
POWER INTERNSHIP

POWER INTERNSHIP CURRICULUM (FALL CYCLE)

a Social Justice Leadership Program of the



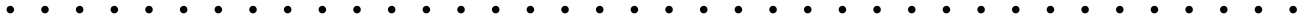
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Program Description and Goals

For high school juniors and seniors, the POWER Internship integrates exposure to nonprofit work environments with the development of critical foundational, academic and technical skills that contribute to the interns' personal growth and leadership development, and enhance their knowledge of, and ability to address, issues that impact their community and city.

Our approach is based on the philosophy that educational skills and work place skills are integrally related, and thus, seeks to unite the two in ways that are engaging, relevant and apparent to the high school student interns.

Through project-based learning, that is grounded in the Collaborative's community building and social justice approach, student interns gain a hands-on understanding of how nonprofits in general, and students/young people in particular, can contribute to the well being of their communities and the city. Working collaboratively on their projects, interns engage in research, critical thinking, communication, and public speaking activities as well as media production. Interns are also assigned specific organizational tasks and have opportunities to shadow the Collaborative's and university staff, as well as college student leaders from across the city, thereby gaining a fuller picture of various professional opportunities and what they entail.

The POWER Internship is based on Temple's campus, one afternoon per week for 18 weeks. The Internship is implemented by the Collaborative's Leaders Corps.

Curriculum Version Notes

University Community Collaborative uses an iterative and participatory curriculum building process, involving Leaders Corps facilitators in developing goals and activities for the program. After each program cycle (19 weeks), parts of the curriculum are revised based on feedback from instructors, participants and the coordinator. This version of the POWER Internship curriculum has been compiled after four years of implementing the program with high school students and includes significant contributions from Alison Huxta, Johannah Bennett, Leana Cabral, Ieshia Nelson, Michiko Hunt, Natalia Smirnov, Genisha Wallace, Bo-Stacey Nicholson, Dominic Eason and other members of the Leaders Corps. This version of the curriculum was compiled and edited by Natalia Smirnov.



Instructional Philosophy

As a founding member of the **National Action Civics Collaborative (NACC)**, University Community Collaborative believes that the best training for young people in their role as citizens and community leaders is through active participation in addressing the issues that affect their lives. Our instructional approach therefore is intended to encourage and support youth perspectives, voices and personal development as much as possible. The instructors (who are young adults and in the process of developing as leaders themselves) serve as guides and facilitators. Their job is to create a safe and supportive space for idea sharing, inquiry and collaboration.

Following the **Action Civics** Framework, the facilitator’s instructional goals are to ensure that:

- Participants’ voices are encouraged, valued and incorporated to the fullest extent possible
- Experiences, knowledge, perspectives and concerns of participants are incorporated to the fullest extent possible
- Participants learn by doing, with a focus on collective action
- Participant reflection and analysis are central to the process

While it is central to the process that the issue selection and project development are guided by the questions and concerns of the participants themselves, great facilitators will think two steps ahead, deepening their own knowledge on the issue that the youth select, connecting to relevant local events and organizations and offering their own unique skills and talents to the project. They can serve as fact-checkers, networkers, note takers and even actors – thereby modeling active participation and leadership.

The learning environment advanced in this curriculum is intentionally aligned with the principles of learning outlined in the educational psychology report “How People Learn: Brain, Mind, Experience and School” (Bransford, 2000). Some of the principles emphasized include:

- Starting with students’ existing knowledge and preconceptions about an issue or practice to build on available conceptual frameworks and transform misconceptions
- A learner-centered environment where individual development is encouraged through inquiry and multiple approaches
- Utilizing metacognitive tools to help organize information in transferrable ways
- Opportunities for ongoing formative assessment that makes students’ thinking visible
- A commitment to a community-centered learning environment

Bransford, J. (2000). *How people learn: Brain, mind, experience, and school*. Washington, DC: National Academy Press.

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Developing Youth Power

University Community Collaborative has developed its own matrix of leadership skills, capacities and experiences called **SUPERPOWERS OF YOUTH LEADERS** to guide programming and evaluate participants' development throughout the course of a project and their progression through the Continuum. Each program session is designed to help young people develop and improve the capacities and behaviors necessary to be confident and effective learners and leaders by applying them to their social justice project. While some activities explicitly teach new skills and ask participants to practice them before doing "the real thing" (i.e. professional phone calling, media production, etc.), in most sessions, participants are engaged in accomplishing tasks directly connected to completing their project. Thus the skills they develop are situated in the legitimate work of community organizing, non-profit social service and social justice media production.

