

## **C5 Program Model**

The C5 program is a seamless multi-year progression of “Signature Experiences,” year-round events & involvement opportunities, and individual responsibilities that prepares young people to be:

- **C**haracter-Driven
- **C**ommunity-Focused
- **C**hallenge-Ready
- **C**ollege-Bound
- **C**ommitted to a Better Future

## **Targeted Outcomes**

The 5 C's (listed above) are a youth-friendly expression of C5's impact. From a curriculum and assessment standpoint, we focus on five outcomes:

- Graduates from high school and pursues college education or meaningful employment
- Makes positive contributions to the community
- Respects human diversity and is capable of living and working in a diverse community
- Develop and maintain positive relationships with adults and other youth
- Acquire leadership skills in the areas of self-awareness and confidence, communications, group effectiveness, organization, decision-making, and problem solving

## **Cornerstone Code**

C5 is delivered within an intentionally-structured culture that encourages personal responsibility, respect for others, and future-oriented thinking. The Cornerstone Code expresses expectations of C5 members and is the foundation for C5's positive culture:

- I hold myself to a higher standard.
- I represent myself and my community well.
- I respect each member of my community.
- I build the future I wish to see.

## Leadership Classes

An incoming leadership class of high-potential young people is selected at each site each year. This cadre of youth progresses through the program as a unit. The program for each year is structured around an annual theme and each class has an assigned name. Optional icons are provided for each year, to be used at the site's discretion. The theme, class name and icon for each of the five-years of the program are:

Icon	Year	Class Name	Theme
	• YEAR 1:	Flint	"Leading Myself"
	• YEAR 2:	Lantern	"Leading Others"
	• YEAR 3:	Hammer	"Expanding my Horizons"
	• YEAR 4:	Compass	"Exploring my Future"
	• YEAR 5:	Medallion	"Engaging my Community"

## Program Delivery

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During each year the C5 curriculum addresses the following areas:

- College & Career (pages 9-11)
- Community Action (pages 11-14)
- Leadership Development (pages 14-18)
- Social Awareness (page 18-19)

The C5 curriculum is a specific set of *carefully sequenced age-appropriate learning experiences* established by each affiliate and delivered through:

- "Signature Experiences" delivered each summer (page 3-5)
- "C5 Pathways" delivered in the community during the non summer months (pages 5-9)

## Signature Experiences



### **Camp Leadership U. (Two sessions recommended)**

Resident camp of approximately four weeks. Youth learn and practice leadership skills in an environment that emphasizes positive relationships, adventure activities, and C5 culture.

### **C5 Bridges**



A travel/adventure experience with a challenge element designed to expose teens to a new environment which requires them to employ the leadership skills they have learned and begin planning for their future

### **Road to College**



A minimum of seven days of exploration of regional college and University campuses. Emphasis is on exploring what campuses offer in addition to academics and identifying steps to preparing for the transition to college. Significant youth engagement in planning and leading the experience is a key component.

### **A.C.T. Now**



A minimum of seven days on a college campus engaged in a curriculum-based, community action focused group problem solving experience designed to provide the opportunity to practice and improve skills needed for success in college and life: research, needs assessment, decision making, resource management, collaboration, investigation, writing, and public presentation.

## **Trek Experiences**

Youth participate in overnight wilderness “treks” during the Flint, Lantern and Hammer summer programs. The trek is designed to be a culminating activity for Camp Leadership U and the Bridges Program. In the Camp Leadership U curriculum, the trek takes place in the last third of the camping period to allow campers to have a series of learning and planning experiences leading up to the actual trek. It serves as the practicum for outdoor skills, leadership skills and relationship skills developed during the summer session. In addition to building strong community and strengthening project management skills, the sequence prepares youth for success when they travel to Wyoming for the Bridges experience in their third summer. The trek sequence also inspires the vision and builds “traveling” and group management skills needed for success with the Road to College and the ACT Now Summit.

