

Annual Schedule – Year Three

September			
Week 1	Week 2	Week 3	Week 4
Learning Session #1: All day Retreat	Visiting kids ... building relationships	Learning Trip #1: Community Awareness Tour	Visiting kids ... building relationships
October			
Week 1	Week 2	Week 3	Week 4
Learning Session #2: Change Agents	Visiting kids ... building relationships	Learning Trip #2:	Visiting kids ... building relationships
November			
Week 1	Week 2	Week 3	Week 4
Learning Session #3: Potential vs. Problems	Visiting kids ... building relationships	Learning Trip #3: Community Service	Visiting kids ... building relationships
13 th Week – Social Event			
December			
Week 1	Week 2	Week 3	Week 4
Learning Session #4: Multiplication	Visiting kids ... building relationships	Learning Trip #4:	Visiting kids ... building relationships
January			
Week 1	Week 2	Week 3	Week 4
Learning Session #5: Mobilizing People	Visiting kids ... building relationships	Learning Trip #5: Community Service	Visiting kids ... building relationships
February			
Week 1	Week 2	Week 3	Week 4
Learning Session #6: Mobilizing Resources	Visiting kids ... building relationships	Learning Trip #6:	Visiting kids ... building relationships
13 th Week – Social Event			
March			
Week 1	Week 2	Week 3	Week 4
Learning Session #7: Networking	Visiting kids ... building relationships	Learning Trip #7: Radio Station	Visiting kids ... building relationships
April			
Week 1	Week 2	Week 3	Week 4
Learning Session #8: Projects	Visiting kids ... building relationships	Learning Trip #8: CIP Project	Visiting kids ... building relationships
May			
Week 1	Week 2	Week 3	Week 4
Learning Session #9: Leadership Development	Visiting kids ... building relationships	Learning Trip #9: Commissioning Service	Visiting kids ... building relationships
End of Year/Program Trip			
Summer			
June	July	August	

Four Program Formats

Building Relationships ... Visiting Kids

This program must be built within the context of strong, positive relationships... relationships between individual participants, the team and the leadership. These relationships will be built through participation in the formal meeting times but will need to be enhanced through social activity times and regular, informal connections. It is necessary that the program leaders make contact with the students on a regular basis to continue building relationships, to learn about them in their home or school settings and to assist them one-on-one with their leadership development. These kids will not enter this program in a vacuum. They have friends, family, work, problems and challenges that we need to be aware of and provide some level of assistance with. These connections with the kids can happen by visiting their homes, school, work ... or, by allowing them to enter *your* world. This is an essential part of the program. These visits should be conducted on a regular basis so that each student in the program receives a personal (outside of the regular meetings) contact at least once per month.

Learning Sessions

There are nine total learning sessions (including the Retreat). These sessions will occur once per month and will provide the theme and the content of the leadership training. Each month has a particular theme that is built on the Key Concept of the month. The learning session will introduce this key concept and the other program formats will allow them to practice them and build from them. These sessions are experiential in nature. The learning is active and interactive. Students are encouraged to learn by doing and to discover learning in real-life situations. It is essential that the facilitator of this program be able to facilitate experiential learning.

Learning Trips

There are nine total learning trip times scheduled. The trip may involve a visit to a special location (a business, government office, library, etc.) or event along with an interview with a community leader. The purpose of these visits is to allow the students to interact with experienced leaders and to see firsthand how leadership is being lived out in various community environments. This curriculum provides a "menu" of options for these learning trips and even makes suggestions for year two. Just be sure to choose something that helps to reinforce the learning theme of the month. Note: November, January and March call for community service projects while the May Learning Trip is committed to the presentation of the Community Improvement Plan.

Social Activities

It is important to provide special events that the students can look forward to throughout the program. This will provide for an incentive to stay involved in the program, ongoing relationship and team building and a different learning environment.

Special Focus of Year Three Program

Summary of Year One – Individual Leadership

The first year of this program was committed to encouraging the students to see themselves as leaders ... individuals who are willing to act to make a positive difference. During Year One the students learned the following Key Concepts.

- A leader is an individual who acts to make a difference
- Leaders that make a difference are leaders who serve
- Each person has the capacity to lead ... to make a difference
- Leaders build strong, positive relationships and they get things done
- Leaders know, and live from, what they truly value in life
- Leaders know where they are headed and are committed to getting there with the help of others
- Leaders accept responsibility for their goals and actions and they make themselves accountable to others
- Leaders accept problems as challenges to overcome and learn from. They are willing to make decisions

Year One also began to expose the students to the community. This included visiting with community leaders and beginning to get a vision for specific needs within our community.

This training sets the stage for Year Two when we ask the students to continue developing as individual leaders while intentionally coming together as a Leadership Team that is committed to making a difference in our community.