In building youth leadership and creating cultures that value and integrate the contributions of youth, the Collaborative considers it essential to openly discuss the political power of young people to influence changes in their community and to participate in decisions that affect youth and young adults. While a group of youth might not have significant political or financial clout, they can build their influence by developing a positive leadership identity, constructing a well-informed analysis of the problem, effectively working with peers and using media to amplify their voice. Foundational to these capacities are the abilities to understand one's own strengths and limitations, brainstorm and ask questions, distinguish between fact and opinion, and cooperate. We call the socio-emotional skills required to be a leader "Personal Power" (the "power" to know and believe in yourself), the civic and inquiry skills "Political Power" (the "power" to read the Word and the World), and the skills that enable one to collaborate and get things done "Professional Power" (the "power" to show up, communicate and work on a team to accomplish collective goals).

Many of the Collaborative's SUPERPOWER categories align with established systems of skills and competencies, including:

- 21st Century Skills Framework (Civic Literacy, Learning & Innovation Skills; Life & Career Skills; Information, Media & Technology Skills) – PRACTICAL POWER
- Social & Emotional Learning Core Competencies – PERSONAL POWER
- Civic Mission of Schools' Civic Competencies – POLITICAL POWER



SUPERPOWERS OF YOUTH LEADERS

PERSONAL POWER Know and Believe in Yourself	POLITICAL POWER Understand the Problem	PROFESSIONAL POWER Collaborate to Get Things Done
<p>Interpersonal Maturity – as demonstrated by:</p> <ul style="list-style-type: none"> • Respect for peers and facilitators • An open minded approach to new situations and ideas • Patience with peers and new tasks • Empathy for others <p>Self-Management as demonstrated by:</p> <ul style="list-style-type: none"> • The ability to set and monitor program related goals • Recognition of own emotions, values, leadership style, strengths and limitations <p>Leadership Identity as demonstrated by</p> <ul style="list-style-type: none"> • Recognition of own power in creating a safe, fair and equal space and society • Belief that they can make a difference in their school or community • Seeing self as a leader • Exploration of own social/cultural/political identity (race, gender, privilege) 	<p>Civic / Community Awareness as demonstrated by:</p> <ul style="list-style-type: none"> • An ability to identify community problems and assets • An understanding of basic power/political relationships as they apply to community issues <p>Inquiry & Research as demonstrated by:</p> <ul style="list-style-type: none"> • The ability to formulate questions regarding community issue • Ability to identify sources of information relevant to the issue • Ability to find information and use evidence to form arguments and draw conclusions <p>Critical Thinking as demonstrated by:</p> <ul style="list-style-type: none"> • An ability to analyze, question and evaluate information from a variety of sources <p>Media Literacy & Production as demonstrated by:</p> <ul style="list-style-type: none"> • Ability to analyze media messages to determine their producer, content, target audiences and biases • Successful production of a collaborative media project to communicate intended message to an audience 	<p>Accountability as demonstrated by:</p> <ul style="list-style-type: none"> • Consistent attendance • Consistent punctuality <p>Teamwork – as demonstrated by:</p> <ul style="list-style-type: none"> • A willingness to work with others to share ideas and set goals • A willingness to work with others to accomplish tasks • Equal and appropriate contribution during each step of the project production process <p>Professionalism as demonstrated by:</p> <ul style="list-style-type: none"> • Organized and thoughtful preparation for the final event • Punctuality, dress and conduct during the final event <p>Writing as demonstrated by:</p> <ul style="list-style-type: none"> • Using writing for a variety of purposes, including note taking, research, and project planning and management <p>Oral Communication as demonstrated by:</p> <ul style="list-style-type: none"> • Confident and effective speaking in a variety of situations including small group discussions, interviews, debates, professional phone calling and public presentations <p>Project Management as demonstrated by:</p> <ul style="list-style-type: none"> • An ability to set project goals and monitor progress towards achieving them using POWER Action Plan



For more information please contact the
Collaborative at 215-204-6276