### **TREK PROGRESSION**

**FLINT Trek** -- 3-days/2-night experience on or near the campsite. The focus is on planning, organization, safety, teamwork, and fun. Youth learn basic outdoor skills and become comfortable with being in a natural environment. Youth apply basic leadership

skills in the preparation for and completion of the trek. Skills that are included in year one:

- Identifying an appropriate campsite (problem solving)
- Identifying and preparing appropriate locations for tents, latrine, cooking (organization, group effectiveness)
- Introduction of the Leave No Trace principles
- Preparing food over an appropriate LNT type fire
- Preparing food using a camp stove
- Working in teams to prepare meals (group effectiveness)
- Setting up and packing up tents (group effectiveness)
- Setting up a tarp for shelter from sun and rain (group effectiveness and problem solving)
- Using a sleeping bag appropriately
- Importance of proper gear and clothing (decision making)
- Food safety and sanitation and keeping food safe from animals (problem solving)
- Introduction of roles: Leader of the Day, Navigator, Sweeper, Cook team, and Clean Up team.

**LANTERN Trek** – 5-days, 4-nights trek that provides a sampling of adventure activities like climbing, paddling, mountain biking & caving. Youth overnight at a minimum of 2 different sites, and spend the days engaged in challenging activities. It is strongly recommended that there be an overnight backpacking component which requires a minimum of 4 hours of hiking with a loaded backpack in smaller back country groups. Youth strengthen organization skills and assume greater responsibilities for managing the trip. Youth practice basic outdoor skills and explore how they learn and grow through challenging themselves. Skills that are included in the year two trek experience:

- Identifying and understanding the environment of the Trek and planning for those environments (problem solving, planning, organizing)
- Planning meals for a variety of environments and cooking arrangements (planning and communication)
- Planning the activities included in the trek (planning and communication)
- Leading appropriate activities while on Trek (planning, leadership, communication, decision making)
- Using appropriate gear for backpacking and minimizing gear needs to a reasonable weight – introduction of packing list for the Bridges trek (organizing and planning)
- Review and apply Leave No Trace principles
- Setting up backpacking tents
- Improvising shelter for the group (problem solving, group effectiveness)
- Awareness of the animals in the area and keeping food and participants safe from animals (problem solving, planning)
- Campsite identification and set up in multiple locations (decision making)
- Food safety and sanitation and cooking in small groups using a backpacking stove (group effectiveness)
- Identifying and double checking that appropriate gear is available for each specific activity (planning and execution of a plan)
- Opportunities to make a choice between levels of challenge in outdoor activities (self awareness)

- Practice serving as: Leader of the Day, Navigator, Sweeper, Cook team, Clean up team or Activity leader and being responsible for safety and decision making in the group (team skills)
- Dealing with hygiene in areas without bathrooms (problem solving)
- Carry backpack over terrain for a minimum of 4 hours.

**HAMMER Trek** – The *Bridges- Paintrock Leadership Challenge (PLC)* is a 12-14 day adventure designed to “jump start” youths’ focus on the future. The current model takes place in Wyoming and Montana. The third summer of the C5 program is the “Bridge” between learning about and practicing leadership and actually leading in real life situations. Bridges involves decisions that have significant consequences and discussions exploring topics like strength, character, and commitment. Youth begin planning and preparing for the experience during their Lantern Pathways programs.

Backpacking, rafting, climbing, etc. are physically & emotionally demanding, but inherent in such challenges are lessons about success in daunting conditions. Youth create mission statements, complete a structured journal, and take turns as “leader of the day”. They receive feedback from their peers and adult leaders. Exploring the “journey” metaphor prepares youth for the *Road to College* planning process that begins in the fall.

## C5 Pathways

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C5 Pathways is the non-summer vehicle for delivering content & experiences that lead to youth achieving outcomes. It is a series of intentional:

- Events
- Planning Experiences,
- Independent responsibilities including community service, maintaining good grades and participating in extracurricular activities.

