Youth Engaged in Leadership and Learning

YELL

A Handbook for Program Staff, Teachers, and Community Leaders

John W. Gardner Center for Youth and Their Communities 2nd Edition © 2007

"All citizens should have the opportunity to be active, but all will not respond. Those who do respond carry the burden of our free society.

"I call them the Responsibles."

– John W. Gardner

American Leadership Forum
Class VIII Graduation, San José 1997

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ACKNOWLEDGEMENTS

Youth Engaged in Leadership and Learning (YELL) was developed with the support and guidance of individuals and organizations who partnered with the John W. Gardner Center for Youth and Their Communities (JGC) between 2000 and 2006. In particular, we are grateful to our partners at the McClymonds Educational Complex in West Oakland and at Kennedy Middle School in Redwood City, California. YELL would not exist without the young people, school, and community leaders who worked together with JGC to increase youth voice and participation in decision making. The content of the YELL curriculum has been greatly enhanced by the Americorps members and Stanford students who helped to document our work, provided ideas and activities for the curriculum, and served as staff in the YELL program.

WE WOULD LIKE TO THANK THE FOLLOWING FOUNDATIONS FOR THEIR GENEROUS SUPPORT OF YELL:

Atlantic Philanthropies
Evelyn and Walter Haas Jr. Foundation
William and Flora Hewlett Foundation
David and Lucile Packard Foundation
San Francisco Foundation
Stuart Foundation
Surdna Foundation
Walton Family Foundation

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We also acknowledge the more than 250 young people who shaped YELL as a project and approach to social change, the community leaders who worked with youth to make change happen, the administrators and teachers who supported YELL as a school-based strategy for positive youth engagement and systems reform, and the volunteers, friends, and myriad supporters of all ages and levels of involvement. We extend a special thanks to the following people who helped make YELL an integral part of their schools and communities: Edna Acri, Ken Klieman, Karin Kelley-Torregroza, Renée Matsunami, Anthony Mickens, Sandra Portasio, Beth Ross, and Warren Sedar.

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John W. Gardner Center for Youth and Their Communities at Stanford University

Youth Engaged in Leadership and Learning (YELL) was developed with the support and guidance of individuals and organizations who partnered with the John W. Gardner Center for Youth and Their Communities (JGC) between 2000 and 2006.

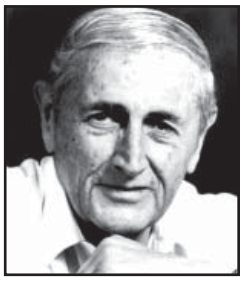
JGC MISSION AND VISION

JGC partners with communities to research, develop, and disseminate effective practices and models for youth development and community renewal. By bringing together community leaders and sharing new knowledge, we support the implementation of quality programs for and with young people.

JGC FOUNDERS

JGC was founded by Professor Milbrey McLaughlin in 2000. As the David Jacks Professor of Education and Public Policy at Stanford University's School of Education, Professor McLaughlin's research combines studies of K-12 education policy in the United States and the broad question of community and school collaboration to support youth development. The mission and vision for the JGC emerged from conversations between Professor McLaughlin and John W. Gardner, and their shared determination to create healthy and thriving communities.

THE JGC'S NAMESAKE, JOHN W. GARDNER[1], BELIEVED THAT:



- Healthy, thriving communities must actively support youth — through policies, programs, and services — to become contributing participants and leaders.
- Community leaders (neighborhood activists, mayors, council and board members, etc.) and youth-serving organizations (schools, recreation departments, youth clubs, etc.) all benefit when they are united in their efforts to serve both youth and community.
- Communities must invest in their youth in substantial ways. Most essential is the development of youth leaders, a community's immediate and future leaders.

John W. Gardner also believed that Stanford University, his alma mater, has the responsibility to address issues that affect the greater community. Therefore, as a center based at Stanford, the JGC also works with students, faculty, and staff to carry out its work to support youth leaders, the communities in which they live, and the broader field of youth development.

For more information on the JGC please visit our Web site: http://jgc.stanford.edu.

1 John W. Gardner (1912-2002) believed in the potential of individuals, their institutions, and society as a whole, and he chose to focus on challenges as possibilities rather than obstacles. He served as President Johnson's Secretary of Health, Education, and Welfare, and was a Founder of Common Cause and the Independent Sector. He was the author of numerous books and spent most of his life studying and writing about leadership and community.

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Appendix 1 provides a framework for adapting the YELL curriculum to support students in conducting research for class projects or graduation requirements.

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Appendix 2 includes the theoretical and research-based underpinnings of the YELL curriculum, along with information on potential resources for supporting YELL development and sustainability. References to other youth development curricula, evaluation tools, and academic publications are provided, along with links to John W. Gardner Center publications available on the JGC Web site.

APPENDIX 3: TEAM BUILDERS: ICE-BREAKERS, COMMUNITY BUILDERS AND ENERGIZERS 308

Appendix 3 includes a series of activities designed to engage youth, enliven sessions, and provide insight into particular concepts. Each session agenda in the YELL curriculum includes a suggested activity from this appendix.

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INTRODUCTION

Youth Engaged in Leadership and Learning (YELL)

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NOTES

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Background of YELL

"Many of our best young people today wonder whether they have any place in this vast and complicated society of ours. They feel anonymous and rootless and alienated. They are oppressed by the impersonality of our institutions. In my judgment there isn't any quicker cure for that ailment than evidence that their society needs them."

~John W. Gardner, No Easy Victories

The YELL program, from which this curriculum is based, was developed by the John W. Gardner Center for Youth and Their Communties (JGC) in October 2000. That first year, YELL included 15 middle school youth who conducted research to identify community needs and strengths. The findings were then used to leverage much-needed resources for the local school and community. Through this process, youth learned about their communities and tapped into their own strengths and ideas to lead a change effort. In addition, adult leaders came to solicit the perspectives of young people and apply those perspectives to local policy.

Between 2000 and 2006, more than 350 youth participated in YELL programs in two JGC partner communities: Redwood City and West Oakland. With the support and involvement of many community partners, YELL became a live model of promising youth development practices and youth leadership within these two communities.

Over the years, the original curriculum has been augmented with lessons from implementation, activities developed by youth and adult partners, and JGC's research on the program's effective practices. With these improvements, this curriculum is now designed for school, program, and community leaders to support authentic youth participation, promote effective policies and practices to strengthen communities, and support young people's personal growth.

Today YELL programs are run directly by community-based organizations and schools. In Redwood City, the Youth Development Initiative (YDI) oversees YELL on two middle school campuses. In West Oakland, YELL is a high school elective class and after-school program administered by the McClymond's Educational Complex. JGC provides YELL curriculum and technical assistance, and is currently testing new applications of YELL within its partner communities and beyond.

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A Note on Youth Leadership

YOUTH LEADERSHIP takes many names and forms: youth voice, youth participation, youth civic engagement, youth decision making, and youth empowerment, among others. While this curriculum is aimed at promoting and supporting youth as leaders, it does not hold a single definition of leadership. Instead, this curriculum encourages youth and adults to look at leadership in context and to find value in different attitudes and definitions of leadership.

Six years of research on YELL has shown that a broader, more flexible vision of leadership can play to different strengths, improving the likelihood that youth will engage in the organization and in their communities in meaningful and authentic ways. For young people, the more possibilities that seem open to them, the better their chances of finding an appropriate leadership style of their own.

While this curriculum focuses on youth as leaders, it is ultimately about creating lasting social change. Leadership development is not an end but a means to participation in and the creation of a more just and equitable society in which youth are valued and have the opportunity to be productive and connected citizens who make meaningful contributions – now and throughout their adult lives.

Tips from YELL Research Findings:

- *Define youth leadership broadly: Think about your own assumptions of what leadership looks like and introduce youth to a variety of leadership styles and models – real or historical.*
- *Create opportunities for involvement for and with youth that reflect diverse forms of leadership and action.*
- *Remember that you– as an adult ally – are modeling leadership for the youth with whom you work.*
- *Reflect constantly on being strategic in the lessons you want to model as well as remaining authentic and open to learning about leadership from them.*

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Youth Leadership in Action

At 13 years old, Amalia had faced the death of her mother and was living on the edges of poverty and gang involvement. She was disinterested in school and had little academic or personal ambition.

Referred by a school staff member, Amalia joined a new after-school program – Youth Engaged in Leadership and Learning (YELL), she was in eighth grade. Four years later, Amalia would describe YELL as "life changing: " having provided her with leadership skills, adult support, and learning experiences that allow her to share her perspectives on community issues, pursue her education, help younger youth to make healthy decisions, and develop positive social relationships.

In YELL, Amalia learned social science research methods and applied what she learned to find out about the needs of youth in her community. The work that Amalia was presented to the City Council and the School Board. Their recommendations contributed to the development of a family center at their school, the expansion of school-based services for youth, challenged agency leaders to think about how to strengthen these same systems at other schools, and led the City Manager to include Amalia and other YELL students in a series of community dialogues with more than 100 adults from different parts of the city.

Throughout high school, Amalia served as a mentor to new YELL participants – helping to facilitate YELL sessions, supporting younger students in their community-based research, leading retreats, and advising staff on program design and expansion. Amalia's work with YELL improved the program for other youth and pushed staff to improve and expand their work.

In addition to her work with YELL, Amalia went on to volunteer as an elementary school reading tutor, to present workshops at national conferences, and to co-found "Latinas en Acción,"a support group for young Latinas. By the time Amalia graduated from high school, she had received a prestigious leadership award, including a $5,000 college scholarship honoring students with "extraordinary histories of selfless volunteer activism." Amalia is now a full time student at a nearby state college. "I'm proud of how much strength I have and how I keep moving forward with my dreams, especially my education."

Amalia is exceptional, yet her story is not the exception. Today, more than 200 young people in Amalia's community have participated in YELL, resulting in thousands of community members benefiting from their leadership. A growing number of young people like Amalia are partners and leaders in program and service evaluation and design, and are working with parents, teachers, residents, and organizational and governmental leaders in unified community renewal efforts.

"There is a ladder of opportunities, and YELL is not the only way for youth to be involved. It is like [for me] YELL is the trunk of the tree and all these other programs and opportunities are the branches."

~ Amalia, 2007

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Guiding Framework of YELL: Community Youth Development*

YELL's guiding framework is community youth development. When a community views young people as resources and deliberately invests its institutional and organizational resources in promoting the positive development of young people within and across contexts, it is taking a community youth development approach.

COMMUNITY DEVELOPMENT AND YOUTH DEVELOPMENT GO TOGETHER WHEN:

- Communities engage youth as authentic partners in community development.
- Community leaders invest in policies and practices that support youth and impact the community.
- Communities collaborate for and with youth.

Applications for YELL

While YELL was originally developed and tested as an after-school program and in-school elective, the YELL curriculum is meant to be flexible and used according to the needs, strengths, and resources of a given community.

POSSIBLE APPLICATIONS FOR YELL INCLUDE, BUT ARE NOT LIMITED TO:

Context	Example
Schools	• Youth leadership program or class. • Student committee to assess school climate. • Classroom activities to support community-based learning. • Classroom activities to support team building and communications. • Part of school site council to inform policy decisions.
Youth Organizations	• Youth program design and implementation. • Youth advisory or governance in organizations. • Assessment team to identify community needs and strengths.
Government and Community	• Youth-adult community dialogues. • Formal youth involvement on city boards and commissions. • Youth program design in parks and recreation services.

*See Appendix 2 for a summary of youth development and community youth development features and frameworks.

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Purpose of the YELL Curriculum

This curriculum supports young people and the adults who work with them to be what John W. Gardner called "responsibles." Being a responsible requires skills, knowledge, and a deepened understanding of oneself and the contexts in which one lives and grows. The activities in this curriculum encourage skill and knowledge building around three areas, all common to diverse styles of leadership:

1. COMMUNICATION AND INTERPERSONAL SKILLS
2. ANALYTIC AND CRITICAL REFLECTION
3. POSITIVE INVOLVEMENT IN SCHOOL AND COMMUNITY AFFAIRS

As a result of using this curriculum, you can expect youth to develop:

★ KNOWLEDGE OF LEADERSHIP, INCLUDING

- An understanding of their personal leadership style, strengths, and opportunities for personal growth.
- Knowledge of civic and social issues, and how they relate to community contexts.
- Knowledge of techniques and methods leaders can use to advance social change.

★ SKILLS THAT FACILITATE LEADERSHIP, INCLUDING

- Active listening.
- Public speaking and presenting.
- Debate and compromise.
- Decision making.
- Group facilitation.
- Ability to work with others collaboratively.
- Research techniques such as interviewing, survey development, and analysis.
- Self assessment and reflection on practice.

★ ATTITUDES AND ORIENTATIONS OF LEADERSHIP, INCLUDING

- A sense of voice in their program, school, and community.
- A sense that they can accomplish things in their community.
- A sense that they matter and have potential.
- A sense of belonging in their program, school, and community.
- Commitment to understanding and developing their leadership skills.

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For youth to be effective leaders, adult partners will also need to develop knowledge, attitudes, and skills to be leaders and support leaders. The YELL curriculum provides adults with resources to support youth representation and involvement in meaningful decision making within their schools and communities.

★ AS A RESULT OF THIS CURRICULUM, YOU CAN EXPECT ADULTS TO DEVELOP:

- Relationships and partnerships with youth.
- Knowledge of youth needs and strengths.
- Skills for supporting youth as partners.

YELL is also intended to help adults build awareness of the importance of youth participation and deepen adult decision makers' knowledge of issues that are important to youth.

★ AS A RESULT OF THIS CURRICULUM, YOU CAN EXPECT COMMUNITIES TO GAIN:

- Youth-driven data and recommendations for school and community decision making.
- Engaged and competent youth contributing to school and community renewal.
- Adults and youth who can work together for positive growth and change.

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Overview of YELL Units: Using the YELL Curriculum

The YELL curriculum is divided into three units: Communication, Leadership, and Research and Action. While the sessions in each unit can be used independently, the three units are designed to build on one another and to inform leadership or action projects that apply the principles and frameworks of youth development. Units 1 and 2 work well as stand alone curriculum. Unit 3 requires the skills built through Units 1 and 2 (pages 6 and 7 offer suggestions on how to select sessions).

UNIT 1: COMMUNICATION

In the Communication unit, youth develop interpersonal skills and use of effective group processes. Key skills include active listening, debate and compromise, decision making, and facilitation. The skills, knowledge, and attitudes developed in this section help youth employ effective practices of leadership.

★ **WHAT YOUTH WILL DO AND LEARN**

- Knowledge of effective communication techniques and strategies
- Why effective communication is important
- Skills to effectively communicate ideas and opinions
- Strategies for supporting group communication and decision making

UNIT 2: LEADERSHIP

In the Leadership unit, youth develop and deepen their concepts of leadership. Youth are supported in thinking critically about their personal leadership styles and strengths, while also reflecting on the purpose of "leadership" in their lives and in their communities. Activities within this unit build on the norms, agreements, and decision-making strategies learned in the Communication unit.

★ **WHAT YOUTH WILL DO AND LEARN**

- Definitions of leadership and why it is important.
- Different styles of leadership
- A complex understanding of leadership
- Awareness of their personal strengths and growth areas as leaders

UNIT 3: RESEARCH AND ACTION

In the Research and Action unit, youth design and implement research and action projects. The sessions here draw heavily on the skills and concepts in the Leadership and Communication units and provide youth with practical forums for applying skills and concepts.

★ **WHAT YOUTH WILL DO AND LEARN**

- Think critically about strengths, challenges, and possible solutions to issues in their communities
- Identify their own research questions.
- Develop and use social science research tools and methods.
- Engage in collecting information about, and taking action on issues that directly affect them.
- Learn to use surveys, interviews and focus groups to better understand the contexts in which they live.
- Analyze findings and develop recommendations.

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Facilitating YELL Sessions

The YELL curriculum is designed around a series of sessions or meetings. These sessions can be youth or adult facilitated. Each session is either 60 or 90 minutes long and has a consistent structure, including the following components:

OBJECTIVE

Describes what youth will do and learn.

MATERIALS AND PREPARATION

Includes supplies and Room Master Copies needed.

SESSION SECTIONS

I. Opening Circle

II. Warm Up or Team Builder

III. Main Activity

IV. Debrief

V. Closing Circle

Facilitation Tip:

The sessions in the YELL curriculum assume that you have particular expertise, knowledge, and artistry that you bring to your group and to your facilitation. Therefore, sessions are intended as guides for you to adapt and work with according to the needs, background, and setting of your group.

SOME SESSIONS ALSO INCLUDE ONE OR MORE OF THE FOLLOWING:

Facilitation Tips:

Examples from Practice:

Optional Homework Assignments:

Pages with Items to Cut Out

Facilitation Tip:

See Unit 1 *for agendas and handouts that teach facilitation skills.*

Arrange seating in a circle for your sessions. This puts youth and adults on equal footing and gives the session a different feeling than a traditional classroom setting.

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GETTING STARTED

Planning and Implementing YELL

"Most of us have potentialities that have never been developed simply because the circumstances of our lives never called them forth. Exploration of the full range of our own potentialities is not something that we can safely leave to the chances of life. It is something to be pursued systematically, or at least avidly, to the end of our days.

"And by potentialities I mean not just skills but the full range of our capacities for sensing, wondering, learning, understanding, loving, and aspiring."

~John W. Gardner, Self-Renewal

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NOTES

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Starting a YELL Project or Program: What to Think about First

1☆ EXAMINE YOUR CONTEXT

Understand the dynamics of the school and the community in which you develop your program or project. If the objective is to address neighborhood problems, for example, situating the program within a community-based organization or government institution with supportive civic leaders is in order, while a school improvement effort is best addressed by integrating the program in a school setting – during or after classes.

Identify youth-related issues and concerns or that are "hot topics" in your school and community policy circles. This step can help you determine audiences – people to whom youth can present their opinions and/or research findings and recommendations in relevant ways.

2☆ ASSESS YOUR RESOURCES AND NEEDS

As you develop your budget, assess what is available and realistic in terms of institutional support, facilities usage, and other infrastructure needs. Explore possibilities for integrating the YELL curriculum into existing structures, such as leadership classes, social studies courses, or senior research projects. Identify other local organizations that provide youth with authentic leadership opportunities and experiences (teen advisory boards, youth commissions, community organizing and advocacy initiatives, clubs, or other groups) and meet with program leaders and youth from those organizations to explore potential links.

See Appendix 2 for an example YELL budget for a nine-month after-school program.

3☆ FOCUS ON QUALITY OVER QUANTITY

While it is important to have opportunities open to as many individuals as possible, it is also important that participants experience a high quality program. Staff must have the capacity not only to deliver the program but to build in time to develop relationships; communicate with teachers, caregivers, and other community members; and respond to new and unexpected directions. Such relationship building is particularly important for the ongoing engagement that is required to meet long-term goals and create sustainable change.

4☆ IDENTIFY GOALS AND OUTCOMES (AND THINK ABOUT EVALUATION UP FRONT)

Regardless of context, it is important for program staff, directors, partners, and funders to know if and how your work is effective. Evaluating the outcomes of your program and for individual youth also allows you to improve and adjust your practice along the way.

