

Youth Leadership Developmental Training

A 13-Part Course for African American High School Girls

by Gloria J. Fluker, M.S. Counseling and B.S.Ed.

TABLE OF CONTENTS

Pages 5-7	Standards
Pages 8-9	Syllabus, Units And Course Descriptions
Pages 11-18	Training Guide
Pages 19 - 26	Unit 1 - Leadership Development
Pages 27 - 36	Unit 2 - Gender, Power, and Leadership
Pages 37 - 40	Unit 3 - Filtering the Static
Pages 41 - 44	Unit 4 - Learning to Lead Collaboratively
Pages 45 - 47	Unit 5 - Strategic Planning
Pages 49 - 53	Unit 6 - Understanding Public Policy and Leadership
Pages 55 - 60	Unit 7 - Get an Attitude!! Building the ability to bounce back
Pages 61 - 76	Unit 8 - Academic Success and Career Exploration
Pages 77 - 120	Unit 9 - Financial Literacy and Personal Finance
Pages 121 - 130	Unit 10 - Community Involvement
Pages 131 - 135	Unit 11 - Fundraising Defined and Strategies to Fundraising
Pages 136 - 137	Unit 12 - Students as Facilitators
Pages 138 - 139	Unit 13 - Youth Facilitator Field Experience
Page 140	Resources

STANDARDS

VISION

Leadership: Our student participants will be our community leaders and mentors. Therefore, Tomorrow's Journey student participants are capable of being socially just, ethical leaders who will create a better world.

Engagement: Having connection to community foster student success, therefore, all student participants can find meaningful connections.

VALUES

Integrity: ensuring that our actions reflect our words, especially when it comes to being active listeners, honest, accountable, and respectful.

Unity: There is indeed strength in numbers. Working together to solve a frequent problem ensures a greater chance of success. Making the effort to bring people together will always be more effective than finding ways to pull people apart.

Commitment: Show loyalty, bravery, and tenacity. Staying committed to the cause or to a person through the uncertain times no matter how the circumstances may change unless you run into a negative (physically or emotional) situation.

History: Everything you do, every way you look at the world and relates to other people in the world. Every way you interpret the world. The very way you move your body. The very way you talk is a result of your historical experience. Value your authentic history, origin, and culture.

Student Centered: Students are active participants in their learning and leadership; they experience leadership at their own pace and share their own strategies,

Education and Growth: Supporting students by equipping them with the skills and knowledge needed to meet the challenge of applying principles to real-life situations.

Community: Intentionally creating an atmosphere that encourages students to discover and express all aspect of their identity, to make meaningful connections with others and know and understand their impact on community.

Continuous Improvement: Continue to provide an avenue to take lives to a higher level; assuring students that they are capable of learning and growing into who they want to be.

MISSION

To enrich and integrate students' leadership and academic experience to educate students to be ethical, socially just, and civically engaged leaders in school and in their larger community.

Learning Goals

- Principals of leadership: Participating students will be imbued with the principals of leadership- principles that will serve as the foundation for the choices they make throughout their lives. They will learn how to build visual memories that will empower them to be resilient during tough and challenging times.
- Common Purpose: Demonstrate willingness to address problems within the group and hold others accountable to the mission.
- Critical Thinking: Demonstrate ability to consider multiple viewpoints and types of knowing to develop well-reasoned opinions.
- Consciousness of self: Demonstrate self-awareness and self-reflection- “Woke” to who she is and from where she came.
- Mentorship: Effectively demonstrate the leadership skills and ability to build and maintain relationships with other girls and a diverse population.
- Community and Systems: Understand and value your place and impact within the program and community.

“The journey of a thousand miles begins with one step”

African Proverb

Student Engagement:

The TJB Youth Leadership Development Training Module is a unique, four years out of school program which prepares teen girls to become kind-hearted, compassionate leaders to elementary, middle, and high school girls (3rd-12th graders). Leaders-in-training will have the opportunity to develop facilitation skills needed to become capable, confident leaders. They will offer their experience to guide girls through the rough spots and learn to build a positive community of girls helping girls!

Ten high school students are prepared to facilitate educational programming at assigned schools or in the community after successfully completing the leadership training. They are retained throughout the years as student leaders for service.

The Tomorrow’s Journey Business (TJB) highlights include:

- Shared experiences- create personalized activities with other participants.
- Small Group Workshops- build real- life skills in leadership, goal setting planning, time management, team building problem solving, conflict resolution, advocacy, navigation, and negotiation.
- Developing leadership skills that will help in a future job or college applications.
- Making a difference in the lives of other girls.
- Earning volunteer hours.
- Receive a certificate of completion and membership.
- Community Service- take responsibility for the well being of the community through direct service.
- Field Trips- discover recreation, culture, and career possibilities through exposure to local and national resources.
- Cross-Program Leadership Development- other organizations coming together to explore a mutual interest in youth leadership development via a Cross-Program Leadership Retreat.
- Working in partnership with adults.
- Fund Raising- learning fundraising skills and actively raising needed funds for the program activities; opportunity to test and grow their fundraising skills by setting a \$ amount to raise.
- Creating a pipeline of donors.
- Earning a stipend
- Having lots of fun!