### Pathways Events

Youth attend a minimum of 3 *curriculum-focused* events each year. Each is the delivery point for specific curriculum-focused content. These events:

- Drive outcomes
- Build strong community identity and supportive peer networks
- Inspire youth to accept responsibility and take action
- Re-energize focus on C5 culture, content, & values

C5 provides modules for two events per class per year – one *College & Career* and one *Community Action*. In addition a Leadership & Social Awareness curriculum focused event is created by each local site.

## C5 Pathways Events – Minimum of 3 events required

### Recommended Calendar

	<b>College &amp; Career</b> (Suggested Event)	<b>Community Action</b> (Suggested Event)	<b>Leadership &amp; Social Awareness</b>
<b>Year 1</b> <b>8<sup>th</sup> grade</b>	<b>Oh, The Places You Could Go!</b> <ul style="list-style-type: none"> <li>▪ Exploring Careers</li> </ul>	<b>Getting the Jump on Community Involvement</b> <ul style="list-style-type: none"> <li>▪ Opportunities Fair</li> </ul>	Determined by each local C5 Site
<b>Year 2</b> <b>9<sup>th</sup> grade</b>	<b>Who's Flying This Plane?</b> <ul style="list-style-type: none"> <li>▪ Exploring Careers</li> <li>▪ ON Backpacking</li> </ul>	<b>Volunteering My Skills &amp; Talents</b> <ul style="list-style-type: none"> <li>▪ Connecting service &amp; job skills</li> </ul>	
<b>Year 3</b> <b>10<sup>th</sup> grade</b>	<b>ABC's &amp; XYZ's of College Applications</b> <ul style="list-style-type: none"> <li>▪ College Fair</li> <li>▪ How to pay the bill?</li> </ul>	<b>Community Treasure Hunt</b> <ul style="list-style-type: none"> <li>▪ Spearheading an action project</li> </ul>	
<b>Year 4</b> <b>11<sup>th</sup> grade</b>	<b>Are you destined to Entrepreneur?</b> <ul style="list-style-type: none"> <li>▪ Career Exploration</li> <li>▪ ACT/SAT Prep</li> </ul>	<b>Planning to A.C.T. Now</b> <ul style="list-style-type: none"> <li>▪ How local government works</li> </ul>	
<b>Year 5</b> <b>12<sup>th</sup> grade</b>	<b>College &amp; Financial Aid Application Weekend</b> <ul style="list-style-type: none"> <li>▪ Complete FAFSA &amp; college application</li> </ul>	<b>Medallion Projects Planning &amp; Mgmt</b> <ul style="list-style-type: none"> <li>▪ Present proposals</li> <li>▪ Report results</li> </ul>	

Events like ball games & holiday parties are good “community builders” but are not “curriculum-focused” and therefore do not count as one of the required events per class per year.

### Planning & Committee Work

Planning for the future is a component of each C5 Pathways event. It is not intended to be an event by itself.

Engaging youth in planning is an important element to effective youth development and a pillar of the C5 model. Staff members play an active coaching role, providing boundaries within which youth can make meaningful decisions and hold youth accountable for their commitments. Directors provide opportunities for significant decision making and respect decisions made by youth (as long as they are within established boundaries).

Effective planning involves incrementally increasing responsibility at a rate youth can absorb. They will be more likely to be prepared to manage significant responsibilities like the ACT Now Summit and their Medallion projects if they have experienced gradually increasing power and responsibility over the five years. Effective planning with youth should include:

- Clearly defined responsibilities & boundaries within a youth-focused process
- Manageable groups sizes of 5-7 people
- Identified specific-tasks and established timelines
- Assigned specific responsibilities: holding people accountable to their commitments
- Celebrating & acknowledging contributions
- Engaging youth in planning does not mean abdicating responsibility or stepping out of the process. On the contrary, it involves frequent check-ins by staff: by phone, in-person, and by e-mail.