A FEW THINGS TO THINK ABOUT:

- Determine, up front, what you want your program to accomplish. **WHAT ARE THE OUTCOMES?**
- Determine how you will know if you are successful. **WHAT ARE THE INDICATORS OF SUCCESS?**
- Determine what specific information will let you know when and if you are successful. **HOW WILL YOU MEASURE SUCCESS?**

Your goals will frame what you track and evaluate. In addition to goals for youth, include goals for adults. Make sure that the goals and outcomes youth decide on reflect a youth development approach. Build in ways for youth participants to set direction for goal development (both personal and programmatic). Align goals with the mission and vision of the school or program where appropriate.

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Five Steps for Successful Recruitment

1★ DECIDE ON LOGISTICS

- When will the programs or project start?
- When, where, and how often will it meet?
- When will applications be due? Where can students turn them in?
- What are the criteria for selection?
- When will you interview students?
- Where will they sign up for interviews?
- How will students learn of their acceptance? (e.g., phone call, list)
- What kinds of permission forms are needed? Transportation releases? Photo releases?
- What other requirements must be met for the school or sponsoring agency?
- What incentives can you offer? (e.g., field trips, retreats, stipends, conferences, resumé skills)

2★ PREPARE RECRUITMENT MATERIALS

- Applications
- Informational flyers for youth, teachers, families, others
- Interview questions
- Permission forms
- Presentation materials

3★ INTRODUCE YELL TO STAFF, YOUTH, AND FAMILIES

- Introduce the program (e.g., through Email, presentation, flyers) to teachers and after-school providers.
- Schedule classroom presentations.
- Schedule after-school or lunch-time information session
- Include information in school updates to send home
- Advertise in places where youth hang out or where families receive services

4★ IMPLEMENT YOUR RECRUITMENT STRATEGY

- Make presentations and distribute flyers.
- Ask teachers, school administrators, and community leaders for names of students who could benefit from becoming involved in your program. Challenge them to suggest youth they don't usually recommend for other programs and services
- Have students sign up with their contact information and class schedule. Send these students individual reminders to attend information sessions or invitations to apply.
- Send reminders of application deadlines to school PA or TV announcements, school and community bulletin boards, school newspapers, and other media.
- Mail thank-you notes to teachers, staff, or community members to whom you made presentations.
- Distribute or post a list of participants to relevant parties (e.g., teachers, agency staff).

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5★ SELECT YOUTH:

- Review applications
- Conduct interviews
- Make phone calls home to all applicants

REMEMBER TO INVOLVE YOUTH IN THE PROCESS AS MUCH AS POSSIBLE!

- Work with youth to generate ideas for spreading the word
- Prepare your classroom presentation with youth
- Partner with them to conduct presentations and informational sessions
- Guide them in reviewing applications
- Train them to conduct interviews with adult program leaders
- Involve them in making recommendations in final selection of participants

Tip for Successful Recruitment

Create a balanced, representative group – academically and socially. The cohort works best when it is a mix of youth who are truly representative of the school or community population. This is critical to establishing a model of "leadership" that includes youth with diverse experiences and perspectives, and counters the tendency of formal school leadership classes to attract the popular students and traditional leaders. Using grades or prior involvement as prerequisites may further disengage the very students you hope to represent and thus prove counterproductive. Emphasis should remain on promoting and supporting youth as valued and valuable participants in the school and community.

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Example Recruitment Flyer: After-School Program

YELL MEMBERS

Do you want to help make your school and community better for youth?

Would you like to tell adults what you and your friends think and care about?

THEN JOIN YOUTH ENGAGED IN LEADERSHIP AND LEARNING... YELL!

YELL MEMBERS...

• Do fun activities to find out what other youth think • Learn to interview other students about what they need
• Tell adults what ahould be done to improve your school • Go on fun field trips • Work with high school mentors
• Meet Tuesdays and Thursdays from 3:15 -4:45, Room 211

YELL MEMBERS...

Get along well with others Want to learn new things Care about their school and community

YELL MEMBERS ARE...

Gaining Knowledge Taking Action Speaking out Working Together for Youth and Community

FOR MORE INFORMATION talk to Sam in Room 211. **APPLICATIONS ARE DUE** on Monday, September 2.

YOU CAN TURN YOUR APPLICATION IN TO your Social Studies teacher or directly to Sam in Room 211.

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Strategies for Retention

Let young people know how they will benefit from participating and highlight what they can contribute. Incentives like field trips, retreats, or a monthly stipend can let the youth know that you value their time and commitment. Try to involve youth who may not be involved in other activities, and build a group that reflects a diversity of interests, experiences, and backgrounds.

To become engaged and stay involved, youth need to feel the activities are accessible and relevant to their lives. They need to know that they matter to the program and its staff, and that they have opportunities for growth and direct contribution. The section below offers some suggestions for getting and keeping them engaged.

1. REMOVE BARRIERS TO PARTICIPATION

Make sure that youth have adequate access to transportation to and from meetings and that your program schedule does not present any major conflicts with other school or community programs.

2. PROVIDE INCENTIVES

Incentives not only encourage and support participation but also build on the strengths and outcomes of the program. Community building through retreats, field trips, and interactive activities during sessions can be critical to members' development of a shared identity and sense of belonging. Below are some examples:

★ RECOGNITION

Given how difficult it can be for students to remember and follow through on certain responsibilities, it is important to acknowledge them when they do. At the beginning of each meeting, recognize students who attended optional meetings, turned in assignments on time, or improved their attendance.

★ FIELD TRIPS AND CONFERENCES

Field trips and Conferences can benefit the YELL participants in many ways. They enrich participant learning, build community, and keep participants engaged in the program. They can also serve as a valuable informal social opportunity to engage with program staff as well as mentors and volunteers in a new setting outside of the program. The highlight for many participants' is attending regional youth conferences. Youth conferences are a great learning experience, a lot of fun, and a good way to promote your work. In particular, youth conferences are an opportunity for participants to feel connected to broader social movements and to meet other young people involved in community change efforts. This connection can make them feel proud of their work and can make them more comfortable doing outreach.

★ RETREATS

These "getaways" provide opportunities to build community, create trust, move forward in the curriculum, and reflect on past work. It is important to incorporate ritual into these retreats, such as a regular location, series of activities, or roles for older youth. While permission slips are legally and ethically mandatory, it is helpful to send home additional information packets that provide greater detail about the location of the retreat and what students need to bring (toiletries, money, food, and other items).

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★ BIRTHDAYS

Youth appreciate when they are celebrated individually as well as in a group. It is important to be thoughtful in how you celebrate birthdays respecting dietary or cultural observances. A common way to celebrate is to bring in a favorite treat on each participant's birthday and sing "Happy Birthday" at the beginning of session.

★ STIPENDS

Student stipends are a good way to reward participation, particularly for older youth who are eager to become more self-reliant. This practice has also proven effective in low-income communities where youth employment is often scarce, family financial responsibilities are high, and opting for a paying job is a more attractive alternative to a program. Youth do not need to report income to the Internal Revenue Service if the student earns less than $8,200 a year. (Since tax laws regularly change, contact the IRS at 1-800-829-1040 for more information.)

3. INVOLVE YOUTH IN REAL DECISION MAKING AND EVALUATION

Nothing beats engaging youth like letting them know they matter and that their opinions are valued. Below are two examples:

★ HIRING OF NEW STAFF

Include youth in the hiring process when choosing new staff. Youth not only develop ownership of and accountability to the program staffing decisions but also develop their knowledge of interviews, resumés, and hiring structures and practices. In addition, youth perspectives can be highly instructive and relevant, improving the overall decision-making process. We have seen that when young people are involved in the hiring of new staff (even in the case of a new program director), they feel more invested in the success of the program (and the staff member) and continue to stay involved even with a personnel turnover.

★ EVALUATION

When youth evaluate program staff and structures, the program and staff receive concrete tools for improving practice. Youth also know that their perspectives matter and that they are heard. It is recommended that staff tabulate the evaluation responses and share back with the youth, reflecting on what they heard about their performance, what they are doing well, and how they can improve.

Example from Practice:

At a YELL retreat for youth and new staff a few years ago, a group of returning youth came up with a role-play activity that they then facilitated for the full group. Rebecca Flores – one of the designers of the exercise – remembers this as one of her favorite YELL activities: "Youth had to act like adults, and adults had to act like the youth, to understand each other's expectations. We're always talking about "What do youth need?" or "How can we make it better?" I just wanted (the adults) to put themselves in our shoes, and we put ourselves in (the adults') shoes, and then share out."

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4. OFFER MULTIPLE ROLES FOR INVOLVEMENT

YELL programs can provide a "ladder of opportunities" for youth who want to remain involved after their initial year of participation. These roles are often overlapping and interconnected, but the important point is that they provide youth with a clear sense of how responsibilities can grow and change. Three examples:

MENTORS OR YOUTH STAFF

Returning youth can assume the role of YELL mentor or Youth Staff. Mirroring adult program staff responsibilities by facilitating discussions, offering insights based on their experiences in the program, and helping support the new cohort. Mentors also help the program staff build a cohesive group culture in which leadership is distributed and collective efforts take center stage. Youth are often proud to have adult-sounding titles of "mentor" or "staff."

COMMUNITY AMBASSADORS

Youth can apprise program participants of other opportunities to become involved in effecting change, to represent youth perspectives, or to cultivate leadership skills. They connect youth to local advisory boards, youth councils or commissions, or other opportunities for meaningful community-based involvement.

YOUTH DEVELOPMENT TRAINERS

Youth who have become leaders in their own right can partner with program staff to plan, develop, and deliver training or workshops to other educators and youth development program staff at local, regional, and national levels. The workshops not only allow them to reinforce and articulate what they have learned but also provide an opportunity for them to share their skills and knowledge with others.

Example from Practice:

Youth who have become leaders in their own right can partner with program staff to plan, develop, and deliver training or workshops to other educators and youth development program staff at local, regional, and national levels.

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Engaging Families, Teachers, and Community Members

Communicating with others – including teachers, family members, guardians, and peers of the youth in your program – is important. In general:

- Seek input on the goals, outcomes and design of your program or project. Talk with a range of people and organizations, including youth, to highlight the importance of your program and to enlist their involvement.
- Communicate with other adults about individual youth's involvement, successes, and any emergent issues or challenges.
- If the program is in a school setting, provide a newsletter, quarterly updates, and final products and reports to help staff stay informed and engaged.
- If your program takes place after school or off school grounds, connect with teachers, as well as with other supportive adult allies such as homework center coordinators, counselors, or social service providers. Keeping different groups informed about what youth in your program are doing can help facilitate links between YELL and school or agency activities or structures.

CONNECTING WITH CAREGIVERS: WHAT WORKS BEST?

- **IT IS ALL ABOUT RELATIONSHIPS.** Build caring and trusting relationships with caregivers. Learn caregivers' names and which family members your youth participants live and connect with regularly.
- **EMBRACE A PHILOSOPHY OF PARTNERSHIP WITH FAMILIES.** Differences in beliefs, language, and culture need not prevent caregivers and educators from seeing their common goal – to support the positive development of their children. Communicate to caregivers that you have their children's best interests in mind and be clear about how youth benefit from participating in your program.
- **LINK FAMILY AND COMMUNITY TO STUDENT LEARNING AND DEVELOPMENT.** Inviting families to contribute their time, interests, and knowledge to the program is a great way to connect to participants' lives beyond the program or project, to inform the community of your efforts, and to learn from family experiences and skills.
- **MAKE CAREGIVER ACTIVITIES PART OF YOUR WORK PLAN.** Caregiver engagement is necessary for retention, especially with younger participants. If caregivers do not believe in your program, or feel it hinders their child's progress in other areas, they can prevent a young person from taking part. Schedule regular phone calls home (and make sure most of the calls are positive!), caregiver meetings, and evening events. Send individualized invitations to caregivers in their language. Email and flyer announcements are useful for teacher and community partner participation.

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The Role of Adults in YELL: Facilitators, Mentors, and Partners

Adults who implement this curriculum are allies who understand that youth bring relevant experience and expertise to the issues and activities at hand. Adults in YELL therefore take on three roles: facilitators, mentors, and partners. As a facilitator, you guide and support youth in ways that help to draw out their experience and expertise. As a mentor, you get to know participants on a personal level, learn their goals, and coach them in developing the skills and attitudes needed to fulfill those goals. You also model behaviors, approaches, and attitudes in every aspect of your work with youth. As a partner, you are invested in the outcomes for youth and the program, and use your strengths and capacities.

Below are seven guidelines for these roles that also assure that YELL sessions provide a consistent, caring, and supportive environment.

1. BE TRANSPARENT

- Do not assume anything when working with young people.
- Ask youth questions if you are in doubt.
- Create positive social norms and agreements that are understood by the whole group.
- Engage youth in playing a role in the design and direction of the program.
- Lay out the scope of youth's decision-making role and what aspects are non-negotiable (which does not mean those limits won't be tested).
- Follow up on input and suggestions, and if it's not feasible, explain why.
- Explain how assignments are relevant and build on what took place during session.

2. GET TO KNOW YOUTH PERSONALLY

- Set a culture of honesty and respect.
- Engage youth in activities to identify their personal goals and to reflect on their progress throughout the year.
- Identify concrete ways for youth to build their skills and to challenge themselves in areas they have identified for growth.
- Don't assume that someone who doesn't speak up readily is disengaged and that someone who constantly speaks is doing well in all aspects of his or her life.
- Talk with youth's family and friends.

3. CHECK IN REGULARLY

- Meet with each student individually at least once a semester, preferably after the first marking period grades come out.

  Topics can include:

  - Personal information: How are you doing? Family? School? Friends?
  - Member input: Likes and dislikes regarding the program.
  - Support in the program: Support in the program staff can offer.
  - Support outside the program: How can staff assist in other areas of your life? (If you are a school-based program, talking about grades and engagement is critical.)

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4. SEND REMINDERS

- Present information in different ways (e.g., visual, in writing, or through an activity).
- Regular phone calls and cell phone text messages help students stay on track and attend sessions consistently.
- Emails are a useful tool for sending reminders for students who have access to computers.

5. ENLIST HELP FROM OTHERS

- Ask for the help of various adults to participate in the sessions on a regular basis.
- Contact your local university, volunteer group, businesses, and other potential mentors.
- Provide adults with a solid orientation to the program (engage youth in such orientation as well) to clearly outline their role and explore skills they can contribute.
- Conduct background checks.

6. BE CONSISTENT

- Refer to group agreements on a regular basis to frame and remind youth of session norms and expectations.
- Respond to behaviors consistently. Youth will know that you treat them equitably, and that you are supporting them in upholding the rules of engagement that they set at the beginning of the year.
- Outline consequences for failing to meet group agreements and establish rewards for students who go above and beyond basic expectations. This will help you respond consistently to students' mistakes and achievements.

7. BE RESPONSIVE TO YOUTH DIRECTION AND INPUT

- Adjust the curriculum according to the particular questions posed by the youth and the ideas they develop and articulate during discussions.
- Get youth perspectives to develop a program that is responsive and flexible to their unique strengths and needs.
- Create opporunities for input with a clear understandings of how input will be used and considered.
- Don't presume to know what the issues are or that you know what youth care about.
- Provide opportunities for youth to define what's important to them and play a role in addressing it.
- Be conscious of how your own background, education, and experiences have shaped about how you approach activities and tasks or what issues are most important. Check your responses for personal biases.

Facilitation Tip:

Always begin a meeting by introducing yourself as a facilitator and explaining what that means. Example: "Hi, I will be your facilitator today. My job is to keep the group on track to achieve our goals. This is your meeting, and I want to help make it work for you."

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Tips for Facilitating Successful Sessions

How sessions are run is as (if not more) important than the content. Below are some tips based on our work with YELL in two communities. These tips can help you develop a safe and supportive structure and encourage a culture of belonging.

- Make the agenda visible so everyone is aware of the day's plan.
- Post group agreements, consequences, and incentives, and hold youth to them.
- Ask the youth to read the agenda and group agreements aloud.
- Post pictures of youth and their artwork where you hold sessions.
- Set up chairs and couches in a circle so everyone is visible.
- Introduce new faces and give congratulatory "shout outs" when appropriate.
- Provide healthy snacks to keep energy up.
- Check in regularly to ensure the group is on the same page.
- Move: Keep the session dynamic (e.g., do outdoor ice breakers, shift from small groups to large groups).
- Reflect on the session with allies and with participants. (What worked well? What might we change for future sessions?)
- Provide a "preview" of the next session so students come prepared.
- Keep the larger context in mind. (Was there a fight at school? A global event?) What happens outside greatly impacts what happens in the session.
- Build in informal time for youth and staff to socialize outside of session (parties, breaks, retreats, conferences, or other group outings or events).
- Celebrate individuals through birthdays or other celebrations.
- Call youth at home if they miss a session. Check in. Rememeber that some youth and caregivers have the experience that any phone call from school means something is wrong. Call youth and caregivers to share positive things that you have seen or noticed about the youth's work or behavior.

Facilitation Tips: What to Avoid – Ideas shared directly from youth participants.

- *Calling kids out or embarrassing them.*
- *Ignoring or overlooking an agreement.*
- *Negativity*
- *Lecturing*
- *Telling youth what you think they should do (Instead, ask a lot of questions).*
- *Moving ahead with a plan that is not working.*
- *Asking for youth input and then ignoring it.*

See also **Unit 1** (*Facilitation Checklist - Master Copy 1.2b*) for more suggestions.

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Youth's Advice to YELL Program and Project Leaders

These suggestions come from youth who participated in YELL between 2000 and 2006.

1. BE A FRIEND AND PARTNER

- Take the time to get to know youth on a personal level.
- Create a friendly environment so youth are not be intimidated to talk to you.
- Show youth that you are interested in what they say by asking questions and using other positive nonverbal cues like nodding and acting on their ideas.
- Be patient.
- Tell youth what you (as an adult) are learning from them.
- Remember that respect goes both ways.
- Use props (acknowledge positive qualities and contributions).
- Share your authority and power.
- Be consistent in communicating the message that everyone is in this together.

> *"The relationship between YELL participants and adult staff is not like parent-child or teacher-student.It is just the shared commitment you have for one another and pursuing the same thing despite your different ages or beliefs."*
>
> *~ Former YELL participant, mentor and now college student*

2. BE CLEAR

- Set personal boundaries: Speak your mind as an adult, and let youth know if you feel disrespected. You can use silence to let youth know you don't feel heard.
- Have youth create their own guidelines and post them. They will follow the guidelines better if they helped to create them.
- Find out what motivates youth to be involved, and remind them of their main motivation.
- Create specific roles and job descriptions for continuing youth and mentors.
- Have youth evaluate the staff and the program: ask "What can we do to change this or make it better?"

> *"If youth are bored or not paying attention, an energizer is good. But once you know them – if they are goofing around in order to get a break, don't give in. Always put it clear: This is a place to have fun, but this is also a place to work."*
>
> *~ Former YELL participant, mentor and now college student*

3. BE INCLUSIVE

- Write everyone's ideas down – not just the ideas of certain people.
- Don't have favorites.
- Give everyone opportunities to take on leadership roles.
- Don't call people out just because they are quiet. It is important to find out what they have to say – but be careful not to make them feel "on the spot." Start by pulling them out in small breakouts, not in front of the whole group.

AND OTHER YOUTH ADVICE TO PROGRAM LEADERS: "DON'T LEAVE."

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YELL Session Strategies

By "mixing it up" in sessions – youth are energized and able to interact with each other and explore the presented skills and information in a variety of ways. Below are some of the strategies used in YELL session agendas:

LEARNING STRATEGIES:

Round Robin: Introduces youth to several types of information, provides an opportunity for hands-on learning.

- Create several "stations" or activities that students rotate through to build understanding and experience of a concept or skill set.

