential Aim:</u> Enthusiastically interested in trying it (facilitation)</p>	<p><u>Experiential Aim:</u> Ready to demonstrate what they’ve learned/done so far (family performance)</p>	<p><u>Experiential Aim:</u> Excited about sharing in and leading the Teen Summit</p>	<p><u>Experiential Aim:</u> Feeling of empowerment and excitement over going into the world with facilitation and advocacy skills</p>

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

Chicago Workforce Development
 Summer Youth Program – ICA-USA
 Pre-Program Skill Test

NAME:

DATE:

QUESTIONS	YES	NO
1. I know what leadership qualities I have and can list five: a. b. c. d. e.		
2. I have a work resume.		
3. I know how to manage my money.		
4. I understand the value different cultures bring to our communities.		
5. I know a method to help a group have difficult or important conversations		
6. I know the steps of developing an action plan.		
7. I have helped lead an action planning session.		
8. I know what a facilitator is and does.		
9. I know what is needed to prepare for an event.		
10. I know how to do a presentation.		
11. I have done one or more presentations to a group.		
12. I know the definition of “community.”		
13. I know the critical elements of community development.		
14. I understand why environmental sustainability is important for a community.		
15. I know what a carbon footprint is.		
16. I have highly employable skills.		
17. I know how to compost and keep a worm farm.		
18. I know what it takes to do a butterfly garden.		
19. I know 10 ways to help save the planet.		
20. I know why saving the planet is important to my future.		
21. I have a life plan.		

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

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

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

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

ICA Summer Youth Leadership Program

Rational & Experiential Aims

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

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<u>Rational Aim:</u> Understand the program as information, experience, and skills to help them make a difference in their community	<u>Rational Aim:</u> Clear understanding of the role of environmental sustainability in both a community & a personal context	<u>Rational Aim:</u> Understand facilitation as a useful group support process	<u>Rational Aim:</u> Understand in the importance of preparing the setting for effective facilitation to take place	<u>Rational Aim:</u> Understand the role of an effective advocate in the community	<u>Rational Aim:</u> Realize they are equipped to be leaders
<u>Experiential Aim:</u> Feel program is worthwhile and there is openness to hear and accept their input	<u>Experiential Aim:</u> “I’m excited to be doing these assessments & committed to succeeding!”	<u>Experiential Aim:</u> Enthusiastically interested in trying it (facilitation)	<u>Experiential Aim:</u> Ready to demonstrate what they’ve learned/done so far (family performance)	<u>Experiential Aim:</u> Excited about sharing in and leading the Teen Summit	<u>Experiential Aim:</u> Feeling of empowerment and excitement over going into the world with facilitation and advocacy skills

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Master Image:					
Image for the Week	Green at Home & at Work	Multiple Green Efforts	Showing How to Be Green	Rewarding Green Efforts	Sharing Our Learning with Others
What the Work Components Are	<p>ICA Building & Our Homes – Learn About Assessment</p> <p>Go Over Creed</p> <p>Green Initiative – Learn About Recycling</p> <p>Field Trip</p> <p>Go Over Questionnaire, Come up with “Green office challenge”</p> <p>Practice Recycling presentation.</p> <p>Start Gardening Project - Go out and plant</p> <p>Be At Library at 9 AM or 2 PM - Mandatory</p>	<p>Complete Assessment (begin with complete framework)</p> <p>Plan business visits – who / how many does what and when</p> <p>Field Trip to Landfill & Recycling Plant</p> <p>Recycling – Methods of implementation</p> <p>Continue gardening/composting</p> <p>Paint new residents’ rooms</p> <p>Print and deep clean bathrooms (ask Joseph for supplies)</p> <p>Paint Hallways</p>	<p>Research – Give teens tools to present about green</p> <p>Invite business sites to presentations</p> <p>Create presentation visuals</p> <p>Poster boards and art supplies</p> <p>Science Fair style</p> <p>Field Trip</p> <p>Learning Stations</p>	<p>Awards for success Plan: Homemade paper, other materials.</p> <p>Evaluate Businesses: Post Survey, Post Data Plan for actual evaluation</p> <p>Expression circle</p> <p>Presentation: Poster board, expression circle, other materials. PowerPoint training, other materials.</p> <p>Home assessment post tool</p>	<p>Reflect on past 6 weeks</p> <p>Contact and schedule person to speak about resumes</p> <p>Build a resume</p> <p>Schedule time with work sites to discuss progress made</p> <p>Print assessments</p> <p>Schedule time and place for Awards</p> <p>Determine prizes for assessment competitors</p>

Supervisors’
Redraft

<p>What is Needed to Prepare</p>	<p>Library Trip</p> <ul style="list-style-type: none"> • Transportation • Set-up w/Library • Plans for what to research for each team 		<p>Markers, poster boards, space for the fair</p> <p>Sites need to be invited to the fair</p> <p>Access to research materials</p>	<p>Homemade paper, other materials.</p> <p>Post Survey, Post Data Plan for actual evaluation</p> <p>Poster board, expression circle, other materials. PowerPoint training, other materials.</p> <p>Home assessment post tool</p>	<p>Secure location and supplies for celebration</p> <p>Prepare program schedule and topics for teen summit</p> <p>Secure location, equipment and supplies for graduation</p> <p>Burn slideshow CD</p>
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Daily Curriculum Design - Morning

Week's Image	Day's Image
WEEK Rational Aim:	WEEK Experiential Aim:
Day's RA:	Day's EA:

TIME	ACTIVITY	MATERIALS/PREP
10:00	Check-in (all here?) – Get notebooks Opening Ritual Lay out the day	
10:05	“Being Here” Exercise (5 minutes at first) Writing Assignment Topic:	
10:20	Focused Conversation – Topic: Feedback to Facilitator:	
10:30	1 st Curriculum Activity	
10:50	Energizer (optional depending on curriculum):	
11:00	2 nd Curriculum Activity	
11:20	Energizer (optional depending on curriculum):	
11:30	3 rd Curriculum Activity	
11:50	Debrief the Day: Focused Conversation on how it went Announcements and Send Out	