

# CACIQUE YEL PROGRAM GUIDE



**CACIQUE YOUTH EXPLORATION & LEADERSHIP (YEL) PROGRAM,**  
AN EDUCATIONAL PROGRAM OF INQUILINOS BORICUAS EN ACCIÓN (IBA)  
JULY 10 – AUGUST 18, 2006

# **ACKNOWLEDGEMENTS & CREDITS**

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**FRONT COVER**  
Program youth joined the 2005 Puerto Rican Parade by presenting the Vejigantes and Flower Projects.

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# **MANY THANKS TO THE:**

## **YOUTH PROGRAM FUNDERS & COMMUNITY BASED ORGANIZATIONS**

The Executive Board and IBA'S Cacique Staff of Inquilinos Boricuas en Acción (IBA) and the residents of Villa Victoria thank you for supporting, transforming, and empowering the lives of our multicultural youth of Boston's Communities.

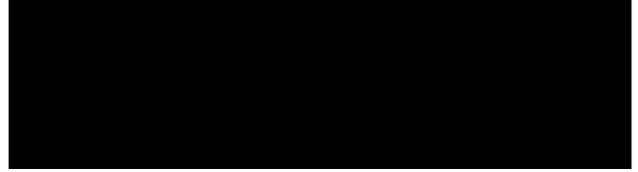
### **YOUTH PROGRAM FUNDERS**

ANNA B. STEARNS FOUNDATION  
BANK OF AMERICA FOUNDATION  
BANK OF AMERICA, PHILANTHROPIC MANAGEMENT  
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### **COMMUNITY BASED ORGANIZATIONS**

APPALACHIAN MOUNTAIN CLUB/YOUTH OPPORTUNITIES PROGRAM  
HISPANIC OFFICE OF PLANNING AND EVALUATION  
GRIOT HOUSE  
LATIN AMERICAN HEALTH INSTITUTE (LHI)  
UMASS EXTENSION COMMUNITY FAMILIES AND YOUTH PROGRAM

# CACIQUE



## YOUTH EXPLORATION & LEADERSHIP (YEL) PROGRAM

# SUMMER 2006 III

### **YOUTH PROGRAM GUIDE: YOUR GUIDE TO A SUCCESSFUL SUMMER**

Cacique Staff and Community Youth Organizations have collaboratively developed this Program Guide for the Cacique Youth Exploration & Leadership (YEL) Program that will facilitate the Cacique Participants' experience, while exploring and developing their leadership skills. During the first day of programming, you will receive a Program Guide to be used during Cacique YEL Program's six (6) weeks. The Program Guide is your professional tool to be used in the program for your professional development. **Any youth who loses and/or misplaces their Program Guide must purchase a new copy at the cost of \$20/copy. You must bring your Program Guide every day, including when participating in outdoor adventures/fieldtrip. The Guide must be kept in excellent condition and must be free of graffiti, stained or torn pages.**

Reading the Program Guide is essential, as it will help you understand the scope of your duties and the commitment needed to excel in the Cacique YEL Program as a peer leader. Preparing for the next program day is very important, so please read the daily activities to avoid any surprises. Full participation is required from all program participants on a daily basis. The book has been divided into sessions. If you would like to know what activities have been scheduled by day and/or week, refer to the Program's Syllabus. The syllabus will help you understand the subject matters to be discussed, what to expect on a daily basis and what to wear for activities and/or during outdoor adventures/fieldtrips. We hope that the Program Guide will provide answers to any schedule questions you may have.

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# OUR MISSION & HISTORY



**BUILDING COMMUNITY POWER:** Inquilinos Boricuas en Acción (IBA) is a dynamic community building agency dedicated to increasing the social and economic power of individuals and families through education, economic development, technology and arts programming that builds safe, vibrant and culturally diverse affordable housing communities.

**HISTORY:** In 1968, a group of predominately Puerto Rican community activist stared down Boston's Urban renewal bulldozers and organized to gain control over the development of their neighborhood. The development of Villa Victoria, a 435 unit affordable housing community in the city's South End neighborhood is considered a seminal moment in the history of affordable housing, civil rights and community organizing in Boston.

**The Cacique Youth Learning Center's** Youth Exploration & Leadership (YEL) Program is an Academic Program of Inquilinos Boricuas En Acción (IBA)

**Education Equals Power:** Empowering the Youth from the Villa Victoria Community, the Cacique Youth Learning Center (CYLC) opened in 2003 and is a unique program, whose mission is to develop the leaders of tomorrow through project-based education that encourages a passion for learning and civic engagement.

**Cacique** is the indigenous Taíno word for top chief; the leader of the native tribes that resided in Puerto Rico. The Cacique watched for the well being of the people, the harvest, and the different tasks and activities of the Taino community Members. The Cacique Youth Learning Center works to empower youth and create new generation of Cacique leaders.

## PROGRAM SITE LOCATION & CONTACT INFORMATION

### PROGRAM SITE LOCATION

Cacique Youth Learning Center (CYLC),  
is a Youth Development Program of Inquilinos Boricuas en Acción  
100 West Dedham Street & 85 West Newton Street, Boston, MA 02118

### Contact Information

405 Shawmut Avenue  
Boston, MA 02118  
Visit us at [www.iba-etc.org](http://www.iba-etc.org)

**Julio César Román**, Youth Program Manager  
Telephone: 617. 927. 1707 X 301  
Email: [jcroman@iba-etc.org](mailto:jcroman@iba-etc.org) Fax: 617. 927.1713

# IBA'S CHIEF EXECUTIVE OFFICER

¡Bienvenidos al Programa de Verano 2006!

Welcome to our Summer 2006 Program!

Once again, we are excited about offering you a wonderful and rich summer experience. This year, you will expand your knowledge in different areas, make new friends, learn new things, and visit many new and old places. I hope that each one of these carefully planned activities will give you additional tools that you will be able to use in your future. Enjoy!

Vanessa Calderón-Rosado  
Chief Executive Officer, IBA

# YOUTH PROGRAM MANAGER'S MESSAGE

Dear Participants, Parents/Guardians, & Community Youth Based Organizations,

On behalf of the Board of Directors, staff of Inquilinos Boricuas en Acción (IBA), and the residents of Villa Victoria Community, located in the heart of the South End, we welcome you to the Cacique Youth Exploration & Leadership Program. Please consider this your new summer home and extended Cacique family!

Youth participants: This summer's program will provide you with inspirational windows- a space for development and expression. The goals of the program are to provide you with a sense of belonging and to help you understand your strengths and develop skills to achieve your goals. Throughout these experiences, caring adults will assist you in accomplishing both the program's mission and your own personal vision.

It is our hope that participants will engage in progressive and constructive dialogues during educational and outdoor activities. Take this time to speak out and find answers to your questions regarding arts & culture, health, safety & recreational activities, civic involvement & politics, nature & advocacy, technology, college preparation, and career development. Embark upon this as a learning opportunity, not only for yourself, but also for your community and school, where you can apply your acquired skills.

This will be a time to share, reflect and unite with people who have diverse perspectives. We invite you to take this journey along with others, as you address your strengths and areas of improvement. We challenge you to rise to the commitment of community leadership and recognize the power of education.

Six energetic, youth-based community organizations, each with a desire to develop high quality youth programming, enabled us to organize a multi-disciplinary, thematic, project-based learning program with a detailed curriculum and clear goals addressing youth needs. In this model, internal and external resources serve as peer leaders, guest speakers, mentors, and community ambassadors.

The program's guide can be utilized as a tool to help you support your son/daughter's participation in program activities. This guide will become our program contract. It will help the overall program structure by establishing effective communication, clear expectations, and accountability among program staff, collaborators, parents/guardians, and youth participants.

At this time, the staff and participants of the Cacique Youth Summer Employment Program would like to thank our six collaborating partners. Your support made the planning of this year's program a success. Your dedication and commitment to our youth continues to be outstanding and unwavering.

We would also like to thank all of our funders for their financial contribution. Your generous support enables us to better serve our multicultural community youth.

Lastly, the Cacique Youth Summer Employment Program would like to thank all the youth participants for accepting this summer program opportunity. We look forward to seeing you succeed. We wish you the best of luck this summer.

United we will succeed-becoming stronger and empowered communities led by young leaders!

Wishing you the very best,

Julio César Román, Youth Program Manager, IBA

T. 617. 399.1957

E. [jcroman@iba-etc.org](mailto:jcroman@iba-etc.org)

# **BUILDING A HEALTHY COMMUNITY: STARTS WITH YOU!**

Cacique Summer Youth Employment Programs has set the bar high, which means you will be challenged physically and mentally when working individually or as a group to make sure our goals are met when exploring recreational or educational activities. We must help each other, making sure we stay mentally and physically healthy. Ask if you need help and if you notice someone with low energy, ask them how they are doing. Simple questions such as: “How is your day going? Are you enjoying the activity? Are you feeling hot? Do you have a headache? Have you been drinking water?” could make a difference. If your kindness does not make a difference, address your concerns to program staff. It is our goal to start and end with good health. Let’s make it happen!

We are part of earth. Our health depends on how well we can take care of ourselves and our environment. The environment we choose to be a part of can make us feel sick or provide us with a healthy life, but it depends on how well we take care of it. All environments need – and deserve our outmost respect. Let’s expand on our positive environmental ethics. This will help us build a healthy community.

We all play important roles in our communities. During the program, you will explore the following role:

## **CACIQUE LEADER:**

Cacique is the native Taíno word for top chief; the leader of the native tribes that resided in Puerto Rico. The Cacique watched for the well being of the people, the harvest, and the different tasks and activities of the Taíno community members. The Cacique Youth Program works to empower youth and create a new generation of Cacique leaders. The leader is always in front of the group, setting the pace and is primarily responsible for keeping participants focused on the program’s objectives. When exploring the city or wilderness, the leader needs to be aware of everyone’s strengths, challenges, and of safety issues to and from each destination. When leading in the wilderness or city, be aware of your surroundings. Both environments have different advantages and disadvantages; neither is better or worse than the other. The leader must also make sure participants have the necessary tools (pencil, pen, journals, paper and etc.) when attending program activities.

Community/Environmental Etiquette: Polite behavior is essential at all times when communicating among ourselves or in social and professional group situations. We must be flexible and adaptable to the environments’ expectations. Please remember that we are part of a larger community. We are expected to look out for each other’s well being. Please remain calm and patient when experiencing an activity in a new environment for the first time. Remember that we share the same environment. Let’s respect and appreciate each other’s boundaries.

During program hours, we will be going on excursions. It is extremely impolite to walk in the middle of a sidewalk path or block it when walking or taking a break. Passersby should have clear access to the sidewalk and shouldn’t have to excuse themselves more than once in order to get by. We should walk behind each other on the right hand side of the sidewalk at all times. If the path is narrow, it is our responsibility to move to the side and let another group or person walk by. This will show how respectful and understanding we are of others.

All decisions made as a group must have final approval from Cacique staff. The result of a decision can be unfavorable if we do not consider all our options. An element of surprise can jeopardize the group’s morale. Let’s develop a good decision-making process as a team. We depend on each other’s ability to think and address challenges as they arise.

Community/Environmental Awareness is essential to understand and put into practice as a community member. When exploring our communities’ complex environments for the first time, it’s normal to go through mixed emotions and thoughts. Keep an open mind. Other group members will go through similar feelings. Some will verbalize their emotions, others will act them out. When program activities are taking place indoors, we must leave the room clean and tidy. It is impolite to leave any space dirty and it is inconsiderate to have someone else do the cleaning for you.

## Principles of Building a Healthy Community:

1. Plan Ahead and Prepare
2. Travel Safely
3. Leave What You Find
4. Dispose of Waste Properly
5. Respect Our Communities/Environments
6. Be Considerate of Others

Caring for a healthy body, mind and soul is important for our program participants and IBA staff. The weather, our food and drink, our personal hygiene and what we wear can determine how well we can function and interact with each other. Taking care of our bodies will help us respect, understand and overcome our limits and strengths.

# **BUILDING A HEALTHY COMMUNITY: STARTS WITH YOU!**

We are all in different fitness levels. Take every opportunity to reflect on your growth and the impact that every physical activity has on your body. Taking care of yourself is key. It will help you overcome unexpected challenges and will allow you to help others in need of encouragement. How do you take care of yourself and those around you?

**PACING:** Pacing the group means having a consistent speed that is fast enough to get us to our destination on time, but not so rushed as to exhaust everyone. We should pace ourselves so that we can have a conversation at all times. Safety is key and splitting up the group severely compromises the group's safety.

**BREAKS:** Youth are provided with one unpaid hour for lunch. Youth will get breaks depending on the various planned activities. If your legs are tired, your mouth is dry, and you're hungry, it may be the perfect time for a break. The group will be provided with time to eat a healthy lunch/snack, drink water, and check on each other's well being.

**PERSONAL HYGIENE:** Before leaving the program on an excursion, it is important to use the restroom. This can help you relax, minimizes stops along the way, and most importantly, will help you enjoy the excursion.

**Bowel movements:** Bowel movements often change during a trip depending on your diet, anxiety and/or exercise level. Stools are also often softer than usual because you may be drinking proper amounts of water. On the other hand, anxiety about using public restrooms can lead to constipation. If you become constipated, first try being extra-hydrated and eat fruits and fiber. Eating too much bread may slow the process down.

**Urine:** The color of urine is one of the best tests for hydration known. "Clear and abundant" means you are well-hydrated, while "yellow and foul-smelling" is a sign of dehydration. Check the color of your urine regularly.

**Feminine Issues:** Having your period during program time, excursions or during a physical activity does not have to spoil your experience if you prepare properly. Make sure to always carry feminine products and hand sanitizer with you. Should your period start during program time, feel free to speak with a program staff member who will gladly help you. At times, female staff will not be around, and if you do not feel comfortable speaking to a male staff, write him a note and he will be more than happy to assist you. Remember that all of our program staff is aware of individual needs and are trained to handle these situations.

**Weather:** Remember that our program takes place rain or shine. Please make sure to study your local resources – television, newspaper, and radio stations. Do not expect your local weather forecaster to give you the right weather for the area you are traveling to. Weather patterns can vary greatly in different parts of the state.

**Community/Environmental Awareness** is essential to understand and put into practice as a community member. When experiencing or exploring our communities' complex environments for the first time it is normal to go through mixed emotions and thoughts. Keep an open mind and remember that the other group members will have similar feelings.

**Street Crossing:** Always make sure to cross street when the light is red. If the light is yellow, it is group leader's responsibility to wait until it turns red again. Safety at all times is our main concern.

**Dehydration:** Dehydration can be a very serious problem during a physical activity. Fluid intake is very important when you are active. Proper hydration prevents headaches and maintains a stable body temperature. Youth are required to carry water with them at all times, and to drink it regularly throughout program activities.

**Symptoms of dehydration include:** thirst, fatigue, dizziness, nausea, headache, very yellow urine, lethargy and constipation. Treatment consists of: water, water and more water!

**Hypothermia:** Hypothermia is the lowering of a person's body temperature. It occurs when the body is exposed to conditions which reduce its ability to produce heat (e.g., dehydration, injury, lack of food) or there is an increase in the amount of heat lost (due to wet clothing, wind and cold temperatures).

Signs and symptoms of hypothermia may include: fatigue, weakness, slow movement, apathy, forgetfulness, confusion and withdrawal.

**CONTINUED**

# **BUILDING A HEALTHY COMMUNITY: STARTS WITH YOU!**

**Blisters:** Blisters are caused by friction of something against the skin. Blisters can hurt; slow you down; or become infected, so it's important to treat them early. Before the blister forms, the area becomes red and warm. This is known as a hot spot. You can feel it begin. To prevent blisters, wear loose clothing and comfortable, appropriate shoes for the program and weather.

**Muscle Cramps:** Muscle cramps are generally caused by dehydration. We lose both water and electrolytes through strenuous activity and heavy sweating. Cramps can be painful but generally go away with minimal negative effects. To relieve them, sit or lie down and relax. Massage and stretch the muscle slowly, gently and carefully. Drink plenty of water. Since electrolytes are found in salt, a pinch of salt in a liter of water will help. A snack of salty nuts or crackers will also be beneficial.

**Personal Hygiene:** Personal hygiene is not only important to an individual, but to other group members as well. Personal cleanliness shows consideration to group members and also raises the general spirit of the group. Make sure to bathe and wear deodorant prior to attending program activities.

It is obvious that bathing is important, but also remember about the other parts of your body, such as your feet, that also need your attention for safety and health reasons. In the city, your feet are your only mode of transportation. For this reason alone, your feet must be kept in good condition. Covered footwear must be worn during program hours at all times. Debris can cut your foot. Dirt can easily find its way into a cut or blister and infect the area, so be sure to keep feet protected.

**Protecting Skin and Your Health:** Protecting your skin against the sun is very important. If your skin is exposed to the sun for too long and without the proper protection, you can become dehydrated. Please carry or wear the following items at all times to keep yourself protected and healthy.

- 1) Water Bottle- Filled
- 2) Comfortable Shoes
- 3) Bug Repellent and Sunscreen
- 4) Sunglasses
- 5) Personal Medication, if necessary
- 6) Rain Gear
- 7) Chapstick/ Lip Balm

# **IBA-CACIQUE'S PROGRAM OVERVIEW**

# PROGRAM OVERVIEW

**What is the Cacique Youth Exploration & Leadership Program?** The Cacique Youth Exploration & Leadership (YEL) Program, an educational program of Inquilinos Boricuas en Acción (IBA), provides youth 15-17 years of age from the City of Boston's South End/Lower Roxbury areas with the opportunity to learn and gain new life-skills that can be applied to their personal lives, home, community and schools. The YEL Program is funded through Mayor Menino's Summer Works Program/Boston Youth Fund, whose focus is on the social, cultural, personal, educational and job development needs of youth of 15-17 years of age.

As part of our program and long-term strategy to transform youth's lives, 35 young people are enrolled (with an opportunity to obtain a stipend) and participate in programming to gain skills that would best empower. Unlike other models of youth development, the Cacique YEL Program staff collaborates with youth and youth-based community organizations to develop our new Cacique Youth Center for Teens in their neighborhood. Our goal is to build on our teachings of project-based, experimental and interdisciplinary learning.

## REGISTRATION PROCESS

Youth may register through the HOPELINE during February vacation either by phone (617. 635.HOPE (4673) or the web ([www.CityofBoston.gov](http://www.CityofBoston.gov)) by clicking on the Summer Jobs link.

## & ELIGIBILITY

The website is open 24 hours a day. NOTICE: Registering with the HOPELINE or interviewing with the Cacique Program DOES NOT guarantee a summer job. The following criteria will help youth eligible to register with the HOPELINE:

- Must be a resident of the City of Boston
- Must turn 15 years old on or before July 9, 2006
- Cannot turn 18 years old on or before August 18, 2006
- Six (6) Weeks Commitment.

## CACIQUE APPLICATION PROCESS

During the month of April, IBA's staff from Cacique Youth Learning Center mails letters and applications to youth (in the 02118 and 02119 zip codes) registered through the HOPELINE. Youth from other parts of the City of Boston are welcome to apply. Phone calls are made to youth to confirm they have received correspondence from the program and if not, they may pick up the application at 405 Shawmut Avenue. Once a youth has completed the program application and essay questions, they mail it or drop it off in person within the deadline. Program staff reviews youth applications and essays. Selected youth are called for interviews and those who are not selected receive a call and a letter.

## CHARACTERISTICS & QUALIFICATIONS

Youth interested in applying must possess the following characteristics and qualifications:

- Desire to improve their community and create social change.
- Strong Work Ethic: organized, responsible, self-motivated, team player, effective communicator
- Report to work on time. Excessive tardiness will not be tolerated.
- Flexibility to explore new things, desire to take risks and apply what's learned.
- Ability to motivate others and be a leader.
- Ability to work with people of diverse racial, cultural, socio-economic backgrounds and sexual orientation.
- Flexibility during programming, workshops and field trips
- Show respect to all participants of the Cacique YEL Program, Cacique staff (supervisors), resource people, volunteers, and/or staff and youth at other programming sites from which programming is delivered or received.
- Abide to our program's code of practice and accept consequences if they do not.

## SUBMISSION OF PAPERWORK

Youth program participants are provided with Cacique's Enrollment Package. The enrollment package includes State and Federal Tax Forms, Social Security Card, Birth Certificate or (Alien Resident Card or Birth Certificate), Proof of Boston Residency, Parent Consent Forms (and CORI and SORI Forms for those youth who will be working with children) to be submitted to the Boston Youth Fund Office. Youth must also complete the Cacique Code of Conduct, Medical Forms, Use of Technology, Liability Forms and Acceptance Letter and any other additional forms required by collaborating agencies.

## PROGRAM ORIENTATION

YEL, Arts and Teacher's Assistant Program Participants and their parents/guardians are required to attend the formal orientation/dinner along with Program staff, IBA Executive staff and collaborating organizations scheduled for the last week in June. Orientation participants are required to wear formal attire. During the orientation, the youth and parents/guardians are introduced to the history of IBA and Villa Victoria and to the program structure that will be in effect during the six weeks of programming. Program Orientation takes place at IBA's Jorge Hernández Cultural Center, 85 West Newton Street, Boston, MA 02118 from 6:30 p.m. – 9:00 p.m.

## END OF THE SUMMER CELEBRATION

The End of the Summer Celebration takes place on the last Thursday of August at IBA's Jorge Hernández Cultural Center, 85 West Newton St., Boston, MA 02118 from 6:30 PM to 9:00 PM. YEL, Art and Teacher's

Assistant Program participants showcase to community members what they have learned and applied during the six weeks.

<b>START &amp; END DATES OF PROGRAM</b>	Programming runs from Monday, July 10, 2006 to Friday, August 18, 2006 (a total of six weeks).
<b>PROGRAM HOURS</b>	A typical program schedule is Monday – Friday 9 a.m. to 3 p.m. with a 1-hour lunch break (Unless an all-day field trip or community service has been scheduled). This is a total of 25 hours. <i>Notice: Program participants must read the Program Syllabus, as the schedule will change daily due to field trips, community service, etc.</i>
<b>COMMUNITY SERVICE HOURS</b>	Youth are required to complete 30-40 hours of community service, an unpaid service to benefit the community, to be completed during the six weeks of programming.
<b>ATTENDANCE</b>	Cacique and resource staff relies on each youth to report to program on time. It is an excellent professional habit to adopt and it will help us have a successful Cacique YEL Program. <i>In case of lateness, absence, or illness, youth must call the Program Site Supervisor/Program Manager one hour before the program begins.</i> Youth who are unable to call must have a parent/guardian/other family member call on their behalf. Repeated, unexcused absences may be cause for termination. A youth attendance record will be kept and will be taken into consideration for future Cacique Youth Learning Center programs.
<b>SIGN IN/OUT BOOK</b>	Program youth are responsible to sign their names in the Sign In/Out Book each morning, when leaving for lunch and when leaving the program site for the day,  <b>The Sign In/Out Book will be in a designated location at the Cacique Teen Center. Youth who do not sign in and out will be marked absent and will not be paid for those days.</b>
<b>TIME SHEETS &amp; CHECKS</b>	On assigned days, youth will need to fill in their time sheets. <b><i>Time sheets must reflect the actual number of hours spent on programming and authorized activities, and not for community service hours.</i></b> Participants and supervisors should verify time sheets for accuracy and completion and you should sign them once authorized hours are recorded correctly. Always sign your timesheets and payroll sheets the same way. Once submitted to the Program Supervisor, the time sheets will be signed by him/her and the Program Manager.  The Program Manager makes a final revision, signs and faxes the timesheets to the Boston Youth Fund Office. All of our program youth receive their paychecks through the Boston Youth Fund Office (BYF). The BYF has clear expectations of time sheet deadlines. Youth who know they will be absent during <i>Time Sheet Day</i> are advised to work out the logistics with Program Supervisors, so they may get paid. <i>Otherwise, they will not get paid until the next payroll period.</i>
<b>ONE (1) HOUR LUNCH</b>	Rules require that youth be paid only for hours worked. Lunch is not included as work time. Therefore, youth will not get paid for lunch hours and/or for traveling to/from the program.
<b>PAYROLL CHALLENGES</b>	Please address any paycheck questions or concerns to the Program Supervisor. Should the supervisor be unavailable, please notify the Youth Program Manager via phone: 617. 399. 1957 or email: jcroman@iba-etc.org.
<b>CHECK PICK UP</b>	Youth will be paid every two weeks. Please see page 20 for Payroll Schedule. Youth are required to show their I.D. and to sign the Check Release Form in order to receive paycheck. Checks can be picked up at Inquilinos Boricuas en Acción (IBA), 405 Shawmut Avenue, Boston, MA 02118. The Finance Department is located on the 5 <sup>th</sup> Floor.
<b>LOST CHECKS</b>	If a check is lost, stolen, or misplaced, youth must notify the Program Supervisor or Manager and they will call the Boston Youth Fund. A lost or stolen check cannot be replaced until a stop payment is made by BYF. Do not sign checks until you are at the bank, ready to deposit or cash it. Replacement of lost and stolen checks will take 3-4 weeks.
<b>ALTERNATE PROGRAM PLAN</b>	The Cacique YEL Program will be open regardless of weather. Program participants must be flexible and able to adapt to the environment's conditions. When necessary, youth must bring waterproof pants, jacket/poncho and boots. If a location for programming will take place in inclement weather, the Program Supervisor and Manager will assess the situation and develop a plan for the day. Youth are encouraged to watch the weather news on each day prior to programming.
<b>IDENTIFICATION (I.D.) CARD</b>	Program participants will have ID cards provided by The Boston Youth Fund. I.D.'s are essential for youth to receive and cash their checks. If an I.D. is lost/stolen, call the Boston Youth Fund Office at 617. 635.4202 and schedule an appointment after program hours to obtain a new one.
<b>RIGHTS &amp; BENEFITS</b>	The Civil Rights Act of 1964 guarantees equal employment opportunities for everyone. This means that you cannot be treated unfairly for reasons of race, personal/political beliefs, color, disabilities, national origin, sexual orientation, religion or age.