Jigsaw: For sharing many pieces of information or breaking down a big topic.

- Hand out paper with written facts, statements, or questions – one paper per person. Give participants a certain amount of time to pair up and share their information or to ask their question to another person in the group. Once both partners have completed their statement or question, have them swap papers. Switch partners and repeat several times.

Think-Pair-Share: To increase student engagement and to allow students to gather their thoughts before speaking. A think-pair-share is helpful when you're short on time but want to get different perspectives.

- **Think:** Have participants spend several moments thinking and writing on their own.
- **Pair:** Have participants pair up and share their thoughts.
  Remind pairs of active listening techniques.
- **Share:** Have a sampling of individual volunteers from different groups share what they discussed in pairs.

Fish Bowl: For practicing active listening and encouraging deep focus on a particular topic.

- A fish bowl is a facilitated conversation or dialogue that takes place among a subset of people, while the rest of the group listens without commenting or interrupting, even for questions. Good facilitaiton is very important to maintain a safe and supportive structure. A fish bowl can also be a good tool for assuring that youth are listened to in primarily adult settings.

Gallery Walks: Small group work can be displayed for everyone to see through an end-of-session "gallery." Interactive gallery walks can encourage participants to add ideas, notes, or answer questions on butcher paper or at stations.

Skits and Role Plays: Many people enjoy acting out scenarios that illustrate both "what to do" and "what not to do." Use some of the scenarios in this curriculum – or have participants come up with their own.

Game Shows: Game shows like Jeopardy and Who Wants to be a Millionaire provide a great model. Prizes like candy or snack can work well.

Example from Practice:

Creating a place on the agenda for announcements can engage youth and give them a meaningful role in sessions. Sandra Mendieta – who participated in a YELL program from 8th through 12th grade – remembers this strategy being particularly useful when eighth graders were working on the design and creation of three murals. The students would present progress on artistic direction, district permission, and fundraising at the start of each session so that the rest of the group knew the status of the small-team efforts.

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REFLECTION STRATEGIES:

Around the World – Opening and Closing Circles: To set the tone at the start of a session or to connect participants to the lesson of the session through personal reflection.

- One at a time, each participant shares out one thought (or opinion or experience) on a given topic. For example, as part of a session focused on responsibility, the facilitator would ask youth to share a time or event when they had to be responsible. Note – every session in this curriculum suggests an opening statement, which can be done as "Around the World." A talking object (a stick, a pen, tape, anything really) can be used: Only the person holding this object may speak!

Inter-Facing Circles: For active listening or "get to know you" exercises.

- Divide the group in half, and form two concentric circles – the inner one facing out, and the outer facing in so that each person is looking at a partner. Give participants two minutes to talk about a topic with their partner, then have the outside circle rotate one person to the right. Keep going until they complete a rotation or as decided by the facilitator.

DECISION-MAKING STRATEGIES:

Fist to Five: A quick "rating" or voting system.

- In response to a statement, students will hold up one to five fingers showing how strongly they feel about it. Five is very strong, 1 is very weak.

Dot Voting: To rank items on a list or to shorten a long list.

- Decide on the number of votes or dots for each participant. A good method is to take the total number of choices on a list and divide by three. Have participants use stickers (or markers) to place dots next to the items they support on a list of items on butcher paper. Participants can place one dot on each of their top choices or place two or more of their dots on their favorite item. Participants can place their votes at the same time as others or wait until they see how others are voting.

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BRAINSTORM STRATEGIES:

Whip: For when you have limited time and are trying to get a quick sense of the questions or comments in the group.

- Everyone who has a question or comment speaks in turn, and a list is written on the board or butcher paper. This list can then be referred immediately or at another time.

Sticky Note Brainstorm: Useful strategy to help a group organize their collective thoughts and to get input from youth who may be less vocal in a large group. It can also work as part of a think-pair-share and can be especially useful for those needing visual cues.

- Hand out sticky notes to every participant and have them write three thoughts or answers related to a given question or prompt. Have participants write one answer per sticky note. Then form pairs. Each pair must pick (between them) their two most important sticky notes and pass those to the facilitator. The facilitator can group or cluster the sticky notes by topic – asking the group to decide what categories to use to group the sticky notes. It may take several rounds to find the best categories to use.
- Sticky notes can also be used for anonymous voting. Participants can write their vote on a note, pass it to the facilitator, and the facilitator can put up all the notes up so the the group can see the pattern.

ENERGIZING AND RE-FOCUSING STRATEGIES:

Popcorn: Stop what you are doing and have everyone move to a new seat (not directly next to where they are currently sitting). Let participants know that "popcorn" can be called at any time by the facilitator or by a designated participant.

Community Builders, Ice Breakers, and Energizers. Have a backup energizer in mind every time you facilitate so that if the group's energy gets low, you have a way to wake participants up with a fun and relevant activity. See Appendix 2.

Affirmations – "Shout Outs" and "Props:" Stop what you are doing and ask each youth to say something positive – or give a "shout out" or "prop"– to the person standing next to them. Shout outs or props can refer to good things people do or say, or to qualities they bring to the group. Alternatively, you can have the youth write out the props or shout outs on small pieces of paper anonymously, then read them aloud to the group.

Snowball: Stop what you are doing and have each youth write down the answer to a silly question, or an idea for how to make the session better. Instruct the students to then crumple up the piece of paper. Give them 30 seconds to throw the crumpled papers around the room as a "snowball fight" (they cannot throw the snowballs directly at each other). After the time is up, have each student find a "snowball," open it up, and read what is written to the group.

Example from practice:

Youth staff from West Oakland YELL created a trivia game for their orientation session to help new participants learn about the program and related expectations. Categories included program Responsibilities, Rewards, Goals, and "daily doubles" like the program director's cell phone number. New participants were allowed to work in teams and look for answers in their orientation binders.

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NOTES

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YELL Outcomes and Indictors: Youth, Adult, and Program Measurement Tips

Outcomes	Indicators
Youth will develop…	**Youth will demonstrate this by…**
Communication and intrapersonal skills	• Listening to others and respecting diverse viewpoints. • Sharing information and ideas in sessions, meetings, and public forums. • Presenting material in clear and effective ways. • Collaborating with peers and adults in the pursuit of a shared goal. • Communicating ideas and recommendations. • Facilitating a group discussion or panel.
Critical thinking and reflective analysis	• Creating a personal definition of leadership. • Identifying goals, needs, and areas for growth. • Connecting community issues to personal experience. • Assessing personal, programmatic, and community strengths. • Identifying root causes of community issues. • Using research techniques such as interviewing, survey development, and analysis. • Developing recommendations based on data analysis.
Skills that support positive involvement in the community	• Using data to advocate for social change. • Participating in leadership roles. • Attending community dialogues, events, or forums. • Participating in program evaluation and goal setting.
Positive attitudes and beliefs about their capacity to contribute and make a difference	• Attending the program consistently and on time. • Participating in session activities. • Expressing a commitment to ongoing involvement in social change. • Developing personal goals for the future. • Taking positive risks to try new things. • Expressing a sense that they can contribute to change.
Adults will develop…	**Adults will demonstrate this by…**
Youth development attitudes and orientations	• Using youth-generated data to inform policy. • Advocating for youth engagement in city and school decision-making processes. • Modeling positive youth development and engagement principles in meetings and settings. • Inviting youth to participate in these settings. • Providing meaningful and authentic opportunities to participate in these settings.
The program will…	**The program will demonstrate this by…**
Model youth development practices and principles	• Youth and adults achieving the desired outcomes. • High youth and staff retention rates. • Youth involvement in authentic social change efforts within the program, and in the larger community. • Offering leadership roles for youth. • Have quality youth development design features and practices which engage and motivate youth.

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Measurement Tips

★ Track attendance, session participation, presentations, community activities, products, and presentations.

★ Involve youth in setting and tracking goals for your program or project. Invite youth to participate in program planning sessions and to review evaluation data. Use retreats and regular sessions to reflect on your collective efforts to meet program goals and brainstorm ideas for improvement. Make sure you are prepared to use these suggestions if you are going to solicit them or give a rationale for why they may not be feasible.

★ Document adult outcomes, adult interactions with youth, adult requests for youth input or data, and any use of youth recommendations by adult decision makers.

★ **USE A "360° EVALUATION" APPROACH**

- Staff self evaluation.
- Director evaluation of staff.
- Youth evaluation of staff and director.
- Youth self evaluation – including goal setting.
- Staff and director evaluation of youth.

Successful Program Evaluation Tip

Don't forget to enlist youth as partners in this work! They can be the most critical and also the most vital informants about what is and what is not working in your program.

Make sure your outcomes fit your context: In partnership with key youth advisors and relevant adult leaders, think seriously about the results you are trying to achieve for youth in your program, for the program itself, and for the school, community, or other areas in which you hope to have an impact. Identifying such goals up front, along with appropriate measures of success, will help you design a program that accomplishes desired outcomes. Building in documentation and evaluation to your work plan is important. A formal evaluation to be shared with external audiences and a process that will make responsive program changes informally are equally important.

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YELL Timeline and Planning Worksheet

Suggested Timelines: By design this curriculum is flexible and can be used in many settings. The following charts outline four different options to help you to plan a set of sessions that will make a coherent curriculum in as many as 58 or as few as 33 sessions.

YELL Unit	Session Number	Session Title	Minutes Needed	Academic Year – 9 months		Semester – 4 months	
				2 days/week 58 sessions	1 day/week 33 sessions	3 days/week 39 sessions	5 days/week 48 sessions
UNIT 1: COMMUNICATION (16 SESSIONS) Most of the sessions in Unit 1 can be adapted as stand-alone activities.	1	Introduction to Active Listening	60	X	X	X	X
	2	Active Listening and Group Decision Making	90	X	X	X	X
	3	Active Listening in a Fishbowl	90	X	X	X	X
	4	Team Work	90	X	X	X	X
	5	Rights and Responsibilities	90	X	X		X
	6	Establishing Consequences and Rewards	90	X	X		X
	7	Making Decisions	60	X	X	X	X
	8	Speaking in Public and Making Presentations	90	X	X	X	X
	9	Debate	90	X			X
	10	Debate and Compromise	90	X	X		X
	11	Debate and Compromise Role Play	90	X	X		X
	12	Introduction to Facilitation	90	X	X	X	X
	13	Murder Mystery Mayhem (Facilitation)	60	X			X
	14	Facilitation Challenges and Solutions	90	X	X	X	X
	15	Exploring Situational Leadership	90	X	X		X
	16	Facilitating Productive Meetings	90	X	X		X
UNIT 2: LEADERSHIP (12 SESSIONS) The sessions in Unit 2 can adapted as stand-alone activities.	1	Definitions of Leadership	90	X	X		X
	2	Qualities of Leadership	90	X	X		X
	3	Leadership in Community Context	90	X	X	X	X
	4	Styles of Leadership	90	X	X		X
	5	Responsibilities of Leadership	90	X	X		X
	6	Leadership Goals	90	X	X	X	X
	7	Values and Identity	90	X	X		X
	8	Value Priorities	90	X	X		X
	9	Personal Asset Mapping	60	X	X		X
	10	Youth as Leaders and Resources	90	X	X		X
	11	Youth-Adult Power	60	X	X		X
	12	The Power of One	60	X	X		X

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YELL Unit	Session Number	Session Title	Minutes Needed	Academic Year – 9 months		Semester – 4 months	
				2 days/week 58 sessions	1 day/week 33 sessions	3 days/week 39 sessions	5 days/week 48 sessions
UNIT 3: RESEARCH AND ACTION (30 SESSIONS) 26 formal sessions plus 2 sessions for data collection and 2 sessions for celebration planning and preparation	STEP 1: Understand the Power of Research						
	1	Knowledge is Power	90	X	X	X	
	STEP 2: Identify the Problem or Issue						
	2	Community Webs and Maps	90	X	X	X	
	3	The Ideal Neighborhood	90	X		X	X
	4	Identify Issues and Assets	90	X	X	X	X
	5	Pick a Topic	90	X		X	
	6	Getting to the Root of the Problem	90	X		X	X
	7	Charity vs. Change	60	X		X	X
	STEP 3: Develop the Research Question						
	8	Decide on Your Research Question	90	X		X	X
	STEP 4: Identify Sources of Information						
	9	Allies, Opponents, and Audiences	90	X		X	
	STEP 5: Decide on Research Methods and Tools						
	10	Research Round Robin	60/90	WORKSHOP	WORKSHOP	WORKSHOP	WORKSHOP
	11	Choose your Research Methods	90	X		X	X
	12	Planning for Data Collections	90	X		X	X
	13	How to do a Good Interview	90	X		X	X
The sessions in Unit 3 are sequential and build on each other from step to step.	14	Interview Protocol Development	90	X		X	X
	15	Focus Group Introduction	90	X		X	X
	16	Focus Group Facilitation Practice	90	X		X	X
	17	Survey Basics and Protocol Development	90	X		X	X
	STEP 6: Collect Data (approximately 2 sessions)						
	DATA TIME	Collect Data (can be in session or out)	60/90 60/90	X X		X X	X
	STEP 7: Organize and Analyze Data						
	18	Organizing Interview Results	90	X		X	
WORKSHOP: Workshops can be adapted for use alone as skill-building activities	19	Identify Interview Themes	90	X		X	X
	20	Record and Analyze Survey Results	90	X		X	X
	STEP 8: Decide on Recommendations						
	21	Recommendations	90	X		X	
	22	Goals and Audiences	60	X		X	X
	STEP 9: Take Action						
	23	Advocacy, Activism, Education Round Robin	90	WORKSHOP	WORKSHOP	WORKSHOP	WORKSHOP
	24	Advocate, Educator, Activist: Skits and Portraits	90	X		X	
	25	Messaging and Marketing	90	WORKSHOP	WORKSHOP	WORKSHOP	WORKSHOP
	26	Products and Presentation Tools Round Robin	90	WORKSHOP		WORKSHOP	WORKSHOP
EVENT It is important to celebrate with all those who have been connected to the YELL program/project	STEP 10: Celebration						
	PLAN & PREP	• Tips and Tools • Event Planning Worksheets • Materials Lists	60/90 60/90	X X	X	X	X
	27-30	CELEBRATION!					

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Planning Worksheet

YELL Unit	YELL Session Title	Session Number	Minutes Needed	Date Planned	Notes
UNIT 1: COMMUNICATION	Introduction to Active Listening	1	60		
	Active Listening and Group Decision Making	2	90		
	Active Listening in a Fishbowl	3	90		
	Team Work	4	90		
	Rights and Responsibilities	5	90		
	Establishing Consequences and Rewards	6	90		
	Making Decisions	7	60		
	Speaking in Public and Making Presentations	8	90		
	Debate	9	90		
	Debate and Compromise	10	90		
	Debate and Compromise Role Play	11	90		
	Introduction to Facilitation	12	90		
	Murder Mystery Mayhem (Facilitation)	13	60		
	Facilitation Challenges and Solutions	14	90		
	Exploring Situational Leadership	15	90		
	Facilitating Productive Meetings	16	90		
NOTES:					
UNIT 2: LEADERSHIP	Definitions of Leadership	1	90		
	Qualities of Leadership	2	90		
	Leadership in Community Context	3	90		
	Styles of Leadership	4	90		
	Responsibilities of Leadership	5	90		
	Leadership Goals	6	90		
	Values and Identity	7	90		
	Value Priorities	8	90		
	Personal Asset Mapping	9	60		
	Youth as Leaders and Resources	10	90		
	Youth-Adult Power	11	60		
	The Power of One	12	60		
NOTES:					

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YELL Unit	YELL Session Title	Session Number	Minutes Needed	Date Planned	Notes
UNIT 3: RESEARCH AND ACTION	**STEP 1: Understand the Power of Research**				
	Knowledge is Power	1	90		
	STEP 2: Identify the Problem or Issue				
	Community Webs and Maps	2	90		
	The Ideal Neighborhood	3	90		
	Identify Issues and Assets	4	90		
	Pick a Topic	5	90		
	Getting to the Root of the Problem	6	90		
	Charity vs. Change	7	60		
	STEP 3: Develop the Research Question				
	Decide on Your Research Question	8	90		
	STEP 4: Identify Sources of Information				
	Allies, Opponents, and Audiences	9	90		
	STEP 5: Decide on Research Methods and Tools				
	Research Round Robin	10	60/90		
	Choose your Research Methods	11	90		
	Planning for Data Collections	12	90		
	How to do a Good Interview	13	90		
	Interview Protocol Development	14	90		
	Focus Group Introduction	15	90		
	Focus Group Facilitation Practice	16	90		
	Survey Basics and Protocol Development	17	90		
	STEP 6: Collect Data				
	Collect Data (can be in session or out) Approximately two sessions	DATA TIME	60/90 60/90		
	STEP 7: Organize and Analyze Data				
	Organizing Interview Results	18	90		
	Identify Interview Themes	19	90		
	Record and Analyze Survey Results	20	90		
	STEP 8: Decide on Recommendations				
	Recommendations	21	90		
	Goals and Audiences	22	60		
	STEP 9: Take Action				
	Advocacy, Activism, Education Round Robin	23	90		
	Advocate, Educator, Activist: Skits and Portraits	24	90		
	Messaging and Marketing	25	90		
	Products and Presentation Tools Round Robin	26	90		
	STEP 10: Celebration				
	Plan and Prep the Celebration Event	**NOTES:**			
	CELEBRATION!	**NOTES:**			

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Materials for YELL Sessions

YELL Session Title	Session Number	Master Copies: for the Group	Master Copy: for Facilitator to use	Butcher paper, tape & markers	Paper, pens, markers & clipboard	Paper or cloth bag	Sticky notes	Index cards	Other Materials* (see page 12)
Unit 1: Communication									
Active Listening	1	X	X	X		X			
	2	X	X	X					
	3		X						X
Working as a Team	4			X	X				
	5	X	X	X	X		X	X	
	6			X	X		X	X	
	7		X	X					
Speaking and Presenting	8	X	X	X	X				
	9								X
	10	X	X		X				
	11		X						
Facilitating	12	X	X	X		X		X	
	13		X	X					X
	14	X	X	X					
	15	X	X						X
	16	X	X	X	X				
Unit 2: Leadership									
Definitions of Leadership	1		X	X	X		X	X	
Qualities of Leadership	2			X					X
Leadership in Community Context	3	X	X	X	X				
Styles of Leadership	4	X	X						X
Responsibilities of Leadership	5				X			X	
Leadership Goals	6	X			X				X
Values and Identity	7	X	X					X	
	8		X			X			X
Personal Asset Mapping	9				X				X
Youth as Leaders and Resources	10	X		X	X				
Youth-Adult Power	11		X	X				X	
The Power of One	12	X			X				X

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YELL Session Title	Session Number	Master Copies: for the Group	Master Copy: for Facilitator to use	Butcher paper, tape & markers	Paper, pens, markers & clipboard	Paper or cloth bag	Sticky notes	Index cards	Other Materials* (see page 12)
Unit 3: Research & Action									
STEP 1: Understand the Power of Research	1		X	X					
STEP 2: Identify the Problem or Issue	2		X	X	X				X
	3			X	X				
	4			X	X				
	5	X		X	X			X	X
	6	X	X	X	X				
	7	X			X				
STEP 3: Develop the Research Question	8	X		X			X		
STEP 4: Identify Sources of Information	9	X	X	X	X		X		
STEP 5: Decide on Research Methods and Tools	10	X		X	X			X	
	11	X		X	X				
	12	X		X	X			X	
	13	X		X	X			X	
	14	X	X	X	X	X			X
	15			X	X		X		
	16	X	X	X					
	17	X		X	X			X	
STEP 6: Collect Data Tips & Tools (approximately 2 sessions)	Allow at least 2 sessions for data collection								
STEP 7: Organize and Analyze Data	18	X	X	X				X	
	19								X
	20	X	X	X	X				X
STEP 8: Decide on Recommendations	21			X					X
	22			X				X	
STEP 9: Take Action	23	X	X	X	X	X	X		X
	24	X	X		X				X
	25			X	X				X
	26	X			X				X
STEP 10: Celebration	27-30	**See Celebration Planning Tips and Tools on pages 261-265**							

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Special Materials Needed

Other Materials*	Session Number	Materials Needed
Unit 1: Communication		
Active Listening in a Fishbowl	3	blindfolds for half of the participants
Debate	9	materials to make a peanut butter and jelly sandwhich optional: video clips from a presidential or other debate (programs with courtroom scenes work well too)
Murder Mystery Mahem (Facilitation)	13	optional: scary props and eerie music
Exploring Situational Leadership	15	optional: tarp, rope, or small platform
Unit 2: Leadership		
Qualities of Leadership	2	art supplies for leader portraits (optional: magazines for collage)
Styles of Leadership	4	tape and newspaper (optional: chalk)
Leadership Goals	6	small, colorful candies and envelopes
Values and Identity	8	$200 in fake money for each participant (any denominations)
Personal Asset Mapping	9	11 x 14 paper
The Power of One	12	poker chips or tokens
Unit 3: Research & Action		
Community Webs and Maps	2	map of your city or town, push pins, and string optional: disposable cameras
Pick a Topic	5	sticker dots or markers
Interview Protocol Development	14	optional: tape recorder for interviews
Identify Interview Themes	19	Rubber bands or clips for index cards and highlighters
Record and Analyze Survey Results	20	tape or chalk optional: graph paper
Recomendations	21	sticker dots or markers
Advocacy, Activism, Education Round Robin	23	sticker dots or markers
Advocate, Educator, Activist: Skits and Portraits	24	11 x 14 paper
Messaging and Marketing	25	collect and bring samples of logos, taglines, and slogans from corporations, nonprofits, political campaigns, etc.
Products and Presentation Tools: Round Robin	26	two computers for the PowerPoint and video stations, CD player, and music for music station
STEP 10: Celebration		See pages 261-265 for preparation tools and tips.