## **Individual Responsibilities**

Submitting a competitive application for college and scholarships depends on being able to demonstrate traits like commitment, leadership, balance, and involvement in the community. Holding youth to high expectations for completing these responsibilities will help them develop habits and skills required for independent work in the latter years of C5 and when they move on to college. Independent responsibilities also increase youth's opportunity to practice leadership in real life environments.

Holding youth accountable for annual responsibilities is significant.

### **Required Annual Responsibilities for C5 Participants:**

- 1) Attend all Pathways events.**
- 2) Complete annual community service commitment by June 15<sup>th</sup>. The following is a recommended progression of community action responsibilities.**
  - a) Year 1: 30 hours of community service required.
  - b) Year 2: 40 hours of community service required.
  - c) Year 3: 50 hours of community service required.
  - d) Year 4: 60 hours of community service required.
  - e) Year 5: 60 hours of community service required.
- 3) Check-in with assigned C5 contact – recommended monthly**
  - a) Staff follows an intentional interview guide that checks progress on (1) high school & college action plans, (2) community action plans, (3) extracurricular involvement, and (4) C5 planning tasks.

- b) Youth are asked to regularly e-mail updates about accomplishments & Involvement.

**4) Turn all paperwork in on time as required by the individual C5 site:**

- a) Grade Report 1<sup>st</sup> and 2<sup>nd</sup> semester
- b) Summer Registration Form
- c) Pathways Registration Forms (1 per event)

**5) Maintain academic progress**

- a) If GPA falls below the level specified by the affiliate, the program director works with youth to formulate a plan to return to required level.
- b) Youth must, at a minimum, pass each grade.

**6) Extracurricular expectations**

- a) Youth engage in a school or community organization or work experience other than C5.

**7) Engage in planning and leadership that supports a C5-specific events**

- a) Engage in the planning and preparation for C5 events each year including: community service activities, holiday party, Leadership Lunches, the college tour, or Act Now Summit, Class retreats and etc.

## **Monitoring Independent Responsibilities**

A young person who graduates from a college prep HS curriculum, with a GPA >3.0, who is engaged in regular service and leadership roles at school, and who has completed a community project will submit competitive applications to colleges and scholarship providers.

It is our duty to monitor youth and be sure that they are on track. If they are not, program directors address this situation and refer youth and parents to resources which might help.

Program directors are expected to document a formal check-in with each individual approximately every other month (three times a year).

## **The C5 Curriculum**

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The C5 curriculum is a set of carefully sequenced age-appropriate learning experiences, each presenting specific content, that lead youth to achieve the C5 outcomes. The curriculum is a conspicuous component of each C5 Pathways event and woven throughout each day and activity of each signature event. It focuses on 4 areas:

- College and Career

- Community Action
- Leadership Development
- Social Awareness Program

It is important that each of these areas be addressed on a regular basis because they lead to the outcomes, but how a site does so is flexible.

## I. Career and College Curriculum

The career and college curriculum emphasizes understanding the value of a college education, opportunities to visit campuses, opportunities to connect with people from different employment sectors, coaching and mentoring on class selection and grades, and assistance with key tasks like applying for scholarships and financial aid.

The career and college curriculum primarily targets the outcome: Graduates from high school and pursues a college education or meaningful employment.

### Career Development

The C5 approach to career development focuses on self assessment and career exploration. Youth need first to understand their interests, skills, values, personal style, goals, etc. Then, they need to learn about as many career options as possible and assess whether these are a good fit. 55% of youth who felt career success depended on earning a 4-year degree graduated from college. Of those who did not, 9% graduated. (Bridgespan Group; 2006)

C5's goal is to help youth see the connection between a 4-year degree and career success by connecting them with individuals and environments that can help them to expand their perspective on opportunities for the future.