**GRIEVANCES**

If you believe you are being treated unfairly, speak to the Program Coordinator/Site Supervisor. If your grievance is not resolved within five (5) working days, you may request to speak with the Program Manager and the Director of Community Empower Programs.

**SUPERVISOR AND YOUTH**

Program Coordinators and/or Supervisors (and resource staff) are responsible for walking youth to and from work and/or activities in a safe and productive way. Program participants will receive an orientation from their Program Coordinators, Supervisor and Manager. During orientation, youth will be informed of the expectations, goals and tasks of the program, and will learn about the history of IBA and the Villa Victoria Community. Program and Resource Staff will show youth how to use any special tools, as needed. It is important for participants to be engaged in the learning process at all times. Participants should ask questions and request further explanation about any task(s). As program participants, it is very important to keep an open mind when working among your peers and when addressing an issue to Program Staff. Do not run away from an issue in hopes that it will disappear or be resolved on its own. Any youth who is unable to perform a task should address it to their supervisor as soon as possible. Program staff has developed a curriculum that will challenge program participants academically, professionally and in their leadership skills. This will be a global learning process. Youth will learn from staff and staff will learn from youth.

**COLLABORATING YOUTH  
COMMUNITY ORGANIZATIONS**

Organizations that will deliver programming have been selected based on the high quality of their youth development curriculum, which they have designed, proposed, and previously submitted to IBA-Cacique Youth Learning Center Staff. All approved projects are designed to meet the educational and social standards of the program participants. Collaborations between IBA-Cacique Youth Learning Center and community organizations are meant to unite and empower youth to obtain a secondary education and pursue future leadership positions. IBA-Cacique staff hopes that the interaction with diverse organizations will help youth understand that they are part of a community with a multitude of resources available, that can help them succeed in school, apply for college, and achieve in their personal and professional lives. The collaboration will continue to expand IBA-Cacique’s mission of developing and empowering youth through project-based learning by helping them become the leaders of tomorrow.

Individual meetings and a formal orientation with community organizations takes place during the months of May and/ or June to discuss final plans for the summer and expectations. In September, IBA-Cacique staff goes over evaluations of youth and collaborating organizations.

**PROJECT-BASED LEARNING**

During the six (6) weeks of the Cacique Youth YEL Program, youth participate in one thematic hands-on project per-day, a total of five (5) components per week. Each component is led by five (5) different community youth based agencies. The structure for the six weeks is as follows:

- Mondays:** *First Steps for College & Career Readiness*  
Led by: Hispanic Office of Planning and Evaluation (HOPE) & UMass-Community Families and Youth Program
- Tuesdays:** *Caring for My Body, Mind & Soul*  
Led by: Adolescent Network for Today, a program of Latin American Health Institute (LHI),
- Wednesdays:** *Planning & Planting, Uniting our Community*  
Led by: UMass-Community Families and Youth Program
- Thursdays:** *Passing it On! Our History, Culture & Heroes*  
Led by: Griot House
- Fridays:** *Leadership through Outdoors Adventures*  
Led by: Youth Opportunities Program, a program of Appalachian Mountain Club

**TRANSPORTATION**

Participants will either walk, take an MBTA bus/train or be driven by Cacique staff in a van to and from program activities. Transportation will be provided to all program participants free of charge, with the exemption of commuter rail\* rides. Each participant will receive a T/ Charley Combo Pass (a value of \$89.00/pass) for the months of July and August, which provides access to trains and buses, courtesy of the MBTA Roll-On Program. Youth are strongly encouraged to keep their passes in a safe and accessible location. *Youth are responsible for paying their transportation to/from program activities if they lose or misplace their T-Pass.*

\*Commuter Rail: Program participants are responsible for paying commuter rail fees to/from program activities. Staff will inform and remind program participants on the day prior to program activity that requires commuter rail transportation. If a participant is absent s/he must call staff to find out what transportation source will be used the following day.

# PROGRAM OVERVIEW

## YOUTH SELF-EVALUATION

Every Friday, youth will complete a (10-minute) Self-Evaluation Form for the week. The Evaluation is composed of multiple choice and questions. When completing the evaluation, it is important that youth provide honest and comprehensive answers. The youth's answers will help them understand: 1) what they have learned, 2) their level of engagement throughout the week (when participating in workshops, icebreakers, fieldtrips and with resource staff) and 3) how relationships are being built and fostered between youth and staff. Participants must keep their evaluations in their Program Portfolios until the end of the Program, when they will be collected by program staff. Program Staff will randomly ask participants to share their written evaluations by reviewing portfolios or by meeting with them individually. Information provided to program staff will be used as a tool to make necessary recommendations, enhance or re-structure program that is been offered.

## JOURNAL QUESTIONS

Youth are responsible for answering essay questions on a daily basis. Each question will help youth think critically about their program experience and stimulate their creativity. It is important that all of the questions are answered with honesty. Answering all questions will help you when completing Friday's Week Evaluation and the End of Summer Program Evaluation. At the end of the day, youth will be asked to share what they have written in their journals with peers and staff. Be aware that Cacique staff can randomly ask youth to read from their journals. All youth must complete journal questions prior to program dismissal.

## YOUTH GROUP LEADER'S & SELF EVALUATION

**Lead:** to guide someone or something along a way

**Leadership:** capacity to lead

**Leader:** a person who acts as a guide, a person who has commanding authority or influence

**Youth Leader's selection process and responsibilities:** Program participants will receive a list of dates in which they will be appointed as *Youth Group Leaders* (two youth leaders per day) to help oversee programming for the day's activities. If you plan to be absent during your assigned day, you must contact your peer co-leader and IBA staff to reschedule your turn. Make sure to eat well and have plenty of rest on the day prior to leading your group, as this will help you have enough energy and remain calm throughout the day. You will be provided with several opportunities for leadership growth. As leaders, you are expected to work as a team and support each other by remaining professional and accepting your role responsibly and seriously. Leaders are encouraged to ask questions frequently after their expectations have been explained, especially if they have any doubts or need clarification of any tasks. The responsibilities of Youth Leaders vary based on the day's activities. Youth are expected to explore and learn how to adapt to their role and environment where the activity is taking place and to their peer's leadership style.

**Group Leader Evaluations:** Youth Leaders will evaluate themselves, their group's performance and the quality of programming delivered by resource staff at the end of each day. It is important for group leaders to reflect on their performance and how the group responds under their leadership throughout the day. At the end of the day, those youth who were led will provide Leaders with feedback, based on their individual leadership styles and performance. The Evaluation Form is in the Youth Portfolio under "Evaluation Forms." The form must be completed every day after Group Leaders have completed their duties.

## PROGRAM STAFF EVALUATION PROCESS

The Cacique Staff evaluates program participants, group leaders and resource staff on a daily basis. Participants and group leaders will meet with staff individually on the third (3<sup>rd</sup>) and last weeks of the Program. The objective of the evaluation is to measure and assist participants with their personal goals and professional growth as leaders and members of the community at large. The evaluation will be based on Professionalism, Problem Solving Skills, Communication and Leadership skills. Youth are expected to meet program standards on a consistent basis. Group leaders will also be evaluated on a daily basis by program staff.

Resource staff will also be provided with feedback, based on how programming is being delivered, their level of engagement through icebreakers, educational programming and fieldtrips. At the end of the program throughout the week feedback will be shared with resource staff.

## RESOURCE STAFF YOUTH GROUP ASSESSMENT

At the end of the six weeks, Resource staff will fill out a Program Evaluation. The Evaluation contains questions regarding youth's individual and group performances, support provided by program staff and what were the high points and challenges faced during program deliberation.

Resource staff will evaluate the overall youth group in the following areas:

- Group had a positive attitude towards program.
- Group showed respect for speaker(s).
- Group was engaged in the workshop.
- Group was completely involved.
- Team Leaders where helpful.

# PROGRAM OVERVIEW

## CACIQUE POINTS

**How they work:** The group receives points each day from the resource staff provider. If the group receives a minimum of 15 points for a day, they will accrue one (1) Cacique Coin toward a **Cacique Fiesta**. The points will be posted at the end of each day, along with the assessment sheet from the resource staff provider.

**Points for a Fiesta:** The group needs **24** Cacique coins to have a **Fiesta**.

### Bonus (1/2) Points:

- ½ of a Cacique coin can be earned when:
- All participants return from lunch on time
- All participants attend the full program day
- All participants demonstrated respect for each other

<b>RESOURCE STAFF YOUTH GROUP ASSESSMENT</b>		
Resource staff:	Date:	Points (1-5)
Group had a positive attitude towards program		
Group showed respect for speaker(s)		
Group was engaged in the workshop		
Group was completely involved		
Team Leaders where helpful		
Bonus Cacique (1/2) Coins		
<b>SUBTOTAL POINTS</b>		Total Cacique Coins*

**\*15 points= 1 CACIQUE COIN**

## HOURLY PAY

Program participants will be paid \$7.00 an hour for contextual learning. Youth are not paid for: community service hours, lunch, travel to/from program sites, or when absent. Your gross pay (earnings before deductions) reflects the number of hours worked during the pay period, times the wage rate (not community service hours). However, your check will be for the net amount due to you after all the deductions.

### EXAMPLE: STATEMENT OF EARNINGS AND PAYMENTS FOR EMPLOYEE'S RECORD

If you earn \$323.23 during a two-week pay period, your check may look like this:

# PROGRAM OVERVIEW



**DRW Computer Services**  
Fiscal Agents for the City of Boston  
Boston Center for Youth and Families  
Canton, Massachusetts 02021

Bank of America  
Massachusetts

5-13/110

**00943480**

EMPLOYEE  
00002

CHECK NUMBER  
00943480

Pay (THREE HUNDRED AND TWENTY THREE DOLLARS AND 23/CENTS)

DATE  
6/21/06

AMOUNT  
\*\*\*\*\*323.23

TO THE ORDER OF Wilma Harris  
450 Saint Joseph St Apt. 4  
South End, MA 02118

**VOID**

Authorized Signature

VOID AFTER 120 DAYS

⑈00943480⑈ ⑆011000138⑆ 00551 33391⑈

DRW COMPUTER SERVICES

**00943480**

NO. 21702	NAME: Wilma Harris				DEPARTMNET SUMMER INNIATIVE		
EARNINGS	RATE	HOUR/UNITS	AMOUNT	DEDUCTIONS	AMOUNT	CHECK NUMBER	
Hourly	7.00	50.000	350.00	Soc Sec WH Medicare WH	21.70 5.07	00943480	
Memo:						PAYROLL DATE 8/4/06	
						PAYROLL PERIOD Fm: 7/15/06 To: 7/28/06	
GROSS YTD EARNING		TOTAL HOURS	GROSS PAY	SOCIAL SECURITY #	TOTAL DEDUCTIONS	NET PAY	
0.00		50.000	350.00	000-00-0000	26.77	323.23	
EIC YTD	FED WH YTD	OASDI YTD	MEDICARE YTD	STATE WH YTD	LOCAL WH YTD	OTHER DED YTD	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	

## PAYROLL AND COMMUNITY CALENDAR

### ▲ TIME SHEET DUE

All time sheets are due every Wednesday by 5:00 PM, WITHOUT EXCEPTIONS. (see payroll calendar for dates). In order to get paid for hours worked, the time sheet must be signed on Thursday by participants and their supervisor/coordinator. If a youth is absent when time sheets are due, their time sheet will be submitted with the next time sheet cycle.

### √ CHECK PICK UP

Checks can be picked up at IBA's Finance Department (5<sup>th</sup> floor) at 405 Shawmut Avenue. Checks must be picked-up within the scheduled times allotted below. Otherwise, you must call the Finance Department 617.927.1806 to schedule pick-up on the following program day. This also applies to youth who are absent. **Checks WILL NOT BE AVAILABLE FOR PICK-UP DURING PROGRAM HOURS.**

\*Notice: YEL participants have one additional day for check pick up due to Friday's outdoor adventures.

Check Pick Up for:

Arts Program: Fridays 11:30 AM - 12:20 PM

Teacher's Assistant Program: Fridays 3:10 PM - 4:00 PM

\*YEL Program: Fridays - 4:30 PM - 5:20PM or Mondays- 11:30 AM - 12:20 PM

### ■ COMMUNITY SERVICE

Community service hours listed in the Payroll & Community Calendar are mandatory for all program participants and staff. In addition to community service hours listed in the Calendar program, participants must attend community service hours arranged by program staff. If you are absent during community service hours, you must make the necessary arrangements to make up those hours. It is important to report to all scheduled community service hours on time. Being on time demonstrates our consideration and respect towards one another, and, most importantly, demonstrates that we have an excellent work ethic.

### ☼ CACIQUE COMMUNITY EVENTS

Cacique Community Events are *not considered community service hours*. In addition to fulfilling 30-40 community service hours, you are required to attend scheduled events scheduled in order to receive a Cacique Program Completion Certificate.

# PROGRAM OVERVIEW

## PAYROLL & COMMUNITY CALENDER

JUNE 2006						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27 ☀	28	29	30	

JULY 2006						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10 ☀	11	12 ▲	13	14 ☀	15 ☀
16	17	18	19	20	21 ✓	22
23	24	25	26 ▲	27		29
30	31					

AUGUST 2006						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4 ✓	5
6	7	8	9 ▲	10	11	12
13	14	15	16	17 ☀ ▲	18 ✓ ☀	19
20 ☀	21	22	23	24	25	26
27	28	29	30	31		

SEPTEMBER 2006						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1 ✓	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

### KEY CODE

- ▲ TIME SHEET DUE
- ☀ COMMUNITY SERVICE
- ✓ CHECK PICK UP
- ☀ CACIQUE COMMUNITY EVENT

### DATES TASKS

- ☀ June 27 **Program Orientation:** Youth, Parent/Guardian & Collaborating Organization from 6:30-9 P.M. IIBA-Jorge Hernández Cultural Center, 85 West Newton Street, Boston, MA 02118
- ☀ July 10 **First Day of Summer** of Program for Cacique Youth Learning Center
- ▲ July 12 **Time Sheets Due** by 5:00 P.M., Program Manager's Office for the week of July 10-14, 2006
- ☀ July 14 **Festival Betances**  
**Community Procession:** Teen and Staff will meet at the Teen Center no later than 4P.M. **This event counts as two (2) hour of community service.**  
  
Optional: After the parade, youth and staff may stay for Family Day (free food will be served). Noche Bohemia follows with live music by guest artists.  
  
**Dress Code:** White Top and Blue bottom (jeans/shorts), comfortable walking shoes/sneakers.
- ☀ July 15 **Festival Betances**  
**Youth Day:** All youth and staff report to the Teen Center, 100 West Dedham Street by 9-4 PM. We will walk over to 'Day Park and set up for Youth Day (teen performances, basketball tournament, and educational programming). Youth and staff will help organize all of the activities that will take place. **This event counts as five (5) hours of community service.** We are also responsible for cleaning the Park and other surrounding areas used on Youth Day.
- ✓ July 21 **Check Pick Up – First Pay Check** for the weeks of July 10-14, 2006
- ▲ July 26 **Time Sheets Due** by 5:00 P.M., Program Manager's Office for July 17-28, 2006
- ✓ August 4 **Check Pick Up** for the weeks of July 17-28, 2006
- ▲ August 9 **Time Sheets Due** by 5 P.M., Program Manager's Office for July 31 - August 11, 2006
- ☀ August 17 **Cacique's End of the Summer Celebration** from 6:30-9PM at the IBA-Jorge Hernández Cultural Center, 85 West Newton Street, Boston, MA 02118. This is a community pot-luck event. **Parents/Guardian must attend this event.**  
  
Program participants may invite friends and/or a community member. IBA-Cacique will need your cooperation to make our Potluck a success by having all participants and their parent/guardian sign up and cook a dish for this celebration.
- ▲ **Time Sheets Due** by 5 P.M., Program Manager's Office for August 11-18, 2006
- ✓ August 18 **Check Pick Up** for the weeks of July 31 - August 11, 2006  
**Last Day** of Paid Programming Boston Youth Fund
- ☀ August 20 **Youth Unite Final Event Concert/Conference** at Central YMCA on Huntington Ave, Boston 4-8PM. **This event counts as 2 hours of community service.**
- ✓ September 1 **Check Pick Up – (Final Program Check)** for the week of August 11-18, 2006

# YEL COMMUNITY SERVICE CALENDAR 2006: BUILDING A HEALTHY COMMUNITY

DATES	Time	EVENT	COMMUNITY SERVICE HOURS
Thursday, July 13	4-6PM	Outreach for Youth Day	2 hours
Friday, July 14,	4-6PM	Festival Betances - Community Parade	2 hours
Saturday, July 15	9-4PM	Festival Betances - Youth Day	5 hours
Wednesday, July 26	3-5PM	Community Garden	2 hours
Thursday, August 3,	4-6PM	Community Calendar Distribution	2 hours
Friday August 4 & Saturday 5th	Overnight/Work-5 <i>paid hours</i>	Camping and Canoeing	6 hours
Wednesday, August 16	8-8PM/Work-5 <i>paid hours</i>	Community Visit, Holyoke, MA	3 hours
Friday 18, Saturday 19, & Sunday August 20	Overnight/Work- 5 <i>paid hours</i>	Backpacking in the White Mountains, NH	10 hours
Sunday, August 20	4-8PM	Youth Unite Final Event Concert/Conference	8 hours



# YEL COMMUNITY SERVICE CALENDAR 2006: BUILDING A HEALTHY COMMUNITY

DATES	Time	EVENT	COMMUNITY SERVICE HOURS
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Saturday, July 15	9-4PM	Festival Betances - Youth Day	5 hours
Wednesday, July 26	3-5PM	Community Garden	2 hours
Thursday, August 3, 2006	4-6PM	Community Calendar Distribution	2 hours
Friday August 4 & Saturday 5th	Overnight/Work-5 <i>paid hours</i>	Camping and Canoeing	6 hours
Wednesday, August 16	8-8PM/Work-5 <i>paid hours</i>	Community Visit, Holyoke, MA	3 hours
Friday 18, Saturday 19, & Sunday August 20	Overnight/Work- 5 <i>paid hours</i>	Backpacking in the White Mountains, NH	10 hours
Sunday, August 20	4-8PM	Youth Unite Final Event Concert/Conference	8 hours

# YEL LEADERS' CALENDAR: BECOME A LEADER

## WEEK 1

### LEADERS FOR THE DAY

Monday  
Tuesday  
Wednesday  
Thursday  
Friday

Ashley Patterson & Jovariel Feliciano  
Cassandra Baptista Dagraca & Kareem A. King  
Denny Saucedo & Robert Blue  
Kendra Maria Puckerin & Clayton  
Maribel Cruz & Jonathan Ruiz

## WEEK 2

### LEADERS FOR THE DAY

Monday  
Tuesday  
Wednesday  
Thursday  
Friday

Nikayla Scott & Victor Fortuna  
Yessenia Mildred Diaz & Javahnie Grady  
Ashley Patterson & Jovariel Feliciano  
Cassandra Baptista Dagraca & Kareem A. King  
Denny Saucedo & Robert Blue

## WEEK 3

### LEADERS FOR THE DAY

Monday  
Tuesday  
Wednesday  
Thursday  
Friday

Kendra Maria Puckerin & Clayton  
Maribel Cruz & Jonathan Ruiz  
Nikayla Scott & Victor Fortuna  
Yessenia Mildred Diaz & Javahnie Grady  
Ashley Patterson & Jovariel Feliciano

## WEEK 4

### LEADERS FOR THE DAY

Monday  
Tuesday  
Wednesday  
Thursday  
Friday  
Saturday

Cassandra Baptista Dagraca & Kareem A. King  
Denny Saucedo & Robert Blue  
Kendra Maria Puckerin & Clayton  
Maribel Cruz & Jonathan Ruiz  
Nikayla Scott & Victor Fortuna  
**Volunteers**

## WEEK 5

### LEADERS FOR THE DAY

Monday  
Tuesday  
Wednesday  
Thursday  
Friday

Yessenia Mildred Diaz & Javahnie Grady  
Ashley Patterson & Jovariel Feliciano  
Cassandra Baptista Dagraca & Kareem A. King  
Denny Saucedo & Robert Blue  
Kendra Maria Puckerin & Clayton

## WEEK 6

### LEADERS FOR THE DAY

Monday  
Tuesday  
Wednesday  
Thursday  
Friday  
Saturday  
Sunday

Maribel Cruz & Jonathan Ruiz  
Nikayla Scott & Victor Fortuna  
Yessenia Mildred Diaz & Javahnie Grady  
Ashley Patterson & Jovariel Feliciano  
**Volunteers**  
**Volunteers**  
**Volunteers**

# **IBA-CACIQUE'S PROGRAM VILLAGERS**

# CACIQUE VILLAGERS: PROGRAM AND RESOURCE STAFF BIOGRAPHIES



**Anne "Annie" Schulzinger**, Annie is a summer intern with YOP working with James Barnett on adventure trips with Boston youth. She joins the team with years of camping and backpacking experience, including a thirty-day backpacking trip with NOLS (National Outdoor Leadership School). Annie is currently earning her Bachelor's degree in American Studies from Scripps College in California. She loves to sing and be goofy on the trail, possibly due to all the fudge brownies she eats in the backcountry! Just before beginning her internship with YOP, Annie spent four months in Spain where she studied language and culture. She quotes: ¡"Espero que tengamos un buen verano juntos"! *Job Title: YOP intern, 5 Joy Street, Boston, MA 02108 TEL. #.617-523-0636 x388 Email: internyop@yahoo.com*



**Carmen Pineda** Ms. Pineda is the Program Manager for the Educational Talent Search, a federally-funded, college-readiness program in the Boston office. The program helps first-generation and underrepresented students further their post- high school education through educational workshops and/or individual advising. Ms. Pineda has over 15 years of work experience working with youth as a community educator, advisor and program administrator. Her main commitment has been towards demystifying the post-secondary process, raising awareness of financial aid opportunities and mentoring students and families. She holds a Bachelor's Degree in Anthropology and a Master's Degree in Higher Education Administration and Planning. *Job Title: Program Manager- Boston Office Educational Talent Search Address: 165 Brookside Avenue Extension, Jamaica Plain, MA 02130 Tel. 617-524-8888 Ext: 149 Email: cpineda@hopemass.org.*



**Coatrisquie Rodriguez**, Ms. Rodriguez is a College-Readiness Advisor for the Educational Talent Search at HOPE, a federally-funded, college-readiness program in Boston. Her work includes individual advising and group workshops to help high school students understand the college admissions and financial aid processes. Her work also includes management of the college fair and she is the direct contact to many of the colleges and universities in Massachusetts and surrounding states in New England that participate in HOPE's Annual College Fair. She holds a Bachelors Degree in Communications from Emerson College. *Job Title: College Readiness Advisor- HOPE Educational Talent Search Address: 165 Brookside Avenue Extension, Jamaica Plain, MA 02130 Tel.: 617-524-8888 Ext 143 Email: crodriguez@hopemass.org.*



**Va Shon Hiltbold** is a Boston based 4-H Extension Educator, working with the National Initiative for Children, Youth and Families at Risk. She is an active member of the 4-H program, offering workshops and programs across the state in 4-H curricula. Va Shon is instrumental in the planning and delivery of the Boston 4-H teen programs. Her special areas of focus are leadership, public speaking/visual presentations, youth development, and work force readiness *Job Title: UMass Extension 4-H Program Extension Program Educator, 56 Roland St Rear, Charlestown, MA 02129 TEL. #. 617-628-5607 Email: wallace@umext.umass.edu*



**Glorimar Ruiz** Through her work as a physician in Puerto Rico, Glori has been provided with opportunities to collaborate with pregnant teens, homeless and less fortunate communities. She is also involved in yearly medical missions to the Mayan indigenous villages of Guatemala, where she provides obstetric and gynecologic services to women. In Boston, she has directed her work towards HIV awareness in the Latino communities. These communities include drug users and sex workers as well. *JOB TITLE: HIV counselor, TEL. # (617) 350-6900 ext 198, Berkeley Street, 6<sup>th</sup> Floor, Boston, MA 02116 TEL. #.(617) 350-6900 X 198 EMAIL: glorimar@lhi.org*



**Harvey Vasquez** has been doing outreach services for LHI for approximately three years. He specializes in reaching "high risk" youth in the Greater Boston area. He has participated in numerous trainings on outreach strategies and has led outreach courses to many youth programs. Harvey is also responsible for case management for HIV+ youth within the ANT program. His extensive knowledge regarding HIV and other sexually transmitted infections is a valuable asset to LHI. Harvey is originally from the Dominican Republic and New York City (but we won't hold that against him). *Title: Case Manager/ Outreach, 95 Berkeley Street, 6<sup>th</sup> Floor, Boston, MA 02116 Tel.: 617 350 6900 ext 161 Email: Harvey@lhi.org*



**James Barnett**, James joined AMC's staff in November 2005, with 10 years of experience in outdoor education. He coordinates and leads a variety of outdoor adventures with teens from Boston youth centers. As a prior Field Teacher and Camp Director, James has a wealth of experience in direct service and administration of outdoor programs. James understands the challenges and enjoys the benefits of working towards increasing youth leadership and community through outdoor, adventure-based activities. James has a B.A. in Art & Social Context. *Title: Outdoor Adventure Coordinator, 5 Joy Street, Boston, MA 02108 Tel: 617-523-0636 X390 Email: jbarnett@outdoors.org.*



**Julio César Román**: Born in Mayagüez, Puerto Rico and raised in Hartford, CT. Mr. Román is an award- winning and Museum of Fine Arts School trained artist with extensive experience initiating culturally sensitive, public arts projects. He has worked with KIDS Art (Jamaica Plain, MA), Charter Oak Cultural Center (Hartford, CT) and Guakia (Hartford, CT) and has been working for IBA since July of 2003. Roman manages the Cacique Youth Learning Center, IBA's Youth Development Program, which, under his direction was honored by *Boston's After School and Beyond* with a "Best Practices Award in Teen Programming," and an honorable mention award for "Teen Skills Development." *Job Title: IBA-Cacique Youth Program Manager, 405 Shawmut Avenue, Boston, MA 02118. Telephone Number: 617. 399. 1957. Email: jcroman@iba-etc.org.*