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Unit 1

COMMUNICATION

"It takes two to speak the truth: one to speak, and another to hear."

~ Henry David Thoreau

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NOTES

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Core Communication Skils

CORE COMMUNICATION SKILLS DEVELOPED IN THIS UNIT:

- **Active Listening:** Active listening is a cornerstone of communication. It is a skill that helps youth deepen understanding of the experiences, thoughts, and feelings of others. Active listening exercises provide youth with opportunities to feel heard and respected by peers and adults. Starting with Active Listening helps to set positive social norms and provides a forum for relationship building early in the program or project.

- **Speaking and Presenting:** Sharing information clearly, so the listener understands and can respond, is a critical communication skill. Speaking and presenting practice provides youth with opportunities to reflect on and improve body language, content development, and to develop different types of speaking and presentation tools.

- **Working as a Team:** Clear agreements, shared expectations and goals, and personal responsibility set the context for effective communication. Exercises expose youth to processes and structures that help people work well together, establish trust and safety, and create shared ownership of roles and expectations. Setting an agreement is also the foundation for any research or action project that youth may undertake.

- **Facilitation:** Facilitation is a skill that helps to ensure that everyone's voice is heard, upholds norms and agreements, and moves the group's agenda forward so that shared goals and objectives are met. Facilitation puts together listening, speaking, reflecting, and team process and decision making. For staff new to facilitation, use this section for training and skill development prior to the beginning of the program. Facilitation skills will also support youth in authentic youth-inclusive contexts, including youth-led focus groups, community forums, and group dialogues.

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ACTIVE LISTENING

Session 1

60 minutes

OBJECTIVES:

Youth will understand what active listening is, why active listening is important, and the role of active listening in leadership.

MATERIALS AND PREPARATION:

- Butcher paper, tape, and markers.
- Copy the *Active Listening Guidelines* (Master Copy 1.1a) before session: one copy for each participant or copy them as a poster.
- Copy *Confidentiality Guidelines* (Master Copy 1.1b) before the session: one copy for each participant.
- Paper or cloth bag. Make a "feeling bag": Cut out the feelings from the *Feeling Bag Activity* (Master Copy 1.1c), or create your own list of 20-25 words that denote feelings. Put all of the words into a paper or cloth bag.

I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (15 MINUTES)

Opening Circle Statement (Around the World): Think about a time you had something to say and no one would listen to you. How did you feel, or what did you do?

Introduction to Active Listening

II. WARM UP: LISTENING LINES (10 MINUTES)

Have each youth stand and face a partner. Explain that each partner will have one minute to share an experience they had of not being listened to. What was the situation? What was it like? How could you tell you were not being heard? While one partner is talking, the other partner listens silently (no talking, commenting, agreeing or disagreeing with the experience). Time the youth and tell them when to switch speaker and listener roles. When the activity is completed, ask the youth to name some of the experiences that came up.

Variation: When it is time to switch roles, ask the new listener to turn his or her back on the speaker as the speaker shares his or her experience. With this variation, ask (both listeners and talkers in turn) what it was like to be in that situation.

Facilitation Tip:

Set up seating in a circle and have adult staff or volunteers sit in the circle with the youth.

At the beginning of this session,establish some basic group norms or agreements. Ask participants "what do we all need to agree to do so that we all feel respected and willing to participate?" This list might include: One person talks at a time, no put-downs, stay open to different opinions. You will develop a more detailed set of agreements in Sessions 4 and 5.

Learning Strategy for a classroom setting:

Use the closing section of each agenda to prompt journaling assignments for students.

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ACTIVE LISTENING

Session 1

60 minutes

III. DEFINING AND EXPLORING ACTIVE LISTENING (25 MINUTES)

Step 1: Brainstorm by asking for thoughts and ideas: What is active listening? How is active listening different from just listening? How do you know when someone is really listening to you? What do they do or say? List youth's answers where everyone can see them.

For example, active listening means listening for real understanding. When you listen actively, you focus on the other person and how they think and feel.

Step 2: Hand out and explain the *Active Listening Guidelines* (or refer to your prepared poster). As you go through the guidelines, refer to the ideas that youth came up with in the brainstorm. How do all the guidelines fit together? Are there any that we should add? What is the importance of each of the guidelines? For example, Empathy: Have youth think of a situation where empathy is not only important but vital to achieving a certain goal or outcome.

Facilitation Tip:

Walk around and watch the listening partners. See which guidelines are being ignored and which are naturally present – this will be very different for every individual.

Step 3: Hand out and review the *Confidentiality Guidelines*. What is the role of confidentiality in listening? What kinds of problems can lack of confidentiality create? Gossip is a great example.

IV. PRACTICING AND APPLYING ACTIVE LISTENING: FEELING BAG (20 MINUTES)

Pass around the *Feeling Bag* (see Materials and Preparation) and have each participant take two or three "feelings" out of the bag. Have each youth pick one of the feelings and think about a time they have experienced it. In pairs, have one person begin by explaining their experience, with the other person practicing active listening guidelines. Switch and repeat with the other partner.

V. DEBRIEF (10 MINUTES)

Sample questions for youth: Why are the components in the active listening guidelines important to leadership? What about friendship? Academic success? If you have time, write down what youth say under each of these categories, and look for patterns.

VI. CLOSING: (10 MINUTES)

Closing Circle Statement (Around the World): Think about a time you really felt heard and listened to. What did the person do or say that let you know that you were heard?

Learning Strategy:

Around the World:
Opening and Closing Circle Activity

This works well to set the tone at the start of a session or to connect participants to the lesson of the day through personal reflection. One at a time, each participant shares out one thought (or opinion or experience) on a given topic.
Note: Every session in this curriculum suggests an Opening Circle Statement, done as Around the World.

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ACTIVE LISTENING

Session 2

90 minutes

OBJECTIVE:

Youth will learn how good listening skills are linked to group decision making and to being a dependable leader.

MATERIALS AND PREPARATION:

- Butcher paper, tape, and markers.
- Copy and cut out the *Earthquake Activity Dialogue* (Master Copy 1.2a).
- Copy the *Earthquake Activity Action Steps* (Master Copy 1.2b) before the session: one copy for each participant.

I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AND AGENDA REVIEW (15 MINUTES)

Opening Circle Statement (Around the World): Name a group that you are part of (other than this one.)

II. COMMUNITY BUILDER: STORY TELLER (10 MINUTES)

Ask one participant to begin to tell a story. After 30 seconds, have another participant stand up and summarize the story thus far and then continue it for another 30 seconds. Repeat this process until the story is over. Note to the group how the story changed as each person summarized. Focus on the importance of listening and cooperation.

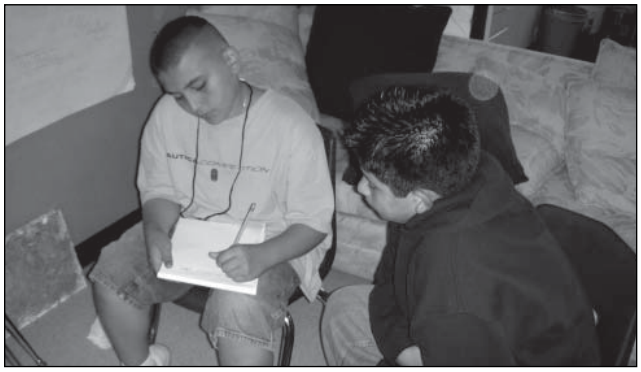
III. ACTIVITY: EARTHQUAKE (45 MINUTES)

Before starting, read the *Earthquake Activity Action Steps* and *Earthquake Activity Dialogue*, and complete the room preparation (see Materials and Preparation above).

Step 1: Earthquake Dialogue

- Pass out the strips of dialogue (cut out the strips before the session) evenly to the participants. Make sure that each participant plays a role in the dialogue.
- Have youth participants read their lines in consecutive order (1–30). The group leader can read the bold sections of the dialogue.

Active Listening in Group Decision Making



Step 2: After the dialogue is finished, pass out an *Earthquake Action Steps* sheet to each participant. Read the directions aloud to the participants.

Directions to read to youth: There are seven action steps that you should take to ensure your survival and rescue, and five action steps that you should not take because they are either unnecessary or may harm you. Decide which seven of the action steps listed you would take, assigning a 1 to what you would do first, a 2 to your second step, through 7. Continue the ranking with the remaining five steps that you would not take, numbering them 8–12: 12 being the most dangerous or least helpful step, 11 the next less dangerous step, etc. Complete the ranking without discussing the situation with anyone else. Place your answers in the column marked "My Answers."

Give youth time to think about the steps and fill out the sheet.

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ACTIVE LISTENING

Session 2

90 minutes

Step 3: After they are done, divide participants into two or three groups or teams. Let them know that their task is to select, as a group, the sequence they think makes the most sense. When the team has agreed on a series of steps, have them write their answers on the board or butcher paper.

Let the participants develop a method for completing this task on their own. This activity works best if the instructor avoids participating. You may need to get them started or hurry them along, but don't facilitate their discussion. Remember that this activity is designed to emphasize the importance of listening and communication in group decision making. Having specific examples of how they worked together will make it more meaningful.

ANSWER KEY FOR GROUP LEADER (FROM TOP TO BOTTOM): 11, 10, 12, 4, 7, 6, 9, 3, 2, 1, 5, 8

IV. DEBRIEF (15 MINUTES)

Have a discussion about the characteristics of good listeners, focusing on the importance of listening to all the information in order to be as safe as possible. Sample questions: What made this activity challenging? What did you think of this activity? What did you notice about your listening skills and your results? Did anybody say anything that was ignored? What may have caused the difference in group versus individual answers? Which people in your life (parents, friends, teachers, etc.) are good listeners? How can listening be an important characteristic for a leader to have?

Think about the politicians or other public speakers you have seen on TV or read about in newspapers. What about them makes them interesting to listen to (or not)? How do they make compelling arguments? How do they draw in listeners? This can also apply to teachers, religious leaders, and other authority figures.

V. CLOSING (5 MINUTES)

Closing Circle Statement (Around the World): Name someone you really listen to and why.

Facilitation Tip:

This activity is more fun if the room looks like it has been hit by an earthquake. Without rousing trouble or creating chaos, set up the room for the activity, as much as you can.

Pay close attention to what participants say during both the dialogue and the discussion. Be ready to point out important information that the group could have used had they been better listeners, as well as examples of what the groups did well. Stay out of the activity as much as possible. Let the group struggle through it together. This activity will also serve as an example when you discuss the importance of facilitation later in this Unit.

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ACTIVE LISTENING

Session 3

90 minutes

OBJECTIVE:

Youth will practice active listening by discussing their expectations and responsibilities as people playing leadership roles in their communities.

MATERIALS AND PREPARATION:

- Copy and cut out *Fishbowl Discussion Scenarios* (Master Copy 1.3): for each small-group member to have a copy of their particular scenario.
- Prepare blindfolds (for half of the participants), and an area for the trust walk activity (see instructions below).

I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (15 MINUTES)

Opening Circle Statement (Around the World): I trust others usually/always/rarely/never.

II. COMMUNITY BUILDER: TRUST WALK (10 MINUTES)

This activity focuses on understanding aspects of effective communication. Before session, prepare or identify a clear, safe area for this activity, and gather objects for youth to collect (lollipops, pencils, or water bottles work well). Set up pairs or small groups, and have one member of each pair or group put on a blindfold. Once blindfolds are on place the objects randomly around the area. The blindfolded person must gather as many objects as possible, based solely on the verbal instructions provided by his or her partner(s). "Seeing" partners cannot touch the blindfolded person or the objects, and can only communicate verbally. Variation: Take away the verbal communication – the seeing leader can no longer talk, but can make sounds.

Facilitation Tip: Fishbowl Activity

Allow students to have their own definitions of reliability, which will likely change during the discussion. Allow discussions to take their course (remaining respectful and productive).

Active Listening in a Fish Bowl

Debrief: Stress the importance of safety while also taking positive risks. After the activity, discuss why students did or did not trust their partner when they were being led. What would have made them trust each other more? What communication methods worked and what didn't for the group? What was difficult for the individual who had to complete the task? What aspects of communication did this exercise demonstrate?

III. ACTIVITY: FISH BOWL (45 MINUTES)

Step 1: A fish bowl is a type of discussion in which a certain number of participants sit in the center of the larger circle of participants and have a conversation with each other for a limited amount of time. Participants in the outside circle are not allowed to speak to each other or to the participants in the inside circle. The group leader or facilitator also should not participate in the inside discussion.

Step 2: Select five to six members of the group who wish to participate. Have them sit inside the larger circle of students in a smaller circle. Instruct the rest of the group to remain silent and to pay attention to the discussion. Remind them of active listening skills, and brainstorm how these skills can be applied to a passive listening situation like this.

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ACTIVE LISTENING

Session 3

90 minutes

Step 3: Present the participants with a situation about a group that is dealing with an unreliable member by giving them one of the *Fishbowl Discussion Scenarios*. Have the participants discuss the best way to approach and deal with the situation. After the discussion, open the conversation up to the larger group. Have them comment on the way the participants inside the circle handled the discussion as well as how they would have handled it themselves. Repeat activity with at least one more set of five to six participants and a slightly different situation. Take notes on butcher paper for later.

IV. DEBRIEF (15 MINUTES)

Sample questions for youth:

- What was it like to be on the inside of the fishbowl? On the outside?
- When would a fish bowl be useful?
- Why is trust important in a group of people?
- What types of actions help to build trust within a group?
- What do you need in order to trust others – adults and youth?

V. CLOSING (5 MINUTES)

Closing Circle Statement (Around the World): Name someone you trust and something about that person that makes them trustworthy.

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WORKING AS A TEAM

Session 4

90 minutes

OBJECTIVE:

Youth will begin to solidify as a group through team building activities that will inform the creation of a group contract in Session 5.

MATERIALS AND PREPARATION:

- Write the names of four different types of teams (e.g., sports team, business team, cast of a play, family, super-hero team) on slips of paper (one team per paper).
- Butcher paper, tape, and markers.
- Prepare two signs, one that reads "Strongly Agree" and one that reads "Strongly Disagree." Post these on opposite walls or sides of the room for the Community Builder activity.

I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (10 MINUTES)

Opening Circle Statement (Around the World): Name a time when you relied on someone else.

II. COMMUNITY BUILDER (15 MINUTES)

Place signs saying "Strongly Agree" and "Strongly Disagree" on opposite walls. Emphasize that there is no right or wrong answer. Have students stand in the center of the room and read a list of statements. Tell the students to line up against the sign they most agree with – they can also stand in the middle. Begin with simple questions, such as, "Pizza is my favorite food," or "I think grades are important for my future." Gradually move to deeper topics by using questions like, "I feel safe walking home after dark,"or"I think school rules are enforced fairly." Debrief: Talk about different perspectives on the issues. Discuss how this learning experience could be helpful in working together as a team.

Team Work

III. DEFINING AND EXPLORING TEAM WORK (10 MINUTES)

Brainstorm the meaning of team work and the characteristics of effective teams. On the board or butcher paper, write the list of characteristics youth name for the group to refer to later. Prompt by asking: Why does teamwork matter? When is team work important? When is it not so important?

Facilitation Tip:

Allow participants to direct the discussion about their team through their own suggestions. Encourage fun and creativity in their group presentations.

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WORKING AS A TEAM

Session 4

90 minutes

IV. TEAM PRESENTATIONS (40 MINUTES)

Separate participants into four small groups. Assign each group a type of team (see Materials and Preparation) and provide each group with a piece of blank butcher paper. In groups, have youth talk about their assigned team and determine which characteristics of effective teamwork that team does well and what characteristics they lack. Then have them brainstorm ways thier type of team could work better. Have each group prepare a short presentation of its findings. Remind the youth to refer to the list of brainstormed characteristics but also not to limit themselves to that list.

Regroup to share presentations with the whole group. Make sure every member of each team participates in the presentations. Leave time for questions. Have team members add to their list based on questions and comments from the group.

V. DEBRIEF (10 MINUTES)

Discuss how teambuilding fits into your program. What about the class or program cultivates a good team? What could the program do to build a better team? What could the participants as individuals do to create a better team atmosphere? This debrief provides time for informal group evaluation of the program or project thus far. Allow comments about the program or project to be both positive and negative, if appropriate.

Personal reflection opportunity: How are you a reliable member of the teams you are a part of? In your family? Your groups of friends? Your faith groups? In what ways could you be more reliable?

VI. CLOSING (5 MINUTES)

Closing Circle Statement (Around the World):
My greatest strength as a team player is...

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WORKING AS A TEAM

Session 5

90 minutes

OBJECTIVE:

Youth will understand why group agreements are important and agree on group rights and responsibilities.

MATERIALS AND PREPARATION:

- Butcher paper, tape, and markers.
- Paper, pens, and clipboards.
- Sticky notes (three or four per participant).
- Create a butcher paper poster of the *Agreement Setting: Rights and Responsibilities Chart* (Master Copy 1.5a).
- Copy the *Agreement Setting: Rights and Responsibilities Chart* (Master Copy 1.5b) before the session: one for each participant.
- Index cards (one per participant).