#### **Examples of career exploration activities:**

- Interviewing people from a variety of career fields
- Employment-related skills presentations
- Workplace tours and shadowing, including Leadership Lunches
- Career Interest Inventories
- Resume and portfolio development

### College Preparation

The college preparation process tends to be well-marked. Information is readily accessible through guidance counselors and websites like [www.princetonreview.com](http://www.princetonreview.com) and [www.collegeboard.com](http://www.collegeboard.com).

C5's role in preparing youth to be ready to successfully apply for college is to keep them aware of requirements and timelines and closely monitor their progress. Monitoring

includes reminding them to take the right steps at the right time such as enrolling in a college prep curriculum beginning freshman year, taking ACT/SAT's in their junior year, and applying for FAFSA assistance after January 1<sup>st</sup> of their senior year.

C5's goal in this area is to create a college-bound culture & monitor each individual's progress on a high school and college action plans.

**Required college preparation activities:**

- High School Action Plan
- 7+ day Road to College Experience
- College and Financial Aid Application Weekends

**Additional examples of college preparation activities:**

- Personal Mission Statements
- College Fair & College Visits
- College Action Plan
- ACT / SAT Preparations
- Practice essay writing
- Development of a portfolio

## **College and Career Preparation Curriculum**

C5 provides a series of modules to introduce the concepts needed for college and career exploration. They include:

- Why Higher Education?
- The Dream
- Career Exploration (Career Inventory)
- Making the Plan (High School Action Plan)
- Researching Colleges and Universities

It is required that these lesson plans be used in the first 2 years in the program to prepare youth for the more intensive college preparation experiences that begin in the third year.

Additional Modules are provided for use in the Pathways Programs:

- Year 1: Oh, The Places You Could Go!
- Year 2: Who's Flying This Plane?
- Year 3: ABC's & XYZ's of College Applications
- Year 4: Are you destined to Entrepreneur?
- Year 5: College & Financial Aid Application Weekend

## **II. Community Action Curriculum**

The community action curriculum primarily targets the outcome: Makes positive contributions to the community.

The Community Action curriculum is sequenced to equip youth with the skills needed to become active change agents in their community over the course of the five years. Community Action is important for a number of reasons:

- Youth can learn valuable job skills through their community service, volunteerism and activism
- Youth are empowered by their impact and the recognition that they can make a difference in their community
- Community service and advocacy are excellent laboratories for youth to experiment with and employ the leadership skills they learn through C5.

As youth participate in the C5 Community Action curriculum they are guided through three stages:

7. **Education:** Youth & adults learn about their community and the value of giving back to community.
8. **Community Service:** With adult help, youth engage in community service projects and reflect on what the experience was like for them.
9. **Community Development:** Youth identify a need or issue, take action, engage adults and other youth in the process, and make meaningful change in the community.

In the early years, youth are engaged in direct service both in the residential camp setting and in their communities. They learn about opportunities for direct and indirect service that are available to them by visiting service providers in their neighborhoods. They learn and practice a community mapping process in their camp community.

In the latter years, youth are shown how to assess the needs of a community and to identify actions that meet those needs. They are engaged in recruiting sponsors, soliciting resources, and organizing their own projects. They organize younger C5 youth to assist with these projects. Emphasis shifts to serving communities beyond their own as part of the C5 Bridges and the Road to College programs. Youth are introduced to advocacy as a means to changing their community. In their last year in the program, participants are invited to design a "Medallion" project that addresses a community issue that is significant to them and utilizes leadership and community action skills they have gained over their four years in the program

#### **Examples of Community Action Activities:**

- Camp Service Projects
- Community Involvement Fairs
- Interviews with service providers
- Direct service in the community
- Volunteering for community organizations
- Community mapping and assessment

- Observing and presenting at city council, county commissions, school boards, or other governmental committees and boards
- Planning community projects and engaging others in community projects
- Advocating for the needs of groups in the community
- Researching, planning and executing projects in distant communities

### **Community Action Modules:**

Two curriculum modules required as part of the Flint Leadership U curriculum to introduce the Community Action component in C5:

- Community: More than a Place to Be
- Community Heroes

In addition there are 5 curriculum modules required (one per year) for use in the Pathways programs:

- Year 1 : Getting the Jump on Community Involvement
- Year 2: Volunteering My Skills & Talents
- Year 3: Community Treasure Hunt
- Year 4: Planning to A.C.T. Now
- Year 5: Medallion Projects Planning & Management

Participants are also required to engage in a minimum level of community service each program year. The curriculum for the service requirements build over the five years in both quantity and depth of engagement.