# CACIQUE VILLAGERS: STAFF BIOGRAPHIES



**Laura Soul Brown:** Ms. Brown is a writer, arts/media producer, and cultural activist. She produces and hosts **Griot House's+** Oral Traditions Radio featuring music, history, culture, and arts of the African *Diaspora*. Soul has written for and appeared in the Blackside/PBS series, "*This Far By Faith: African American Spiritual Journeys*". Her poetry and essays have been published by Thunder's Mouth Press, *The Boston Globe*, *Birthrights Journal* and *The ArtsMedia*. She has also produced videos for screening on WCVB-TV (ABC-affiliate), BNN-TV, CCTV, Deep Dish TV, and Free Speech TV, as well as in schools, universities, museums, and festivals. Soul has worked as a non-profit manager for Social Justice Education, the Cambridge Center for Adult Education, and The Institute of Contemporary Art, among others. *Job Title: Artistic Director/Producer. 12 Wyoming Street, Roxbury, MA 02121. Telephone Number: 617-445-2252 / 617-640-0252 Email: griothouse@aol.com.*



**Mayan Tamang,** is a youth worker, as well as a gifted cinematographer, positive karma instiller and an all around artist. Mr. Tamang is an extremely talented dancer. He has touched the lives of many with his positive attitude and kindness. Some may recognize him as the cinematographer for the acclaimed films "I CHI" and "DOS." Others know him as Losst Unnown's Graphic Designer. Yet, others know him as the "Tribal B-Boy" with amazing style. Despite the success of his films and his notable stage appearances with artists such as KRS-1, the Zulu Nation and Black Sheep, Mayan remains a very humble individual. *B-boy Mayan Tamang is the Young Men's Program Coordinator at Inquilinos Boricuas en Acción (IBA). Job Title: Young Men's Program Coordinator, 405 Shawmut Avenue, Boston, MA 02118 Telephone Number: 617.9271707 X 312 Email: mtamang@iba-etc.org*



**Nina LaNegra,** is the Founder and Director of the Roxbury Media Institute, a project that delivers media literacy education and media production services to schools and community-based organizations. A 20-year veteran of Boston media, Nina has hosted and produced programs for WILD 1090 AM, WMBR 88.1 FM, CSpan, BNN-TV, CCTV, and a myriad of independent media outlets. She has collaborated with Soul on a number of projects, and in 2005, she served as the Robeson Social Justice Summer Institute Coordinator and as a contributing editor and on-air correspondent to Griot House RadioMA 02119 *EMAIL: RoxburyMediaInst@aol.com Job Title: Consulting Producer/Educator, Townsend Street, Roxbury*



**Rita "Renée", Toll-DuBois:** Renée has been working with Cacique for the past several years through the Peer Leaders Training Program. She has offered environmental stewardship modules as well as hands-on science modules in which teens learned the basics of making and launching soda bottle rockets so they could then teach to our younger children. She started the Boston Urban Stewards, (BUS) an out of school time, year-round paid leadership training program for middle and high school teens. The youth do hands-on, environmental work in their communities. This includes learning about trees, plants, air quality, fishing and water quality and soil testing. Every year, youth tap trees in Jamaica Plain and make real maple syrup! BUS goes on field trips and overnight camping trips to NH and leads



educational events for other people. *Job Title: Boston based 4-H Extension Educator, 56 Roland St Rear, Charlestown, MA 02129 TEL. #: 617-628-5607 X 206 EMAIL: r.toll-dubois@umext.umass.edu*

**Stefanie Brochu,** joined YOP staff in March 2001. Prior to assuming the helm at YOP, Stefanie spent four years working for Street Law in Washington, DC, where she directed national youth programs in conflict resolution, advocacy, and citizenship. She has extensive experience in program/curriculum development and implementation, training, and the development of partnerships with community groups. At YOP, she combines her commitment to the empowerment of youth with a love of camping and backpacking in the Northeast. Stefanie earned her B.A. in Spanish and History from Amherst College, MA. *Job Title: Youth Opportunities Director, TEL. #: EMAIL: sbrochu@outdoors.org*



**Stephanie Lynn Dashiell.** Stephanie was born and raised in Los Angeles, CA, where she attended high school before moving to the east coast to attend Princeton University. She majored in Ecology and Evolutionary Biology and participated in field courses around the world, specifically in Panamá, Kenya and Nepal. After graduating from Princeton, she dedicated herself to teaching students about the environment and worked as an outdoors education instructor. In 2004, she was granted a year-long fellowship to work with a Venezuelan non-profit organization as their environmental education coordinator. She is currently preparing a manuscript that documents the results of the Venezuelan education programs, which will be published in a scientific, peer-reviewed journal. *Job Title: Community Forester, Urban Ecology Institute Tel #: 617.552.0672 Email: slashiell@gmail.com*



**Steven Smyth** is married and has three children. He was born in California and has also lived in Colorado, Florida and Texas. Steve graduated from college in Colorado in 1995. He started out working at a Boys and Girls Club as a prevention educator, and has worked in other positions including case manager, substance abuse counselor, and program director. Some of his interests include hiking, backpacking, golf, baseball, music and reading. *Job Title: ANT Director. 95 Berkeley st. 6th floor, Boston, MA 02116 Telephone Number: (617) 350-6900 ext 163 Email: steve@lhi.org*

# CACIQUE VILLAGERS: PROGRAM PARTICIPANTS REPRESENTING...



**Ashley Patterson, 15**  
Representing USA &  
South End Community



**Cassandra Baptista Dagraca, 17**  
Representing Cape Verde & Lower  
Roxbury Community



**Clayton Rosa, 16**  
Representing Puerto Rico  
& South End Community



**Denny Saucedo, 15**  
Representing Guatemala &  
South End Community



**Javauhnie Bacari Grady, 16**  
Representing USA  
& Roxbury Community



**Jonathan Ruiz, 16**  
Representing Colombia &  
South End Community



**Jovariel Feliciano, 17**  
Representing Puerto Rico &  
South End Community



**Robert Blue, 18**  
Representing USA &  
Dorchester Community



**Kareem A. King, 16**  
Representing Barbados &  
Roxbury Community



**Kendra Maria Puckerin, 15**  
Representing Cape Verde &  
Roxbury Community



**Maribel Caribe Cruz, 16**  
Representing Puerto Rico  
& Roxbury Community



**Nikayla Reneé Scott, 15**  
Representing USA &  
Roxbury Community



**Victor Fortuna, 16**  
Representing Dominican Republic  
& South End Community



**Yesenia Mildred Diaz, 16**  
Representing Puerto  
Rico, Dominican Republic &  
Jamaica Plain Community

# **IBA-CACIQUE'S PROJECT DESCRIPTIONS**

# FIRST STEPS FOR COLLEGE & CAREER READINESS: MONDAYS

LED BY: HISPANIC OFFICE OF PLANNING AND EVALUATION & UMASS EXTENSION'S MA 4-H PROGRAM

<b>OBJECTIVES</b>	<p>To encourage, inform, and demystify the process of attaining a post-secondary education via a vocational, technical or college path.</p> <p>Teen participants will gain knowledge of basic job readiness skills and get a sense of what it takes to enter the work world.</p>
<b>GOALS</b>	<p>The expectation of the program is to inform, create awareness and prepare high school students on the various steps needed to complete high school, research careers, and take a proactive role in the planning of their post secondary education. Our workshops hope to instill and reinforce positive values related to staying in school, utilizing college readiness resources, and connecting them to individuals who can positively influence and their desire to attain a college degree. Workshops will supply youth with knowledge and skills needed to maintain employment; offer comprehensive hands on lessons; enhance youth record-keeping abilities and develop resources for youth to obtain employment.</p>
<b>PROECT DESCRIPTION</b>	<p>Through various workshops, presentations and field trips, youth will be exposed to information and resources relating to how to apply to college, requirements and eligibility for Admissions and Financial Aid, Private Scholarships, SAT and PSAT Preparation, essay writing, and will explore the challenges of being first-generation college students</p> <p>A portion of this module will help participants understand what it takes to join the workforce. They also will be encouraged to begin the first employment preparation steps by completing résumés, cover and reference letters and filling out applications.</p>
<b>PLAN FOR IMPLEMENTATION</b>	<p>The Hispanic Office of Planning and Evaluation, Inc. (HOPE) through its TRIO Educational Talent Search Program (ETS) will provide a maximum of four (4) staff to present and implement workshops to the youth in the Cacique Youth Summer Program at IBA during the six week summer program. Staff will team up at each session to present. ETS will be responsible for: facilitating/coordinating all activities related to the components in the project description, including cost of bus rental if needed, transportation to/from the colleges and IBA Youth Center, materials needed for workshops, etc. At the beginning and end of each session, students will be provided with an evaluation. Students will also be encouraged to do an oral evaluation by way of reflection/feedback on what s/he has learned.</p> <p>Active involvement through large/small-group exercises, real-life examples from home and work, games and application of practical skills will be used in this module. There will also be dynamic discussions and participants will learn and apply simple job expectations that promote a positive work environment.</p>
<b>SKILLS TO BE OBTAINED</b>	<p>This module intends to supply information to help teens prepare for their employment searches. Teens will discover the different resume styles, when and how to use them, as well as the value of logging the work they have done in the past and utilizing the skills developed at those jobs. Teens will obtain a reference letter. Teens will also be able to complete an application and understand the requested information.</p>
<b>ROLE &amp; EXPECTATIONS</b>	<p>Participants will work with facilitators to successfully create resumés, cover and reference letters, and complete applications. Participants will actively engage in discussion and offer feedback when requested. Participants will respect individual/group rights, safety, and property and they shall observe any further rules determined by I.B.A.</p>
<b>DRESS CODE</b>	<p>Peer Leaders must be neat, clean and modestly dressed. Clothes shall be worn appropriately –pants secured at the waist, belts buckled, no underwear as outerwear, no underwear exposed. Clothing with holes, tears or inappropriate patches will not be allowed if considered obscene. Bare midriiffs and sides should not show. Clothing that is too tight or revealing is unacceptable. Garments and/or jewelry which display or suggest sexual, vulgar, drug, alcohol or tobacco-related wording/graphics cannot be worn.</p>

# CARING FOR MY BODY, MIND & SOUL: TUESDAYS

LED BY: LATIN AMERICAN HEALTH INSTITUTE'S ADOLESCENT NETWORK FOR TODAY & INFORMATION PROGRAM

- GOALS** To encourage self and community awareness of health issues such as HIV and sexually transmitted infections, teen pregnancy, racial, ethnic differences, and economic differences.
- OBJECTIVES**
- A. To provide youth with the ability to speak confidently in public, particularly to strangers regarding sensitive issues such as sexually transmitted infections and teen pregnancy.
  - B. To develop tolerance to those who are different from themselves. These differences may include racial, ethnic, sexual preference, economic status, etc. This tolerance is crucial to providing quality outreach services to the local communities.
  - C. To achieve a higher sense of self-awareness. For example, the confidence to withstand peer pressure and not engage in risky behaviors such as drugs/alcohol, sexual activity, violent acts, etc.
  - D. To develop effective and safe outreach strategies to promote healthy lifestyles in the Villa Victoria community.
  - E. To expand upon the concept of professionalism to include: self-control, communication skills, and conflict resolution.
  - F. To obtain high-quality job skills such as: Prevention and Education knowledge, communication skills, responsibility to co-workers, punctuality, and overall professional demeanor.
- PROJECT DESCRIPTION** The design of this program is to train peer leaders on outreach strategies and public speaking. These experiences will include gained knowledge of sexuality, prevention, health education and street outreach. After this extensive training, youth will apply these learned concepts to street outreach. Peer leaders will engage strangers into conversations regarding health issues. Upon this interaction, the youth will also refer community members to free HIV testing, as well as distribute condoms and safer sex packets.
- PLAN FOR IMPLEMENTATION** Youth will first acquire knowledge of different sexual issues and the concepts of healthy relationships. They will then acquire the ability to apply it to outreach strategies. Finally the youth will take this knowledge to educate the community.
- SKILLS TO BE OBTAINED:** Communication skills, punctuality, self-awareness, spirituality, responsibility to the community, confidentiality and safety. Participants will also learn public speaking and professionalism.
- ROLE & EXPECTATIONS** Peer leaders will take some initiative in becoming a leader within the group and in their own lives. Peer leaders are responsible to the communities they live in to make them better and safer places to live. Youth are to use the knowledge gained from this program to teach others at school in the fall, as well as their own peers. You have a responsibility to your family, friends and to the Cacique Program to develop skills and use them in every day interactions with others.
- DRESS CODE** Peer leaders should dress in a way that is comfortable to perform street outreach. This should include comfortable shoes (no high heels!) As the weather will be considerably warm, appropriate shorts are acceptable. Provocative or revealing clothing is not professional and does not promote respect from the members of the community that you are attempting to reach.

# PLANNING & PLANTING, UNITING OUR COMMUNITY: WEDNESDAYS

LED BY: UMASS EXTENSION'S MA 4-H PROGRAM

## GOALS

### A POSITIVE COMMUNITY LEGACY

- A. Planting in high visibility areas serve as a point of beauty, cultural and community pride and make a visual and natural link between various sections of the development.
- B. Photographic documentation of the neighborhood's and youth group's successes, challenges and possibilities for on-going stewardship.
- C. Increased community awareness, appreciation, and involvement in the care, maintenance, protection, and enjoyment of the planted areas within Villa Victoria.
- D. Identification of possible next steps for others to take to continue the on-going stewardship of the neighborhood.

## OBJECTIVES

Our project's overall objectives are to: a) increase the capacity of low-income urban youth to be powerful stewards of their urban environment, effective communicators, knowledgeable community advocates and catalysts, and positive role models; b) increase community awareness, appreciation, involvement in the care, maintenance, protection, and enjoyment of public street trees and urban green spaces; and increase access for youth of color to: professionals, formal and informal natural resources and green industry networks. Youth will attain educational, professional, recreational, and personal rewards and opportunities available related to the environment, natural resources and conservation.

## PROJECT DESCRIPTION

This summer will build on the past 4 years' efforts in Villa Victoria to beautify the neighborhood and strengthen community. By linking green spaces, community engagement, and artistic expression, opportunities are provided for teen leadership and skill development in several areas. We will continue to develop available green space through gardening, landscape, and painting projects. Gardening projects are one of the final steps in a sweeping revitalization of an entire community, whose urban fabric is being stitched back together piece by piece. A major rehabilitation project on the town-houses of Villa Victoria is nearly complete, which includes the reclaiming and redefining of our green spaces.

## PLAN FOR IMPLEMENTATION

Tasks to accomplish: painting wooden planters along Cacique Youth Center; plan and plant the legacy of focal areas; install necessary hardscape such as stepping stones and flag wooden framing; engage the community and document the transformation process.

Through hands-on activities, youth will: learn about community safety issues related to the environment; engage in a community planting design process; recruit and support community participation in planting and maintenance of community green space; practice landscape and gardening skills; conduct community surveys and set up product documentation.

## SKILLS TO BE OBTAINED

1) How to plant a tree, shrub, herbaceous plant correctly, 2) How to choose the right plant for a given location, 3) How to lead and run a community planting event and 4) How to maintain plantings correctly.

## ROLE & EXPECTATIONS

Teen participants are expected to 1) become familiar with the neighborhood by walking around, listening to speakers, asking questions, observing and taking representative photographs, 2) conduct a survey and gather information from 5-10 community residents within the time frame given, 3) assist the community forester in making a plan for planting green space that will be beautiful, inviting, and a point of community pride, 4) recruit community members to assist with the planting day(s) and then act as leaders, instructors, and mentors for those who participate, 5) help design and paint the wooden containers, 6) work together in small groups and as a whole group, yet always be personally present in body and mind 7) help the whole group prepare a presentation about the project and the planted areas in the community. 8) help communicate with others about the project and, when on the field trips, listen and learn from others making their presentations and sharing their experiences.

## DRESS CODE

Sturdy shoes are required (no open toes/sandals) every day. Business attire for community survey and exploration and presentation days (no bare chest or mid-section, no profanity on clothing, no electronics). Wear clothes that can get dirty for planting and painting days and comfortable clothes for field trips that demonstrate your professionalism. Some sort of rain gear will be needed for rainy days (no umbrellas for working in garden days).

# PASSING IT ON! OUR HISTORY, CULTURE & HEROES: THURSDAYS

LED BY: GRIOT HOUSE

- OBJECTIVES**
- 1) To teach youth about oral traditions and oral history as means of telling, documenting, and keeping our stories alive
  - 2) To have youth collect, document, and present oral histories related to their families and communities
  - 3) To research and document legacies of the liberation struggle in Boston communities and to learn how these experiences in community building and organizing (whether successful or not) are being passed on to the next generation
  - 4) To teach youth the skills/methods of “field work” and “collection” i.e. interviewing, photography, audio/video recording, and writing
  - 5) To have youth creatively produce a document (artistic or narrative) that presents some of the oral histories that they have collected throughout the summer
- GOALS**
- To have program youth collect oral histories related to their families and communities and share them with the public through publication, recording, presentation, or other means of creative “oral traditions” documentation.
- PROJECT DESCRIPTION:** *Pass It On! Our Story, Culture and Heroes* will unearth and reveal the legacies of liberation struggles in Boston by People of Color, Immigrants, Women, Poor and Working Class People, and those whose stories are traditionally left out of history books. Research, Collection, Documentation and Presentation of these stories will be conducted by IBA’s Cacique Summer Program youth under the guidance of Griot House Oral Traditions Projects and Media.
- SKILLS TO BE OBTAINED** Research, Interviewing, Critical Thinking, Writing, Arts & Media
- PLAN FOR IMPLEMENTATION** Youth will receive training and a series of problems/assignments to help them develop oral histories of their families and communities. Youth will work in teams and individually.
- ROLE & EXPECTATIONS** Program Youth are asked to participate in all activities, keep an open mind, be curious, work on assignments to outside of weekly sessions, work in teams and individually, be creative and passionate, take leadership and have fun.
- DRESS CODE** Casual. Youth should wear comfortable and appropriate clothes and shoes.

# LEADERSHIP THROUGH OUTDOORS ADVENTURES: FRIDAYS

LED BY: YOUTH OPPORTUNITIES PROGRAM/APPALECHIENS MOUNTAIN CLUB

**GOALS:** To expose youth to a variety of outdoor adventures, where youth can practice skills and build experiences that will help them become 'Outdoor Leaders of Boston.'

**OBJECTIVES:**

- 1) Participate in activities such as canoeing, rock climbing, hiking and camping
- 2) Visit beautiful natural places close to Boston and New Hampshire
- 3) Develop leadership skills including; confidence, trust, planning, innovation, communication
- 4) Help youth understand the natural world and their impact upon it
- 5) Being able to translate your adventure experiences to your everyday lives – everyday is an adventure!!

**PROJECT DESCRIPTION:** The 'Leadership through Outdoor Adventure' project will be instructed by staff from the Appalachian Mountain Club, an organization dedicated to promoting the protection, enjoyment and wise use of the Northeast. Through AMC's Youth Opportunity program, we will provide a variety of outdoor adventure experiences that will expose participants to progressively more advanced and challenging activities. Being able to learn from unique experiences in the outdoors, we will see the inter-related parts of our group, "real world" environmental issues, nature's consequences, and the power of being an effective leader.

**PLAN FOR IMPLEMENTATION** YOP's first meeting with the youth is on July 14 to introduce the program, its goals and opportunities. For overnight trips, we will schedule a prior pre-trip meeting to help youth understand what to expect and complete any details such as clothing sizes, menu plan, etc. Most field trip reservations have been made prior to the summer.

**SKILLS TO BE OBTAINED** Based on our Summit bottles:

- 1) Various outdoor activity skills
- 2) Leadership styles & skills (planning, communication, problem solving, creativity, decision making, personality styles, confidence)
- 3) Environmental stewardship
- 4) Increase signs of responsibility ('expedition behavior' skills & knowledge)
- 5) Ability to recognize examples of courage (in yourself & others)
- 6) Goal setting

**ROLE & EXPECTATIONS** We expect youth to:

- a. Arrive on time each day and stay until the end
- b. Work cooperatively with each other, the staff and members of the public
- c. Keep an open mind to new opportunities, experiences and challenges
- d. Follow the specific dress code for each trip
- e. Leave behind electronic devices (cell phones, pagers, games etc..) weapons, magazines, drugs – so that we can learn more about ourselves, each other and the amazing places we'll be visiting.
- f. Learn and have fun!

**DRESS CODE** You will receive a specific equipment list for each field trip. Please follow these closely; it is for your safety. Similar to many traditional sports, the following clothing is NOT allowed:

- a. Flip flops, high heeled shoes or other loose fitting shoes
- b. Loose dangling jewelry, including necklaces, bracelets, and earrings
- c. Skirts, and baggy clothing that will become a hazard when doing activities such as climbing, canoeing, running, etc

# **IBA-CACIQUE'S PROGRAM SCHEDULE**

# **IBA-CACIQUE'S PROGRAM WEEK (1) ONE**

# PROGRAM WEEK (1) ONE: MONDAY, JULY 10, 2006

## FIRST STEPS FOR COLLEGE & CAREER READINESS

<b>ACTIVITY</b>	The world of Work and Think College Early!
<b>OBJECTIVES</b>	Participants will understand what is expected and proper procedures when filling out paperwork. Participants will begin to gain awareness on the subject of college-readiness.
<b>OUTCOMES</b>	Completion of required paperwork to participate in the program, review of schedule and guidelines; participants will know why the information is being asked and outline preliminary career and college plans.
<b>SUPPLIES &amp; COMMUNITY RESOURCES</b>	Pens, scrap paper, large post-it paper and blackboard
<b>GUEST SPEAKERS:</b>	Coatrisquie Rodriguez and Carmen Pineda, HOPE TRIO Educational Talent Search College Readiness Advisors, and Va-Shon J. W. Hiltbold, University of Mass. Extension 4-H Program Extension Program Educator.
<b>LOCATION:</b>	IBA's Cacique Youth Learning Center (100 West Dedham Street)

### A.M. SESSION

8:00 - 8:50

**Staff Arrival:** Carmen, Coatrisquie and Va-Shon

8:45 - 9:00

**Youth Arrival:** All Program Participants

9:00 - 9:05

**Check-In:** Students will be asked to sign-in on the attendance sheet.

9:05 - 9:30

**Ice Breaker:** Line Up

9:30 - 11:30

**Workshop:** The World of Work: why do we work, what are our/your expectations, and discussion on the importance of correctly filling out applications for colleges and jobs, and how make excellent first impressions. This workshop will also include time for students to create a personal e-mail account and to create business cards.

### LUNCH

11:30 - 12:30

Participants must make sure to eat healthy and drink enough fluids to avoid dehydration.

### P.M. SESSION

12:30 - 12:40

**Ice Breaker/Workshop:** Who is on your left side? (This activity may or may not be necessary based on the icebreaker from the morning. However, this is memory game, in which the students will be asked to remember what they have learned about each other from the morning ice breaker, by sharing something they remember about the person on their left hand side.)

12:40 - 2:30

**Workshop:** Think College Early! Staff will introduce what Educational Talent Search is, what are the program expectations and review activities for the rest of the summer. The group will begin to identify questions, suggestions and comments related to what it means to be "College – Bound" and "College-Ready", and will be asked to outline a list of their present expectations for post-secondary education.

2:30 - 2:40

**Journal Entry:** During this time, Youth Leaders will complete self-evaluations, resource staff will evaluate group and leaders and program staff evaluates the resource staff.

2:40 - 3:00

**Verbal Feedback:** Students will be asked to provide answers on how the day went and reflect on what they liked and disliked.

3:00

**Dismissal:** Students will be reminded of activity and location for the following week.

### AFTER PROGRAM HOURS

3:00 - 3:30

**Mentorship and Support:** Staff will be available to answer any questions and review material learned.

# PROGRAM WEEK (1) ONE: TUESDAY, JULY 11, 2006

CARING FOR MY BODY, MIND & SOUL

<b>ACTIVITY</b>	Welcome, program description and goals, sexuality discussion
<b>OBJECTIVES</b>	Understanding of the program goals, roles of members, and concept of outreach.
<b>OUTCOMES</b>	Better knowledge of the objectives and of human sexuality. Understanding why people engage in risky behavior.
<b>EQUIPMENT NEEDED</b>	TV/ VCR papers, pencils
<b>SUPPLIES &amp; COMMUNITY RESOURCES</b>	LHI provides learning tools such as contraception board, visual displays, etc.

**LOCATION** Cacique Youth Learning Center, 100 West Dedham St., Boston, MA 02118

## A.M. SESSION

8:00 - 8:50	<b>Staff Arrival:</b> Harvey, Glorimar and Julio
8:45 - 9:00	<b>Youth Arrival:</b> All Program Participants
9:00 - 9:05	<b>Check-In:</b> Brief introduction of staff, also a brief discussion of the topic of this program. Youth will be reminded of the sensitivity of the issues of sex and people's sexuality. Behaving responsibly will be heavily stressed throughout this program, and participants will need to demonstrate maturity and respect for the opinions of others.
9:05 - 9:30	<b>Ice Breaker:</b> This first ice breaker will be based on trusting others in your group. Because of the sensitive issues within this program, youth will need to feel comfortable and safe around one another.
9:30 - 11:30	<b>Workshop:</b> Welcome, go over rules, goals, roles of participants, etc. Begin to discuss the dynamics of risky behavior and how to identify them. Discuss healthy and unhealthy relationships and how they can change the way people act safely. 1) Relationships 2) Sexual behaviors and attitudes 3) Initiation 4) Safer sex and contraception 5) Condoms 6) Sexually transmitted infections 7) HIV/AIDS 8) Pregnancy and 9) Parenting.