Who can participate?

- Young African American and African Descent female high school students.
- Dedicated to building positive relationships.
- Dedicated to developing personal and social responsibility.
- Committed to empowering other African Americans.

Participant responsibilities:

- Attend TJB orientation
- Spend 2 plus hours three times a week in the group.
- Commit to training activities on a four-year basis.
- Develop a youth advocacy committee.
- Perform community service.
- Attend sessions as scheduled.
- Attend field trips as scheduled.
- All TJB students are responsible for submitting a monthly report to include any additional community service hours to Gloria Fluker, Owner, Educational Consultant and Trainer of Tomorrow's Journey Business or designated facilitator
- Establish a relationship with school principals, teachers, and counselors and find out their expectations and be willing to share your expectations with them.
- Assist in group fund-raisers and special projects.
- Maintain academic excellence.
- Learn the content and how to deliver the TJB curriculum *Healthy Decision Making and My Black is Beautiful Curriculum*.
- Help develop lesson plans
- Become a teen- leader in supporting and guiding other students.



SYLLABUS

UNITS AND COURSE DESCRIPTIONS

Unit 1: What is Leadership? A Definition of Leadership and Discussion of Theories

Changing Minds...empowering students. This group activity will be designed to encourage students to grow in their knowledge and their responsibilities that lead to success. Youth will focus on change through The Five Practices of Exemplary Leadership.

Leadership Philosophy

This group activity will explore the Core Leadership Philosophy. The aim is to raise student's awareness of their own assumptions and challenge them.

Unit 2: Gender, Power, and Leadership

Too often decisions are made that have a profound impact on people's lives without including them in the decision-making process. A session on a diversity of perspectives and experiences with the work of leadership. Also, the sessions explore the relationship between gender, power, leadership, and representation and asks what advantages and barriers women, especially Black women encounter in leadership positions. Most importantly, the nature of representation leads us to ask whether more descriptive representation in elected office and the bureaucracy might make some difference in politics. The sessions will consider the following questions:

- 1) How does gender influence the practice of politics and administration?
- 2) Is political leadership a culturally "gendered" concept that benefits men and marginalizes women within political structures?
- 3) What social, psychological, and structural dilemmas confront women and men in leadership roles?
- 4) Is there empirical evidence that men and women leaders behave in different ways?
- 5) What are the experiences of Black Women in Leadership and how do they navigate race and gender in leadership position?

Unit 3: Filtering the Static-Strategies for understanding each other

This session presents 5 truths concerning communication, 2 models of communication, and 7 strategies for more effective teams through better communication. How do we see ourselves in the mirror and the effect it has on communication.

Unit 4: Learning to Lead Collaboratively

Effective leaders accomplish goals and do their work within the framework of collative. We will develop activities designed to provide planning and follow through to enhance our learning and to be more productive.

Working Together-Have fun.... get more done

An activity designed to provide 6 tools for better interpersonal interaction.

Unit 5: Strategic Planning

The group session will focus on student learning the 7 steps of effective planning and their impact on implementation and the importance of planning in an organization.

Unit 6: Understanding Public Policy and Leadership

Participants will learn about the public policy process while developing their leadership skills that will facilitate their involvement in the policy arena at the local, regional, and national levels.

Unit 7: Get an Attitude!!Building the ability to bounce back from the “Double Bind”

This group session is designed to define the need to bounce back when life rots. Learning the major points about walking the tightrope between “fitting in” and feeling authentic.

Unit 8: Academic Success

Participants will learn how to plan their academic studies to have successful academic performance, in preparation for postsecondary education. In addition, they will enhance their learning about the college process and opportunities for paying for college.

Career Awareness and Exploration-5 changes for college-It’s new...it’s exciting...it’s scary!

Senior year has come and gone and now it’s time to start all over. How you think- your attitude can make or break your freshman year. There are five major changes that students learn to ease the transition to college life and entrepreneurship. Also, youth will become familiar with career research and paths to careers; they will apply their decision-making skills to career selection.

Unit 9: Financial Literacy and Personal Finance

Youth will define financial literacy and learn the basic of finical literacy and personal finance. They will learn the concept of banking services and the systemic injustice such as Redlining; and will understand what it takes to navigate the racist barriers to have a successful financial plan.

Unit 10: Community Involvement

Youth will enhance their concepts of community and community history. They will also reexamine the influence of culture on community and have an opportunity to develop and implement.

Unit 11: Fundraising Defined and Strategies to Fundraising

Students will become aware of and learn what it takes to get what they need, want, and deserve from fundraising. Examine the Seven Qualities of Good Fundraiser.

Unit 12: Students as Facilitators

Students will learn the skills of facilitation and how to facilitate an entire group session themselves. The aim is to shift the balance of control from the lead trainer to the student, by allowing students to take on the lead facilitator role in monthly sessions.

Unit 13: Student Field Experience

Empowering students and giving them responsibility for their own learning. Students will demonstrate their knowledge and their understanding of facilitation.



“Leadership is a state of mind, not just a position in life.”

Mike Weber