Summary of Year Two – Team Leadership

The special focus of Year Two was on building a Leadership Team ... a team of leaders that will provide leadership action as a team. During Year Two the students learned the following Key Concepts.

- Team Leadership occurs when individual leaders act together to make a difference
- Team Leadership works when each person is committed to serving others first
- Team Leadership is empowered by the collective strengths of the team
- Team Leadership is maintained through strong, encouraging relationships
- Team Leadership is strengthened by understanding, appreciating and celebrating our differences

- Team Leadership develops a shared vision of what the team desires to accomplish
- Team Leadership promotes effective group problem-solving and decision making
- Team Leadership manages conflict in creative and positive ways
- Team Leadership has a commitment to action ... to make a positive difference for others

Year Two added some significant new features.

Community Partners

Each student was connected with an adult “Community Partner” who began to take an interest in the student and provide outside support to their development as a leader. These Community Partners are to:

- Provide encouragement to the student – this can take on the form of writing notes of encouragement, phone calls and even a visit during the year.
- Provide ideas and resources to the student – the Community Partner is someone that the student can call to get ideas about the community, job market, educational opportunities, etc. The Community Partner is a resource to the student.
- Provide a community connection for the student – the Community Partner allows the student to be connected to someone that is not currently in “their world”. This may serve to expand their view of the community.

The Community Partner will maintain their relationship to the student throughout the rest of the program and potentially beyond the 3-year program.

Selecting a Community Improvement Project (CIP)

The students selected a Community Improvement Project (CIP) that will be implemented in Year Three of the program. This CIP will:

- Meet a real community need
- Make real difference ... a difference that is both visible and lasting
- Recruit and involve people from throughout the community in implementing this project
- Identify and collect resources needed to complete the project

Presenting the Community Improvement Project (CIP)

The students presented their plans to a select group of community leaders during the month of May to encourage enthusiastic involvement by these leaders.

Summary of Year Three – Community Leadership

The special focus of Year Three is on building a Community Leadership ... multiplying individual and team leadership out into the community to make a positive community impact. During Year Three the students will learn the following Key Concepts.

- Community Leadership occurs when individual leaders and teams partner together to create positive change
- Community Leadership requires individuals who are called to be purposeful Change Agents
- Community Leaders choose to see the community in terms of potential more than problems
- Community Leaders increase results through the principle of multiplication
- Community Leaders mobilize people to get involved to improve the community
- Community Leaders mobilize financial and material resources to support community improvement
- Community Leaders network & partner with a diversity of community groups & individuals
- Community Leaders implement successful Community Improvement Projects
- Community Leaders continue to develop themselves as leaders and change agents

Beyond the Three-Year Program – what's next?

This program is designed to end after the student's 10th grade year. In order to maximize the benefits of this program for the student and for the community it is recommended that plans be made to maintain follow-up contact with the students and utilize them in ongoing leadership for community improvement. Here are some specific recommendations that may be acted on.

- Encourage the Community Partners to continue their relationship with the students for the next two years of high school. This kind of relationships will be able to ...
 - Provide a connection with the community and future opportunities to serve
 - Provide encouragement to the student to complete high school and to make plans for college or work
 - Provide an ongoing positive relationship
- Provide job opportunities for the students
- Encourage students to get involved in School Leadership roles (athletics, student government, clubs, music groups)
- Provide opportunities for students to get involved in Community Leadership roles. (Community Associations, government committees and task forces, a youth representative on a local Board of Directors, Non-profit community organizations)

- Utilize students as leader/mentors in the Youth Leader Training program. This will provide a rich resource for the ongoing program by providing excellent role models for the younger students who are beginning in the program. This will also provide an wonderful way for the program graduates to develop in their leadership.
- Continue to provide Life Calling assistance to the students. This could be done through an arrangement with the Center for Life Calling and Leadership at Indiana Wesleyan University (talk to them about web-based portfolios and how this new concept being developed could assist these students)
- Provide College Search assistance. Each student could be put in touch with the guidance counselor at their school to encourage them towards making college a reality for them.
- Provide access to College Scholarships and other financial assistance.

The real issue is to set a plan for how these students can continue to be involved and continue their own personal development as leaders and servant in the community.

This must be intentional or it will not happen. Tracking the success of these students long-term will be essential to assessing the true value of this program over time.