## LUNCH

11:30 - 12:30 Participants- make sure to eat healthy and drink enough fluids to avoid dehydration.

## P.M. SESSION

12:30 - 2:30	<b>Workshop:</b> Youth will be exposed to issues of relationships/sexual behavior & attitudes. Continue morning discussion. Begin to discuss ways to initiate these discussions with peers and/or members of the community. It is the responsibility of youth to apply the knowledge gained from this course to make safer decisions regarding sexual behavior and overall risky behavior in general. Youth homework assignment will be to discuss information gained from today's sessions with one or more family members or friends.
2:30 - 2:40	<b>Journal Entry:</b> During this time Youth Leaders will complete self-evaluations, resource staff evaluates group and leaders and program staff evaluates the resource staff.
2:40 - 3:00	<b>Verbal Feedback:</b> Students will be asked to provide answers on how the day went and reflect on what they liked and disliked.
3:00	<b>Dismissal:</b> Students will be reminded on activity for the following week and of location where activity will be taking place.

## AFTER PROGRAM HOURS

3:00 - 3:30 **Mentorship and Support:** Staff will be available to answer any questions and review material learned.

# PROGRAM WEEK (1) ONE: WEDNESDAY, JULY 12, 2006

PLANNING & PLANTING, UNITING OUR COMMUNITY

<b>ACTIVITY</b>	Community Exploration
<b>OBJECTIVES</b>	Digital photography, observation
<b>OUTCOMES</b>	Knowledge of past green space development, identification of current needs, familiarity with Villa Victoria neighborhood/worksites, initial bonding, wooden planter boxes and wooden framing primed.
<b>EQUIPMENT NEEDED</b>	Digital Camera(s), Hula Hoops, Small Balls
<b>EDUCATIONAL MATERIALS</b>	Scavenger hunt and interview questions
<b>SUPPLIES &amp; COMMUNITY RESOURCES</b>	Paint, brushes, water buckets and clean-up supplies, drop cloths if necessary, stepping stones materials, paper, pens, clipboards, community speakers/tour guides
<b>FIELD TRIP</b>	Yes, See below.
<b>BRIEF GUEST</b>	Vanessa Calderón-Rosado and /or Yvette Rodriguez, Julio Cesar Roman.
<b>LOCATION</b>	Villa Victoria Community. Starts and ends at Cacique Teen Center and walk through neighborhood: W. Dedham, W. Brookline, Aguadilla Streets.

## A.M. SESSION

8:00 - 8:50

**Staff Arrival:** Program Supervisor, Program Manager & Resource Staff

8:45 - 9:00

**Youth Arrival:** All Program Participants

9:00 - 9:05

**Check-In:** Students will be asked to sign-in on the attendance sheet.

9:05 - 9:30

**Ice Breaker:** Name Game: name something related to the environment that begins with same letter as your name

9:30 - 11:30

**Workshop:** 1) Introduction of the module, its goals and outcomes and participants' starting knowledge, experience, awareness and skills 2) Walk through the neighborhood, with digital cameras 3) Learn the history of the plantings and the on-going role youth have been playing in the revitalization and beautification efforts through conversation with IBA's CEO and/or other knowledgeable community residents 4) Meet with the Unity Towers (multicultural) community gardeners and tour the community garden; learning their purpose, history, and needs, 5) See and listen to their successes and challenges 6) Identify the needs and document the "before and after."

## LUNCH

11:30 - 12:30

Participants, make sure to eat healthy and drink enough fluids to avoid dehydration.

## P.M. SESSION

12:30 - 12:40

**Ice Breaker:** hula hoop pass: teamwork, efficiency

12:40 - 2:30

**Workshop:** Discuss the project: need for priming before painting, the role of the wood and other framing/hardscape materials; discuss any safety issues and present any relevant techniques needed; Prime the wooden planters and begin work on stepping stones and flag wooden outline.

2:30 - 2:40

**Journal Entry:** During this time Youth Leaders will complete the self-evaluation, resource staff evaluates the group and leaders and program staff evaluates the resource staff.

2:40 - 3:00

**Verbal Feedback:** Students will be asked to provide answers on how the day went and reflect on what they liked/disliked.

3:00

**Dismissal:** Students will be reminded of activity and location for the following week.

## AFTER PROGRAM HOURS

3:00 - 3:30

**Mentorship and Support:** Staff will be available to answer any questions and review material learned.

# PROGRAM WEEK (1) ONE: THURSDAY, JULY 13, 2006

PASS IT ON! OUR STORIES, CULTURES, AND HEROES

<b>ACTIVITY</b>	<b>"Pass It On! Our Stories, Cultures, and Heroes"</b>
<b>OBJECTIVES</b>	Learn about the role of the Griot in traditional and contemporary cultures and the importance of passing on our stories/experiences to the next generation. (IBA's Betances Festival is a wonderful example of this.) To develop questions and learn interviewing techniques that can be used to capture some of the stories around the festival. To create a process to document what this event is like for those working on it and for those attending it.
<b>OUTCOMES</b>	Youth will develop a set of questions to ask staff, presenters, and attendees of the festival and assist in documenting their responses. Youth will help set up an area and plan for the recording of these stories (Oral History Booth).
<b>EQUIPMENT NEEDED</b>	Video camera, Still camera
<b>SUPPLIES &amp; COMMUNITY RESOURCES</b>	Journals, Pens, Access to Betances Festival preparations, Mini DV and Hi8 videotape, film
<b>LOCATION</b>	Cacique Youth Learning Center, 100 West Dedham St., Boston, MA 02118

## A.M. SESSION

8:00 - 8:50	<b>Staff Arrival:</b> Soul and Julio
8:45 - 9:00	<b>Youth Arrival:</b>
9:00 - 9:05	<b>Check-In</b>
9:05 - 9:30	<b>Ice Breaker:</b> Pass it On—Rhythm & Shapes Everyone stands in a circle. One person begins by clapping for themselves and then turning to the side to clap for the person next to them. That person receives the clap with a clap then claps for themselves and turns and claps for the next person in the circle who they are passing the rhythm on to. After passing on the rhythm, we do the same with shapes.
9:30 - 11:30	<b>Workshop:</b> Introduce program themes and goals: "Pass It On! Our Stories, Cultures, and Heroes" – Oral History, Oral Traditions and the Griot. Brief history of the Betances Festival (Puerto Rico/Boston) and its importance to IBA. Introduce forms of documentation to be used during the summer. View preparations for the Betances Festival.

## LUNCH

11:30 - 12:30 Participants- make sure to eat healthy and drink enough fluids to avoid dehydration.

## P.M. SESSION

12:30 - 2:30	<b>Workshop:</b> Develop interview questions for capturing oral histories about the festival. Practice interviewing among ourselves. Interview some of the organizers and people working on the festival. Sign up youth volunteers to collect stories over the weekend at the festival. <b>Homework Assignment:</b> Bring a photo that tells something about your family's story to the next session.
2:30 - 2:40	<b>Journal Entry:</b> During this time Youth Leaders will complete self-evaluations, resource staff evaluates group and leaders and program staff evaluates the resource staff.
2:40 - 3:00	<b>Verbal Feedback:</b> Students will be asked to provide answers on how the day went and reflect on what they liked/disliked.
3:00	<b>Dismissal:</b> Students will be reminded of location and activity for the following week.

## AFTER PROGRAM HOURS

3:00 - 3:30 **Mentorship and Support:** Staff will be available to answer any questions and review material learned.

# PROGRAM WEEK (1) ONE: FRIDAY, JULY 14, 2006

## LEADERSHIP THROUGH OUTDOORS ADVENTURES

<b>ACTIVITY</b>	Urban Adventure
<b>OBJECTIVES</b>	Learn the 4 Summit Bottle concepts – leadership, responsibility, environment and courage. List their behaviors and actions from the day that fit in these 4 concepts.
<b>OUTCOMES</b>	Introduce YOP and this project. Allow youth to get to know each other. Visit AMC on Joy Street. Explore the Public Gardens and Boston Common.
<b>EQUIPMENT NEEDED</b>	Bring a lunch. Youth will be given water bottle to keep, packs and maps to borrow.
<b>EDUCATIONAL MATERIALS</b>	Powerpoint presentation of program
<b>FIELD TRIP</b>	Boston Public Gardens, Common, AMC Joy Street. This is a walking adventure.
<b>LOCATION</b>	Meet at Teen Center

### A.M. SESSION

8:00 - 8:50

**Staff Arrival**

8:45 - 9:00

**Youth Arrival:** All program participants

9:00 - 9:05

**Check-In:** At teen center

9:05 - 9:30

**Ice Breaker:** Outside: group juggle – introductions, learn names, sense of challenge. This activity will set the stage for the day and the summer. Red, white, blue, help me! – This activity is about awareness of others and will introduce our Adventure Agreement – a document where all participants discuss and agree on 'how to have a happy and healthy summer'

9:30 - 11:30

**Workshop:** Continue outside with ice breakers – Turnstile & Weevil – activities that focus on communication. Review adventure agreement.

Inside: Slideshow presentation of YOP program, explanation of summit bottles. Begin Map reading workshop - depart teen center for Public Gardens. Basic intro, map orientation, legend & landmarks. Plan route to destination – Boston Public Gardens or Common (proper planning prevents poor performance).

### LUNCH

11:30 - 12:30

Participants- make sure to eat healthy and drink enough fluids to avoid dehydration.

At the Gardens/Common - process our journey – was it safe, efficient, did anyone take on a leadership role, did other roles develop?

### P.M. SESSION

12:30 - 12:40

**Ice Breaker** Ah-So-Wah – re-energize the group!

12:40 - 2:30

**Workshop:** Visit AMC headquarters. Introduction to some of the equipment we'll be using this summer e.g. clothing, boots, tents, packs, sleeping bags, stoves, etc. Two activities include equipment room scavenger hunt and tent set-up challenge to help youth familiarize themselves with equipment. Complete a size list, including boot sizes.

2:30 - 2:40

**Journal Entry:** During this time Youth Leaders complete self-evaluation, resource staff evaluates group and leaders and program staff evaluates the resource staff.

2:40 - 3:00

**Verbal Feedback:** Students will be asked to provide answers on how the day went and reflect on what they like/disliked.

3:00

**Dismissal:** Students will be reminded of activity and location for the following week.

### AFTER PROGRAM HOURS

3:00 - 3:30

**Mentorship and Support:** Staff will be available to answer any questions and review material learned.

4:00 –6 PM

**Community Parade:** Teen and staff will meet at the Teen Center, 100 West Dedham no later than 4P.M. **This event will count as two (2) hours of community service.** **Dress Code:** white top and blue bottom (jeans/shorts), comfortable walking sneakers.

# **IBA-CACIQUE'S PROGRAM WEEK (2) TWO**

# PROGRAM WEEK (2) TWO: MONDAY, JULY 17, 2006

## FIRST STEPS FOR COLLEGE & CAREER READINESS

<b>ACTIVITY</b>	My present and future and Career Choices
<b>OBJECTIVES</b>	Participants will have better understanding of what careers are available and what types of skills are needed for the job.
<b>OUTCOMES</b>	To explore occupations and to identify the school and work connection.
<b>EQUIPMENT NEEDED</b>	None
<b>EDUCATIONAL MATERIALS</b>	Dream a Little Dream: Imagining My Future (Realizing the College Dream)
<b>SUPPLIES &amp; COMMUNITY RESOURCES</b>	Lined paper, toys, pens, post-it large paper, newspaper classified ads, magazines
<b>GUEST SPEAKERS</b>	Coatrisquie Rodriguez
<b>LOCATION</b>	IBA's Cacique Youth Learning Center (100 West Dedham Street)

### A.M. SESSION

8:00 - 8:50	<b>Staff Arrival:</b> Coatrisquie Rodriguez
8:45 - 9:00	<b>Youth Arrival:</b> All Program Participants
9:00 - 9:05	<b>Check-In:</b> Students will be asked to sign-in on the attendance sheet.
9:05 - 9:30	<b>Ice Breaker:</b> Ten years from now, how do you see yourself? (Students will be asked to take time to think and provide their feedback on this question. They can respond with a song, a painting, a creative body language and will be encouraged to present in front of the group so they get accustomed to this type of presentation.)
9:30 - 11:30	<b>Workshop:</b> My present and future. Participants will be instructed to complete a career interest survey, career research worksheet, and will be provided with a Career Clusters and College Majors sheet to guide them in this process.

### LUNCH

11:30 - 12:30	Participants- make sure to eat healthy and drink enough fluids to avoid dehydration.
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### P.M. SESSION

12:30 - 12:40	<b>Ice Breaker/Workshop:</b> "If I had a million dollars, I would..." (Students will be asked to take time to think about this exercise. We will wait to see if we can do it in 4 groups and alone. You will need to write down the ideas, but also exercise team-building skills by agreeing on how the team would agree to spend the money.)
12:40 - 2:30	<b>Workshop:</b> College 101: Researching Colleges and Universities. Part I- Participants will learn about their post-secondary options, requirements needed, and what can they do to prepare while in high school.
2:30 - 2:40	<b>Journal Entry:</b> During this time Youth leaders complete self-evaluations, resource staff evaluates group and leaders and Program staff evaluates the resource staff.
2:40 - 3:00	<b>Verbal Feedback:</b> Students will be asked to provide answers on how the day went and reflect on what they like/disliked.
3:00	<b>Dismissal:</b> Students will be reminded of activity and location for the following week.

### AFTER PROGRAM HOURS

3:00 - 3:30	<b>Mentorship and Support:</b> Staff will be available to answer any questions and review material learned.
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# PROGRAM WEEK (2) TWO: TUESDAY, JULY 18, 2006

CARING FOR MY BODY, MIND AND SOUL

<b>ACTIVITY</b>	Caring for my body, mind and soul- How do we start?
<b>OBJECTIVES</b>	Youth will develop the ability and confidence to approach strangers on sensitive issues. To observe a public health agency at work to gain valuable professional experiences.
<b>OUTCOMES</b>	Peer leaders will become more comfortable with public speaking and/or speaking to strangers. Youth will also have appropriate information regarding contraception. This information is for their own safety, as well as to educate their friends and peers on how to use these items safely. This program does not encourage youth to become sexually active. However it does provide them with the knowledge to make educated decisions.
<b>EQUIPMENT NEED</b>	TV/VCR
<b>EDUCATION MATERIALS</b>	Role playing, Icebreaker
<b>FIELD TRIP</b>	Yes, LHI's CHI program at 95 Berkeley Street, Boston
<b>LOCATION</b>	Cacique and LHI

## A.M. SESSION

8:00 - 8:50

**Staff Arrival:** Harvey, Glorimar and Julio

8:45 - 9:00

**Youth Arrival:** All program participants

9:00 - 9:05

**Check-In:** A brief, non-formal discussion regarding what was presented last week. Youth will also report back on their discussions (homework assignment) with family members or friends.

9:05 - 9:30

**Ice Breaker:** Role playing. It is essential that youth begin to feel comfortable speaking in front of others and to start learning how to approach people they DON'T know regarding sensitive issues.

9:30 - 11:30

**Workshop:** Continue with last week's discussion on relationships/sexual behavior & attitudes and skills and confidence to initiate conversations with others regarding sensitive issues. These skills are the essential core to a strong outreach worker and public health worker in general. Youth will learn to develop leadership and teamwork skills with other outreach workers.

## LUNCH

11:30 - 12:30

Participants- make sure to eat healthy and drink enough fluids to avoid dehydration.

## P.M. SESSION

12:30 - 2:30

**Workshop:** To be held at LHI. Demonstrations and discussion on safe sex and contraception use. This workshop is designed to help youth learn the appropriate ways for contraception to be used. This workshop also alleviates any false information youth may have about items such as condoms. This workshop will be held in the LHI Prevention and Education Program offices, in order to have access to a professional environment where this health work is occurring.

2:30 - 2:40

**Journal Entry:** During this time, youth leaders complete self-evaluations, resource staff evaluates group and leaders and Program staff evaluates the resource staff.

2:40 - 3:00

**Verbal Feedback:** Students will be asked to provide answers on how the day went and reflect on what they liked/disliked.

3:00

**Dismissal:** Students will be reminded of activity and location for the following week.

## AFTER PROGRAM HOURS

3:00 - 3:30

**Mentorship and Support:** Staff will be available to answer any questions and review material learned.

# PROGRAM WEEK (2) TWO: WEDNESDAY, JULY 19, 2006

PLANNING & PLANTING, UNITING OUR COMMUNITY

<b>ACTIVITY</b>	Issues related to design and planting
<b>OBJECTIVES</b>	Soil testing, pH testing, planning skills related to safety issues, design elements, and environmental realities.
<b>OUTCOMES</b>	Planting plan; soil test, outreach plan, decisions about what to plant, where to plant and who to plant with.
<b>EQUIPMENT NEED</b>	Soil testing kit, trowels, access to computer for research about weather.
<b>EDUCATION MATERIALS</b>	Paper, pens, markers, images and examples of potential plants/trees, graph paper, measuring tape, compass, calendar,
<b>GUEST SPEAKERS</b>	CityRoots Community Forester
<b>LOCATION</b>	Cacique Youth Gardens

## A.M. SESSION

8:00 - 8:50

**Staff Arrival:** Coatrisquie Rodriguez

8:45 - 9:00

**Youth Arrival:** All Program Participants

9:00 - 9:05

**Check-In:** Students will be asked to sign-in on the attendance sheet.

9:05 - 9:30

**Ice Breaker:** Winds Are Blowing

9:30 - 11:30

**Workshop: Teaching session on issues related to design and planting with CityRoots community forester:** 1) Goals of plantings: beauty, culture, pride, welcome, engagement , 2) Community safety: soil test – lead, also pH, other safety issues and design planning elements: height, density – ability to hide works, etc. 3) Community protection/damage – Seasonality: annuals vs. perennials; deciduous vs. evergreen, salt/sand in winter, sun/shade and temperature in spring, summer, fall, winter, 4) Planters versus direct planting, 5) Maintenance

## LUNCH

11:30 - 12:30

Participants- make sure to eat healthy and drink enough fluids to avoid dehydration.

## P.M. SESSION

12:30 - 12:40

**Ice Breaker:** Name Toss

12:40 - 2:30

**Workshop:** Afternoon with Community Forester: Planning and outreach session: Identify and choose what to plant, where to plant, what needs to be done and who in the community is best able to accomplish it: Includes children at Cacique, other residents, teens in program.

2:30 - 2:40

**Journal Entry:** During this time, youth leaders complete self-evaluations, resource staff evaluates group and leaders and Program staff evaluates the resource staff.

2:40 - 3:00

**Verbal Feedback:** Students will be asked to provide answers on how the day went and reflect on what they liked/disliked.

3:00

**Dismissal:** Students will be reminded on activity/location for the following week.

## AFTER PROGRAM HOURS

3:00 - 3:30

**Mentorship and Support:** Staff will be available to answer any questions and review material learned.

# PROGRAM WEEK (2) TWO: THURSDAY, JULY 20, 2006

PASS IT ON! OUR STORIES, CULTURES, AND HEROES

<b>ACTIVITY</b>	“Pass It On! Our Stories, Cultures, and Heroes”
<b>OBJECTIVES</b>	Learn more about our personal stories
<b>OUTCOMES</b>	Youth will learn how to better investigate their own histories through their parents, relatives, etc.
<b>EQUIPMENT NEEDED</b>	Video camera, Still Camera, Laptop, Scanner, VCR, Projector or Monitor
<b>EDUCATION MATERIAL</b>	“Passin’ It On: The Story of a Black Panther’s Search for Justice”
<b>SUPPLIES AND COMMUNITY RESOURCES</b>	Journals, Pens, Mini DV and Hi8 videotape, film
<b>LOCATION</b>	IBA Cacique Youth Center

## A.M. SESSION

8:00 - 8:50	<b>Staff Arrival:</b> Julio, Mayan, Soul
8:45 - 9:00	<b>Youth Arrival:</b> All program participants
9:00 - 9:05	<b>Check-In:</b> Students will be asked to sign-in on the attendance sheet.
9:05 - 9:30	<b>Ice Breaker:</b> Real Identity- Everyone is in a circle and takes turn saying their name and something about themselves (i.e., “Hi, I am Khalid and I go to Madison High”). The next person says the previous person’s name and his/her interests before saying their own. Everyone must say something about themselves that hasn’t been said before. As this game moves on, people need to remember more and more information.
9:30 - 11:30	<b>Workshop:</b> Watch video “Passin It On” and discuss what ideas are being told to the next generation through this film. Review some of the stories captured during the Betances Festival and discuss what was passed on to us through the process of attending the event, talking with the community, and documenting what took place.

## LUNCH

11:30 - 12:30	Participants- make sure to eat healthy and drink enough fluids to avoid dehydration.
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## P.M. SESSION

12:30 - 12:40	<b>Ice Breaker:</b> N/A
12:30 - 2:30	<b>Workshop:</b> Wrap up discussion about festival. Present personal photos and share: Why we chose this picture? Who is in it? What does it represent? When and where was it taken? What does it say about our personal story? Scan photos. Develop questions for homework assignment: interview our families. <b>Homework Assignment:</b> Interview a family member about your family’s history, preferably an elder or someone you look up to as a mentor. Take the person’s picture and record (writing, audio or video) their answers to the interview.
2:30 - 2:40	<b>Journal Entry:</b> During this time youth leaders complete self-evaluations, resource staff evaluates group and leaders and Program staff evaluates the resource staff.
2:40 - 3:00	<b>Verbal Feedback:</b> Students will be asked to provide answers on how the day went and reflect on what they like disliked.
3:00	<b>Dismissal:</b> Students will be reminded of activity and location for the following week.

## AFTER PROGRAM HOURS

3:00 - 3:30	<b>Mentorship and Support:</b> Staff will be available to answer any questions and review material learned.
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# PROGRAM WEEK (2) TWO: FRIDAY, JULY 21, 2006

## LEADERSHIP THROUGH OUTDOORS ADVENTURES

<b>ACTIVITY</b>	Adventure Day at Hale
<b>OBJECTIVES</b>	List the 4 Summit Bottle concepts. Today is a great chance to practice all of them, especially courage (trying something new, scary) and responsibility (doing what's expected, what you say you will do, doing your job - builds trust!)
<b>OUTCOMES</b>	Exposure to outdoor activities and places. Increase group cohesion and fun through teambuilding, ropes, swimming.
<b>EQUIPMENT NEED</b>	Hale will provide harnesses for climbing and all challenge pieces. Bring your summit water bottles, YOP can also provide daypacks, extra water bottle, rain gear.
<b>COMMUNITY RESOURCES</b>	This is an IBA outdoor day (YOP staff unavailable) – details about Hale to follow. IBA staff should bring the Adventure Agreement.
<b>FIELD TRIP</b>	Hale Reservation, Westwood, MA. Transportation to Hale will be required.
<b>GUEST SPEAKERS</b>	Hale employee
<b>LOCATION</b>	Meet at Teen Center

### A.M. SESSION

8:00 - 8:50

**Staff Arrival:** Julio

8:45 - 9:00

**Youth Arrival:** Meet with IBA staff, prepare trail snack and individual lunches, pack bags - depart for Hale

9:00 - 9:05

**Check-In:** Students will be asked to sign-in on the attendance sheet.

9:05 - 9:30

**Ice Breaker:** Arrive at Hale. Welcome.

9:30 - 11:30

**Workshop:** Teambuilding & ropes. Hale staff will lead various physical and mental tasks that will test the group's ability to work together, focusing on responsibility, courage, leadership and environment. The power of the day will come from participants being able to share their experiences, respectfully listen to each other's experiences, and recognize achievements. This will help participants bond and realize some of the things they have in common. Processing and debriefing (including summit stickers) will happen throughout the activities.

### LUNCH

11:30 - 12:30

Participants, make sure to eat healthy and drink enough fluids to avoid dehydration.

### P.M. SESSION

12:30 - 12:40

**Ice Breaker/Workshop**

12:40 - 2:10

**Workshop:** For the last hour of the day – swimming will be available

2:30 - 2:40

**Journal Entry:** During this time youth leaders complete self-evaluations, resource staff evaluates group and leaders and Program staff evaluates the resource staff.

2:40 - 3:00

**Verbal Feedback:** Students will be asked to provide answers on how the day went and reflect on what they liked/disliked.

3:00

**Dismissal:** Students will be reminded of activity and location for the following week.

### AFTER PROGRAM HOURS

3:00 - 3:30

**Mentorship and Support:** Staff will be available to answer any questions and review material learned.

# **IBA-CACIQUE'S PROGRAM WEEK (3) THREE**

# PROGRAM WEEK (3) THREE: MONDAY, JULY 24, 2006

## FIRST STEPS FOR COLLEGE & CAREER READINESS

<b>ACTIVITY</b>	College 101: Researching Colleges and Universities Part II and "You will be judged"
<b>OBJECTIVES</b>	To learn about colleges and options available to students and how to access information via the internet. Participants will have a better understanding of how to present themselves during an interview.
<b>OUTCOMES</b>	Participants will know college application requirements and will learn how to complete a college application, get acquainted with specific websites that will aid in their college search. For the afternoon session, students will be able to focus on proving they have the skills needed.
<b>EQUIPMENT NEEDED</b>	LCD projector, laptop, screen
<b>EDUCATIONAL MATERIAL</b>	Power Point presentation, The Sallie Mae Fund booklet, other handouts, pens, college applications for each student, lined paper, post-it large paper
<b>FIELD TRIP</b>	HOPE- located in Jamaican Plain, MA
<b>GUEST SPEAKER</b>	Coatrisquie Rodriguez, HOPE College Readiness Advisor, Va-Shon, Univ. of Mass 4-H Program Extension Program Educator
<b>LOCATION</b>	HOPE- 165 Brookside Avenue Extension

### A.M. SESSION

8:00 - 8:50

**Staff Arrival:** Coatrisquie, Va-Shon, Julio and Mayan

8:45 - 9:00

**Youth Arrival:** All Program Participants

9:00 - 9:05

**Check-In:** Students will be asked to sign-in on the attendance sheet.

9:05 - 9:30

**Ice Breaker:** "The wind blows..." (This is a physical activity. Participants will need to sit in a circle- there will be a leader who will need to be in the middle. Participants will be encouraged to ask questions related to college/career/previous information learned; those who are not are identified will get up and the leader will have a chance to sit. Example, "The wind blows to those who are in 10<sup>th</sup> grade"- they will get up and will look for a chair but the leader needs to be alert to find a seat.)