I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (15 MINUTES)

Opening Circle Statement (Around the World): Something that I am committed to and why (one sentence).

II. WARM UP: OBJECT OF INTEREST (15 MINUTES)

Pass out an index card to each participant, and ask them to think back to elementary school and "show and tell" activities. Ask them to think of an object that is personally significant to them and then to imagine that they are bringing this object for a "show and tell" in this group. Have youth silently write down what the object is, and why it is important to them. Share out in a circle. Remind youth that they can choose whether or not to share out (they can pass). Debrief: Ask youth what they noticed. Were there patterns in the sorts of things people chose? Any surprises? Point out that we all place importance on different sorts of things and have different priorities. There needs to be safety and respect in order for everyone to best express and share what they care about and think.

Rights and Responsibilities

III. RIGHTS AND RESPONSIBILITIES (35 MINUTES)

Review the meaning of the two words – *Right and Responsibility* – as well as the goals of this section of the agenda: to agree on the rights and responsibilities of everyone in this program or project. Write the definitions in a place where youth can see them.

Step 1: Brainstorm: Pass out three or four sticky notes to each participant.

Ask the group to brainstorm rights they expect to have in this group and write them on separate sticky notes – one right per sticky note. Ask them to place their sticky notes on the butcher paper in the "rights" column.

Step 2: Discuss: Read aloud each right stuck to the butcher paper. Ask the youth which rights go together. After grouping the rights, read each one, and ask the group to raise their hands if they agree that this is a right they should have in the project. If people don't raise their hands, ask them to say why, discuss, vote again, and repeat for all rights. Are there other rights that should be added? What do youth notice about the groupings? Was there one right that was recurring? Does anyone disagree with anything on the board?

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WORKING AS A TEAM

Session 5

90 minutes

Step 3: Brainstorm: Repeat the brainstorming process for responsibilities. You may wish to mention here that there will be occasional assignments during the year. When these are not completed, the work of the group in the next session may be impacted.

Step 4: Discuss: Review the responsibilities that are now posted. Ask the group to listen for any responsibilities they think are unfair or should be revised. Ask if anyone would like to remove or revise a responsibility. What do participants need to agree on as individuals in order to meet their responsibilities, and what do others need to do to support each other in meeting their responsibilities? Does anyone disagree with anything on the board?

IV. MAKING AGREEMENTS (10 MINUTES)

Have youth now think about these responsibilities as agreements: "We agree to..." Write the agreement ideas on the board or on butcher paper. Formalize the language of the responsibilities and make sure that everyone can agree. If someone does disagree with one of the responsibilities or rights, ask them to make a case for an alternative, or if they can agree to disagree.

V. DEBRIEF (10 MINUTES)

Sample questions: Have you done this process before? If so, where and when? If not – why do you think this is? What are other areas of your life in which you have rights and responsibilities?

What do rights and responsibilities look like in your home? School? Religious institution? With friends? What works and what doesn't in terms of how these rights and responsibilities are carried out or enforced?

VI. CLOSING (5 MINUTES)

Closing Circle Statement (Around the World): ONE "right" that is most important to me personally (that I wouldn't give up no matter what) …

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WORKING AS A TEAM

Session 6

90 minutes

OBJECTIVE:

Youth will agree on consequences and rewards, and commit to a contract.

MATERIALS AND PREPARATION:

- Index cards for anonymous vote if needed.
- Butcher paper, tape, and markers.
- Paper, pens, and clipboards.
- Butcher paper with rights and responsibilities written out (from previous session).
- Butcher paper with title "Consequences" posted.
- Butcher paper with title "Rewards" posted.
- Stacks of sticky notes at each table.

I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (15 MINUTES)

Opening Circle Statement (Around the World): Name a consequence you have experienced. What was the consequence? Who decided the consequence? Give youth a few moments to think before answering.

Establishing Consequences and Rewards

II. WARM UP: ROLE PLAY (15 MINUTES)

Role play to clarify the purpose of having consequences. Ask the youth and staff to act out a situation in which someone fails to meet his or her responsibilities. You can give youth scenarios, or they can make up their own. Debrief: Ask how having ground rules and consequences might either prevent or allow for an appropriate response to such situations.

Sample Scenarios: Imagine and act out what happens on a baseball team when the first baseman does not show up. Act out a play practice when the lead speaks on her cell phone rather than practicing her part. Imagine and act out a restaurant scene in which one of the waiters ignores two of his tables. You can also see *Fish Bowl Discussion Scenarios* (Master Copy 1.3) for more ideas.

Facilitation Tip:

Allow plenty of time for discussion and check periodically for understanding of terminology. Remind the students to speak up if they disagree, because these will be the rules for the duration of the program or project. If there are major disagreements, let the students talk it out for a while and then take a group vote anonymously, using index cards - or use another decision-making process youth agree to use.

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III. DETERMINING CONSEQUENCES (15 MINUTES)

Step 1: Discuss the need of having a system that keeps track of infractions or neglectful behavior. Emphasizing such points as having clear rules and consequences will:

- Make it more likely that they will be applied consistently and equally. Without a clear system, people could unfairly get away with negative behavior that affects the whole group and others might feel as though staff members are playing favorites.
- Support the cohesiveness of the group. There is less likelihood that you will resent your peers for negative behavior if you know they are receiving consequences.
- Help the group meet its goals and hold its members accountable if they are not doing what is best for the group.
- Make sure that everyone has the agreed-upon rights.

Step 2: Using butcher paper to record responses, ask the group if there should be an ultimate consequence, or a "last straw" for participants in this group. If so, what should it be? What kinds of behaviors could warrant receiving the ultimate consequence?

Step 3: Ask if there should be a system of warnings that leads up to that ultimate consequence. Decide on what to call these: warnings, strikes, penalties? Ask how many should be accumulated before the ultimate consequence is reached. Determine the consequences that should accompany a certain number of warnings (e.g., After the first warning, the program director will call your parents).

Facilitation Tip:

You may wish to introduce the concept of "props" or "shout outs" during this session, if you have not already done so.

"Shout outs" or "props" are public acknowledgements of the positive things people in the group do or say, or the qualities that they exhibit.

Step 4: Align consequences with responsibilities. Refer the youth to the responsibilities that they came up with last session. Determine how many "warnings" one should get for violating each responsibility on the list. Ask if each of the responsibilities is of equal importance, or if some more important than others.

IV. RECOGNIZING REWARDS (20 MINUTES)

Step 1: Explain the purpose of having a reward system in place to acknowledge people who demonstrate a great commitment to the project, go out of their comfort zone, or just do something excellently. Emphasize that you don't have a lot of money to work with, but you can do things like erase warnings or give privileges like picking their favorite snacks for an upcoming meeting.

Step 2: Ask each participant to come up with at least one idea for a reward, write it on a sticky note, and post it on the butcher paper. Read each sticky aloud. Discard those that are impractical, explaining why. Then encourage the youth to discuss how rewards will be determined. Pose questions such as:

- Who should decide when a reward is deserved?
- How should the reward be selected for the accomplishment? (Should the person rewarded get to choose or should some rewards be matched with certain efforts or accomplishments?)
- Are all these rewards of equal worth or are some better than others?
- Are the rewards for individuals for groups, or some of each?

Step 3: Formulate a policy based on their discussion and decisions.

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V. CREATING A VISITOR POLICY (15 MINUTES)

Step 1: Introduce the concept that throughout the year, people, such as friends and family members are going to be interested in meeting the participants and visiting the sessions. Explain the purpose of having a visitor policy, emphasizing that the main point is to ensure that the visitor has a positive experience and does not negatively affect the experience of the group.

Step 2: Brainstorm a visitor policy. Ask questions and record responses on butcher paper:

- What do you think about having visitors coming to the sessions? Why?
- What would you like to know about a potential visitor before they come to a session?
- What would you like the visitor to know about the group before coming to a session?
- How would you like the sessions to run if a visitor is present? (Is there anything that should be done differently?)
- What would you expect from visitors during the session? What would their role be (e.g., observe, participate)? Would you have any ground rules for them?

Step 3: Incorporate the visitor policy into your agreements.

VI. COMMITTING TO THE CONTRACT (10 MINUTES)

Introduce the idea of a contract to which you sign your name to formalize your commitment to what you have decided on as ground rules and consequences,. Encourage youth to look at their participation as something that goes beyond avoiding consequences or working for rewards, something that reflects their commitment to their peers, their school, and their community.

VII. DEBRIEF (10 MINUTES)

Sample questions: Do you agree with the entire agreement, or are there ideas that you would change? What aspects of the agreement will be hardest for you to follow? What have you learned about yourself in this process? What have you learned about the group?

VIII. CLOSING (5 MINUTES)

Closing Circle Statement (Around the World): Name a class or a group in which rules are respected and well enforced.

Facilitation Tip:

Write the finalized version of the contract as different components are settled. Keep it posted where youth can see it as a reminder.

Type up the agreement and have youth sign individual copies. Go through the contract item by item, asking for any changes or additions. Have the youth initial each item and sign the contract. Include two "witness" signatures.

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NOTES

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WORKING AS A TEAM

Session 7

60 minutes

OBJECTIVE:

Youth will understand different forms of decision making and agree on what form to use in this group or project.

MATERIALS AND PREPARATION:

- Butcher paper, tape, and markers.
- Post three pieces of blank butcher paper around the room.
- Review *Forms of Decision Making - Facilitator Example* (Master Copy 1.7a) and create a poster of the *Forms of Decision Making chart* (Master Copy 1.7b) and place it at the front of the room. (Leave the spaces in the chart blank – you will fill them in with youth during the session.)

I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (10 MINUTES)

Opening Circle Statement (Around the World): Name a decision you made or were part of recently.

II. WARM UP: FOLLOW THE LEADER (10 MINUTES)

Assemble participants into a circle (facing in). Ask for a volunteer to be the "guesser." This person will then step out of the room. Once that person is outside, pick someone in the group to be the leader. Her or his role is to lead the group without the guesser figuring out that he or she is the leader. Have the leader start a motion that everyone else must follow (e.g., clapping hands, waving, rubbing belly). Once everyone is doing the motion, ask the guesser to come back in and stand in the middle of the circle, and try to guess who in the group is initiating the motions. The leader must change motions when they think they can do so unobserved. The rest of the group tries to follow as quickly as possible to make it harder to guess who is leading. Once the person in the middle guesses correctly, repeat the process with a new guesser and leader. Debrief: what does this say about leadership? Is it always easy to tell who is leading? Ask youth to think of examples of leaders who led by supporting others and keeping a group focused.

Facilitation Tip:

When explaining each type of decision making it may be helpful to role play: For instance, acting as an autocratic decision maker, you might say, "I, ruler of all of you, declare that you are no longer allowed to wear jeans;" while as a representative, you might say, "After having listened to each of your recommendations for a dress code, I have decided that we will no longer wear jeans."

Making Decisions

III. DEFINING AND EXPLORING DECISION MAKING (20 MINUTES)

Step 1: Divide the group into three smaller groups and arrange each by a butcher paper. Have each group appoint a note taker and a reporter. Ask youth to recall different times in their lives when they have had to make decisions and the processes they used to make these decisions. Offer scenarios such as:

- Think back to a time recently when you needed to make a decision with your friends (like what to do after school, what movie to see, or where to sit at lunch). How was it decided what you would do?
- Now think about a time in one of your classes when there was a decision about what activity you would do. How was it decided what you would do?

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WORKING AS A TEAM

Session 7

60 minutes

- When the city needs to decide whether or not to build a new park, how is it decided what will happen?
- What about in your family: Who decides what you eat for dinner or whether or not you go to church?

Step 2: In the full group, explain the general categories of decisions:

- Autocratic: Made by one person
- Representative: Made by one person with input from others
- Democratic: Made by group together, majority rules
- Consensus: Made by group together, all must come to agreement

Discuss the pros and cons of each category, using the *Forms of Decision Making* chart you have prepared. Fill in youth's answers and ideas.

Step 3: Back in their small groups, ask the youth to again discuss the examples they came up with and decide which category best fits with each of their examples. Then ask them to identify the most common forms of decision making they experience and to identify some ways they would change the decision-making structures in their lives.

Step 4: Have a representative share out from each of the groups.

IV. DEBRIEF AND DECIDE: WHAT WORKS FOR THIS GROUP? (15 MINUTES)

Bring the entire group back together, explain the importance of having a procedure for making decisions together, and ask each group's reporter to state which model they think would be best for this group or program and why. Let the group know that others who have used this curriculum have found that democratic processes work best to ensure a fair process where everyone's voice is heard and decisions are made in a timely way. Also, let the group know that there may be some cases when the adults will need to make decisions. For example: The adult leader may decide to plan an activity or retreat that addresses a particular issue or conflict that they notice in the group. Review the procedure that has merited the most support. Be certain to ask if there are any objections, questions, or revisions given their earlier discussions.

V. CLOSING (5 MINUTES)

Closing Circle Statement (Around the World): Share something you noticed in or about the session today.

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SPEAKING & PRESENTING

Session 8

90 minutes

OBJECTIVES:

Youth will learn basic components of a good presentation and improve the quality of their oral presentation skills by practicing with a partner and learn how to give and receive effective feedback.

MATERIALS AND PREPARATION:

- Butcher paper, tape, and markers.
- Paper, pens, markers, and clipboards.
- Copy and cut out the *Bad Presentation Role Play* scenarios (Master Copy 1.8a).
- Copy the *Presentation Skills Check List* (Master Copy 1.8b) before the session: one copy of each for each participant or as posters.
- Copy the *Tips for a Good Presentation* (Master Copy 1.8c) before the session: one copy of each for each participant or as posters.
- Copy the *Personal Coaching and Feedback Sheet* (Master Copy 1.8d) before the session: two copies for each participant.
- Write "What Not to Do in a Presentation" on the board or on a piece of butcher paper.

I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (10 MINUTES)

Opening Circle Statement (Around the World): What is one issue in your community that really concerns you? (Write what youth say on the board or butcher paper, as you will come back to this later in the session.)

II. WARM UP: LOOK UP AND SCREAM! (5 MINUTES)

Have youth stand in a circle with shoulders touching (or very close) and instruct everyone to look down at the tops of their shoes. On the count of three ask youth to look up and pick one person to look at. If that person is looking back at them (rather than at someone else) both people scream! This is a loud, fun activity. Repeat several times.

III. THE BAD PRESENTATION ROLE PLAY (10 MINUTES)

Ask for two volunteers. Hand each volunteer one of the *Bad Presentation Role Plays*. Encourage the youth to improvise and have fun making their presentations as bad as possible. Have the first volunteer give the presentation. Have the group brainstorm a list of what was wrong or ineffective about the presentation. Record this on the board or butcher paper. Have the second volunteer give the presentation, brainstorm again, and then review the complete list of things that make for a "bad presentation."

Speaking in Public and Making Presentations

IV. DEFINITIONS AND EXPLORATIONS (15 MINUTES)

Step 1: Brainstorm the purpose of a presentation. What are some different types of presentations and the reasons behind them? For example: Youth sit through presentations every day (teachers delivering material is one good example).

Step 2: Brainstorm the qualities of a good presentation. Have youth take a minute to think about a good presentation they have attended. Ask youth what was good about it. What are some characteristics of the presenter that stood out to you? Can you remember all of the content, or can you remember the details of the presenter more?

Step 3: Hand out and review the Presentation *Skills Check List* and the *Ten Tips for a Good Presentation*. There are three main things to focus on for any presentation: body and movement, voice and expression, and content. Revisit the brainstorm of effective, good

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presentations. Do most of the characteristics fall in line with these handouts? Does anything on the handouts surprise you?

V. GIVING AND RECEIVING FEEDBACK (10 MINUTES)

The purpose of feedback is to learn, be proactive, and improve skills through reflection on information shared and received. There are ways to give feedback so people hear what we are saying and can learn from it. Ask youth for some quick examples of how they like to receive feedback – or not!

Explain the *Personal Coaching and Feedback Sheet* handout. Ask youth why it is important to end on a positive. What is the difference between telling people what they are doing wrong vs. telling them where you see opportunities for growth? (Answers will vary: have the presenter feel good about themselves, create a safe and supportive environment, have an opportunity to improve and grow, negatives without suggestions for improvement can be harmful). Relate this back to the bad presentation role plays. Have youth come up with examples of the feedback process based on the bad presentations.

VI. PRESENTATION PRACTICE, FEEDBACK PRACTICE (30 MINUTES)

Hand out two *Personal Coaching and Feedback Sheets* to each youth. Have them put their name on one of the forms. They will put their partner's name on the other.

Think: Have each youth take five minutes to brainstorm some ideas for a presentation on an issue they personally think is VITAL for their school or community to address. Offer an outline for the presentation (e.g., Introduction, Issue, Some Possible Solutions, Thank you and Closing Remarks.) Youth can think back to the session's opening Around the World question, and use their answer or someone else's. Remind youth to focus on the objectives of a good presentation.

Pair: Pick partners, and have youth designate who will go first in giving their presentation to the partner. Have one person start while the other is taking notes on the feedback handout. After the first presenter is done, take a few minutes for youth to write notes on the feedback forms. (Make sure that the presenter self-evaluates at this time.) Switch roles and repeat the process.

Share: In their pairs, have youth give each other very specific, detailed feedback. Have each youth identify and write down what they most want to work on or improve. If you have time, ask youth to take another five minutes to revisit their presentation outline and make changes. Ask if anyone would like to present for the entire group (take volunteers). Be sure to point out the contraints of the limited preparation time. For example, because this is a short practice, we can't expect the content to be fully developed.

Variations: Have every member of the group present to the full class, and videotape the presentations. This can be a great evaluation and reflection tool, and a very effective way to identify strengths, improvements, and areas for growth. Be sure that the participant is ready and wants to do this step, as it can be intimidating!

VII. DEBRIEF (5 MINUTES) What is hard about presenting? What comes naturally? Were the guidelines and feedback helpful? How can you continue to improve your presentation skills?

VIII. CLOSING (5 MINUTES)

Closing Circle Statement (Around the World): Rank your nervousness about public speaking on a scale of 1-5, with 5 being extremely nervous, and 1 being not at all nervous.

Learning Strategy:

Think-Pair-Share

This works well to increase student engagement and to allow students to gather their thoughts before speaking. Think: Participants spend several moments thinking and writing on their own. Pair: Participants pair up with one other person and share their thinking. Remind pairs of active listening techniques. Share: Volunteers share out what they discussed in pairs.

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SPEAKING & PRESENTING

Session 9

90 minutes

OBJECTIVES:

Youth will learn the foundations of good communication and practice expressing their opinions effectively.

MATERIALS AND PREPARATION:

- Peanut butter, jelly, bread, knife, spoon, and napkins.
- Optional: prepare a video clip of a presidential or other debate (programs with courtroom scenes work well too).
- Pick a topic for the Ridiculous Debate activity.

I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (15 MINUTES)

Opening Circle Statement (Around the World): Name a rule or law that you feel strongly about – either "for" or "against" (e.g., dress code, death penalty, curfew, voting age).

II. COMMUNITY BUILDER: BUILDING A PEANUT BUTTER AND JELLY SANDWICH (10 MINUTES)

Pretend to be an alien who doesn't know how to make a peanut butter and jelly sandwich. Have the participants instruct the alien step by step on how to do so. Take every suggestion as literally as possible ("put hand on jar lid and twist") to illustrate the importance of being specific and thorough. Have a brief recap discussion to clarify the points and allow students to express frustration at not being able to communicate clearly with the alien.

