

IN THE
LEAD 180

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REFERRER INFO SHEET

Seeing. Believing. Succeeding.

A strength-based leadership
program for young people.



A CALGARY YOUTH JUSTICE
SOCIETY PROGRAM

intheleadcalgary.com

REFERRER INFO SHEET

Program Description

In the Lead 180 is a strength-based leadership program for young people who have had some involvement in the justice system. In the Lead 180 reaches young people in Alberta who are struggling to use their natural leadership ability in beneficial ways. The objective is to build and enhance key protective factors that are known to reduce risk taking behavior and re-offending. Our strength-based, leadership curriculum encourages youth to transform their views of themselves, their communities and their futures so they make better choices. In the Lead has proven to increase resilience in young people, increase self-esteem and create a positive connection to the community.



Session Details & Referral Eligibility

When: Tuesdays from 6:00PM - 7:30PM

Where: Online - ITL 180 staff to send weekly invites via email

What: 6 sessions

Who: Youth ages 14-17(at the time of the offence) who show strengths and leadership potential

To be eligible for this program, the Young Leaders must have access to a device that connects to the internet and has a functioning camera and microphone



What Youth Participants Can Expect

- ▶ A coordinator who is there to see their strengths, their leadership potential and to support their success
- ▶ A coordinator who will respect them, hold them accountable and set healthy boundaries that will help them succeed
- ▶ Development of self-awareness and an understanding of what healthy risk-taking looks and feels like
- ▶ Lots of questions! In the Lead 180 is about what they already know about their strengths and leadership potential
- ▶ Classes that use videos, pop culture references and funny games to make it interesting and engaging for young people
- ▶ Participants can expect to meet other young people on a similar journey where they are discovering ways to do better going forward

What ITL 180 Expects Of The Young Leaders To Ensure Privacy

- Use only first names to introduce themselves
- Attend programming from a private space
- Use headphones if they are not able to be in a private space

Check-list for Participant Success



Successful completion of this program requires active participation, a high level of commitment and follow-through.

- 01. Show Up to Class
- 02. Participate During Class
- 03. Be Respectful
- 04. Do the Homework

About The Sessions

- Enrollment is ongoing
- Classes are interactive and conversational and encourage self-reflection
- Multimedia and references to pop culture are used to reinforce the programs core competencies and objectives and as examples of good leadership
- ITL 180 sees beyond what is wrong to build on what is strong as a catalyst to change

Referral Process

1. Ensure the young person meets the eligibility requirements
2. Complete the pcdcpp j dmpk r intheleadcalgary.com*
3. Email inthelead180@cjys.ca if you have any questions.
4. Referral sources will receive weekly updates and a certificate of completion through email when the Young Leader has successfully completed the program

*If we do not receive the referral form, we can not allow the youth to participate and it could result in them not successfully completing their requirements.

What we will do to ensure privacy

- Use an encrypted video calling platform
- Monitor who is admitted into the class
- Coordinate programming from a private space

In the Lead 180 is ideal for youth who have strengths and leadership potential that are too easily overlooked because of the more obvious barriers or behaviors. ITL 180 gives these kids a chance to realize their leadership potential, their strengths and their power to make better choices.

— Denise Blair Executive Director,
Calgary Youth Justice Society



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What do participants learn in **In the Lead 180**?



The ITL 180 curriculum is delivered in an interactive class style that includes group discussion, media presentations, videos as well individual thought and reflection work in their books. Furthermore, the curriculum competencies are reinforced through weekly reflection homework that we refer to as 'Life Labs'.

CLASS 1

Strengths

What do the participants learn?

In this session, participants reflect on leaders that they admire or look up to and why—what qualities and strengths make them good leaders? They explore and identify qualities and strengths within themselves that make them a leader.

CLASS 2

Influences

What do the participants learn?

In this session participants reflect on the people, places and things that influence them—both positively and negatively. They also spend time considering what agency and power they have to influence pro-social change.

CLASS 3

Values and Decision Making

What do the participants learn?

In this session participants identify and define their personal values. They reflect on how values guide their behaviours and actions and can be used to make positive choices.

CLASS 4

Challenges

What do the participants learn?

Participants are challenged to consider how the adversity they have faced in their life have been opportunities to learn and build resilience and character.

CLASS 5

Managing Uncertainty and Failure

What do the participants learn?

Participants discuss the strategies, tools, resources and strengths they can use to manage new or stressful situations in this class. They reflect on times when those strategies have worked well, when they haven't and how they could use them effectively going forward.

CLASS 6

Envisioning a Positive Future

What do the participants learn?

In this class participants are encouraged to imagine a future version of themselves that they can be proud of; a version of themselves that has accomplished things that may seem impossible now. They are challenged to consider the power they have in the present to be that person and how the strengths they have now can influence the outcomes of the future.

The measurable outcomes of participation in these classes are that youth have increased competency in the following areas:

- ▶ Positive self-esteem
- ▶ Positive social skills
- ▶ Positive values and principles
- ▶ Positive coping skills
- ▶ Positive problem solving skills
- ▶ Positive hardiness and persistence