- a) Year 1: 30 hours of community service required. Youth are introduced to: basic service opportunities and the difference between service and helping out. Youth are engaged in at least one C5 group Community service experience. They are asked to reflect on the experience and determine what type of service they feel best about. Most sites provide multiple opportunities for first year participants to get their hours.
- b) Year 2: 40 hours of community service are required. Participants are introduced to community organizations and provided training in marketing their skills and volunteering and working in concert with other organizations. It is suggested that volunteering with an agency or organization make up at least 10 hours of their service.
- c) Year 3: 50 hours of community service are required, Participants focus on project planning and management skills and youth are encouraged to plan and complete a youth-identified project that engages peers and requires soliciting resources/donations from the community.
- d) Year 4: 60 hours of community service are required. Participants are provided the opportunity to use their leadership and project planning skills to plan and execute a community service project that engages the Flint class.
- e) Year 5: 60 hours of community service are required. As an outgrowth of the preceding four years and the ACT Now Summit, youth are encouraged to

complete a "Medallion Project". The Medallion Project includes: identifying a community issue that has personal or shared significance, researching, planning, resourcing and completing a comprehensive project to positively impact that issue and presenting the results of their project to C5 and the public. This process is done with the support of a C5 mentor who reviews plans and coaches the participant(s) on creating and completing the project. Projects can be completed by individuals or by small groups of C5 members.

The fifth year signature Event, **the ACT (Actively Changing Tomorrow) Now Summit**, is a culmination of the Community Action and Leadership Curriculums. This 7day event provides participants a real life venue for living and working on a college campus. Youth Identify an issue that has community significance, design and conduct research on the issue in groups, plan organize and come to consensus on a course of action, identify resources for the planned project; and present their plan and their findings verbally, visually and in writing. All of these are skills and experiences that will prepare our participants to be successful in college and later in their careers. Participants are encouraged to use this experience as the starting point for the design of their Medallion project.

We offer the "I STEP UP" Model for the community Action process including seven modules for learning the I STEP UP process:

- I – Identify a community
- S- Survey for needs in the community
  - Do a Community Assessment
- T- Topic/Issue/Problem identification
  - Choose an issue and develop a project idea
- E- Evidence and research
  - Research resources, impacts, root causes etc.
- P – Plan project
  - Mission statement
  - Goals
  - Objectives
  - Strategies
  - Timeline
  - Assigning Responsibility
- U- Understand the potential resources and barriers
  - Gather a group of like minded people
- P – Present your ideas/ Get support from constituencies
  - Present idea for government bodies, civics fair, etc. and receive funding and support

### **III. Leadership Development Curriculum**

The C5 leadership development curriculum helps youth develop the skills, self-knowledge, and attitudes needed to intentionally and positively influence the actions of others. It emphasizes learning about leadership, practicing leadership and applying these skills to planning tasks and hands-on opportunities in C5, and in their schools, organizations and communities.

The leadership development curriculum primarily targets the outcome: develops leadership and navigation skills in the areas of: self awareness, communication, group effectiveness, organization and decision making and problem solving.

## **Leadership U. Curriculum**

Leadership U is the signature leadership development curriculum for C5 and is required programming for C5 sites. The following modules are used to introduce basic leadership concepts and to provide a framework for leadership learning throughout the camp day. Each session is designed to last 60-75 minutes and is taught regularly to the entire class group. As such it serves as an opportunity for the class to bond and learn how to work together as a team.