Facilitation Tip:

Allow the building a sandwich activity to be fun and goofy. Don't be afraid to make a mess.

In the debate debrief, stress the importance and relevance of debate in everyday life.

Debate

III. ACTIVITY: RIDICULOUS DEBATE (45 MINUTES)

Introduce debate as an important component of leadership. Show video clip of a presidential or other salient debate to illustrate everyday applications, if possible. Clips from television programs with courtroom scenes also work well.

Divide the group into two sides for a debate on a ridiculous issue such as the importance of wearing matching socks. Within those two groups, designate who will formulate offensive arguments and who will come up with defensive arguments. Give both sides 10-15 minutes to formulate their arguments and solidify their "plans of attack."

Have each group designate two spokespersons (two on offense and two on defense). Conduct a mini-debate about the issue, giving one team several minutes to present their argument, and then the other team a minute for rebuttal. After both teams have presented, allow some time for back and forth. Allow things to get a bit out of control to illustrate how debates can get out of hand even if they are about nothing important.

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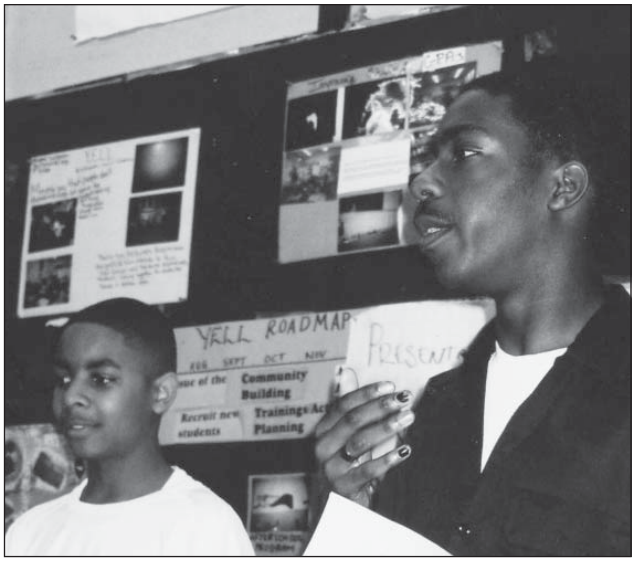

IV. DEBRIEF (15 MINUTES)

Conduct a discussion about the debate experience focusing on the importance of effective communication during debate. How could the debaters have been more effective? What were the strengths in the methods of communication and expression?

V. CLOSING: (5 MINUTES)

Closing Circle Statement (Around the World): In what ways is debate applicable to your daily life with family and friends? How could debating skills make you a better student? A better friend?

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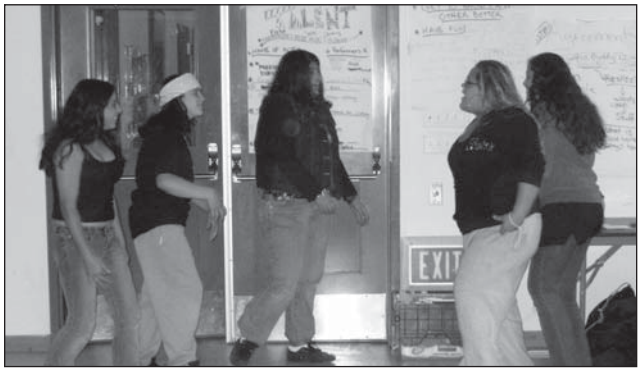
Debate and Compromise



OBJECTIVE:

Youth will understand the differences between debate focused on winning and discussion focused on compromise and understanding.

MATERIALS AND PREPARATION:

- Paper, pens, markers, and clipboards for Back to Back Drawing activity.
- Copy the *Wizard's Wand: The Debate* (Master Copy 1.10a) before the session: one copy for each participant.
- Copy the *Wizard's Wand Role Plays* (Master Copy 1.10b). Cut out the roles for two groups.

I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (10 MINUTES)

Opening Circle Statement (Around the World): Tell the group about a time when you have had to compromise.

II. COMMUNITY BUILDER: BACK TO BACK DRAWING (15 MINUTES)

This activity highlights the importance of clear directions and active listening.

Give each person two blank pieces of paper and a marker or pen. Ask everyone to find a partner and to sit down back to back. Ask everyone to draw a picture on one of the sheets of paper. After all youth have drawn a picture (make sure they don't let their partner see!), have each pair designate one person as the drawer and the other person as the instructor. Continuting to sit back to back (and therefore unable to see the other person's sheet of paper), the instructor gives directions to the drawer, with the goal of creating a copy of the instructor's picture. Directions must be given without using the name of the object (For example, if the instructor drew a big happy face, the directions might include; "Draw a circle that takes up most of your paper. In the center of the top left quadrant of the circle draw another small circle.") This exercise requires very clear directions! Switch roles, so each person in the pair has a chance to be the drawer and the instructor. Debrief: Discuss the experience and compare the original drawings with the instructed drawings. What was difficult about this activity?

Facilitation Tip:

Don't let the arguments get personal.

Opportunity for personal reflection: Over the next week, ask youth to think about how they react to disagreements. Is their focus on compromise or winning?

III. DEBATE (40 MINUTES)

Divide the participants into two teams. Read through the Wizard's Wand debate scenario with the participants. You can either read aloud or provide both teams with copies of the scenario, and team members can take turns reading aloud.

Round 1: Pass out the Round One Role Play instructions for each group. Give each group time to plan their arguments. Emphasize that the goal of the activity is to win the debate. After each group has prepared, facilitate a debate between the two groups. Start the debate in

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a controlled fashion. Allow each group to take turns speaking. However, let the debate get out of control. When the debate has reached an obvious stalemate, stop it and pass out the *Round Two Role Play Instructions*.

Round 2: Run the debate again, but this time focus on reaching a compromise that makes both teams happy. Tell groups to focus more on the other teams' needs than their own. Remind youth of the guidelines for active listening.

IV. DEBRIEF (15 MINUTES)

- Sample questions for youth: Why do you think we did this activity?
- What did you notice about the two discussions?
- How was the second different from the first?
- What happened to your listening skills during the debate?
- What happens during a debate?
- What is bad about debate?
- What is good?
- What makes discussion effective?
- At what point is debate appropriate?

V. CLOSING (10 MINUTES)

Using what was learned from today's activity, establish group norms for discussions. Brainstorm and create a list that can be posted and referred to during disagreements in sessions. How should the group handle disagreements and settle dispute? What can compromise teach us about our discussions?

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SPEAKING & PRESENTING

Session 11

90 minutes

Mock City Council was based on an actual Youth Bus Pass campaign that Kids First Oakland youth leaders and allies organized in 2001 securing free and affordable transportation for 25,000 low-income youth - www.kidsfirstoakland.org

Debate and Compromise Role Play

OBJECTIVE:

Youth will practice debate and compromise skills through a mock City Council meeting.

MATERIALS AND PREPARATION:

- Copy the *Mock City Council Proposal and Roles* for participants (Master Copy 1.11) and cut out the roles: one for each participant or group.

I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (15 MINUTES)

Opening Circle Statement (Around the World): If you had two minutes to talk to all of the people of your community what subject would you talk about?

II. WARM UP: WHO ELSE? (10 MINUTES)

Begin by making a circle of chairs. There should be one less chair than the total number of people playing. One person starts by standing in the middle of the circle and saying something about themselves and ending with "Who else?" Example: "I love chocolate. Who else loves chocolate?" All the group members who love chocolate must get up and switch places without selecting the chairs directly on either side of them. The person left without a chair goes to the center of the circle and makes the next statement. This game can be light hearted or serious, depending on the content and the group.

III. MOCK CITY COUNCIL MEETING (45 MINUTES)

Step 1: Introduce the scenario to youth and pick roles.

A group of middle and high-school students are presenting a proposal to their City Council on an issue that impacts many local youth: bus passes. Ask for volunteers to play the different roles (or have them draw from a hat).

- Youth presenters (2)
- Citizens against the proposal (4)
- Citizens for the proposal (4)
- City Council members (The rest of the group)

Have the Council sit together at one side of the room. The role of the City Council is to listen to the proposal, hear arguments for and against the proposal, ask questions, and make a decision on the proposal.

Step 2: Youth presenters read the proposal.

Step 3: Citizens share opinions for and against the proposal.

Step 4: Debate and Discussion

Open the City Council meeting for citizen debate. During the debate, the City Council will make sure the following questions are addressed:

- What are the benefits for students? (e.g., safety, time saved, convenience)
- What are the benefits for families? (e.g., money saved, time saved, peace of mind)
- What are the benefits for the community? (e.g., keeping kids off the streets, decrease in graffiti, decrease in juvenile crime)
- What are some of the costs to the community? (Who will pay for this? the bus company, the taxpayers in cities, others?)
- Is this proposal fair? Should some people get free bus passes and not others? schoolchildren, the elderly, hardworking adults, others?)
- Do schoolchildren really need subsidized bus passes?
- Any other questions or issues you can think of?

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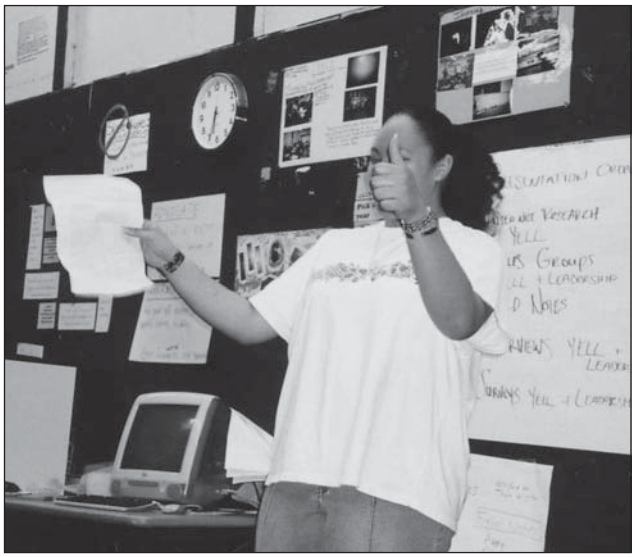

Step 5: Decision

After the debate, the City Council decides if they want to support the proposal or make amendments (changes) before they choose to support it. The Council can do several things: ask students to gather more information so the Council can make a better-informed decision; approve the proposal; approve part of the proposal; or reject the proposal.

IV. DEBRIEF (15 MINUTES)

- What does leadership mean in this situation?
- What is the City Council's role?
- Do you think the Council made a good decision?
- What would you do differently if you were actually presenting this case?
- City Council members are elected – how does the City Council membership affect the way decisions are made?
- What might the citizens' next steps be in this scenario?

V. CLOSING (5 MINUTES)

Closing Circle (Around the World): Would you want to be a City Council member? Why or why not?

Facilitation Tip:

After the debate has been in progress for a while, remind the youth of the distinctions between debate that focuses on winning and discussion that moves toward compromise or resolution. How can the City Council members and citizens help to create a climate for discussion?

Encourage the citizens, Council members, and presenters to stay in character and have fun embellishing on their positions. You can also invite real City Council to attend the session and reflect with the students on the exercise, and to share what it is like to be a Council member in their particular community.

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FACILITATION

Session 12

90 minutes

OBJECTIVES:

Youth will understand the roles of a facilitator and learn basic group facilitation techniques.

MATERIALS AND PREPARATION:

- Butcher paper, tape, and markers.
- Index cards.
- Paper or cloth bag for News Breaker activity.
- Butcher paper labeled with "Roles of a Facilitator".
- Copy and cut out the *Facilitation Role Play* (Master Copy 1.12a) before the session: one role for each participant or group (3 groups).
- Copy the *Facilitation Checklist* (Master Copy 1.12b) before the session: one for each participant.
- Plus and Delta (change) evaluation chart written on butcher paper or the board (see example at the end of this session).

I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (15 MINUTES)

As students enter, ask them to fill out a "News Breaker" card: Have them write down a current topic in the news they feel very strongly about. On the other side of the card, have them write two discussion questions that they could imagine asking a group about the topic. Collect all the News Breaker cards in a bag or hat: You will use these later in the session.

II. WARM UP: THE HUMAN KNOT (10 MINUTES)

In this activity, youth will work together to solve a problem. Ask everyone to stand in a tight circle, and extend their hands into the center. Ask everyone to grab one person's hand (across the circle) with their right hand, and another person's hand with their left. Explain that the group now needs to work together to get themselves untangled without ever letting go of the hands. Depending on the size of your group, you may want to break your group into two smaller circles.

Introduction to Facilitation

III. ROLES OF A FACILITATOR CHARADES (10 MINUTES)

Put cards with various roles of a facilitator in a hat:

- Traffic Director – Make sure everyone has a chance to participate.
- Hammer/Elevator – Create a trusting atmosphere. (Stop people from being disrespectful, complement people who do things well.)
- Counselor – Listen, question, and give advice. (Reflect back what you hear.)

Ask a participant to pick a card out of the hat and to act out the particular role while the rest of the group guesses the role he or she is playing. Post the roles on the board after the youth have finished.

IV. TEACHING AND FACILITATING TECHNIQUES: DEMONSTRATION AND DISCUSSION (15 MINUTES)

Step 1: Review the definitions of the words facilitate and teach.

- Facilitate means to make easier or less difficult; to help forward an action process.
- Teach means to impart knowledge or skill; to give instruction.

Ask the youth to identify the differences and similarities between a teacher and a facilitator. Encourage them to define each term. Acting as a facilitator, begin a conversation on a random topic, such as a dance move.

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FACILITATION

Session 12

90 minutes

Ask if anyone knows what it is, if anyone will demonstrate it. Then, enter the room as a teacher and give a brief lesson on dance. Exaggerate the differences in order to make the distinction.

Continue the discussion. Ask the students: When is it useful to have a facilitator?

Step 2: Ask youth who has facilitated before. Taught? What? Where? How? What was challenging? Why?

Do the two approaches ever overlap? Wrap up the discussion by reminding them that everyone has some skills as a facilitator and as a teacher.

Step 3: Brainstorm a list of activities that facilitators can use to get people to share their ideas and opinions. Brainstorm a list of things not to do as a facilitator (record these on butcher paper).

Hand out the *Facilitation Checklist*, and ask how this list fits with the one they brainstormed. Ask them to provide some concrete examples of preparation, running meetings, and debrief and evaluation. What do these look like in this group?

V. PRACTICING AND APPLYING: FACILITATION METHODS IN SMALL GROUPS (10 MINUTES)

Step 1: Explain that youth will now have a chance to practice facilitation. As a facilitator, the main job is to keep the meeting or discussion moving forward with everyone participating.

Facilitators play a lot of different roles. Remind youth of the role play activity:

- Traffic Director – Make sure everyone has a chance to participate.
- Hammer/Elevator – Create a trusting atmosphere. (Stop people from being disrespectful, complement people who do things well.)
- Counselor – Listen, question, and give advice. (Reflect back what you hear.)

Step 2: Split youth into three groups. Give each group one of the three Facilitation Role Play scenarios. Give youth about five minutes to plan their scenario and then present it to the group.

VI. NEWS BREAKER DISCUSSIONS (30 MINUTES)

Step 1: Ask youth to divide back into their small groups. As a group, ask them to imagine they are preparing to facilitate a conversation about an important topic. Give them a few minutes to set up their seating arrangement in a way that they think will help people talk openly with each other and feel comfortable.

Step 2: Once each group has set up their seating, let them know that one person in their group will now facilitate a brief conversation. Have each group select a facilitator. At random, pick one of the News Breaker cards youth filled out as part of the warm-up activity. Read the topic and the discussion questions aloud. Let the facilitators know that they have five minutes to lead a discussion on this topic. The facilitator must (a) make sure everyone participates; (b) stay neutral in their own position on the topic; and (c) reflect back common themes or ideas. Switch facilitators and topics every five minutes.

Step 3: Model a Plus and Delta evaluation. After the first two rounds of facilitation, stop and ask for feedback on the process. On a Plus and Delta chart, record what youth say went well and what could be changed or improved. After doing this, have each group do a final round with a new facilitator and News Break topic.

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VII. CLOSING: PLUS AND DELTA (10 MIN)

Let youth know that as the facilitator of this group, you want to know what is going well and not so well in the program or project. Ask them: What do you think is going well with the group? What do you think could be better? Any specific ideas for how to improve the program? Write their tips on butcher paper. Tell the students that this sheet will be posted in the room at all times, and you will work on incorporating changes that they suggest as much as possible.

+	Δ
WHAT WENT WELL (PLUS)	**THINGS TO CHANGE OR DO DIFFERENTLY (DELTA)**

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NOTES

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FACILITATION

Session 13 **60 minutes**

Adapted from an activity designed by the Lincoln Filene Center for Citizenship and Public Affairs Tufts University, Medford, Mass. 1973.

Murder Mystery Mayhem

OBJECTIVE:

Youth will learn the importance of organization and facilitation when trying to accomplish a group task.

MATERIALS AND PREPARATION:

- Butcher paper, tape, and markers.
- Copy and cut out *Murder Mystery Mayhem* clues (Master Copy 1.13).
- Write the four questions that youth need to answer on the board or butcher paper they can be seen (see Section III).
- Optional: Bring in some scary props and some eerie music. Add a tape or chalk outline on the floor. Go the extra mile to get the participants excited about the activity.

I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (10 MINUTES)

Opening Circle Statement (Around the World): If you could know the answer to any one question, what would it be?

II. COMMUNITY BUILDER: CLUSTER GAME (10 MINUTES)

The goal of this activity is to form groups quickly based on different criteria. Speed is not essential, but the activity should proceed at a fairly rapid pace, while still allowing individuals to create groups.

Sample criteria: Ask youth to break into groups of people who have the same eye color; who do the same extra-curricular activities; who have birthdays in the same season (within season group, arrange by birth date); who have the same last digit of their telephone number; have the same favorite sport or movie; who were born in the same state; who have the same number of siblings; who live in the same neighborhood.

Facilitation Tip:

The main objective of the Murder Mystery Mayhem activity is to show the benifits of facilitated discussion. If the group gets stuck, give some guidance by suggesting more effective ways to communicate as a group; however, the experience will be more significant if they have time to struggle.

III. MURDER MYSTERY MAYHEM (30 MINUTES)

Step 1: Read the following to the group: You have been asked to help the police department on a confusing case. They recently found Mr. Kelley murdered, but they don't know how or by whom he was murdered. Eager to solve the case, each person has been busy surveying the scene and interviewing witnesses. You have all been very thorough, but unfortunately, all the pieces of information are scattered among you.

Explain that the task is for the group to answer the following four questions:

- Who killed Mr. Kelley?
- At what time was the murder committed?
- What was the murder weapon?
- What was the motive?

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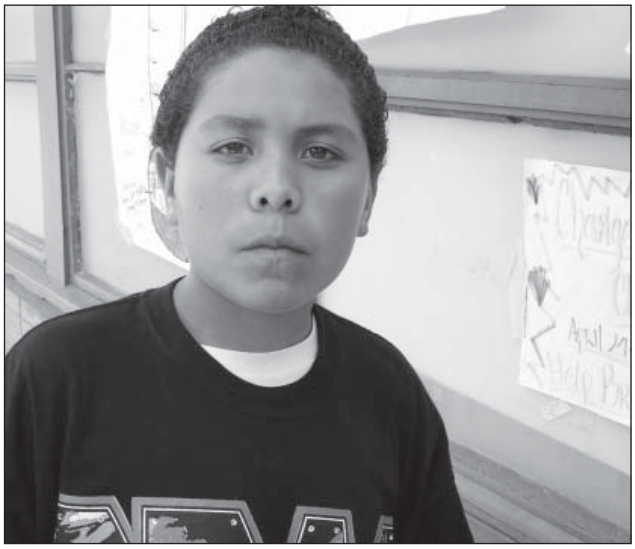
FACILITATION

Session 13

60 minutes



Step 2: Explain that in order to complete this task, each group member will get at least one clue. Participants can share their information only by word of mouth. No one is allowed to pass around their clues or read the clues of other participants. Distribute the various clues evenly to all participants. Remind them not to show one another their clues. Then let them begin the activity.