9:30 - 11:30

**Workshop:** College 101: Researching Colleges and Universities, Part II. Participants will view a power point presentation to help continue learning and reviewing information about what is post-secondary education and how to start the process of applying to college. Session will end by identifying questions participants can ask when visiting colleges and universities.

### LUNCH

11:30 - 12:30

Participants- make sure to eat healthy and drink enough fluids to avoid dehydration.

### P.M. SESSION

12:30 - 12:40

**Ice Breaker/Workshop:** "Upset the basket" (Led by Va-Shon)

12:40 - 2:30

**Workshop:** "You Will Be Judged." In this workshop, the presenter will discuss information about proper dress and the importance of first impressions. Participants will practice answering interview questions and develop questions on their own.

2:30 - 2:40

**Journal Entry:** During this time, youth leaders complete self-evaluations, resource staff evaluates group and leaders and Program staff evaluates the resource staff.

2:40 - 3:00

**Verbal Feedback:** Students will be asked to provide answers on how the day went and reflect on what they liked/disliked.

3:00

**Dismissal:** Students will be reminded of activity and location for the following week.

### AFTER PROGRAM HOURS

3:00 - 3:30

**Mentorship and Support:** Staff will be available to answer any questions and review material learned.

# PROGRAM WEEK (3) THREE: TUESDAY, JULY 25, 2006

CARRING FOR MY BODY, MIND AND SOUL

<b>ACTIVITY OBJECTIVES</b>	STI's and HIV (sexually transmitted infections) and outreach strategies To gain valuable knowledge on STI's, including prevention and the dangers. Youth will also begin to apply safe decision-making skills gained from previous workshops for avoiding sexually transmitted infections.
<b>OUTCOMES</b>	Peers will be able to effectively discuss the dangers of STI's and how to prevent them. This is a valuable experience for youth in their career planning. Youth will be learning job skills to apply in future positions. These skills include public speaking, assertiveness, confidence, and professionalism.
<b>EQUIPMENT</b>	TV/VCR
<b>EDUCATION MATERIALS</b>	Role playing, visual demonstrations of STDs
<b>LOCATION</b>	Cacique Youth Learning Center, 100 West Dedham St. Room 1

## A.M. SESSION

8:00 - 8:50	<b>Staff Arrival:</b> Harvey, Glorimar, and Julio
8:45 - 9:00	<b>Youth Arrival:</b> All Program Participants
9:00 - 9:05	<b>Check-In:</b> Brief discussion about last week's workshops. What did you like? Did you enjoy the visit to LHI?
9:05 - 9:30	<b>Ice Breaker:</b> TBD (will involve role playing . Role playing is a critical part in discussing sensitive issues such as STI's.
9:30 - 11:30	<b>Workshop:</b> Sexually transmitted infections including HIV. Youth will learn about all the different dangers and ways to transmit these infections. Youth will learn outreach strategies and how to apply them to actual outreach, to be completed in the afternoon.

## LUNCH

11:30 - 12:30	Participants- make sure to eat healthy and drink enough fluids to avoid dehydration.
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## P.M. SESSION

12:30 - 2:10	<b>Workshop:</b> OUTREACH!! Peers will apply their knowledge to the streets and parks. They will refer members of the community to the Cacique Center for counseling and testing services for HIV.
2:10 - 2:20	<b>Assessment Checklist</b> by Youth and Staff
2:30 - 2:40	<b>Journal Entry:</b> During this time, youth leaders will complete self-evaluations, resource staff evaluates group and leaders and Program staff evaluates the resource staff.
2:40 - 3:00	<b>Verbal Feedback:</b> Students will be asked to provide answers on how the day went and reflect on what they liked/disliked.
3:00	<b>Dismissal:</b> Students will be reminded on activity/location for the following week.

## AFTER PROGRAM HOURS

3:00 - 3:30	<b>Mentorship and Support:</b> Staff will be available to answer any questions and review material learned.
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# PROGRAM WEEK (3) THREE: WEDNESDAY, JULY 26, 2006

PLANNING AND PLANTING, UNITING OUR COMMUNITY

<b>ACTIVITY</b>	Planting with children
<b>OBJECTIVES</b>	Working with children, research, how to prepare soil and plant correctly
<b>OUTCOMES</b>	Plan for work with Cacique children, start to plant, research and design for column painting project, written article, outreach flyer, wooden pieces painted
<b>EQUIPMENT NEED</b>	Access to computer and painting supplies
<b>SUPPLIES</b>	Paper and pens, markers/crayons
<b>GUEST SPEAKERS</b>	CityRoots Community Forester
<b>LOCATION</b>	Cacique Youth Learning Center/Cacique Youth Gardens

## A.M. SESSION

8:00 - 8:50	<b>Staff Arrival:</b> Renee, Stephanie, and Julio
8:45 - 9:00	<b>Youth Arrival:</b> All Program Participants
9:00 - 9:05	<b>Check-In:</b> Students will be asked to sign-in on the attendance sheet.
9:05 - 9:30	<b>Ice Breaker:</b> "People Search" Bingo
9:30 - 11:30	<b>Workshop</b> <ol style="list-style-type: none"><li>1. Prepare for planting with the Cacique children</li><li>2. Issues of working with the age group, teen leadership, mentoring</li><li>3. Clarify tasks to accomplish and the division of labor</li><li>4. Begin planting (2<sup>nd</sup> hour) (11:15 - 11:30 am) If activity planned is different for the P.M. session, evaluation must be completed by program participants during this time.</li></ol>

## LUNCH

11:30 - 12:30	Participants- make sure to eat healthy and drink enough fluids to avoid dehydration.
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## P.M. SESSION

12:30 - 12:40	<b>Ice Breaker:</b> "Name Toss" or other icebreaker as determined by teens
12:40 - 2:30	<b>Workshop:</b> Research and draw plans for tropical designs and plants for columns; recruitment and outreach for upcoming planting days; possible article for local newspaper, flyers, door to door conversations; paint the wooden containers and framing.
2:30 - 2:40	<b>Journal Entry:</b> During this time youth leaders will complete self-evaluations, resources staff evaluates group and leaders and Program staff evaluates the resource staff.
2:40 - 3:00	<b>Verbal Feedback:</b> Students will be asked to provide answers on how the day went and reflect on what they like/disliked.
3:00	<b>Dismissal:</b> Students will be reminded on activity/location for the following week.

## AFTER PROGRAM HOURS

3:00 - 3:30	<b>Mentorship and Support:</b> Staff will be available to answer any questions and review material learned.
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# PROGRAM WEEK (3) THREE: THURSDAY, JULY 27, 2006

PASS IT ON! OUR STORIES, CULTURES, AND HEROES

<b>ACTIVITY</b>	"Pass It On! Our Stories, Cultures, and Heroes"
<b>OBJECTIVES</b>	Creating a Story Circle; Releasing Our Voice; Telling Our Stories
<b>OUTCOMES</b>	Youth will share stories from the first 2 weeks of the program and learn more about Griot culture and his/her role in the community.
<b>EQUIPMENT NEED</b>	Video camera, Still Camera, Laptop, Scanner, Projector or Monitor, Tape player (optional)
<b>ICE BREAKER</b>	Circles Inside Circles
<b>SUPPLIES</b>	Journals, Pens, Mini DV and Hi8 videotape, film, instruments
<b>FIELD TRIP</b>	NO
<b>BRIEF GUEST ARTIST</b>	Bro Rumas musician and storyteller, Brother Blue storyteller, Balla Tounkara West African musician/griot, Valerie Stephens theater artist, singer and storyteller, Eroc rapper and activist or another guest griot
<b>LOCATION</b>	IBA Cacique Youth Center

## A.M. SESSION

8:00 - 8:50

**Staff Arrival:** Julio, Mayan, and Soul

8:45 - 9:00

**Youth Arrival:** All Program Participants

9:00 - 9:05

**Check-In:** Students will be asked to sign-in on the attendance sheet.

9:05 - 9:30

**Ice Breaker:** "ircles Inside Circles" The group sits in a circle-one person standing in the middle. There are just enough chairs for everyone seated so that there is always one person in the middle. The person in the middle shares something about her/himself, their family or community (ie. "my family has roots in Barbados".) Everyone who relates to this statement comes into the middle of the circle creating an inner circle. Once they've acknowledge each other, they can sit down. Whoever remains standing then continues the sharing process...

9:30 - 11:30

**Workshop:** "Story Circle: In Indigenous and African cultures." The circle is a place to share stories, hold rituals, dance, drum, sing and be in the community. We will engage in meditation, vocal exercises, chanting, and drumming to release our voices. Youth share stories from previous week or from interviews with family members. They should also bring photos to be scanned or film to be developed. (This activity will be documented.)

## LUNCH

11:30 - 12:30

Participants- make sure to eat healthy and drink enough fluids to avoid dehydration.

## P.M. SESSION

12:30 - 2:30

**Workshop:** "Story Circle: In Indigenous and African cultures"- The circle is a place to share stories, hold rituals, dance, drum, sing and be in the community. Youth share stories from previous week or from interviews with family members. Youth are encouraged to bring poetry, rap, and other talents to the circle. (This activity will be documented.) To prepare for the next two weeks' focus on Elders, youth are given background on the subjects and their accomplishments.

2:30 - 2:40

**Journal Entry:** During this time youth leaders complete self-evaluations, resources staff evaluate group and leaders and Program staff evaluates the resource staff.

2:40 - 3:00

**Verbal Feedback:** Students will be asked to provide answers on how the day went and reflect on what they liked/disliked.

3:00

**Dismissal:** Students will be reminded of activity/location for the following week.

## AFTER PROGRAM HOURS

3:00 - 3:30

**Mentorship and Support:** Staff will be available to answer any questions and review material learned.

# PROGRAM WEEK (3) THREE: FRIDAY, JULY 28, 2006

## LEADERSHIP THROUGH OUTDOORS ADVENTURES

<b>ACTIVITY</b>	Ready for the Rock!
<b>OBJECTIVES</b>	Learn about equipment, how anchors work, rappelling, how to belay and protect each other. Practice climbing techniques.
<b>OUTCOMES</b>	Become a rock climber in a comfortable and encouraging atmosphere.
<b>EQUIPMENT</b>	All climbing equipment provided – hats, harness, shoes.
<b>COMMUNITY RESOURCES</b>	This is an IBA outdoor day– details about climbing instructor to follow. Bring summit bottles. YOP can lend other equipment, e.g. water bottles, rain gear, etc.
<b>FIELD TRIP</b>	Quincy Quarry. Transportation to Quincy Quarry will be provided by IBA.
<b>SPACE</b>	Cacique Youth Learning Center

### A.M. SESSION

8:00 - 8:50

**Staff Arrival:** Julio, Mayan, and Van Driver

8:45 - 9:00

**Youth Arrival:** All Program Participants

9:00 - 9:05

**Check-In:** DEPART IBA

9:05 - 9:30

**Ice Breaker:** "Fill-in" – an activity to learn names and get climbing instructors, IBA staff and youth interacting

9:30 - 11:30

**Workshop:** Climbing staff will give intro, explain gear and techniques. Expect some group instruction and one-on-one attention when climbing.

### LUNCH

11:30 - 12:30

Participants- make sure to eat healthy and drink enough fluids to avoid dehydration.

### P.M. SESSION

12:30 - 2:30

**Workshop:** Continue to practice, climbing staff will provide instruction. Rock climbing is essentially an individual challenge – it can be a scary experience. When you are not climbing, there is normally something else to do, help facilitate, encourage peers, share experiences and advice, play secret buddy (get to know someone.) For some people, this can be a greater challenge than actually climbing.

2:30 - 2:40

**Journal Entry:** During this time, youth leaders complete self-evaluations, resources staff evaluates group and leaders and Program staff evaluates the resource staff.

2:40 - 3:00

**Verbal Feedback:** Students will be asked to provide answers on how the day went and reflect on what they liked/disliked.

3:00

**Dismissal:** Students will be reminded of activity/location for the following week.

### AFTER PROGRAM HOURS

3:00 - 3:30

**Mentorship and Support:** Staff will be available to answer any questions and review material learned.

# **IBA-CACIQUE'S PROGRAM WEEK (4) FOUR**

# PROGRAM WEEK (4) FOUR: MONDAY, JULY 31, 2006

FIRST STEPS FOR COLLEGE & CAREER READINESS

<b>NAME OF ACTIVITY</b>	FIELD TRIP TO LOCAL POST-SECONDARY INSTITUTION (S)
<b>OBJECTIVES</b>	Participants will become acquainted with local colleges and universities by touring facilities and meeting college students.
<b>OUTCOMES</b>	To learn steps needed for admissions and to reinforce on previous workshops information.
<b>EQUIPMENT NEEDED</b>	None.
<b>SUPPLIES</b>	Pens, lined paper.
<b>FIELD TRIP</b>	YES
<b>BRIEF BIO OF GUEST</b>	Coatrisquie Rodriguez, College Staff TBA
<b>MEETING LOCATION</b>	We will meet at the Cacique Youth Learning Center, Field trip location to be announced
<b>A.M. SESSION</b>	
8:00 - 8:50	<b>Staff Arrival:</b> Coatrisquie, Program Manger, other chaperones
8:45 - 9:00	<b>Youth Arrival:</b> All program participants
9:00 - 9:05	<b>Check-In:</b> Students will be asked to sign-in on the attendance sheet and to provide staff with permission slips for field trip.
9:05 - 9:30	<b>Ice Breaker:</b> n/a
9:30 - 11:30	<b>Workshop:</b> n/a
<b>LUNCH</b>	
11:30 - 12:30	Participants- make sure to eat healthy and drink enough fluids to avoid dehydration.
<b>P.M. SESSION</b>	
12:30 - 12:40	<b>Ice Breaker/Workshop:</b> Students will continue field trip and/or return to IBA for follow up on field trip.
12:40 - 2:30	<b>Workshop:</b> Reflection on field trip.
2:30 - 2:40	<b>Journal Entry:</b> During this time youth leaders complete self-evaluations, resource staff evaluates group and leaders and Program staff evaluates the resource staff.
2:40 - 3:00	<b>Verbal Feedback:</b> Students will be asked to provide answers on how the day went and reflect on what they liked/disliked.
3:00	<b>Dismissal:</b> Students will be reminded of activity/location for the following week.
<b>AFTER PROGRAM HOURS</b>	
3:00 - 3:30	<b>Mentorship and Support:</b> Staff will be available to answer any questions and review material learned.

# PROGRAM WEEK (4) FOUR: TUESDAY, AUGUST 1, 2006

CARRYING FOR MY BODY, MIND AND SOUL

**ACTIVITY** Pregnancy and parenting

## OBJECTIVES

- Understand all that is involved with pregnancy and becoming a parent.
- Understand the concept of unplanned pregnancy
- Be aware of teenage pregnancy issues
- Appreciate the skills needed for parenting
- Be familiar with abortion and adoption issues
- Realize the importance of using condoms to protect against unplanned pregnancy

**EQUIPMENT NEED** TV/VCR

**EDUCATION MATERIALS** Role-playing for outreach

**LOCATION** Cacique Youth Learning Center, 100 West Dedham Street, Boston 02118

### A.M. SESSION

8:00 - 8:50

**Staff Arrival:** Julio, Harvey, and Steven

8:45 - 9:00

**Youth Arrival:** All Program Participants

9:00 - 9:05

**Check-In:** Discussion of last week's workshop. How was the outreach?

9:05 - 9:30

**Ice Breaker:** Role playing regarding outreach, plus open discussion regarding the experience. This discussion is crucial because many youth may have been feeling anxious or nervous, and hearing others speak about this experience will encourage them to discuss their fears and concerns as well.

9:30 - 11:30

**Workshop: Youth** will be presented with workshop on pregnancy, prevention, education and parenting.

### LUNCH

11:30 - 12:30

Participants- make sure to eat healthy and drink enough fluids to avoid dehydration.

### P.M. SESSION

12:30 - 2:30

**Workshop: OUTREACH-** Youth will continue the same outreach strategies as last week. However, the youth will now have more confidence to speak to people. This is essential, because the youth will be handing condoms and information packets to complete strangers on the street. Although there will be plenty of staff observing the outreach, youth are required to maintain a high level of maturity considering the subject matter of the outreach.

2:30 - 2:40

**Journal Entry:** During this time Youth leaders complete self-evaluations, resource staff evaluate group and leaders and Program staff evaluates the resource staff.

2:40 - 3:00

**Verbal Feedback:** Students will be asked to provide answers on how the day went and reflect on what they liked/disliked.

3:00

**Dismissal:** Students will be reminded of activity/location for the following week.

### AFTER PROGRAM HOURS

3:00 - 3:30

**Mentorship and Support:** Staff will be available to answer any questions and review material learned.

# PROGRAM WEEK (4) FOUR: WEDNESDAY, AUGUST 2, 2006

## PLANNING & UNITING IN OUR COMMUNITY

<b>ACTIVITY</b>	Community survey and teen review (or planting day 2)
<b>OBJECTIVES</b>	Survey, project development and presentation, public speaking
<b>OUTCOMES</b>	Survey results from 25-50 community members; completed display board with before and after photos and talking points on successes, challenges, next steps
<b>EQUIPMENT</b>	Digital camera(s), computer and printer access for photos and other display board materials
<b>EDUCATION MATERIALS</b>	Role play for survey; community survey, practice public speaking activity
<b>SUPPLIES</b>	Display board, photo paper, markers, clipboards, pens,
<b>GUEST SPEAKERS</b>	Community members
<b>SPACE</b>	Cacique Youth Learning Center/Cacique Youth Gardens

### A.M. SESSION

8:00 - 8:50

**Staff Arrival:** Julio, Forester, and Renee

8:45 - 9:00

**Youth Arrival:** All Program Participants

9:00 - 9:05

**Check-In:** Youth Feed Back

9:05 - 11:30

**Workshop:** PLANTING DAY 2 (rain date, if necessary)

Take "after" photos of all accomplishments; Community survey: what are the community's perceptions, awareness, attitudes, interests in the revitalization/beautification/youth leadership efforts? Identify survey groups: Unity Towers, Cacique children, Elders' Program; Conduct survey in teams: each team surveys 5-10 community members after group discussion, decision about survey questions and format, and role play practice

### LUNCH

11:30 - 12:30

Participants- make sure to eat healthy and drink enough fluids to avoid dehydration.

### P.M. SESSION

12:30 - 2:30

**Workshop:** Reflection of project accomplishments, challenges, successes, learning Develop Legacy Project presentation: Display boards with photos, talking points; practice demonstration/explanations.

2:30 - 2:40

**Journal Entry:** Who are the 3-5 people that are resources for you and can help you move toward your dream and goals?

2:40 - 3:00

**Verbal Feedback:** Students will be asked to provide answers on how the day went and reflect on what they liked/disliked.

3:00

**Dismissal:** Students will be reminded of activity/location for the following week.

### AFTER PROGRAM HOURS

3:00 - 3:30

**Mentorship and Support:** Staff will be available to answer any questions and review material learned.

# PROGRAM WEEK (4) FOUR: THURSDAY, AUGUST 3, 2006

PASS IT ON! OUR STORIES, CULTURES, AND HEROES

<b>ACTIVITY</b>	<b>“Pass It On! Our Stories, Cultures, and Heroes”</b>
<b>OBJECTIVES</b>	Meet Elder II (Mildred Hailey – Bromley Tenant Management Corporation or Mel King – Tent City/So. End Technology Center), collect an oral history, find out how this elder is passing/has passed their legacy (wisdom and experience) forward.
<b>OUTCOMES</b>	Oral History Documentation of an important community elder
<b>EQUIPMENT NEED</b>	Video camera, Still Camera, Laptop, Scanner, Projector or Monitor, Tape player (optional)
<b>EDUCATION MATERIALS</b>	Slide show on the founding of Bromley Heath TMC or handouts from Mel King’s book “Chain of Change”
<b>SUPPLIES</b>	Journals, Pens, Mini DV and Hi8 videotape, film, Historical images of South End, Roxbury, Jamaica Plain
<b>FIELD TRIP</b>	TBA- We will travel to the Elder’s location either Bromley Heath (Rox/JP) or Tent City (So End)
<b>GUEST SPEAKERS</b>	Mildred Hailey is a co-founder and current director of the oldest public housing tenant management corporation in the country. The Bromley TMC was formed out of public housing residents’ struggles for self-determination in the 1960’s and 70’s. Mel King is a life-long resident of Boston’s South End. He was one of the leading organizers of Tent City, organized resistance to the destruction of poor people of colors’ homes in the South End in the late 1960’s. He was the first African American to reach the mayoral final election in Boston and is the founder of the Boston Rainbow Coalition and the South End Technology Center.
<b>LOCATION</b>	Cacique Youth Learning Center, 100 West Dedham Street, Boston 02118

## A.M. SESSION

8:00 - 8:50

**Staff Arrival:**

8:45 - 9:00

**Youth Arrival:** All Program Participants

9:00 - 9:05

**Check-In:** Youth Feed Back

9:05 - 11:30

**Workshop:** Intro to Mildred Hailey or Mel King; view segments of slide show/video about their work. Visit Bromley Heath TMC or the So. End Tech Center to meet with Ms. Hailey or Mr. King and record an oral history. Ask her/him to bring historical images of themselves and their work (past and present), family and community to be scanned.

## LUNCH

11:30 - 12:30

Participants- make sure to eat healthy and drink enough fluids to avoid dehydration.

## P.M. SESSION

12:30 - 2:30

**Workshop:** Discuss/brainstorm final project and ways to present stories collected throughout the summer.

2:30 - 2:40

**Journal Entry:** Name a person who you see as a hero/leader for your community or society and talk about what they have done and how they’ve made a difference.

2:40 - 3:00

**Verbal Feedback:** Students will be asked to provide answers on how the day went and reflect on what they liked/disliked.

3:00

**Dismissal:** Students will be reminded of activity/location for the following week.

## AFTER PROGRAM HOURS

3:00 - 3:30

**Mentorship and Support:** Staff will be available to answer any questions and review material learned.

# PROGRAM WEEK (4) FOUR: FRIDAY 4<sup>TH</sup> & SATURDAY 5<sup>TH</sup> OF AUGUST 2006

## LEADERSHIP THROUGH OUTDOORS ADVENTURES

<b>ACTIVITY</b>	Camping and Canoeing
<b>OBJECTIVES</b>	Learn about camp set up, chores, cooking, and expedition behavior. Plan and lead 2 small group excursions near campsite. Get an introduction into canoeing – skills and practice. Input into their backpacking trip (Day 6)
<b>OUTCOMES</b>	Develop understanding of camping, canoeing and expedition behavior, and how this affects the group's ability to accomplish things (+/-)
<b>EQUIPMENT</b>	YOP will provide all camping equipment including tents, tarps, packs, sleeping bags and pads, clothing, stoves and food. Canoes, paddles and PFD's - we can use from the camp site.
<b>FIELD TRIP</b>	Ponkapoag Pond, Randolph, MA. Transportation to the Blue Hills and Ponkapoag Pond will be required
<b>LOCATION</b>	Cacique Youth Learning Center, 100 West Dedham Street, Boston 02118

### A.M. SESSION

8:00 - 8:50	<b>Staff Arrival:</b> Julio, Mayan, and James
8:45 - 9:00	<b>Youth Arrival:</b>
9:00 - 9:05	<b>Check-In:</b> Departure
9:05 - 9:30	<b>Ice Breaker:</b> At Teen Center- "Wompum (name game) and Prui" – this activity will introduce the concept of changing your environment. We are going camping – everything is about to change... we will be outside for two days, your shelter, food, etc becomes everyone's responsibility (known as expedition behavior.) We will also prepare trail snacks and lunch for our first day. Review expectations, adventure agreement: creating a safe environment (cultural, physical, emotional, etc.)
10:00	<b>Arrive</b> at Ponkapoag Camp - Check in & camp rules. <b>Workshop:</b> Topics may include: Sensory hike, site selection, shelter building, clothing, map reading, route planning, terrain and weather conditions, Hike Safe info, Leave No Trace, hydration and water treatment. These topics are all important pieces of information to share with youth – everything comes back to making the most out of this trip, keeping everything safe, and feeling like you have accomplished something.

### LUNCH

11:30 - 12:30	Participants- make sure to eat healthy and drink enough fluids to avoid dehydration.
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### P.M. SESSION

12:30 - 2:30	<b>Workshop:</b> Campsite set up, tents & tarps, stoves, group equipment, food handling, personal hygiene.
2:30 - 2:40	<b>Journal Entry:</b> Name a person who you see as a hero/leader for your community or society and talk about what they have done and how they've made a difference.
2:40 - 3:00	<b>Verbal Feedback:</b> Students will be asked to provide answers on how the day went and reflect on what they liked/disliked.