● Learning Trip Menu

- Camping and challenge course at Asherwood or Botany Glen (IWU)
- Grant County Museum
- IWU Wellness Center (climbing wall)
- Fairmount/James Dean Museum
- Library
- Art gallery
- Avis Art Museum
- Richards Art Gallery
- Performance Art Series
- Marion Civic Theatre
- IWU/Taylor theatre
- WMRI – WGOM – Sunnycrest – IWU – (Radio/TV - Communications technology)
- Mississinawa 1812 – Battle reenactment
- FAM Tour – guided community tour, through the Convention & Visitor’s Bureau
- Industry Tours
 - Thomson Consumer Electronics
 - GM
 - Amcast
 - Agricor
 - Weaver’s Popcorn
 - Twoson Products
- Role-play projects
- Music
 - MHS – orchestra, band, choir, 26th Street Singers
 - Church choirs (AME, Jewish, Protestant)
 - Philharmonic orchestra rehearsal
 - IWU/Taylor Concerts
- Festivals
 - Matthews covered bridge
 - James Dean
 - Arts in the Park (Ethnic Diversity Task Force)
- Hispanic Mayor’s Roundtable
- City and County government – Third House (meet with representatives before session)
- Health
 - Marion General Hospital, Dr. Breckenridge
 - Grant-Blackford Mental Health Center
 - VA
 - Carey Services
- Funeral Home (Riverwalk Chapel – Casey Lloyd)
- Cemetary
- Amish community
- Farms
- Camps
- Local small business owners
- Daddy-O’s (web-based business)
- Boots Creek converting
- Time Warner Cable
- Youth Day (with Mayor, City Council)
- Ivy Tech
- Cablec/BICC
- Marion National Guard Armory
- Marion Centrum Mall
- Local Banks
- Mike Anderson Chevrolet, Gas City
- Center for Life Calling & Leadership, IWU
- Community Leaders
 - Wayne Seabold
 - James Blackmon
 - Otis Archie
 - Reggie Neville (dad & son)
 - Zach Randolph
 - Jetaun Grier
 - Joel Piatt
 - Larry Myers
 - Tim Helms (pastor)
 - Jeff Bragg (doctor)
 - John Ernst
 - Jim Barnes, President IWU
 - Coach Mo Smeadley
 - ... others

Social Activities Menu

- Indianapolis Colts
- Indiana Pacers
- IU sports
- The Indianapolis 500
- Gas City Speedway
- Other local and regional sports
- Downtown Indianapolis (Malls, Museums, Zoo, IMAX theatre)
- Fort Wayne (Malls, Zoo)
- Concerts
- Plays
- 4th of July activities
- Restaurants
- Theme parks
- Winter sports (skiing, sledding, skating)
- Brown County
- Water sports (skiing, boating)
- Fishing
- Hiking
- Biking
- Camping
- Cook-out
- Local Youth Conferences
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Community Service Projects Menu

Community Service provides an excellent laboratory for learning to serve and to lead. Here are a few suggestions of things that can be done. It would be good to have the students involved in selecting the community service to be done and to provide suggestions to add to this list. This list includes specific tasks/projects that can be done as well as organizations/agencies that can be worked through.

- Cleaning up
- Raking leaves
- Other yard work ... landscaping
- Patching and painting
- Baby-sitting
- Taking tickets at an event
- Working with younger kids (leading activities)
- Teaching leadership to elementary age kids
- Carrying, lifting, sorting
- Picking up litter, cleaning parks, streets
- Mentoring/tutoring
- Have a bake sale – sell at Walmart and make a contribution to a local charity

Working with ...

- St. Martin Community Center (kitchen or thrift store help)
- St. Paul Human Services (mentoring/tutoring)
- Grant County Mission (mentoring/tutoring)
- Boys & Girls Club (mentoring/tutoring)
- Boy/Girl Scouts
- Community centers
- Churches
- Schools
- Thornburg house
- Boys/Girls Club
- After school programs
- Government offices/programs
- Parks department
- Community events
- Non-profit organizations
- Grant County Rescue Mission
- Habitat for Humanity
- Homes for the elderly
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Summary of 3rd year Learning Trip Suggestions

For each month, suggestions are provided for Learning Trips that fit within the special theme (or key concept) of the month. The details provided for these trips, including program ideas, interview questions, and debriefing are included at the end of each month's curriculum.

September	Community Awareness Tour. Take the students on a driving/visiting tour of Marion to give them an overview of some of the assets of the community.
October	Bring them back to the Center for Life Calling & Leadership (IWU) to continue computer searches on career options and topics they may consider in college
November	Community Service Project. This will be the first community service project conducted this year. Look at the Community Service Project Menu in the Introduction to this notebook for suggestions.
December	Visit one of the local hospitals to talk about health needs within the community and how those needs are being addressed through the hospital and various local health agencies.
January	Community Service Project. This will be the second community service project conducted this year. Look at the Community Service Project Menu in the Introduction to this notebook for suggestions.
February	Visit a local Bank and talk to one of their key leaders about what resources (financial, etc.) exist in this community.
March	Local Radio station – ask the station manager if you can have the students visit the station and actually go on the air to promote the Community Improvement Project (ask for volunteers, resources, etc.)
April	The Community Improvement Project (CIP)
May	Commissioning Service – Culmination of the 3-Year Program. And ... End of Year/Program Trip