Step 3: Discussion and debrief. When the group seems to have some resolution, ask them to answer the four questions. Then, use the following questions to discuss the purpose of this activity:

- Why do you think we did this activity?
- How was time lost getting organized?
- Was a leader needed?
- Did anyone assume this role?
- Did that work?
- Were all members involved in the task?
- Did anyone monopolize the discussion?
- How can we use this experience to improve future discussions?

IV. CLOSING: BENEFITS OF FACILITATION (10 MINUTES)

Using what was learned from today's activity, establish group norms for facilitation and agenda setting.

- What type of facilitation is needed?
- Does the group need a set facilitator?
- Who should set the agenda?
- When does it need to be set?
- Under what circumstances would we "throw out" or change the agenda?
- Record these ideas on butcher paper.

Answer:
After receiving a superficial gunshot wound from Mr. Jones, Mr. Kelley went to Mr. Scott's apartment where he was killed by Mr. Scott with a knife at 12:30 a.m. because Mr. Scott was in love with Mr. Kelley's wife.

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FACILITATION

Session 14

90 minutes

OBJECTIVE:

Youth will learn and practice strategies for addressing challenges in group facilitation.

MATERIALS AND PREPARATION:

- Butcher paper, tape, and markers.
- Copy the *Facilitation Challenges and Tips for Solutions* (Master Copy 1.14a) before the session: one copy for each participant.
- Copy *A Process for Addressing Facilitation Challenges* (Master Copy 1.14b) before the session: one copy for each participant.
- Copy and cut out *Facilitation Scenarios* (Master Copy 1.14c) and *Facilitation Scenario Roles* (Master Copy 1.14d) and put the different roles in a hat or box for youth to draw.

I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (15 MINUTES)

Opening Circle Statement (Around the World): Name something that individuals or groups do that could be challenging for a facilitator (e.g., side talking, text messaging, talking all the time). Create a list on the board or butcher paper as youth make suggestions.

II. WARM UP: SCRIBBLE DRAWING (10 MINUTES)

Give each person a piece of paper and marker and tell them to scribble until you say to stop (about five seconds). Next, have them trade papers and have each participant try to create a picture out of someone else's scribble. Debrief by discussing how each of them used their own perspectives and creativity to create a positive change. Stress the need for creative thinking and how something that is initially nothing special (or a problem) can be transformed into something interesting, useful, or even beautiful.

Facilitation Tip:

Enlist youth as "trainers": Ask the person playing the challenging facilitator role to be as realistic as possible (not overly dramatic). This is a great way for the facilitator to get a sense of when their actions are effective.

Facilitation Challenges and Solutions

III. FACILITATION CHALLENGES (60 MINUTES)

Step 1: Hand out and review the *Facilitation Challenges and Tips for Solutions* and *A Process for Addressing Facilitation Challenges* handouts. Go through the challenges and ask youth for examples from their experience. When have they seen (or personally experienced) this challenge, and what did the group leader do to address it? What are some positive strategies they have seen? Not so positive? Which of these challenging group behaviors do they personally exhibit? This question can be used as a group reflection: see if the group is heavy in one or two particular challenge areas. Then focus on these areas to support the group in working together more effectively.

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FACILITATION

Session 14

90 minutes

Step 2: Explain that youth will now practice strategies for addressing the challenges (staff should also participate). Let youth know that different individuals will act as facilitators, and others within the group will play certain roles. After each role play the group will talk about what worked best and what they could do better.

Step 3: Role play. Ask for a volunteer to be the first facilitator. Give this person a copy of the first *Facilitation Scenario* and send them out of the room to review the scenario and prepare. While the facilitator is out of the room, have one to three people in the group draw Facilitation Scenario Roles to play during the exercise. They will act out these roles so the facilitator can practice. Debrief: Stop the role play and ask for feedback and ideas for solutions. Remember to use the "bracket technique" of positive feedback: Start and end on a positive! Ask if there are roles that group members can play to address facilitation challenges. What are some things other group members can do to support the facilitator?

Step 4: Repeat this process for the remaining scenarios. If you have a large group, you can make up additional scenarios so that more youth have an opportunity to practice. You can also revisit the scenarios from Session 12 (see Master 1.12b) to provide an opportunity to incorporate new skills and understandings.

IV. CLOSING (5 MINUTES)

Closing Circle Statement (Around the World): What is the most difficult facilitation challenge for you to address?

Facilitation Tip:

In the role plays, help the facilitator recognize and address challenging behaviors. For example, if the facilitator is struggling, you can call "freeze" and ask the group for some strategies the facilitator could use. If your group has limited experience with facilitation, you may want to start with smaller groups (divide the group in half, for example), and one challenging role at a time.

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FACILITATION

Session 15

90 minutes

OBJECTIVE:

Youth will identify and practice effective strategies for addressing challenges in group facilitation and leadership.

MATERIALS AND PREPARATION:

- Optional: tarp, rope, or small platform for the Community Builder.
- Copy *Situational Leadership* (Master Copy 1.15a) before the session: one copy for each participant.
- Copy and cut out *Situational Leadership Role Plays* (Master Copy 1.15b).

I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (10 MINUTES)

Opening Circle Statement (Around the World): What do you want to work on (one goal for growth or change)?

II. COMMUNITY BUILDER: ALL ABOARD! (15 MINUTES)

This activity requires working together in close proximity to solve a practical, physical problem. It emphasizes group communication, cooperation, patience, and problem solving strategies, as well as issues related to physical self and physical proximity. Ask the whole group to try to fit inside a small area, which can be marked by a small platform, a circle of rope, or a tarp. When the group succeeds, decrease the area (e.g., change platforms, shrink the circle, or fold the tarp) and challenge the group again. How far can the group go? Cautions: Obviously people are going to need to feel physically comfortable in order to get close and be supportive of one another. Variation: Tarp Flip Over. With a group standing on a tarp, challenge them to turn the tarp over without anyone touching the ground in the process.

III. SITUATIONAL LEADERSHIP ROLE PLAY (60 MINUTES)

Step 1: Review the *Situational Leadership* handout. Ask youth to come up with an example of each type of leadership. Which style is most familiar to them? Are there styles with which they are more or less comfortable? What style do they see the most of in (a) classrooms, (b) sports teams, (c) peer groups, or in other settings?

Exploring Situational Leadership

Step 2: Divide the group into five small teams and give each team one of the *Situational Leadership Role Play* scenarios. Ask teams to come up with a skit that demonstrates the challenge outlined in the role play and a solution for handling the challenge. Have observes identify which leadership style – or combination of styles – the solution involves.

Step 3: Debrief after each role play scenario. Ask for additional solutions. Have any of them experienced this sort of situation? What happened? What could have been done differently? How are different leadership styles used in this group or program? What styles do you see at work in a typical session?

IV. CLOSING (5 MINUTES)

Closing Circle Statement (Around the World): Complete the statement, "A leader is someone who..."

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FACILITATION

Session 16

90 minutes

Facilitating Productive Meetings

OBJECTIVES:

Youth will understand the importance of having clear outcomes for meetings, experience what it takes to plan and implement an effective meeting, and learn how to assess meeting effectiveness.

MATERIALS AND PREPARATION:

- Butcher paper, tape, and markers.
- Copy the *Meeting Checklist* (Master Copy 1.16a), *Meeting Planner* (Master 1.16b), and *City Council Chaos* (Master Copy 1.16c) before the session: one copy for each participant.
- Paper, pens, markers, and clipboards.

I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (10 MINUTES)

Opening Circle Statement (Around the World): Describe a time you have been frustrated in a class or meeting.

II. WARM UP: TELEPHONE CHARADES (10 MINUTES)

While half the group sits as the audience, the other half stands in a line. Tell the first person in the line to act out something (e.g., frying eggs, fishing, Elvis). This person charades the action for the second person in line while all the other people in the line have their backs turned (so they cannot see the action). The second person then acts out what he or she saw for the third person, and this process continues down the line. The last person then tries to guess the action. Debrief: What does this activity tell us about communication?

III. AGENDA SETTING OVERVIEW (15 MINUTES)

Hand out and review the *Meeting Checklist* and *Meeting Planner*. Emphasize that what happens before and after a meeting is as important as what happens during a meeting.

IV. CRISIS AT CITY HALL (30 MINUTES)

Step 1: Pass out the *City Council Chaos* handout and read through the scenario as a group. Divide into small groups or pairs.

Step 2: Explain that youth will now design a new agenda format using the *Meeting Planner* worksheet. Walk through the worksheet. Emphasize that to meet your goals, you have to think about them beforehand. Give the youth time to construct a new agenda.

Step 3: Share the new agendas.

V. DEBRIEF (15 MINUTES)

Ask participants to explain why they put each issue where they did. Is there a general name for the type of items they put in certain places? What type of items should go first? What should go last? Did anybody put re-opening the parks and community centers last? Why? If time allows, draw out characteristics of leaders and how they plan and facilitate an effective meeting.

VI. CLOSING (10 MINUTES)

Ask the youth for input on how you might evaluate this session. Then evaluate the session using one of their methods.

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Active Listening Guidelines

- **Empathize.** Put yourself in the other person's place to understand what that person is saying and how he or she feels.

- **Be attentive.** Make an effort to listen carefully. Don't daydream or talk when someone else is talking.

- **Show understanding and acceptance by nonverbal behaviors.**
  - Tone of voice
  - Facial expressions
  - Gestures
  - Eye contact
  - Posture

- **Reflect back** the person's most important thoughts and feelings. Try to do this in your own words. Paraphrase or restate while being careful to say only what you heard.

- **Do not interrupt, offer advice, or give suggestions.** Do not bring up similar feelings and problems from your own experience. Leave out your personal emotions, disagreements, opinions, and other feedback (unless you are asked for it).

- **Remain neutral.** Don't take sides.

- **Ask open-ended questions.** Ask for clarification but be polite and respectful. For example, ask "Can you say more about that?" or "What did you mean when you said…?"

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Confidentiality Guidelines

Adapted from a resource by Samira Soleimanpour, MPH ~ School-Based Health Center Student Research Project of the Institute for Health Policy Studies ~ University of California, San Francisco

"WHAT IS SAID HERE STAYS HERE."

Confidentiality means that anything you learn about another person must be kept private and not shared with others. If confidentiality is "broken" people can be hurt or embarrassed. You must not share an individual's thoughts, feelings, or experiences that they tell you or personal information you learn during your project.

WHAT INFORMATION MUST BE KEPT CONFIDENTIAL?

1. Information that your team members share with you. You may share personal information with your fellow team members. You want your privacy to be respected and must respect the privacy of others as well.
   - **For example:** You are doing an Active Listening exercise, and your partner shares that she has been receiving counseling services through the school health center. This is personal information that your partner felt comfortable sharing with you, but it should not be shared with others.
2. Information you gather through your research. You might be collecting surveys or conducting interviews or focus groups for your research topics. In these cases, rules of confidentiality also apply.
   - **For example:** Sometimes in focus group discussions or interviews, people will share experiences they have had but do not want anyone to know that the information came from them. It is important to keep what is shared in these discussions confidential and never share the identity of the person who gave you this information. When reporting any results, you should always refer to general terms, such as, "One female respondent said…"

WHEN SHOULD YOU SHARE PRIVATE INFORMATION?

If someone is or tells you they are…

- Being hurt by someone else.
- Going to hurt someone else.
- Going to hurt himself or herself.

IF THIS HAPPENS, PLEASE TALK TO YOUR PROGRAM COORDINATOR OR TEACHER IMMEDIATELY.

Adults working in schools and youth-serving organizations are required by law to report if they heard about any of these three situations. They need to make sure the person is getting the help he or she needs to stay healthy and safe.

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Feeling Bag

Happy

Frustrated

Sorry

Grumpy

Excited

Energized

Confident

Motivated

Bored

Distracted

Stressed

Sad

Overwhelmed

Surprised

Shy

Powerless

Powerful

Judgmental

Inspired

Tired

Anxious

Embarrassed

Angry

Calm

Pensive

Jealous

Spiteful

Empathetic

Satisfied

Scared

Devastated

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Earthquake Dialogue (page 1)

Activity designed by Dr. Joe Fisher, President, Aviat, a subsidiary of ORION International, Ann Arbor, Mich. Reprinted with permission.

Cut apart each of the numbered lines below and make sure that each participant is involved. The instructor reads the bold sections.

It is _____ (today's date and time). You, (name of your group or class), decided to meet in the basement of the new 10-story library to throw a surprise birthday party for your all-time favorite leader, _____. You are just finishing the decorations and wrapping the presents. Your favorite leader is expected to walk downstairs any minute when suddenly…

1. Oh my gosh, what is happening? I can't stand up.

2. I think it is an earthquake! Watch out for those books, take cover, and get under the table!

3. Oh no! There go the lights!

The building shakes violently and then stops. There is a deathly silence except for the slow groan of the building settling. You begin to pick yourselves up and assess the damage.

4. Is everyone OK?

5. I think so, but my arm hurts.

6. I've got a cut on my leg. One of those huge dictionaries hit me.

7. Hey, does it look like the front left corner of the room came up over there?

8. It sure does. I wonder how badly the rest of the building was damaged?

9. How can you see anything in the dark?

10. There is some light coming in from the crack in the wall over there near the water heater. I'll go over and take a closer look.

11. Forget about the damage. Let's get out of here before the rest of the building gives way!

12. I think I smell gas. Does anyone else?

13. Do you hear a hissing sound?

14. I'm not sure if that is hissing or the building moving.

15. Hey everyone, we aren't going anywhere. The stairs to the basement are completely blocked. There must be a ton of concrete here.

16. We have to get out of here. The whole building could cave in!

17. Everyone needs to calm down. We need to start looking for another way out. What about the elevator?

18. Nope, the shaft is jammed with rubble. I can feel a draft coming down, but I can't see through the debris.

19. Can we climb up on the water heater and get out of the crack you found in the wall? The water heater seems to be OK.

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Earthquake Dialogue (page 2)

20. Forget that idea. Only a small animal could fit through there.

21. I'll check the phone. Maybe we could call for help. The telephone lines are not always damaged in these things… Forget it. The lines are dead.

22. Hey everyone, I found a radio by the janitor's work bench. The news report will be a far more reliable source of information than...

23. We interrupt this broadcast to bring you a special report…

There has been a major earthquake. This evening, our city and the surrounding areas were rocked by an earthquake that experts say may have measured as high as 7.5 on the Richter scale. It is believed to be one of the worst earthquakes to ever hit this area. Initial estimates say that the quake lasted for approximately 40 seconds and that the danger may not be over. There could be more shaking. The city's telephone network is paralyzed. Electrical wires are down, and a number of fires are burning throughout downtown. Gas explosions and water main ruptures are occurring throughout the city. Many buildings in the downtown area appear to be severely damaged. City officials say they may be forced to shut down all utility services in order to prevent fire outbreaks. Many freeway overpasses have collapsed and most of the surface streets are clogged with debris and abandoned cars. Air traffic does not appear to be coming in or out of the airport. Unofficially, the mayor was reported as saying that it could be 72 hours or more before city repair crews are able to restore communications and utilities. The mayor also requested that city residents stay off the streets, except for emergencies, until further notice and be prepared to be on their own for at least three days. Stay tuned for more updates.

24. It really does sound bad.

25. I wonder how long it will take for someone to find us? Oh no!! The aftershocks are starting already.

Within 10 minutes of the quake, a violent aftershock occurs and stirs up more dust and debris in the basement.

26. How are we ever going to survive this? Being stuck in the basement during these aftershocks isn't very comforting.

27. At least they know there is damage to buildings in our area. Maybe they will look for us right away.

28. I don't know. With all these aftershocks, it might be a while before they are able to dig us out.

29. You can never tell with these things. We might be here for a while, or someone may find us right away, so we need to make the best of it. Anyone find something we can use to look around a bit?

30. I found a flashlight. Let's do an inventory of what we have to work with.

AFTER SEARCHING THROUGH THE RUBBLE YOU FIND (WRITE THESE ITEMS ON THE BOARD.):

- a working battery-operated radio
- two candles
- cleaning supplies (including a mop, a bucket, bleach, window cleaner)
- a screwdriver
- a wrench
- work gloves
- first-aid kit (including bandages, antiseptic, gauze, and aspirin)
- a package of matches
- a coffee machine (with half a pot of water and three packages of coffee)
- a flashlight with extra batteries
- four leftover chicken salad sandwiches in the refrigerator and two bags of chips (from the lunch meeting earlier in the day)
- three full ice-cube trays in the freezer
- six cans of soda

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Earthquake Activity Action Steps

Rank your actions from 1 to 12, with 1 being the first thing you will do and 12 being the last.	**My Answer**	**Group Answer**
Attempt to remove the rubble from the entrance to the first floor.		
Divide the sandwiches and ration them over the next few days.		
Light the candles so that you can see and rescuers will be able to locate you.		
Locate and secure a water supply.		
Divide the sandwiches and eat them this evening.		
Discuss long-term survival strategies as a group.		
Pound on the pipes with the steel wrench.		
Assign someone to monitor the radio and listen for updates.		
Check for injuries and administer first-aid.		
Shut off all utilities.		
Develop day and night signaling techniques/begin signaling immediately.		
Purify the water source.		

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Fish bowl Discussion Scenarios

SCENARIO ONE

Four students have been working on a project together for three weeks. Each person is expected to contribute an equal amount to the project and each student will receive the same grade at the end. As a result, every group member has to depend on and trust each other to complete their part of the project. Things were going fine until Becky called up John three nights before the project was due to tell him that her computer died and she lost all her group work. No one else had saved her work on their computer, and she didn't think she had time to do it all over again. She asked John and the rest of the group to help her.

DISCUSSION FOR FISHBOWL:

Is this Becky's fault?
Does the group have an obligation to help her? Why or why not?
Under what circumstances would the group be willing/unwilling to help her?

SCENARIO TWO

A drama class has been practicing its year-end play for four months, and things have been going well since auditions. However, one week before the opening night Robby, the lead male, decides to quit because he doesn't feel appreciated enough. No one has been rehearsing as Robby's understudy and without him they will have to delay opening the show for a month.

DISCUSSION FOR FISHBOWL:

What should the drama class do?
Is it worth negotiating with Robby?
Does Robby have an obligation to see his commitment through?

SCENARIO THREE

Three business partners have been preparing for a presentation to a major client for a month. Without this client their company might have to shut down. The morning of the presentation, María calls Mike to tell him that she is really sick and can't come to the presentation. Unfortunately, she has all of the materials and is the expert on the financial aspects of the presentation while Mike and Bob are in charge of the creative and idea sides. Mike is afraid that he won't be able to answer all of the client's questions without María. Also, they can't reschedule their appointment because the client is very busy.

DISCUSSION FOR FISHBOWL:

Does María have an obligation to come even though she is sick?
Does Mike have a right to be mad at María even though being sick isn't her fault?
What should the group do?