### AFTER PROGRAM HOURS

3:00 - 3:30	<b>Mentorship and Support:</b> Day 1 -Other activities: swimming, cooking, nightwalk, campfire, debriefings. We will use all of these activities to continue to build a sense of community among peer leaders and introduce them to new activities and skills.  Day 2 – Activities: Introduction to canoeing & safety briefing – learn parts of canoe, to paddle and stop! Determine individual roles such as lead canoe, sweep canoe (similar to their hiking experiences.) We will practice techniques, and explore Ponkapoag Pond by canoe, and practice safety procedures. After lunch, we will wrap up our camping trip with more trust activities – where the peer leaders will begin to physically and emotionally put themselves in each other's hands. The success of these activities requires the ability to effectively communicate, share feelings and concentrate. During the final debriefing, we will allow youth to share their experiences and how they may plan the final backpacking trip (Day 6) – For example, campsite requirements, activity level, food requirements.
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# **IBA-CACIQUE'S PROGRAM WEEK (5) FIVE**

# PROGRAM WEEK (5) FIVE: MONDAY, AUGUST 7, 2006

## FIRST STEPS FOR COLLEGE & CAREER READINESS

<b>ACTIVITY</b>	Why attend college anyway?
<b>OBJECTIVES</b>	To expose participants to college students and reflect on career and decision making before completing high school.
<b>OUTCOMES</b>	Participants will learn from students about their college and major options and reflect on their own experiences.
<b>EDUCATION MATERIALS</b>	Material from First in the Family, Your High School Years; instructions for role-play on the life of a college student (Realizing the College Dream)
<b>SUPPLIES</b>	Pens, lined paper, post-it large paper
<b>BRIEF GUEST SPEAKERS</b>	Coatrisquie Rodriguez, HOPE TRIO Educational Talent Search Advisor
<b>LOCATION</b>	IBA or HOPE

### A.M. SESSION

8:00 - 8:50	<b>Staff Arrival:</b> Coatrisquie and guest speakers
8:45 - 9:00	<b>Youth Arrival:</b> All Program Participants
9:00 - 9:05	<b>Check-In:</b> Students will be asked to sign-in on the attendance sheet and to provide staff with permission slips for trip.
9:05 - 9:30	<b>Ice Breaker:</b> None (This time will be utilized for guest speakers presentations)
9:30 - 11:30	<b>Workshop:</b> Presentation will start with a reflection of the field trip and introduction of the guest speakers for the morning.

### LUNCH

11:30 - 12:30	Participants- make sure to eat healthy and drink enough fluids to avoid dehydration.
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### P.M. SESSION

12:30 - 12:40	<b>Ice Breaker:</b> "Balloon Bonding"(Activity led by Va-Shon)
12:40 - 2:30	<b>Workshop:</b> During the presentation, students will learn how to create a resume and will begin writing a resume.
2:30 - 2:40	<b>Journal Entry:</b> What has been the most despicable comment you have heard someone say to another person and why did it annoy you?
2:40 - 3:00	<b>Verbal Feedback:</b> Students will be asked to provide answers on how the day went and reflect on what they like/disliked.
3:00	<b>Dismissal:</b> Students will be reminded of activity/location for the following week.

### AFTER PROGRAM HOURS

3:00 - 3:30	<b>Mentorship and Support:</b> Staff will be available to answer any questions and review material learned.
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# PROGRAM WEEK (5) FIVE: TUESDAY, AUGUST 8, 2006

CARING FOR MY BODY, MIND AND SOUL

<b>ACTIVITY</b>	OUTREACH & Testing education
<b>OBJECTIVES</b>	To educate the community and to provide HIV counseling and testing
<b>OUTCOMES</b>	Community will be more educated on STI's and possibly receive HIV testing.
<b>EDUCATION MATERIALS</b>	Condom packets
<b>FIELD TRIP</b>	LHI Lab
<b>LOCATION</b>	Cacique Youth Learning Center, 100 West Dedham Street, Boston 02118 and Latin American Health Institute, Boston

## A.M. SESSION

8:00 - 8:50

**Staff Arrival:** Steven, Julio, and Harvey

8:45 - 9:05

**Youth Arrival and Check-In:** All Program Participants

9:05 - 9:30

**Ice Breaker:** N/A

9:30 - 11:30

**Workshop:** Visit LHI counseling and testing lab. After the visit, staff will educate youth on the process of HIV testing, and the procedures if someone tests positive.

## LUNCH

11:30 - 12:30

Participants- make sure to eat healthy and drink enough fluids to avoid dehydration.

## P.M. SESSION

12:30 - 2:30

**Workshop:** OUTREACH- Youth will be performing outreach in surrounding neighborhoods, and begin to cover larger geographical areas outside the Cacique surroundings. Youth will also have the ability to briefly describe the HIV testing process to the community and eliminate some of the false ideas about HIV testing.

2:30 - 2:40

**Journal Entry:** What has been the most despicable comment you have heard someone say to another person and why did it annoy you?

2:40 - 3:00

**Verbal Feedback:** Students will be asked to provide answers on how the day went and reflect on what they like/disliked.

3:00

**Dismissal:** Students will be reminded of activity/location for the following week.

## AFTER PROGRAM HOURS

3:00 - 3:30

**Mentorship and Support:** Staff will be available to answer any questions and review material learned.

# PROGRAM WEEK (5) FIVE: WEDNESDAY, AUGUST 9, 2006

PLANNING AND PLANTING, UNITING OUR COMMUNITY

<b>ACTIVITY</b>	Community survey and teen review (or planting day 2)
<b>OBJECTIVES</b>	Survey, project development and presentation, public speaking
<b>OUTCOMES</b>	Survey results from 25-50 community members; completed display board with before and after photos and talking points on successes, challenges, next steps.
<b>EQUIPMENT NEEDED</b>	Digital camera(s), computer and printer access for photos and other display board materials
<b>EDUCATION MATERIALS</b>	Role play for survey; community survey, practice public speaking activity
<b>SUPPLIES</b>	Display board, photo paper, markers, clipboards, pens,
<b>GUEST SPEAKERS</b>	Community members
<b>LOCATION</b>	Cacique Youth Learning Center/ Cacique Youth Gardens

## A.M. SESSION

8:00 - 8:50

**Staff Arrival:** Renee, Julio and Forester

8:45 - 9:00

**Youth Arrival:** All Program Participants

9:00 - 9:05

**Check-In:** Review what we have accomplished

9:05 - 11:30

**Workshop:** PLANTING DAY 2 (rain date, if necessary)

Take "after" photos of all accomplishments; Community survey: What are the community's perceptions, awareness, attitudes, interest in the revitalization/beautification/youth leadership efforts? Identify survey groups: Unity Towers, Cacique children, Elders' Program; Conduct survey in teams: each team surveys 5-10 community members after group discussion, decision about survey questions and format, and role play practice.

## LUNCH

11:30 - 12:30

Participants- make sure to eat healthy and drink enough fluids to avoid dehydration.

## P.M. SESSION

12:30 - 12:40

**Ice Breaker:**

12:40 - 2:10

**Workshop:** Reflection of project accomplishments, challenges, successes, learning Develop Legacy Project presentation: Display boards with photos, talking points; practice demonstration/explanations.

2:10 - 2:20

Assessment Checklist by Youth and Staff

2:30 - 2:40

**Journal Entry:** What has been the most despicable comment you have heard someone say to another person and why did it annoy you?

2:40 - 3:00

Verbal Feedback: Students will be asked to provide answers on how the day went and reflect on what they liked/disliked.

3:00

**Dismissal:** Students will be reminded of activity/location for the following week.

## AFTER PROGRAM HOURS

3:00 - 3:30

**Mentorship and Support:** Staff will be available to answer any questions and review material learned.

# PROGRAM WEEK (5) FIVE: THURSDAY, AUGUST 10, 2006

PASS IT ON! OUR STORIES, CULTURES, AND HEROES

<b>ACTIVITY</b>	“Pass It On! Our Stories, Cultures, and Heroes”
<b>OBJECTIVES</b>	Meet Elder II (Mildred Hailey – Bromley Tenant Management Corporation or Mel King – Tent City/So. End Technology Center), collect an oral history, find out how this elder is passing/has passed their legacy (wisdom and experience) forward.
<b>OUTCOMES</b>	Oral History Documentation of an important community elder
<b>EQUIPMENT</b>	Video camera, Still Camera, Laptop, Scanner, Projector or Monitor, Tape player (optional)
<b>EDUCATION MATERIALS</b>	Slide show on the founding of Bromley Heath TMC or handouts from Mel King’s book “Chain of Change”
<b>SUPPLIES</b>	Journals, Pens, Mini DV and Hi8 videotape, film, Historical images of South End, Roxbury, Jamaica Plain
<b>FIELD TRIP</b>	Undetermined—We will travel to the Elder’s location- either Bromley Heath (Rox/JP) or Tent City (So End)
<b>GUEST SPEAKER</b>	Mildred Hailey is a co-founder and current director of the oldest public housing tenant management corporation in the country. The Bromley TMC was formed out of public housing residents’ struggles for self-determination in the 1960s and 70s. Mel King is a life-long resident of Boston’s South End. He was one of the leading organizers of Tent City, organized resistance to the destruction of poor people of colors’ homes in the South End in the late 1960s. He was the first African American to reach the mayoral final election in Boston and is the founder of the Boston Rainbow Coalition and the South End Technology Center.
<b>LOCATION</b>	IBA Cacique Youth Center

## A.M. SESSION

8:00 - 8:50	<b>Staff Arrival:</b> Soul, Julio, and Mayan
8:45 - 9:00	<b>Youth Arrival:</b> All Program Participants
9:00 - 9:05	<b>Check-In:</b> Youth Feedback
9:05 - 9:30	<b>Ice Breaker:</b> Lines of Communication-Designate four areas of the room as: Strongly Agree, Agree, Disagree and Strongly Disagree. Read out statements to the group and ask participants to stand in the section that corresponds to their response.
9:30 - 11:30	<b>Workshop:</b> Intro to Mildred Hailey or Mel King; view segments of slide show/video about their work. Visit Bromley Heath TMC or the So. End Tech Center to meet with Ms. Hailey or Mr. King and record an oral history. Ask her/him to bring historical images of themselves and their work (past and present), family and community to be scanned.

## LUNCH

11:30 - 12:30 Participants- make sure to eat healthy and drink enough fluids to avoid dehydration.

## P.M. SESSION

12:30 - 12:40	<b>Ice Breaker/Workshop</b>
12:40 - 2:10	<b>Workshop:</b> Discuss/brainstorm final project and ways to present stories collected throughout the summer.
2:30 - 2:40	<b>Journal Entry:</b> What has been the most despicable comment you have heard someone say to another person and why did it annoy you?
2:40 - 3:00	<b>Verbal Feedback:</b> Students will be asked to provide answers on how the day went and reflect on what they liked/disliked.
3:00	<b>Dismissal:</b> Students will be reminded of activity/location for the following week.

## AFTER PROGRAM HOURS

3:00 - 3:30 **Mentorship and Support:** Staff will be available to answer any questions and review material learned.

# PROGRAM WEEK (5) FIVE: FRIDAY, AUGUST 11, 2006

## LEADERSHIP THROUGH OUTDOORS ADVENTURES

<b>ACTIVITY</b>	Canoeing
<b>OBJECTIVES</b>	Practice current canoe skills, learn more advanced canoeing skills, observe differences between pond and river canoeing, complete nature scavenger hunt.
<b>OUTCOMES</b>	Mastery of basic canoe skills
<b>EQUIPMENT</b>	Canoes, paddles, pfd's, appropriate clothing and lunches
<b>FIELD TRIP</b>	Charles River at Newton (public transport available – commuter rail or T)
<b>LOCATION</b>	Meet at Teen Center

### A.M. SESSION

8:00 - 8:50	<b>Staff Arrival:</b> Julio, Mayan, and James
8:45 - 9:00	<b>Youth Arrival:</b> Review Adv. Agreement and last trip to Ponkapoag Pond
9:00 - 9:10	<b>Check-In:</b> Web pieces (goal setting) – canoeing requires partner working together. It's important to know what each one wants to get out of their day and help them achieve that.
9:10 - 9:30	<b>Ice Breaker:</b> Depart for river
9:30 - 11:30	<b>Workshop:</b> Review canoeing experience, safety debriefing & roles, travel/destination plan based on group goals, give out nature scavenger hunt, start paddling!

### LUNCH

11:30 - 12:30	Participants- make sure to eat healthy and drink enough fluids to avoid dehydration.
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### P.M. SESSION

12:30 - 2:10	<b>Workshop:</b> Continue canoe workshop. End day with web of life activity – this helps demonstrate how different parts of the environment are connected. We will also translate this into how our goals and accomplishments are inter-connected. What are the similarities/differences between the river community and the peer leader community? Depart for Teen Center
2:30 - 2:40	<b>Journal Entry:</b> What has been the most despicable comment you have heard someone say to another person and why did it annoy you?
2:40 - 3:00	<b>Verbal Feedback:</b> Students will be asked to provide answers on how the day went and reflect on what they liked /disliked.
3:00	<b>Dismissal:</b> Students will be reminded of activity/location for the following week.

### AFTER PROGRAM HOURS

3:00 - 3:30	<b>Mentorship and Support:</b> Staff will be available to answer any questions and review material learned.
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# **IBA-CACIQUE'S PROGRAM WEEK (6) SIX**

# PROGRAM WEEK (6) SIX: MONDAY, AUGUST 14, 2006

## FIRST STEPS FOR COLLEGE AND CAREER READINESS

<b>ACTIVITY</b>	PLANNING FOR COLLEGE
<b>OBJECTIVES</b>	Participants will have an individualized educational guide for preparation to college entrance.
<b>OUTCOMES</b>	Students learn and write down steps needed for them to accomplish their educational plans while in high school to aid them in their plans for college.
<b>EQUIPMENT NEEDED</b>	Use of technology center IBA or HOPE (TBA)
<b>EDUCATION MATERIALS</b>	Hand out for IEG, BPS Career and College Guide
<b>SUPPLIES</b>	Large post-it paper, pens, lined paper.
<b>GUEST SPEAKERS</b>	Coatrisquie Rodriguez, HOPE TRIO Educational Talent Search
<b>LOCATION</b>	IBA or HOPE (TBA)

### A.M. SESSION

8:00 - 8:50

**Staff Arrival:** Coatrisquie, Julio, and Mayan

8:45 - 9:00

**Youth Arrival:** All Program Participants

9:00 - 9:05

**Check-In:** Students will be asked to sign-in on the attendance sheet.

9:05 - 11:30

**Workshop:** Students will be guided on how to complete their own educational guide. Staff will help them to brainstorm and write down their ideas on what steps are needed to plan their academic plan depending on the year in high school and to write down how they plan to accomplish each step.

### LUNCH

11:30 - 12:30

Participants- make sure to eat healthy and drink enough fluids to avoid dehydration.

### P.M. SESSION

12:30 - 12:40

**Ice Breaker/Workshop** Participants will be asked to present on their individual educational guide; students and staff will provide feedback on each presentation.

12:40 - 2:30

**Workshop:** This space will be used for students to reflect on information learned through the summer and for students to work on presentations for last day of program.

2:30 - 2:40

**Journal Entry:** What has been the most despicable comment you have heard someone say to another person and why did it annoy you?

2:40 - 3:00

**Verbal Feedback:** Students will be asked to provide answers on how the day went and reflect on what they liked /disliked.

3:00

**Dismissal:** Students will be reminded of activity/location for the following week.

### AFTER PROGRAM HOURS

3:00 - 3:30

**Mentorship and Support:** Staff will be available to answer any questions and review material learned.

# PROGRAM WEEK (6) SIX: TUESDAY, AUGUST 15, 2006

CARING FOR MY BODY, MIND AND SOUL

<b>ACTIVITY</b>	OUTREACH and final test
<b>OBJECTIVES</b>	Educate the community and gauge the knowledge learned by youth.
<b>OUTCOMES</b>	Youth will learn more about myths regarding STI's and contraception.
<b>EDUCATION MATERIALS</b>	Quiz
<b>SUPPLIES</b>	Pencils, paper
<b>LOCATION</b>	Cacique Youth Learning Center

## A.M. SESSION

8:00 - 8:50	<b>Staff Arrival:</b> Steven, Julio, Harvey
8:45 - 9:00	<b>Youth Arrival:</b> All Program Participants
9:00 - 9:05	<b>Check-In:</b> Youth Feedback.
9:05 - 9:30	<b>Ice Breaker:</b> Group discussion on myths about STI's and contraception.
9:30 - 11:30	<b>Workshop:</b> Quiz on knowledge gained. Review the answers. Youth will continue outreach (time permitting).

## LUNCH

11:30 - 12:30	Participants- make sure to eat healthy and drink enough fluids to avoid dehydration.
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## P.M. SESSION

12:30 - 2:30	<b>Workshop:</b> OUTREACH- Final outreach of the summer. Youth will stop outreach a bit earlier on this date so they can reflect on all they have learned throughout the summer. This is a time to share stories of outreach encounters and also talk about what it means for their own futures.
2:30 - 2:40	<b>Journal Entry:</b> What has been the most despicable comment you have heard someone say to another person and why did it annoy you?
2:40 - 3:00	<b>Verbal Feedback:</b> Students will be asked to provide answers on how the day went and reflect on what they liked/disliked.
3:00	<b>Dismissal:</b> Students will be reminded of activity/location for the following week.

## AFTER PROGRAM HOURS

3:00 - 3:30	<b>Mentorship and Support:</b> Staff will be available to answer any questions and review material learned.
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# **PROGRAM WEEK (6) SIX: WEDNESDAY, AUGUST 16, 2006**

PLANNING AND PLANTING, UNITING OUR COMMUNITY

<b>ACTIVITY</b>	Nuestras Raíces: A Growing Community
<b>OBJECTIVES</b>	To be exposed to a community that has worked together to address community issues and social concerns through urban stewardship.
<b>OUTCOMES</b>	Exchange with another urban youth group of Puerto Rico, identify community who is engaged in community development and transformation; exposure to either educational/academic or career or professional opportunities related to horticulture and landscape; fun in natural setting away from city, exposure to recreational opportunities in MA.
<b>EDUCATION MATERIALS</b>	Project display board(s), talking points
<b>COMMUNITY RESOURCES</b>	Transportation, chaperones
<b>FIELD TRIP</b>	HolyokeMA, Nuestra Raíces - possibly also UMass Amherst, recreational area and/or nursery/arboretum
<b>GUEST SPEAKERS</b>	Holyoke Peer Leaders and Staff
<b>LOCATION</b>	Meeting at Cacique Youth Learning Center and head to Holyoke, Mass.

**Note:** Schedule for the day is subject to change. Participants are asked to be patient and flexible with program staff and with peers. Let's continue to build a healthy community by respectfully sharing our emotions and our learning experiences.

All Day Field Trip 8 AM -8 PM to Holyoke, MA and visit a successful community garden and community revitalization process underway in which (Puerto Rican) youth have been involved. We will meet with teens and staff from Nuestras Raíces at their community garden, where they also have small farm animals, to help with farm chores and learn more about their efforts. After the shared work, we will have lunch together before joining other youth at a different community garden in Holyoke, which has seen a change from drugs and violence to a positive community space. We hope to stop at a botanical garden on our way home before we stop for a break and cook-out at a State Park.

Present Cacique Legacy Project if prepared – otherwise share informally what has been accomplished as part of the reflection process: project accomplishments, challenges, successes, learning if time/weather/location permits.

## **A.M. SESSION**

8:00	<b>Staff &amp; Youth Arrival:</b> Julio, Renee, and Program Participants
8:00 - 8:10	Loading the Van
8:10 - 10:30	Travel Time: Holyoke, MA
10:30 - 12:00	Farm chores and community sharing with Nuestras Raíces
12:00 – 1:00	Lunch with Nuestras Raíces: Participants are responsible for bringing their own lunch. Stores will not be available for making any food purchases.
1:00 – 2:30	Tour and activities with Community Garden
2:30-3:00	Travel to Tower Hill Botanical Garden
3:00 – 3:30	Tour of Botanical Garden
3:30-4:00	Travel to State Park
4:00 – 6:00	Cook-out and Socializing and Legacy Project Presentation/Discussion: UMASS and IBA-Cacique will be providing food to participants.
6:00 – 8:00	Travel back to Villa Victoria

**Verbal Feedback:** Students will be asked to provide answers on how the day went and reflect on what they liked/disliked.

**Dismissal:** Students will be reminded on activity/location for the following week.

# PROGRAM WEEK (6) SIX: THURSDAY, AUGUST 17, 2006

PASS IT ON! OUR STORIES, CULTURES, AND HEROES

<b>ACTIVITY</b>	Pass It On! Our Stories, Cultures, and Heroes
<b>OBJECTIVES</b>	Organize our summer oral history project into a final document/presentation.
<b>OUTCOMES</b>	To design a final presentation/form for the collection of our stories. Possible forms are: mural, performance, printed publication, TV or radio broadcast, web page, et al.
<b>EQUIPMENT NEED</b>	Video camera, Still Camera, Laptop, Scanner, Projector or Monitor, Tape player (optional)
<b>SUPPLIES</b>	Journals, Pens, Mini DV and Hi8 videotape, film
<b>GUEST SPEAKERS</b>	May bring back one of the griots from Session 3
<b>LOCATION</b>	IBA Cacique Youth Center

## A.M. SESSION

8:00 - 8:50

**Staff Arrival**

8:45 - 9:00

**Youth Arrival:** All Program Participants

9:00 - 9:10

**Check-In:** All Program Participants

9:10 - 9:30

**Ice Breaker:** Pass it On- Rhythm & Shapes

9:30 - 11:30

**Workshop:** Day will be spent organizing information, images and ideas collected during the summer and rehearsing to create a final presentation of "Pass It On!"

## LUNCH

11:30 - 12:30

Participants- make sure to eat healthy and drink enough fluids to avoid dehydration.

## P.M. SESSION

12:30 - 12:40

**Ice Breaker/Workshop**

12:40 - 2:10

**Workshop:** Day will be spent organizing information, images and ideas collected during the summer and rehearsing to create a final presentation of "Pass It On!"

2:10 - 2:20

**Assessment Checklist** by Youth and Staff

2:20 - 2:35

**Journal Entry:** What can you pass on to the world today? What will you pass on to the world tomorrow?

2:35 - 3:00

**Verbal Feedback:** Students will be asked to provide answers on how the day went and reflect on what they liked/disliked.

3:00

**Dismissal:** Students will be reminded on activity/location for the following week.

## AFTER PROGRAM HOURS

3:00 - 3:30

**Mentorship and Support:** Staff will be available to answer any questions and review material learned.

# PROGRAM WEEK (6) SIX: FRIDAY 18<sup>TH</sup>, SATURDAY 19<sup>TH</sup> & SUNDAY 20<sup>TH</sup> OF AUGUST 2006

LEADERSHIP THROUGH OUTDOORS ADVENTURES

**ACTIVITY** Backpacking in the White Mountains, NH

**OBJECTIVES** Consider - mountain rest step/pacing, water treatment, trail maintenance, weather considerations, thunderstorm safety, time & energy management, map & compass, role plays, hot spots and blisters, personal hygiene, trail etiquette, Stream crossing, LNT, wilderness camping, site selection, layering and clothing, cooking, stove use, tent set up, tarp set-up, clean up, bear bagging, sleeping warm.

**OUTCOMES** Youth will practice expedition behavior and develop their leadership skills. All the trips have given us skills and experience to draw upon – it's time to practice and refine those skills. The expedition is going to require teamwork, and an understanding that we will always be working as a group to achieve our goals. There are often factors that we cannot control on such an expedition, such as the weather and the condition of the group, and youth will learn to make decisions based on the overall conditions. The instructors and leaders will always be helping youth to understand the situations, but the overall leadership and decision-making will be in the hands of the youth. This is a great opportunity for youth to practice decision-making and also to have a new and rewarding experience in a place that few people in the city ever get to experience. This is a celebratory event – the end of the summer program – Congratulations!

**EQUIPMENT NEED** YOP will provide all camping equipment including tents, tarps, packs, sleeping bags and pads, clothing, stoves and food.

**FIELD TRIP** White Mountains, NH – transportation is required – exact location to be determined.

**LOCATION** Cacique Youth Learning Center, 100 West Dedham Street, Boston, MA 02118

## A.M. SESSION

8:30	Youth Arrival
8:30-9:00	Final Program Evaluation
9:00	Travel to New Hampshire

## WHAT IS BACKPACKING?

It's hiking and camping. We will be carrying all of the equipment we need to take care of our group for 3 days - shelter, clothes, food, etc. We carry all of this in large backpacks. This allows our group to walk further into the wilderness (away from the city and our normal routines). With less distraction, each participant becomes focused on their own abilities and the well-being of the group.

From the time we get out of the van - we will be walking for 3 days before returning to the van. We are going into the back country woods, where there are no showers or flushing toilets. We will teach you everything you need to know about taking care of yourself and each other. This trip will be physically and mentally challenging. Your emotions will run high and for many this can be a life changing experience.

We wake early and spend the day going forwards (upwards, downwards, crossing streams, through forests and over rocks). The youth will take it turns to make breakfast, lunch and dinner for our group each day. They will also take turns to be our 'Leader' – making decisions for group including navigation, pace, breaks on the trail, finding an appropriate camp site, and making sure everybody is eating and drinking enough water.

During the day, we will be on the trail. Each day we have to get to our destination, and this will involve using our skills and knowledge from previous Fridays - map reading, hiking/climbing, teamwork, etc. And we'll teach you some new skills and knowledge - how to make water safe to drink, how to cross a river safely, how to make quick shelter for lunch during a rainstorm, etc.

In the evening, we will give feedback to our 'Leaders' - what they are good at, what they can improve on, etc. Everyone will share their high and low points for the day, and then it's time to look at the stars before going to bed.

Get ready for some magnificent scenery, unpredictable weather, songs, good food and some funny people. You may even meet a 'Thru hiker' - someone who is walking 2000 miles from one end of the Appalachian Trail to the other end (now THAT would take a long time!)

## Sunday, August 20, 2006

2:00PM	Return to Boston
4:00	Youth Unite Final Event Concert/Conference at YMCA Central, Huntington Avenue, Boston, MA Community Service Hours

# **IBA-CACIQUE'S JOURNAL QUESTIONS**









Youth Name: \_\_\_\_\_ Today's Date: \_\_\_\_\_

Listed below are the traits and characteristics that are most important for Cacique Youth Learning Center Program participants to have. Program participants: take this time to reflect on your experience for the entire week's program activities. **Please rate your performance in each area on a scale of 1-5 with a score of 5 indicating excellence or N/A for not applicable.**

**Relational:**

How well have you developed significant relationships with the following groups or individuals in the week?