### **Flint Leadership U**

The following modules are designed to introduce basic concepts of Leadership in the Flint Year. A module specific structured journal is provided as a self awareness tool for youth. Sites are required to complete 14 modules. These 14 modules are necessary to build basic skills that participants need to complete the program requirements over the five years. The Flint Modules include:

1. Introducing . . . Leadership U!
2. Presenting Myself Well – How Do You Do It?
3. Setting and Reaching Goals
4. Looking at Myself as a Leader
5. Developing Trust
6. Building Trust
7. Getting the Message Across
8. Body Talk
9. Sharing Ideas – Clear Speaking
10. Stepping Up To The Problem
11. Community, More than a Place to Be
12. Community Heroes
13. Appreciating Diversity
14. Revving Up for Real Life: C5 plan and portfolio

### **Lantern Leadership U**

The focus of the Lantern Leadership U is to introduce a variety of ways youth can apply leadership skills to enhance group functioning. Youth are called on to put skills together into processes. A module specific structured journal is provided as a self awareness tool for youth. Sites are required to complete 13 modules. These modules prepare youth for the planning, project management and decision making responsibilities they will engage in over the remaining three years of the program. The Lantern Modules include:

1. Flying My Leadership Colors
2. Applying My Leadership Colors
3. On Stage With Group Development
4. Tools for Planning and Decision Making
5. From Problem solving to Project Management
6. Building Consensus and Collaboration
7. Resolving Conflicts
8. Leading with Ethics I
9. Learning from Experience

10. Presenting . . . ME
11. Presenting my Message
12. Revving Up for Real Life in High School
- 13 Leadership: The Final Exam

### **Hammer Leadership U.**

The Hammer Leadership U.s focuses on the Bridges experience, using the theme of applying skills to new environments on the journey. In keeping with the nature of the trek, many of the modules are self exploration/awareness focused. The curriculum results in both a personal mission statement and daily journaling during the trip.

Since sites have a limited time frame to prepare participants for the trip, the lessons in bold are required. The remaining lessons are optional. Although most sites use the pre-trip modules during a 4-6 day period of preparation at their local resident camp, some use the modules in the Lantern Pathways program to prepare youth, leading up to the Bridges program.

#### **Pre trip**

- The Journey is the Journey
- Thinking Backwards -- The Way to Get Where You Want to Go
- Committed to my Best Effort Always
- Taking the High Road – Principled Leadership
- Organized Equals Success
- Making the Right Call When it Counts
- The Power of Positives

#### **On Trip**

- Living Life On Purpose
- Leadership on Fire
- Undaunted Courage
- Leaving a Legacy
- Leading with Style
- Setting My Course with Confidence
- What it Takes to Achieve a Vision
- The Power of Reflection
- Bridge to the Future
- Telling My Leadership Story

### **Practicing Leadership in the C5 Environment**

In years one and two, youth learn leadership basics and practice them in the relative safety of the C5 environment. Flints practice leadership on a daily basis in their cabin and activity group. Lanterns extend their leadership to supporting Flints in a variety of ways and take on leadership for all camp experiences. As part of the Lantern experience, cabin and activity groups are presented with 4 – 8 leadership challenges designed to engage participants in small group problem solving and planning experiences (usually lasting from half a day to 2 days).

**Examples of Lantern Leadership challenges include:**

- 24 hour production
- Eco Challenge
- Camp Iron Chef Challenge
- Ready, Set, Serve Challenge
- Flint Counseling Challenge
- Public Speaking Challenge
- Video Message Challenge
- Camp Planning Challenge

Each year, C5 participants receive increasing responsibility for decision making and leading. Youth are given responsibility for decisions and group management. Serving as "leaders of the day", youth receive significant feedback from adults and peers on their performance. The intent is for youth to practice their skills in a variety of environments and use this experience to build a sense of preparedness to lead at home, school, and in their community.