- 1. Other Youth .....1 2 3 4 5 NA
- 2. Cacique Staff (if applicable) .....1 2 3 4 5 NA
- 3. Resource Staff ..... 1 2 3 4 5 NA

How well have you utilized the following means of developing relationships today?

- 1. Phone/Email ..... 1 2 3 4 5 NA
- 2. One to One Meetings/Conversations ..... 1 2 3 4 5 NA
- 3. Public Events/Activities .....1 2 3 4 5 NA
- 4. Going to new neighborhood ..... 1 2 3 4 5 NA
- 5. Participating in new program.....1 2 3 4 5 NA

**Communication:**

During the week, how well have you demonstrated the ability to communicate to intended audiences in a variety of formats?

- 1. Small Group Leadership/Facilitating Discussion.....1 2 3 4 5 NA
- 2. Writing Ability..... 1 2 3 4 5 NA
- 3. Listening & Responding ..... 1 2 3 4 5 NA
- 4. Teaching (Including classroom presentation, creating an atmosphere for learning, confirmation leadership) ..... 1 2 3 4 5 NA

**Professionalism, Planning & Participation**

How well have you demonstrated abilities in the following areas?

- 1. Creativity ..... 1 2 3 4 5 NA
- 2. Planning and Implementing Group Activities ..... 1 2 3 4 5 NA
- 3. Organizational Skills ..... 1 2 3 4 5 NA
- 4. Completion of Task(s) ..... 1 2 3 4 5 NA
- 5. Time Management ..... 1 2 3 4 5 NA
- 6. Reported to Program on time .....1 2 3 4 5 NA
- 7. Communicated effectively when speaking with my peers and staff without using foul language .....1 2 3 4 5 NA
- 8. Greeted the resource staff, peers, guest speaker, and Cacique Staff in a respectful manner..... 1 2 3 4 5 NA
- 9. Dressed Appropriately..... 1 2 3 4 5 NA
- 10. Answered questions asked by program staff on a consistent basis throughout the day.. ..... 1 2 3 4 5 NA
- 11. Participated in all program activities without any excuses ..... 1 2 3 4 5 NA

**Building Program Relationships and Leadership**

How effective have you been at relating to the following individuals and groups and including them in the mission and implementation of the Cacique Youth Learning Center activities for today?

- 1. Supervisor ..... 1 2 3 4 5 NA
- 2. Youth Leader(s)..... 1 2 3 4 5 NA
- 3. Resource Staff ..... 1 2 3 4 5 NA
- 4. Program Participants ..... 1 2 3 4 5 NA

# PARTICIPANT WEEKLY ASSESSMENT: (CONTINUATION)

## Personal & Leadership Development

To what extent have you demonstrated the following characteristics during program activities?

- |  |   |   |   |   |   |    |
|--|---|---|---|---|---|----|
| 1. Dependability .....   | 1   | 2 | 3 | 4 | 5 | NA |
| 2. Achievement .....   | 1   | 2 | 3 | 4 | 5 | NA |
| 3. Flexibility .....   | 1   | 2 | 3 | 4 | 5 | NA |
| 4. Ability to Maintain Emotional & Physical Health .....                                 | 1   | 2 | 3 | 4 | 5 | NA |
| 5. Decision Making and Sensitivity .....   | 1   | 2 | 3 | 4 | 5 | NA |
| 6. Problem Resolution on my own .....  | 1   | 2 | 3 | 4 | 5 | NA |
| 7. Helped others with their responsibilities .....                                       | 1   | 2 | 3 | 4 | 5 | NA |
| 8. Came to program/activity prepared (Program Guide, Pencil, etc.) .....                 | 1   | 2 | 3 | 4 | 5 | NA |
| 9. Volunteered to participate in program/activity. ....                                  | 1   | 2 | 3 | 4 | 5 | NA |
| 10. Where you able to have 7 hours of rest last night before reporting to program? ..... | <input type="checkbox"/> YES <input type="checkbox"/> NO  |   |   |   |   |    |
| 11. What form of transportation did you use to get to the program/activity today? .....  | <input type="checkbox"/> Car <input type="checkbox"/> Bus <input type="checkbox"/> Train <input type="checkbox"/> Walk <input type="checkbox"/> Bike <input type="checkbox"/> Run |   |   |   |   |    |
| 12. What did you have for Breakfast & Lunch?   |   |   |   |   |   |    |

**Question: Provide an example in which you incorporated your leadership skills during today's program:**

## Relating & Evaluating Group Participation

How effective was your overall experience within the group and for the week in the following areas?

- |   |   |   |   |   |   |    |
|---|---|---|---|---|---|----|
| 1. Overall experience for today .....   | 1 | 2 | 3 | 4 | 5 | NA |
| 2. Inspiring & Supportive .....         | 1 | 2 | 3 | 4 | 5 | NA |
| 3. Provided Constructive Feedback ..... | 1 | 2 | 3 | 4 | 5 | NA |
| 4. Resource Staff .....                 | 1 | 2 | 3 | 4 | 5 | NA |

**Which part of the week did you find the most engaging? Provide specific examples:**

**Provide constructive feedback on what you would want to change and what you enjoyed the most about to this week's workshop. Be detailed with your answer.**

**QUESTION 1:** Define the word Leadership. Vertical Poem: Use each letter in the word **LEADERSHIP** as part of a line in a poem which describes the word "LEADERSHIP". For example:

each  
Of them has  
Lead them to  
Share their shining manes  
Every time  
Someone offers them sugar cubes

Leadership is...

L  
E  
A  
D  
E  
R  
S  
H  
I  
P

**QUESTION 2:** If you had the opportunity to be famous for a day, who would you choose to be and why?







Youth Name: \_\_\_\_\_ Today's Date: \_\_\_\_\_

Listed below are the traits and characteristics that are most important for Cacique Youth Learning Center Program participants to have. Program participants: take this time to reflect on your experience for the entire week's program activities. **Please rate your performance in each area on a scale of 1-5 with a score of 5 indicating excellence or N/A for not applicable.**

**Relational:**

How well have you developed significant relationships with the following groups or individuals in the week?

- 4. Other Youth .....1 2 3 4 5 NA
- 5. Cacique Staff (if applicable) .....1 2 3 4 5 NA
- 6. Resource Staff ..... 1 2 3 4 5 NA

How well have you utilized the following means of developing relationships today?

- 6. Phone/Email ..... 1 2 3 4 5 NA
- 7. One to One Meetings/Conversations ..... 1 2 3 4 5 NA
- 8. Public Events/Activities .....1 2 3 4 5 NA
- 9. Going to new neighborhood ..... 1 2 3 4 5 NA
- 10. Participating in new program.....1 2 3 4 5 NA

**Communication:**

How well have you demonstrated during the week the ability to communicate to intended audiences in a variety of formats?

- 5. Small Group Leadership/Facilitating Discussion.....1 2 3 4 5 NA
- 6. Writing Ability..... 1 2 3 4 5 NA
- 7. Listening & Responding ..... 1 2 3 4 5 NA
- 8. Teaching (Including classroom presentation, creating an atmosphere for learning, confirmation leadership) ..... 1 2 3 4 5 NA

**Professionalism, Planning & Participation**

How well have you demonstrated abilities in the following areas?

- 12. Creativity ..... 1 2 3 4 5 NA
- 13. Planning and Implementing Group Activities ..... 1 2 3 4 5 NA
- 14. Organizational Skills ..... 1 2 3 4 5 NA
- 15. Completion of Task(s) ..... 1 2 3 4 5 NA
- 16. Time Management .....1 2 3 4 5 NA
- 17. Reported to Program on time ..... 1 2 3 4 5 NA
- 18. Communicated effectively when speaking with my peers and staff without using foul language .....1 2 3 4 5 NA
- 19. Greeted the resource staff, peers, guest speaker, and Cacique Staff in a respectful manner..... 1 2 3 4 5 NA
- 20. Dressed Appropriately..... 1 2 3 4 5 NA
- 21. Answered questions asked by program staff on a consistent basis throughout the day.. ..... 1 2 3 4 5 NA
- 22. Participated in all program activities without any excuses ..... 1 2 3 4 5 NA

**Building Program Relationships and Leadership**

How effective have you been at relating to the following individuals and groups and including them in the mission and implementation of the Cacique Youth Learning Center activities for today?

- 5. Supervisor ..... 1 2 3 4 5 NA
- 6. Youth Leader(s)..... 1 2 3 4 5 NA
- 7. Resource Staff ..... 1 2 3 4 5 NA
- 8. Program Participants ..... 1 2 3 4 5 NA

# PARTICIPANT WEEKLY ASSESSMENT: (CONTINUATION)

## Personal & Leadership Development

To what extent have you demonstrated the following characteristics during program activities?

- 13. Dependability ..... 1 2 3 4 5 NA
- 14. Achievement ..... 1 2 3 4 5 NA
- 15. Flexibility ..... 1 2 3 4 5 NA
- 16. Ability to Maintain Emotional & Physical Health ..... 1 2 3 4 5 NA
- 17. Decision Making and Sensitivity ..... 1 2 3 4 5 NA
- 18. Problem Resolution on my own ..... 1 2 3 4 5 NA
- 19. Helped others with their responsibilities ..... 1 2 3 4 5 NA
- 20. Came to program/activity prepared (Program Guide, Pencil, etc.) ..... 1 2 3 4 5 NA
- 21. Volunteered to participate in program/activity. .... 1 2 3 4 5 NA
- 22. Where you able to have 7 hours of rest last night before reporting to program? .....  YES  NO
- 23. What form of transportation did you use to get to the program/activity today? .....  Car  Bus  Train  Walk  Bike  Run
- 24. What did you have for Breakfast & Lunch?

**Question: Provide an example in which you incorporated your leadership skills during today's program:**

## Relating & Evaluating Group Participation

How effective was your overall experience within the group and for the week in the following areas?

- 5. Overall experience for today ..... 1 2 3 4 5 NA
- 6. Inspiring & Supportive ..... 1 2 3 4 5 NA
- 7. Provided Constructive Feedback ..... 1 2 3 4 5 NA
- 8. Resource Staff ..... 1 2 3 4 5 NA

**Which part of the week did you find the most engaging? Provide specific examples:**

**Provide constructive feedback on what you would want to change and what you enjoyed the most about to this week's workshop. Be detailed with your answer.**









Youth Name: \_\_\_\_\_ Today's Date: \_\_\_\_\_

Listed below are the traits and characteristics that are most important for Cacique Youth Learning Center Program participants to have. Program participants take this time to reflect on your experience for the entire week's program activities. **Please rate your performance in each area on a scale of 1-5 with a score of 5 indicating excellence or N/A for not applicable.**

**Relational:**

How well have you developed significant relationships with the following groups or individuals in the week?

- 1. Other Youth .....1 2 3 4 5 NA
- 2. Cacique Staff (if applicable) .....1 2 3 4 5 NA
- 3. Resource Staff ..... 1 2 3 4 5 NA

How well have you utilized the following means of developing relationships today?

- 1. Phone/Email ..... 1 2 3 4 5 NA
- 2. One to One Meetings/Conversations..... 1 2 3 4 5 NA
- 3. Public Events/Activities .....1 2 3 4 5 NA
- 4. Going to new neighborhood ..... 1 2 3 4 5 NA
- 5. Participating in new program.....1 2 3 4 5 NA

**Communication:**

During the week, how well have you demonstrated the ability to communicate to intended audiences in a variety of formats?

- 1. Small Group Leadership/Facilitating Discussion.....1 2 3 4 5 NA
- 2. Writing Ability..... 1 2 3 4 5 NA
- 3. Listening & Responding ..... 1 2 3 4 5 NA
- 4. Teaching (Including classroom presentation, creating an atmosphere for learning, confirmation leadership) ..... 1 2 3 4 5 NA

**Professionalism, Planning & Participation**

How well have you demonstrated abilities in the following areas?

- 1. Creativity ..... 1 2 3 4 5 NA
- 2. Planning and Implementing Group Activities ..... 1 2 3 4 5 NA
- 3. Organizational Skills ..... 1 2 3 4 5 NA
- 4. Completion of Task(s) ..... 1 2 3 4 5 NA
- 5. Time Management ..... 1 2 3 4 5 NA
- 6. Reported to Program on time ..... 1 2 3 4 5 NA
- 7. Communicated effectively when speaking with my peers and staff without using foul language ..... 1 2 3 4 5 NA
- 8. Greeted the resource staff, peers, guest speaker, and Cacique Staff in a respectful manner..... 1 2 3 4 5 NA
- 9. Dressed Appropriately..... 1 2 3 4 5 NA
- 10. Answered questions asked by program staff on a consistent basis throughout the day.. ..... 1 2 3 4 5 NA
- 11. Participated in all program activities without any excuses ..... 1 2 3 4 5 NA

**Building Program Relationships and Leadership**

How effective have you been at relating to the following individuals and groups and including them in the mission and implementation of the Cacique Youth Learning Center activities for today?

- 1. Supervisor ..... 1 2 3 4 5 NA
- 2. Youth Leader(s)..... 1 2 3 4 5 NA
- 3. Resource Staff ..... 1 2 3 4 5 NA
- 4. Program Participants ..... 1 2 3 4 5 NA

**CONTINUATION**

# PARTICIPANT WEEKLY ASSESSMENT: (CONTINUATION)

## Personal & Leadership Development

To what extent have you demonstrated the following characteristics during program activities?

1. Dependability ..... 1 2 3 4 5 NA
2. Achievement ..... 1 2 3 4 5 NA
3. Flexibility ..... 1 2 3 4 5 NA
4. Ability to Maintain Emotional & Physical Health ..... 1 2 3 4 5 NA
5. Decision Making and Sensitivity ..... 1 2 3 4 5 NA
6. Problem Resolution on my own ..... 1 2 3 4 5 NA
7. Helped others with their responsibilities ..... 1 2 3 4 5 NA
8. Came to program/activity prepared (Program Guide, Pencil, and etc.) ..... 1 2 3 4 5 NA
9. Volunteered to participate in program/activity. .... 1 2 3 4 5 NA
10. Where you able to have 7 hours of rest last night before reporting to program? .....  YES  NO
11. What form of transportation did you use to get to the program/activity today? .....  Car  Bus  Train  Walk  Bike  Run
12. What did you have for Breakfast & Lunch?

**Question: Provide an example in which you incorporated your leadership skills during today's program:**

## Relating & Evaluating Group Participation

How effective was your overall experience within the group and for the week in the following areas?

1. Overall experience for today ..... 1 2 3 4 5 NA
2. Inspiring & Supportive ..... 1 2 3 4 5 NA
3. Provided Constructive Feedback ..... 1 2 3 4 5 NA
4. Resource Staff ..... 1 2 3 4 5 NA

**Which part of the week did you find the most engaging? Provide specific examples:**

**Provide constructive feedback on what you would want to change and what you enjoyed the most about this week's workshop. Be detailed with your answer.**









# PARTICIPANT WEEKLY ASSESSMENT: FRIDAY, AUGUST 4, 2006 **WEEK 4**

Youth Name: \_\_\_\_\_ Today's Date: \_\_\_\_\_

Listed below are the traits and characteristics that are most important for Cacique Youth Learning Center Program participants to have. Program participants take this time to reflect on your experience for the entire week's program activities. **Please rate your performance in each area on a scale of 1-5 with a score of 5 indicating excellence or N/A for not applicable.**

## **Relational:**

How well have you developed significant relationships with the following groups or individuals in the week?

- 1. Other Youth .....1 2 3 4 5 NA
- 2. Cacique Staff (if applicable) .....1 2 3 4 5 NA
- 3. Resource Staff ..... 1 2 3 4 5 NA

How well have you utilized the following means of developing relationships today?

- 1. Phone/Email ..... 1 2 3 4 5 NA
- 2. One to One Meetings/Conversations ..... 1 2 3 4 5 NA
- 3. Public Events/Activities .....1 2 3 4 5 NA
- 4. Going to new neighborhood ..... 1 2 3 4 5 NA
- 5. Participating in new program.....1 2 3 4 5 NA

## **Communication:**

During the week, how well have you demonstrated the ability to communicate to intended audiences in a variety of formats?

- 1. Small Group Leadership/Facilitating Discussion.....1 2 3 4 5 NA
- 2. Writing Ability..... 1 2 3 4 5 NA
- 3. Listening & Responding ..... 1 2 3 4 5 NA
- 4. Teaching (Including classroom presentation, creating an atmosphere for learning, confirmation leadership) ..... 1 2 3 4 5 NA

## **Professionalism, Planning & Participation**

How well have you demonstrated abilities in the following areas?

- 1. Creativity ..... 1 2 3 4 5 NA
- 2. Planning and Implementing Group Activities ..... 1 2 3 4 5 NA
- 3. Organizational Skills ..... 1 2 3 4 5 NA
- 4. Completion of Task(s) ..... 1 2 3 4 5 NA
- 5. Time Management ..... 1 2 3 4 5 NA
- 6. Reported to Program on time ..... 1 2 3 4 5 NA
- 7. Communicated effectively when speaking with my peers and staff without using foul language ..... 1 2 3 4 5 NA
- 8. Greeted the resource staff, peers, guest speaker, and Cacique Staff in a respectful manner..... 1 2 3 4 5 NA
- 9. Dressed Appropriately..... 1 2 3 4 5 NA
- 10. Answered questions asked by program staff on a consistent basis throughout the day.. ..... 1 2 3 4 5 NA
- 11. Participated in all program activities without any excuses ..... 1 2 3 4 5 NA

## **Building Program Relationships and Leadership**

How effective have you been at relating to the following individuals and groups and including them in the mission and implementation of the Cacique Youth Learning Center activities for today?

- 1. Supervisor ..... 1 2 3 4 5 NA
- 2. Youth Leader(s)..... 1 2 3 4 5 NA
- 3. Resource Staff ..... 1 2 3 4 5 NA
- 4. Program Participants ..... 1 2 3 4 5 NA

**CONTINUATION**

# PARTICIPANT WEEKLY ASSESSMENT: (CONTINUATION)

## Personal & Leadership Development

To what extent have you demonstrated the following characteristics during program activities?

1. Dependability ..... 1 2 3 4 5 NA
2. Achievement ..... 1 2 3 4 5 NA
3. Flexibility ..... 1 2 3 4 5 NA
4. Ability to Maintain Emotional & Physical Health ..... 1 2 3 4 5 NA
5. Decision Making and Sensitivity ..... 1 2 3 4 5 NA
6. Problem Resolution on my own ..... 1 2 3 4 5 NA
7. Helped others with their responsibilities ..... 1 2 3 4 5 NA
8. Came to program/activity prepared (Program Guide, Pencil, and etc.) ..... 1 2 3 4 5 NA
9. Volunteered to participate in program/activity. .... 1 2 3 4 5 NA
10. Where you able to have 7 hours of rest last night before reporting to program? .....  YES  NO
11. What form of transportation did you use to get to the program/activity today? .....  Car  Bus  Train  Walk  Bike  Run
12. What did you have for Breakfast & Lunch?

**Question: Provide an example in which you incorporated your leadership skills during today's program:**

## Relating & Evaluating Group Participation

How effective was your overall experience within the group and for the week in the following areas?

1. Overall experience for today ..... 1 2 3 4 5 NA
2. Inspiring & Supportive ..... 1 2 3 4 5 NA
3. Provided Constructive Feedback ..... 1 2 3 4 5 NA
4. Resource Staff ..... 1 2 3 4 5 NA

**Which part of the week did you find the most engaging? Provide specific examples:**

**Provide constructive feedback on what you would change and what you enjoyed the most about to this week's workshop. Be detailed with your answer.**









# PARTICIPANT WEEKLY ASSESSMENT: FRIDAY, AUGUST 11, 2006 **WEEK 5**

Youth Name: \_\_\_\_\_ Today's Date: \_\_\_\_\_

Listed below are the traits and characteristics that are most important for Cacique Youth Learning Center Program participants to have. Program participants: take this time to reflect on your experience for the entire week's program activities. **Please rate your performance in each area on a scale of 1-5 with a score of 5 indicating excellence or N/A for not applicable.**

## **Relational:**

How well have you developed significant relationships with the following groups or individuals?

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. Other Youth .....                   | 1 | 2 | 3 | 4 | 5 |
| 2. Cacique Staff (If Applicable) ..... | 1 | 2 | 3 | 4 | 5 |
| 3. Resource Staff .....                | 1 | 2 | 3 | 4 | 5 |

How well have you utilized the following means of developing relationships?

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. Phone/Email .....                       | 1 | 2 | 3 | 4 | 5 |
| 2. One to One Meetings/Conversations ..... | 1 | 2 | 3 | 4 | 5 |
| 3. Public Events/Activities .....          | 1 | 2 | 3 | 4 | 5 |
| 4. Going to New Neighborhood.....          | 1 | 2 | 3 | 4 | 5 |
| 5. Participating in new program(s).....    | 1 | 2 | 3 | 4 | 5 |

## **Communication:**

How well have you demonstrated today the ability to communicate to intended audiences in a variety of formats?

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. Small Group Leadership/Facilitating Discussion.....   | 1 | 2 | 3 | 4 | 5 |
| 2. Writing Ability.....  | 1 | 2 | 3 | 4 | 5 |
| 3. Listening & Responding .....  | 1 | 2 | 3 | 4 | 5 |
| 4. Teaching (Including classroom presentation, creating an atmosphere for learning, confirmation leadership) ..... | 1 | 2 | 3 | 4 | 5 |

## **Professionalism, Planning & Participation**

How well have you demonstrated abilities in the following areas?

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. Creativity .....   | 1 | 2 | 3 | 4 | 5 |
| 2. Planning and Implementing Group Activities .....   | 1 | 2 | 3 | 4 | 5 |
| 3. Organizational Skills .....  | 1 | 2 | 3 | 4 | 5 |
| 4. Completion of Task(s) .....  | 1 | 2 | 3 | 4 | 5 |
| 5. Time Management .....  | 1 | 2 | 3 | 4 | 5 |
| 6. Reported to Program on time .....  | 1 | 2 | 3 | 4 | 5 |
| 7. Communicated effectively when speaking with my peers and staff without using foul language ..... | 1 | 2 | 3 | 4 | 5 |
| 8. Greeted the resource staff, peers, guest speaker and Cacique Staff in a respectful manner.....   | 1 | 2 | 3 | 4 | 5 |
| 9. Dressed Appropriately .....  | 1 | 2 | 3 | 4 | 5 |
| 10. Answered questions asked by program staff on a consistent basis throughout the day.. .....      | 1 | 2 | 3 | 4 | 5 |
| 11. Participated in all program activities without any excuses .....                                | 1 | 2 | 3 | 4 | 5 |

## **Building Program Relationships and Leadership**

How effective have you been at relating to the following individuals and groups and including them in the mission and implementation of the Cacique YEL Program activities for today?

- |                               |   |   |   |   |   |
|-------------------------------|---|---|---|---|---|
| 1. Supervisor .....           | 1 | 2 | 3 | 4 | 5 |
| 2. Youth Leader(s) .....      | 1 | 2 | 3 | 4 | 5 |
| 3. Resource Staff .....       | 1 | 2 | 3 | 4 | 5 |
| 4. Program Participants ..... | 1 | 2 | 3 | 4 | 5 |

**CONTINUED**

# PARTICIPANT WEEKLY ASSESSMENT: CONTINUATION

## Personal & Leadership Development

To what extent have you demonstrated the following characteristics during program activities?

1. Dependability .....1 2 3 4 5
2. Achievement .....1 2 3 4 5
3. Flexibility .....1 2 3 4 5
4. Ability to Maintain Emotional & Physical Health .....1 2 3 4 5
5. Decision Making and Sensitivity .....1 2 3 4 5
6. Problem Resolution .....1 2 3 4 5
7. Helped teammates with their responsibilities .....1 2 3 4 5
8. Brought Materials to Program (Program Guide, Pencil, and etc.) .....1 2 3 4 5
9. Individual Participation. ....1 2 3 4 5
10. Where you able to have 7 hours of rest last night before reporting to program? .....  YES  NO
11. What form of transportation did you use to this morning to get to the program today? ..  Car  Bus  Train  Walk  Bike  Run
12. What did you have for Break Fast & Lunch throughout the week?

**Question: Provide an example in which you incorporated your leadership skills during today's program:**

## Relating & Evaluating Group Participation

How effective was your overall experience within the group and for the week in the following areas?

1. Over all experience for the week ..... 1 2 3 4 5
2. Group was Instrumental .....1 2 3 4 5
3. Attentive to Youth Leader .....1 2 3 4 5
4. Inspiring & Supportive .....1 2 3 4 5
5. Provided Constructive Feedback .....1 2 3 4 5
6. Group was Attentive .....1 2 3 4 5

**Which program participant do you consider to have participated the *most* and why?**

**Which program participant do you consider to have participated the *least* and why?**

**Did the *Youth Leaders* for the day fulfill their leadership roles? Yes/No? Explain your answer.**

## Quality of Program & Staff

How effectively did the program meet your needs?

1. Rate Overall Quality of Programming .....1 2 3 4 5
2. Age-appropriate Activities .....1 2 3 4 5
3. Materials (Handouts, Ice Breakers and VHS) .....1 2 3 4 5
4. Resource staff engagement .....1 2 3 4 5
5. I was able to increase my knowledge .....1 2 3 4 5
6. Set up of Room .....1 2 3 4 5
7. Order of Activity .....1 2 3 4 5
8. Instructions given by Resource staff were clear .....1 2 3 4 5

**Which part of the day did you find the most engaging? Provide specific examples:**

**Provide constructive feedback on what you would change and what you enjoyed the most of today's workshop. Be detailed with your answer.**









Youth Name: \_\_\_\_\_ Today's Date: \_\_\_\_\_

**Thank you for your participation in the Cacique Youth Learning Center Program.**

**INSTRUCTIONS:** Program participants are responsible for completing the Program's Final Assessment form. Your answers will help us learn how well the Cacique Youth Learning Center Program has helped you obtain knowledge and further your skills as a community leader. Your feedback will be used as a tool to improve future programming. Program participants- your answers should reflect your participation in the entire program.

Listed below are the traits and characteristics that are most important during Cacique Youth Learning Center Program. **Please rate your performance in each area on a scale of 1-5 with a score of 5 indicating excellence or N/A for not applicable.**

**Relational:**

How well have you developed significant relationships with the following groups or individuals throughout the 6 weeks?

- 1. Youth within the Program ..... 1 2 3 4 5 NA
- 2. Cacique Staff (if applicable) ..... 1 2 3 4 5 NA
- 3. Resource Staff for Mondays ..... 1 2 3 4 5 NA
- 4. Resource Staff for Tuesdays ..... 1 2 3 4 5 NA
- 5. Resource Staff for Wednesdays ..... 1 2 3 4 5 NA
- 6. Resource Staff for Thursdays ..... 1 2 3 4 5 NA
- 7. Resource Staff for Fridays ..... 1 2 3 4 5 NA

How well have you utilized the following means of developing relationships throughout the 6 weeks?

- 1. Phone/Email ..... 1 2 3 4 5 NA
- 2. One to One Meetings/Conversations ..... 1 2 3 4 5 NA
- 3. Public Events/Activities ..... 1 2 3 4 5 NA
- 4. Going to new neighborhood ..... 1 2 3 4 5 NA
- 5. Participating in new program..... 1 2 3 4 5 NA

**Communication:**

During the 6 week program, how well have you demonstrated the ability to communicate to intended audiences in a variety of formats?

- 1. Small Group Leadership/Facilitating Discussion..... 1 2 3 4 5 NA
- 2. Writing Ability..... 1 2 3 4 5 NA
- 3. Listening & Responding ..... 1 2 3 4 5 NA
- 4. Teaching (including classroom presentation, creating an atmosphere for learning, confirmation leadership) ..... 1 2 3 4 5 NA

**Professionalism, Planning & Participation**

How well have you demonstrated abilities in the following areas throughout the 6 week program?

- 1. Creativity ..... 1 2 3 4 5 NA
- 2. Planning and Implementing Group Activities ..... 1 2 3 4 5 NA
- 3. Organizational Skills ..... 1 2 3 4 5 NA
- 4. Completion of Task(s) ..... 1 2 3 4 5 NA
- 5. Time Management ..... 1 2 3 4 5 NA
- 6. Reported to Program on time ..... 1 2 3 4 5 NA
- 7. Communicated effectively when speaking with my peers and staff without using foul language ..... 1 2 3 4 5 NA
- 8. Greeted the resource staff, peers, guest speaker, and Cacique Staff in a respectful manner..... 1 2 3 4 5 NA
- 9. Dressed Appropriately..... 1 2 3 4 5 NA
- 10. Answered questions asked by program staff on a consistent basis throughout the day..... 1 2 3 4 5 NA
- 11. Participated in all program activities without any excuses ..... 1 2 3 4 5 NA

**Building Program Relationships and Leadership**

How effective have you been at relating to the following individuals and groups and including them in the mission and implementation of the Cacique Youth Learning Center activities for the 6 week program?

- 1. Supervisor ..... 1 2 3 4 5 NA
- 2. Youth Leader(s)..... 1 2 3 4 5 NA
- 3. Resource Staff ..... 1 2 3 4 5 NA
- 4. Program Participants ..... 1 2 3 4 5 NA

**Personal & Leadership Development**

To what extent have you demonstrated the following characteristics consistently within the 6 weeks?

- 1. Dependability ..... 1 2 3 4 5 NA
- 2. Achievement ..... 1 2 3 4 5 NA
- 3. Flexibility ..... 1 2 3 4 5 NA
- 4. Ability to Maintain Emotional & Physical Health ..... 1 2 3 4 5 NA
- 5. Decision Making and Sensitivity ..... 1 2 3 4 5 NA
- 6. Problem Resolution on my own ..... 1 2 3 4 5 NA
- 7. Helped others with their responsibilities ..... 1 2 3 4 5 NA
- 8. Came to program/activity prepared (Program Guide, Pencil, and etc.) ..... 1 2 3 4 5 NA
- 9. Volunteered to participate in program/activity. .... 1 2 3 4 5 NA

**Question: Provide an example in which you incorporated your leadership skills during the 6 week program:**

**Relating & Evaluating Group Participation**

How effective was your overall experience within the group, consistently within the 6 week program in the following areas?

- 1. Overall experience for today ..... 1 2 3 4 5 NA
- 2. Inspiring & Supportive ..... 1 2 3 4 5 NA
- 3. Provided Constructive Feedback ..... 1 2 3 4 5 NA
- 4. Resource Staff ..... 1 2 3 4 5 NA

**Which part of the 6 weeks did you find the most engaging? Provide specific examples:**

**Provide constructive feedback on what you would want to see change and what you enjoyed the most about to the 6 weeks program. Be detailed with your answer.**

# PROGRAM'S FINAL YOUTH LEADERSHIP ASSESSMENT

# WEEK 6

Youth Name: \_\_\_\_\_ Today's Date: \_\_\_\_\_

In each row, please check one (1) phrase that best describes your performance as the **YOUTH LEADER** for the entire 6 weeks.

Leadership: Check- In		
<input type="checkbox"/> I learned to lead the group with supervision from staff and support from my peers.	<input type="checkbox"/> I led <i>with minimal supervision</i> through staff and/or peer support and with a clear understanding and expectation of leadership role.	<input type="checkbox"/> I led with confidence and professionalism. Gave directions and reinforced expectations of the project without depending on program staff.
Youth Comments:		
<b>Youth Leader's Reflection:</b>		

**INSTRUCTIONS:** The Youth Leaders are responsible for completing this form at the end the 6 weeks. Your answers will help us learn how well the Cacique Youth Learning Center Program is helping you become a leader. Your feedback will be used as a tool to improve future programming. Youth Leader(s), your answers should reflect your participation for the individual day that you were selected as the Youth Leader.

Please rate your performance in each area on a scale of 1-5 with a score of five indicating excellence.

**Question 1: How well did you perform during the 6 weeks as the Youth Leader?** ..... 1 2 3 4 5

**Question 2: What did you find challenging as the Youth Leader throughout the 6 weeks?**

- 1. Working with Peers ..... 1 2 3 4 5
- 2. Working with Supervisor(s) ..... 1 2 3 4 5
- 3. Working with my Youth Leaders of the Day ..... 1 2 3 4 5
- 4. Working with Resource Staff ..... 1 2 3 4 5
- 5. Being in a leadership role ..... 1 2 3 4 5
- 6. Being able to manage the group's time..... 1 2 3 4 5
- 7. Giving clear instructions ..... 1 2 3 4 5
- 8. Participating in the workshop while leading ..... 1 2 3 4 5

**Question 3: What did you enjoy about your leadership experience throughout the 6 weeks?**

- 1. Working with Peers ..... 1 2 3 4 5
- 2. Working with Supervisor(s) ..... 1 2 3 4 5
- 3. Working with my Youth Leader of the Day ..... 1 2 3 4 5
- 4. Working with Resource Staff ..... 1 2 3 4 5
- 5. Being in a leadership role ..... 1 2 3 4 5
- 6. Being able to group's management time..... 1 2 3 4 5
- 7. Giving clear instructions ..... 1 2 3 4 5
- 8. Participating in the workshop while leading ..... 1 2 3 4 5

**Question 4: What leadership skills were you able to develop in the 6 week program?**

- 1. Creativity ..... 1 2 3 4 5
- 2. Planning and Implementing Group Activities ..... 1 2 3 4 5
- 3. Time Management ..... 1 2 3 4 5
- 4. Clear Communication ..... 1 2 3 4 5
- 5. Prioritized objectives for the day..... 1 2 3 4 5

**Question 5: Rate the group's participation for the 6 weeks under your leadership?** ..... 1 2 3 4 5

**CONTUATION**

**Question 6: What did you find the most interesting of the over all program?**

- 1. Topics ..... 1 2 3 4 5
- 2. Activities ..... 1 2 3 4 5
- 3. Discussions ..... 1 2 3 4 5
- 4. Icebreakers ..... 1 2 3 4 5
- 5. Guest Speakers ..... 1 2 3 4 5
- 6. Interactions with peers..... 1 2 3 4 5
- 7. Interactions with supervisors..... 1 2 3 4 5
- 8. Interactions with resource staff..... 1 2 3 4 5

**Question 7: What would you do different as the Youth Leader if you were going to reapply to our program? If you decide not to reapply why not?**

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**Question 8: Which program participant do you consider to have participated the *most* during the 6 weeks and why?**

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**Question 9: Which program participant do you consider to have participated the *least* during the 6 weeks and why?**

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**Question 10: On a scale of 1-6 (1=lowest, 6=greatest), how was your 6 week program? Why?**

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**On a scale of 1-5, (1=lowest, 6=greatest) How was your overall experience *for each individual component*?**

- 1. MONDAYS: ..... 1 2 3 4 5
- 2. TUESDAYS ..... 1 2 3 4 5
- 3. WEDNESDAYS ..... 1 2 3 4 5
- 4. THURSDAYS ..... 1 2 3 4 5
- 5. FRIDAYS ..... 1 2 3 4 5

**What is one thing you would like *to see improved from each individual component and how*?**

- 1. MONDAYS: I would change ... \_\_\_\_\_  
How? \_\_\_\_\_  
\_\_\_\_\_
- 2. TUESDAYS: I would change ... \_\_\_\_\_  
How? \_\_\_\_\_  
\_\_\_\_\_
- 3. WEDNESDAYS: I would change ... \_\_\_\_\_  
How? \_\_\_\_\_  
\_\_\_\_\_
- 4. THURSDAYS: I would change ... \_\_\_\_\_  
How? \_\_\_\_\_  
\_\_\_\_\_
- 5. FRIDAYS: I would change ... \_\_\_\_\_  
How? \_\_\_\_\_  
\_\_\_\_\_

**What is one thing you would not change from each individual component and why not?**

- 1. MONDAYS: I would not change ... \_\_\_\_\_  
Why not? \_\_\_\_\_  
\_\_\_\_\_
- 2. TUESDAYS: I would not change ... \_\_\_\_\_  
Why not? \_\_\_\_\_  
\_\_\_\_\_

3. WEDNESDAYS: I would not change ... \_\_\_\_\_  
Why not? \_\_\_\_\_  
\_\_\_\_\_

4. THURSDAYS: I would not change ... \_\_\_\_\_  
Why not? \_\_\_\_\_  
\_\_\_\_\_

5. FRIDAYS: I would not change ... \_\_\_\_\_  
Why not? \_\_\_\_\_  
\_\_\_\_\_

**Describe one skill and/or useful information that you have gained from each individual component:**

- 1. MONDAYS: \_\_\_\_\_
- 2. TUESDAYS: \_\_\_\_\_
- 3. WEDNESDAYS: \_\_\_\_\_
- 4. THURSDAYS: \_\_\_\_\_
- 5. FRIDAYS: \_\_\_\_\_

**How do you see yourself applying the skills or information listed above in your home, school, personal life and/or community?**

- 1. MONDAYS: \_\_\_\_\_  
\_\_\_\_\_
- 2. TUESDAYS: \_\_\_\_\_  
\_\_\_\_\_
- 3. WEDNESDAYS: \_\_\_\_\_  
\_\_\_\_\_
- 4. THURSDAYS: \_\_\_\_\_  
\_\_\_\_\_
- 5. FRIDAYS: \_\_\_\_\_  
\_\_\_\_\_

# **IBA-CACIQUE'S**

## **YOUTH LEADERSHIP DAILY ASSESSMENT:**

### **BECOME A LEADER**

# YOUTH LEADERSHIP DAILY ASSESSMENT: BECOME A LEADER

Youth Name: \_\_\_\_\_ Today's Date: \_\_\_\_\_

In each row, please check one (1) phrase that best describes your performance as the **YOUTH LEADER for the day**.

<input type="checkbox"/> I am learning to lead the group with supervision from staff and support from my peers.	<input type="checkbox"/> I was able to lead <i>with minimal supervision</i> from staff and/or peer support and with clear understanding and expectation of leadership role.	<input type="checkbox"/> I led with confidence and professionalism. Gave directions and reinforced expectations of the project without depending on program staff.
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Youth Comments:

## Youth Leader (s) Reflection:

**INSTRUCTIONS:** The Youth Leaders are responsible for completing this form at the end of each day. Your answers will help us learn how well the Cacique Youth Learning Center Program is helping you become a leader. Your feedback will be used as a tool to improve future programming. Youth Leaders: your answers should reflect your participation for the individual day that you were assigned as Youth Leader.

Please rate your performance in each area on a scale of 1-5 with a score of 5 indicating excellence.

**Question 1: How well did you perform today as the Youth Leader?** ..... 1 2 3 4 5

**Question 2: What did you find challenging as the Youth Leader?**

1. Working with Peers ..... 1 2 3 4 5
2. Working with Supervisor(s) ..... 1 2 3 4 5
3. Working with my Youth Leader of the Day ..... 1 2 3 4 5
4. Working with Resource Staff ..... 1 2 3 4 5
5. Being in a leadership role ..... 1 2 3 4 5
6. Being able to group's management time..... 1 2 3 4 5
7. Giving clear instructions ..... 1 2 3 4 5
8. Participating in the workshop while leading ..... 1 2 3 4 5

**Question 3: What did you enjoy about your leadership experience?**

1. Working with Peers ..... 1 2 3 4 5
2. Working with Supervisor(s) ..... 1 2 3 4 5
3. Working with my Youth Leader of the Day ..... 1 2 3 4 5
4. Working with Resource Staff ..... 1 2 3 4 5
5. Being in a leadership role ..... 1 2 3 4 5
6. Being able to group's management time..... 1 2 3 4 5
7. Giving clear instructions ..... 1 2 3 4 5
8. Participating in the workshop while leading ..... 1 2 3 4 5

**Question 4: What leadership skills were you able to develop?**

1. Creativity ..... 1 2 3 4 5
2. Planning and Implementing Group Activities ..... 1 2 3 4 5
3. Time Management ..... 1 2 3 4 5
4. Clear Communication ..... 1 2 3 4 5
5. Able to prioritize objectives for the day..... 1 2 3 4 5

**Question 5: Rate the group's participation that in today's activity under your leadership?** ..... 1 2 3 4 5

# YOUTH LEADERSHIP DAILY ASSESSMENT: BECOME A LEADER

**Question 6: What did you find the most interesting of today's workshop?**

1. Topic of the Day .....	1	2	3	4	5
2. Activities .....	1	2	3	4	5
3. Discussions .....	1	2	3	4	5
4. Icebreakers .....	1	2	3	4	5
5. Guest Speakers .....	1	2	3	4	5
6. Interactions with peers.....	1	2	3	4	5
7. Interactions with supervisors.....	1	2	3	4	5
8. Interactions with resource staff.....	1	2	3	4	5

**Question 7: What would you do different as the Youth Leader?**

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**Question 8: Which program participant do you consider to have participated the *most* and why?**

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**Question 9: Which program participant do you consider to have participated the *least* and why?**

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**Question 10: On a scale of 1-6 (1= lowest, 6= greatest), how was your day as a Youth Leader? Why?**

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# **IBA-CACIQUE'S**

## **3<sup>RD</sup> WEEK AND 6<sup>TH</sup> WEEK ASSESSMENTS**

Youth Name: \_\_\_\_\_ Youth Signature: \_\_\_\_\_

Program's Component: \_\_\_\_\_ Program Supervisor: \_\_\_\_\_

First Review Date: \_\_\_\_\_ Second Review Date: \_\_\_\_\_

In each row, please check one (1) phrase that best describes the youth performances.

NEEDS DEVELOPMENT	COMPETENT	PROFICIENT	ADVANCED
<b>Speaking</b>			
<input type="checkbox"/> Learning to speak clearly, audibly and courteously.	<input type="checkbox"/> Speaks clearly and uses language appropriate to the environment both in person and on the telephone.	<input type="checkbox"/> Expresses complex ideas in an organized and concise manner.	<input type="checkbox"/> Presents effectively to group using a well-organized format, concise language and clear enunciation.
Youth's Comments:			
Supervisor's Comments:			
<b>Listening</b>			
<input type="checkbox"/> Developing listening skills; working to make eye contact and to confirm understating.	<input type="checkbox"/> Listens attentively; makes eye contact; repeats instructions to confirm understanding.	<input type="checkbox"/> Listens attentively and demonstrates understanding through relevant responses and questions.	<input type="checkbox"/> Retains complex information over time and applies it to future work.
Youth's Comments:			
Supervisor's Comments:			
<b>Reading</b>			
<input type="checkbox"/> Reads written directions and work documents with assistance.	<input type="checkbox"/> Reads written directions and work documents independently.	<input type="checkbox"/> Reads and understands written materials including technical documents, independently and asks questions where appropriate.	<input type="checkbox"/> Reads complex written materials and executes related tasks independently.
Youth's Comments:			
Supervisor's Comments:			
<b>Writing</b>			
<input type="checkbox"/> Learning to write clearly with correct grammar.	<input type="checkbox"/> Writes clearly with correct grammar.	<input type="checkbox"/> Writes clearly using work-related terminology.	<input type="checkbox"/> Writes and develops professional material such as newsletters and brochures.
Youth's Comments:			
Supervisor's Comments:			

Goals:

# PROBLEM SOLVING ASSESSMENT: BY STAFF

# WEEK 3

Youth Name: \_\_\_\_\_ Youth Signature: \_\_\_\_\_

Program's Component: \_\_\_\_\_ Program Supervisor: \_\_\_\_\_

First Review Date: \_\_\_\_\_ Second Review Date: \_\_\_\_\_

In each row, please check one (1) phrase that best describes the youth's performances.

NEEDS DEVELOPMENT	COMPETENT	PROFICIENT	ADVANCED
<b>Identifying Problems</b>			
<input type="checkbox"/> Identifies problems with help of supervisor	<input type="checkbox"/> Identifies problems independently.	<input type="checkbox"/> Explores cause of problems and evaluates impact on various stakeholders.	<input type="checkbox"/> Identifies potential problems and proposes preventative action.
Youth's Comments:			
Supervisor's Comments:			
<b>Solving Problems</b>			
<input type="checkbox"/> Solves problems with help from supervisor.	<input type="checkbox"/> Solves simple problems independently.	<input type="checkbox"/> Explores options and considers several alternative solutions when solving problems.	<input type="checkbox"/> Develops hypotheses and proposes creative solutions and systemic change, including preventative action.
Youth's Comments:			
Supervisor's Comments:			

Goals:

# PROFESSIONALISM ASSESSMENT: BY STAFF

# WEEK 3

Youth Name: \_\_\_\_\_ Youth Signature: \_\_\_\_\_

Program's Component: \_\_\_\_\_ Program Supervisor: \_\_\_\_\_

First Review Date: \_\_\_\_\_ Second Review Date: \_\_\_\_\_

In each row, please check one (1) phrase that best describes the youth performances.

NEEDS DEVELOPMENT	COMPETENT	PROFICIENT	ADVANCED
<b>Attendance &amp; Appearance</b>			
<input type="checkbox"/> Maintains consistent attendance, punctuality, and appropriate dress, with supervision.	<input type="checkbox"/> Maintains consistent attendance, punctuality, and appropriate dress independently.	<input type="checkbox"/> Is a model of excellent attendance and attire beyond that required.	<input type="checkbox"/> Represents organizations at meetings and events.
Youth's Comments:			
Supervisor's Comments:			
<b>Accepting Direction &amp; Criticism</b>			
<input type="checkbox"/> Learning to accept direction.	<input type="checkbox"/> Accepts directions with positive attitude.	<input type="checkbox"/> Accepts constructive criticism with positive attitude.	<input type="checkbox"/> Accepts and applies constructive criticism to improve performance.
Youth's Comments:			
Supervisor's Comments:			
<b>Flexibility &amp; Maintaining Self-Control</b>			
<input type="checkbox"/> Learning to adapt to change. Resumes self-control with supervision.	<input type="checkbox"/> Adapts to change with positive attitude. Resumes self-control independently.	<input type="checkbox"/> Explores change. Maintains self-control in challenging circumstances.	<input type="checkbox"/> Initiates change. Maintains self-control in extremely difficult circumstances.
Youth's Comments:			
Supervisor's Comments:			
<b>Respecting Confidentiality</b>			
<input type="checkbox"/> Maintains confidentiality with supervision.	<input type="checkbox"/> Understands why certain information must remain confidential.	<input type="checkbox"/> Maintains confidentiality independently.	<input type="checkbox"/> Models good discretion for others in maintaining confidentiality.
Youth Comments:			
Supervisors Comments:			
Goals:			

Youth Name: \_\_\_\_\_ Youth Signature: \_\_\_\_\_

Program's Component: \_\_\_\_\_ Program Supervisor: \_\_\_\_\_

First Review Date: \_\_\_\_\_ Second Review Date: \_\_\_\_\_

In each row, please check one (1) phrase that best describes the youth performances.

NEEDS DEVELOPMENT	COMPETENT	PROFICIENT	ADVANCED
<b>Speaking</b>			
<input type="checkbox"/> Learning to speak clearly, audibly and courteously.	<input type="checkbox"/> Speaks clearly and uses language appropriate to the environment both in person and on the telephone.	<input type="checkbox"/> Expresses complex ideas in an organized and concise manner.	<input type="checkbox"/> Presents effectively to group using a well-organized format, concise language and clear enunciation.
Youth's Comments:			
Supervisor's Comments:			
<b>Listening</b>			
<input type="checkbox"/> Developing listening skills; working to make eye contact and to confirm understanding.	<input type="checkbox"/> Listens attentively; makes eye contact; repeats instructions to confirm understanding.	<input type="checkbox"/> Listens attentively and demonstrates understanding through relevant responses and questions.	<input type="checkbox"/> Retains complex information over time and applies it to future work.
Youth's Comments:			
Supervisor's Comments:			
<b>Reading</b>			
<input type="checkbox"/> Reads written directions and work documents with assistance.	<input type="checkbox"/> Reads written directions and work documents independently.	<input type="checkbox"/> Reads and understands written materials including technical documents, independently and asks questions where appropriate.	<input type="checkbox"/> Reads complex written materials and executes related tasks independently.
Youth's Comments:			
Supervisor's Comments:			
<b>Writing</b>			
<input type="checkbox"/> Learning to write clearly with correct grammar.	<input type="checkbox"/> Writes clearly with correct grammar.	<input type="checkbox"/> Writes clearly using work-related terminology.	<input type="checkbox"/> Writes and develops professional material such as newsletters and brochures.
Youth's Comments:			
Supervisor's Comments:			

Goals:

# PROBLEM SOLVING ASSESSMENT: BY STAFF

# WEEK 6

Youth Name: \_\_\_\_\_ Youth Signature: \_\_\_\_\_

Program's Component: \_\_\_\_\_ Program Supervisor: \_\_\_\_\_

First Review Date: \_\_\_\_\_ Second Review Date: \_\_\_\_\_

In each row, please check one (1) phrase that best describes the youth's performances.

NEEDS DEVELOPMENT	COMPETENT	PROFICIENT	ADVANCED
<b>Identifying Problems</b>			
<input type="checkbox"/> Identifies problems with help of supervisor	<input type="checkbox"/> Identifies problems independently.	<input type="checkbox"/> Explores cause of problems and evaluates impact on various stakeholders.	<input type="checkbox"/> Identifies potential problems and proposes preventative action.
Youth's Comments:			
Supervisor's Comments:			
<b>Solving Problems</b>			
<input type="checkbox"/> Solves problems with help from supervisor.	<input type="checkbox"/> Solves simple problems independently.	<input type="checkbox"/> Explores options and considers several alternative solutions when solving problems.	<input type="checkbox"/> Develops hypotheses and proposes creative solutions and systemic change, including preventative action.
Youth's Comments:			
Supervisor's Comments:			

Goals:

# PROFESSIONALISM ASSESSMENT: BY STAFF

# WEEK 6

Youth Name: \_\_\_\_\_ Youth Signature: \_\_\_\_\_

Program's Component: \_\_\_\_\_ Program Supervisor: \_\_\_\_\_

First Review Date: \_\_\_\_\_ Second Review Date: \_\_\_\_\_

In each row, please check one (1) phrase that best describes the youth performances.

NEEDS DEVELOPMENT	COMPETENT	PROFICIENT	ADVANCED
<b>Attendance &amp; Appearance</b>			
<input type="checkbox"/> Maintains consistent attendance, punctuality, and appropriate dress, with supervision.	<input type="checkbox"/> Maintains consistent attendance, punctuality, and appropriate dress independently.	<input type="checkbox"/> Is a model of excellent attendance and attire beyond that required.	<input type="checkbox"/> Represents organizations at meetings and events.
Youth's Comments:			
Supervisor's Comments:			
<b>Accepting Direction &amp; Criticism</b>			
<input type="checkbox"/> Learning to accept direction.	<input type="checkbox"/> Accepts directions with positive attitude.	<input type="checkbox"/> Accepts constructive criticism with positive attitude.	<input type="checkbox"/> Accepts and applies constructive criticism to improve performance.
Youth's Comments:			
Supervisor's Comments:			
<b>Flexibility &amp; Maintaining Self-Control</b>			
<input type="checkbox"/> Learning to adapt to change. Resumes self-control with supervision.	<input type="checkbox"/> Adapts to change with positive attitude. Resumes self-control independently.	<input type="checkbox"/> Explores change. Maintains self-control in challenging circumstances.	<input type="checkbox"/> Initiates change. Maintains self-control in extremely difficult circumstances.
Youth's Comments:			
Supervisor's Comments:			
<b>Respecting Confidentiality</b>			
<input type="checkbox"/> Maintains confidentiality with supervision.	<input type="checkbox"/> Understands why certain information must remain confidential.	<input type="checkbox"/> Maintains confidentiality independently.	<input type="checkbox"/> Models good discretion for others in maintaining confidentiality.
Youth Comments:			
Supervisors Comments:			
Goals:			