Throughout C5, directors create opportunities for youth to lead at a variety of levels – publishing newsletters, speaking at board events, participating on planning committees, leading activities at camp, or during Pathways, etc.

### **Compass and Medallion Leadership Practicums**

By the 4<sup>th</sup> and 5<sup>th</sup> years, participants have significant leadership roles on committees, work in individualized roles with directors, make presentations at Pathways events and organize events like service projects, and leadership conferences for C5 participants. Learning is integrated into the experience and the resulting debrief. In addition participants take the lead in planning and presenting at the Road to College and the ACT Now Summit.

### **Applying Leadership to Planning and the Community**

Planning (or at least looking forward) is a component of most Pathways events. During the last three years, youth take the lead in planning the C5 Bridges experience, the *Road to College* and the *ACT Now Summit*, as well as Pathways events. These are significant undertakings. Program directors assume an active coaching role, but provide room for youth to make meaningful decisions.

#### **Examples of Opportunities to plan and lead programs:**

- Camp Community Organizing (leadership teams, camp council)
- Leading activities for peers and younger youth
- Host new camper/parent orientations and tours
- Planning a camp day or day on Trek
- Paintrock Leadership Challenge

- Planning for “Mapping my Community’s Future”
- Road To College Planning Committees
- Planning and conducting workshops at ACT Now conference
- Facilitating Flint Service Project
- Facilitating and counseling at a Flint Retreat
- Planning, organizing and presenting at a C5 leadership conferences
- Medallion Project

## IV. Social Awareness Curriculum (SAP)

The Social Awareness Program (SAP) builds greater understanding of social issues and how they impact perceptions of our selves, others and the world. The Social Awareness curriculum primarily targets the outcomes:

- Respects human diversity & is capable of living and working in a diverse community
- Forms and maintains positive relationships

Youth learn about themselves, how to appreciate those who are different from them, and develop skills for dealing with issues related to peers, families, their communities and the world.

SAP is the signature C5 social awareness and diversity curriculum and is required programming for C5 sites. It is a series of 60-90 minute sessions with an age-appropriate message that is presented 1-2 times each week during Camp Leadership U and integrated into the third through fifth year curriculums as part of either summer programs or Pathways. Across the five years The modules follow five themes:

- Media and Culture
- Relationships
- Diversity
- Fears and Pressures
- Action Central

The C5 SAP curriculum includes a series of 23 lesson plans. Each experience is typically supported by videos, activities, discussions, and journaling.

### Social Awareness Program Modules:

#### Flint Year (3 required- in bold)

1. Diversity: “Stereotyping”
- 2G. Media and Culture: “Mean Girls in the Real World”**  
or
- 2B. Media and Culture: “Tough Guys in the Real World”**
- 3. Media and Culture: “The Messages on My iPod”**
4. R.E.S.P.E.C.T. Part 1 – Respecting Myself
5. R.E.S.P.E.C.T. Part 2 – Respecting Others

#### Lantern (3 required- in bold)

1. **Media and Culture: "Thin is Still In! Culture & Femininity"**
2. **Media and Culture: "Upping the Ante! Culture & Masculinity"**
3. **Fears and Pressures: "Bully, Bully"**
4. Relationships: "No More Drama"
5. Pressures and Fears: "Taking a Stand"
6. Diversity: "Immigration, Race and Prejudice"
7. So Much Cooler On-Line

**Hammer (2 required - bold)**

1. **Action Central: "Responsibility and Power"**
2. **Pressures & Fears: "All We Have to Fear is Fear"**
3. Relationship: "Rules of Engagement!"

**Compass (2 required – in bold)**

1. **Pressures & Fears "What to Expect Next" (College Tour)**
2. **Relationships: "Healthy/Dangerous" (College Tour)**
3. Action Central: "Expanding My Impact" (Pathway)
4. Relationships: Beats and Rhythms

**Medallion (optional)**

1. Life Choices
2. Action Central: Kid Heroes
3. Stepping into the Great Unknown