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Agreement Setting: Rights and Responsibilities - Facilitator Example

RIGHTS	RESPONSIBILITIES/AGREEMENTS
To be a member of this project group	Be on time.
	Let staff know if you will be late or can't come.
	Be prepared and bring your materials.
To have fun	Follow through – Complete what you start and do what you say.
	Make your best effort. Try to have fun and be social. Focus on the goals. Be efficient.
To be in a positive and safe environment	Support others. Encourage and help each other. Be a team player.
	Try to communicate your feelings. Keep confidence of the group (no gossip, etc.). Don't curse or use profanity at someone else.
To be respected	Don't disrespect others. Treat others as you would like to be treated. No put downs.
	Be responsible for your own actions.
To have my own opinions and ideas heard	Honor other people's ideas or thoughts. Try people's ideas before saying "no" to them. Do not ridicule or shame people. Ask before taking the lead.
	Be an active speaker and listener. Participate. Do not interrupt. Be quiet while others are speaking. Speak your mind. Ask for everyone's input and ideas.

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Agreement Setting: Rights and Responsibilities

RIGHTS	RESPONSIBILITIES/AGREEMENTS	CONSEQUENCES	REWARDS

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Forms of Decision Making - Example

DECISION STYLE	PROS	CONS
Individual (Autocratic) One person decides	Decisions are swift. Requires no consultation. Everyone knows who is responsible for the decision.	Might not be the best decision. Might arise only from what the individual knows or is most comfortable with. Action might not be agreeable to most or even any. Most will not feel deeply committed to the decision unless they are deeply committed to the individual.
Representative One person (or a small group) receives advice from others and makes decisions that impact everyone.	Decisions are swift. More ideas expand possibilities.	Those consulted might feel pressure from the decision maker(s). Might not be the wisest decision. Action might not be agreeable to most or even any. Some points of view are not heard. Most will not feel deeply committed to the decision unless they are deeply committed to the individual or group.
Majority (Democratic) An issue is widely discussed, but the majority rules the decision-making process; voting.	Can be used with small and large groups. Most people are familiar and comfortable with this process. Everyone has a voice initially, if they use it; many points of view are heard. Individuals feel a sense of equality.	A win-or-lose mentality can develop. There may be a lack of commitment by those who fought for a different position. Issues become personal, based on who has supported whom, rather than who believes in what. People tend to look at traditional alternatives when using traditional methods.
Consensus An issue is widely discussed and everyone agrees that the decision is acceptable.	More opinions and perspectives are aired. Individuals feel a sense of equality. Promotes synthesis of ideas. Elicits broader commitment. Can prompt further education about a topic.	Can take a lot of time. Requires members to be mature about carrying out ideas that didn't rank first on their list. Progress can be blocked by one person. Difficult in large groups. When new members join they must learn to trust the group and the process.

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Forms of Decision Making

DECISION STYLE	PROS	CONS	EXAMPLE
Individual (Autocrat) One person decides.			
Representative One person (or a small group of people) receives advice from others and makes decisions that impact everyone.			
Majority (Democratic) An issue is widely discussed, but the majority rules the decision-making process; voting.			
Consensus An issue is widely discussed and everyone agrees that decision is acceptable.			

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Bad Presentation Role Play

BAD PRESENTATION EXAMPLE ONE

While delivering this presentation, you should:

- Never look at the audience.
- Speak in a very quiet tone of voice so no one can hear you.
- Even if the audience tells you that they can't hear you, do not raise your voice.
- Cover your mouth once or twice while talking.
- In between sentences, say "um," "well," or "uh."

Your speech:

Hello, my name is _____. I am here today to tell you a little about a community. It is located in the middle of the country, near the prairies, and has a population of 120,000 people. There are a lot of great neighborhoods and shopping districts within it. I like the movie theater especially, and a lot of youth hang out there on the weekends. Thank you for your attention.

Do you have any questions?

BAD PRESENTATION EXAMPLE TWO

While reading this presentation you should:

- Fidget with the paper, your hair, clothes, and the chalkboard.
- Talk really fast and talk really loud.
- Do not give an introduction, thank the audience, or ask for questions.
- When you are done reading, just sit down.

Your speech:

Hi, my name is_____. I really like where I live because there are a lot of great shopping areas and different people. For example, I went to a concert last night and it was cool. Our community has a population of 75,000 people. They do a lot of different things and hang out at a bunch of different places around the city. Some of these places are the main town square, the movie theater, and restaurants. I'm out.

Facilitation Tip:

You can also create your own speeches that include fun facts about your particular town or area.

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Presentation Skills Check List

Objectives of a presentation:

★ Gain attention
★ Maintain reception
★ Promote retention

1. Body and Movement
   - Appearance
   - Eye contact
   - Posture
   - Action
   - Gestures
   - Facial expressions
   - Speech attitudes
2. Voice and Expression
   - Language
   - Pausing
   - Vocal versatility
   - Articulation
3. Content
   - Organization
   - Listener involvement techniques
   - Humor
   - Audience interests and adaptations

Fun Fact: Mehrabian's Communication Study

In his oft-quoted (and often mis-quoted) study on how people decide whether they like one another, Albert Mehrabian constructed the following formula: **Total Liking = 7% Verbal Liking + 38% Vocal Liking + 55% Facial Liking**

Useful ideas that come from this research are:

- It's not just words: a lot of communication comes through nonverbal communication.
- Without seeing nonverbal cues, it is easier to misunderstand the words.
- We pay more attention when we are unsure about words and when we trust the other person less.

http://changingminds.org/explanations/behaviors/body_language/mehrabian.htm

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10 Tips for Good Presentations

1. PLAN AND PRACTICE!

- Have your thoughts organized beforehand in an order that makes sense.
- Practice as if you were actually giving your presentation. Time your presentation, make changes, and get feedback from friends or family members.

2. IN THE VERY BEGINNING OF YOUR PRESENTATION, INTRODUCE YOURSELF AND WHAT YOU ARE GOING TO TALK ABOUT.

- Tip: As part of your introduction, let your audience know if you would like them to ask questions during the presentation or to wait until the end.

3. STAND STRAIGHT AND LOOK AT THE AUDIENCE WHEN YOU ARE TALKING. MAKE EYE CONTACT!

4. TRY NOT TO READ DIRECTLY FROM THE PAPER (BUT IT IS OK TO LOOK AT IT SOMETIMES).

- Tip: Write some ideas in the order you want to say them and try just flowing from there. (It takes practice for this to come off in an organized way.)

5. SPEAK SLOWLY, CLEARLY, AND LOUDLY, USING PROFESSIONAL LANGUAGE. (TRY NOT TO USE FILLER WORDS LIKE UM.)

6. USE VISUALS TO DEMONSTRATE WHAT YOU ARE TALKING ABOUT.

7. DON'T WORRY, AND DON'T APOLOGIZE FOR MISTAKES! EVERYONE IN THE ROOM IS THERE TO SUPPORT YOU.

- Tip: Take a deep breath when you are stuck or use humor if that helps.

8. ASK THE AUDIENCE FOR QUESTIONS.

9. THANK THE AUDIENCE WHEN YOU ARE DONE.

10. BE YOURSELF!

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Personal Coaching and Feedback Sheet for Presenters

PRESENTATION QUALITIES	POSITIVES	OPPORTUNITIES FOR GROWTH
APPEARANCE		
EYE CONTACT		
POSTURE AND GESTURES		
FACIAL EXPRESSIONS		
LANGUAGE		
PAUSING		
VOCAL VERSATILITY/ VOICE (INFLECTION)		
ARTICULATION (EASY TO HEAR AND UNDERSTAND)		
ORGANIZATION OF IDEAS		
LISTENER ENGAGEMENT		
HUMOR		
APPROPRIATE TO AUDIENCE		
OVERALL COMMENTS		

The Feedback Process: Bracket with Positives!

1. **Start with Strengths and Positives:** What were some things that are great as is and should be repeated?
2. **Share Opportunities for Growth:** What are some specific things that could get better?
3. **End with Strengths and Positives:** End with one more positive observation.

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Wizard's Wand: The Debate

THE SCENARIO

Your group has decided to clean up a field at the end of a deserted street. Your hope is to eventually turn that field into a new park. You all put on your grungiest clothes and set out with garbage bags to remove the pounds of trash that cover the field. After hours of hard work picking up empty cans and dirty diapers, one of your teammates stumbles across a thin stick that stands out from the trash around it. It reminds him of a wizard's wand from his favorite fairy tale. Deciding that the group could use a laugh, he dances around the field, waving the stick and chanting imaginary spells, when, suddenly, with a hiss and a rumble, a trail of green smoke floats up from a pile of trash several feet from where he is standing.

As thoughts of toxic chemicals fill his mind, he throws the wand to the ground. By now, everyone from your group has circled around this wand. You all wait patiently to see if the wand produces a wizard or if those poisonous fumes will cause your teammate to grow extra arms. Then, a body and a mysterious face begin to appear, as a wizard comes to life in front of you.

"Sweet," your teammate yells. "I get to cast spells! I am going to be the richest man alive! I want a car, and a million dollars, and…"

"Hold on there, kid," the wizard responds. "I am not your typical wizard. I am too busy to teach you how to cast spells, so you are going to have to settle on the one spell you want to know. And how am I supposed to know that you were the person who found my wand? Whoever did threw it on the ground. It could have been any one of you. You are all going to have to come to an agreement on what you want, or I am going to disappear just as I have appeared, taking my wand with me."

Excitement builds as your group realizes that you will have one spell to learn. However, it becomes obvious that your group doesn't all want the same thing. Slowly but surely, you divide into two camps: Half of you want to use the wand to do something good for your community – after all, you found it while working to create a park. The other half wants to do something more selfish – after all, the chances of stumbling across a wizard again are slim-to-none.

Realizing that the discussion isn't getting anywhere, the wizard loses his patience and decides to take control. He splits the group into two teams and decides that a debate will be the best way to settle this dispute.

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Wizard's Wand Role Play

ROUND ONE ROLE PLAY

Group One: Your group believes firmly that you need to cast a spell to do something good for the community. You believe that casting a spell for anything that personally benefits you is against the values you have been taught in this program and that define who you are. Your goal is to come up with a spell that will meet your needs and then to come up with arguments to support your wish. You want desperately to win this debate. Do not let the other team win, so also think of what they might say to argue for their viewpoint, and come up with arguments against them. Do not back down!

Group Two: Your group believes firmly that you need to cast a spell to do something good for yourselves. You believe that using this spell to improve the community is impossible and a waste of the perfect opportunity to make your own life better. Your goal is to come up with a spell that will meet your needs and then to come up with arguments to support it. You want desperately to win this debate. Do not let the other team win, so also think of what they might say to argue for their viewpoint, and come up with arguments against them. Do not back down!

ROUND TWO ROLE PLAY

Group One: Your group still believes that you should cast a spell to do something good for the community; however, you also think it would be nice if that wish benefited you in some way. Your goal this time is to come up with a compromise that will make both groups happy. Rather than focusing only on your own needs, focus on making sure that the other group is happy with the decision.

Group Two: Your group still believes that you should cast a spell to do something good for yourselves; however, you also think it would be nice if that wish benefited your community in some way. Your goal this time is to come up with a compromise that will make both groups happy. Rather than focusing only on your own needs, focus on making sure that the other group is happy with the decision.

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Mock City Council Proposal and Participant Roles (page 1)

CITY COUNCIL MEMBERS' QUESTIONS:

- Do these schoolchildren really need subsidized bus passes?
- What are the benefits for students (safety, time)?
- What are the benefits for the community (keeping kids off the streets, decrease in graffiti or juvenile crime)?
- What are the benefits for families (money saved, time saved, peace of mind)?
- What are some of the costs for the community? Who will pay for this (the bus company, the taxpayers in, others)?
- Is this proposal fair? Should some people get free bus passes and not others (schoolchildren, elderly, or hardworking adults)?
- Any other questions you can think of.

Youth Presenter 1: Many youth in our community must commute to school from the other side of town. There are no public school buses, so youth must use city buses and pay for their own bus passes. When families cannot afford bus passes, youth end up walking or biking to school on unsafe roadways without bike lanes and occasionally must pass through unsafe neighborhoods. This is particularly problematic for middle school students, who are too young to drive and too young to work and earn their own money for bus passes.

Youth Presenter 2: We want the city to provide 20 free bus passes per month to middle school students for the next year and 10 free bus passes per month to high school students. We are asking the City Council to support this proposal. From here, we will ask the bus company to match the city's support by donating additional bus passes for middle school youth.

Bus passes would be awarded to students who have to travel more than 1 mile to school, have a good attendance record, and have economic need. This proposal would also allow these students the opportunity to use their bus pass around the city, making our community more accessible to youth.

CITIZENS "FOR" THE PROPOSAL

Name: Anisha, age13. You are an 8th grader who lives in the community, has two smaller brothers; both of your parents work, your mom does not drive, and your dad works from 7am to 4pm. Your parents can barely pay their rent every month, and they have to buy you a bus pass to go to school. Sometimes you have to walk because your parents are gathering the money to buy a bus pass.

Your position: You are for the proposal. You would like to see this project start because it would help your family out.

Name: Jennifer, age 33. You are a single parent who has to buy passes for two children (6th and 7th grades). You live in an apartment building that is not close to any of the youth activity centers in town, and you rarely have time to take your kids out anywhere because you work full time. Some months you are not able to purchase the bus passes until mid-way through the month because money is scarce.

Your position: You are in favor of the proposal. Bus passes are important for getting kids to school and to get across town to other positive activities (like movies with their friends).

Name: José, age 31. You have been a middle school teacher for 10 years and have seen students walking home as late as 5:30pm when you go home. You have also had students miss class because they don't feel like walking to school and can't afford a bus pass.

Your position: You are in favor of the proposal. This would be a great project that could help students get to and from school and out to have fun once in a while. It could also provide incentives (like good grades) for students to earn the bus passes.

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Mock City Council Proposal and Participant Roles (page 2)

Name: Patricia, age 13. You are an 8th grader whose parents have enough money to pay for bus passes. You believe that every good student should have an equal chance of winning the bus passes, (even though parents could afford the bus passes, they could use that money for something else). This could be a good way to show appreciation to the good students.

Your position: You are for the proposal, but you also think that the bus passes should be awarded to all good students who ride the bus to school – regardless of economic need.

CITIZENS "AGAINST" THE PROPOSAL

Name: Juan Carlos, age 45. You are running for City Council in the upcoming election and are the vice president of a manufacturing company. You have been selected as a representative of your neighborhood (a part of town that is primarily middle and upper-middle income) to speak against this proposal.

Your position: You are opposed to the proposal. "This proposal would exclude our children from getting these bus passes for the most part (they don't have economic need). Also, we have been trying to get some sort of bus program for our elderly residents for years, and this could get in the way of that. In addition, kids do not need to be out late unsupervised or roaming across town in the evenings. If you did do something like this, it should only be a special pass to get to and from school."

Name: Jack, Age 68. You are a retired juvenile parole officer, a resident of the community, and don't have any children or grandchildren.

Your position: Against the proposal. "I already have to pay taxes to educate everyone else's children. I don't want my money to go toward encouraging kids to go out by themselves on buses and staying out late to make trouble. If the city decides to pay for this, it would be expensive and other programs might get cut and we know that when programs get cut they usually impact us retired persons."

Name: Yuki, age 28. You grew up in the community and work for the county office of education. You don't think that this proposal should be a priority right now – the community and schools have other needs that are much more important.

Your position: You are against the proposal. "Priorities!! I agree that this would be a good idea if we were in a position economically to do this, but we are not. We need to focus on other issues that are more important right now. We need to make sure that we have enough textbooks, enough qualified teachers, supplies for teachers, and money for the arts (band, music, art). Besides, the proposal is vague. What does "good" attendance mean? How will you define "economic need?" What about grade point average? This proposal is not well planned out yet."

Name: Andrea, age 46. You live in the community and work as a lawyer. You are worried about liability issues.

Your position: Against the proposal. "What about legal liability? Is the City Council going to be responsible for those kids if something happens to them while they are out having more fun? We need to focus on priorities, and if we are trying to help youth, there are better ways of doing so."

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Facilitation Role Play

Scenario One: Traffic Director – Make sure everyone has a chance to participate

The facilitator is trying to lead a discussion about a controversial issue (select the issue). Two people are always dominating the conversation. Demonstrate how the facilitator can make sure that everyone has a chance to participate.

Scenario Two: Hammer/Elevator – Create a safe and trusting atmosphere

The facilitator is trying to lead a debrief. Two of the students in the group are mad at each other from something that happened at school earlier. When one student gives her perspective on what happened, the other student makes a rude comment. Demonstrate how the facilitator can respond to the situation to create a safe environment for everyone.

Scenario Three: Counselor – Listen and question

The facilitator is trying to get feedback about how to make the after-school clubs better. Participants are giving short answers that aren't very helpful. Demonstrate how the facilitator can get the students to talk more about what they are thinking.

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Facilitation Checklist

To Facilitate: "To Make Easy"

A facilitator is someone who runs a meeting or a group of people so that decision making and planning are easier and smoother for everyone. The facilitator makes sure that everyone is involved in the process and that the goals and outcomes of the group are achieved.

A FACILITATOR…

PREPARES

- Makes sure the agenda is relevant and appropriate.
- Knows the time frame and keeps to it.
- Understands the goals of the group.

RUNS MEETINGS

- Guides the meeting process and makes suggestions for alternatives.
- Keeps everyone focused on the task or topic.
- Sets a positive tone.
- Helps the group achieve desired outcomes.
- Encourages everyone to participate.
- Stays neutral unless the group agrees otherwise.
- Speaks briefly and gets others to talk about their ideas.
- Keeps the environment safe for open discussion.
- Upholds group agreements.
- Sticks to time frame and keeps the agenda moving and on track.
- Summarizes the group's key ideas.
- Makes sure next steps are agreed on.
- Focuses on process and relationships more than content.

DEBRIEFS AND LEARNS

- Evaluates the meeting: What worked? What could be improved?
- Seeks feedback from the group participants.
- Improves practice based on feedback and experience.

Facilitation Tip:

★ **DO**

- Allow **SPACE** for people to talk during discussions. A little silence is OK.
- **ENCOURAGE** others by asking questions.
- Ask **FOLLOW-UP** questions.
- **EXPLAIN** the activity if people seem unclear.
- **INCLUDE** everyone in activities.
- **REPEAT** and **REPHRASE** what you hear to make sure you have it right.

★ **DON'T**

- **BOSS** people around.
- **TAKE OVER** conversations or activities.
- **SHOW OFF** your knowledge.

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Murder Mystery Mayhem Clues

Mr. Kelley's body had a bullet hole in the high thigh and a knife wound in the back.

Mr. Jones shot at an intruder in his apartment building at midnight.

The elevator operator reported to police that he saw Mr. Kelley at 12:15 a.m.

The bullet taken from Mr. Kelley's thigh matched the gun owned by Mr. Jones.

Only one bullet had been fired from Mr. Jones' gun.

When the elevator man saw Mr. Kelley, Mr. Kelley was bleeding slightly but did not seem badly hurt.

A knife with Mr. Kelley's blood on it was found in Miss Smith's yard.

The knife found in Miss Smith's yard had Mr. Scott's fingerprints on it.

Mr. Kelley had destroyed Mr. Jones' business by stealing all his customers.

The elevator man saw Mr. Kelley's wife go to Mr. Scott's apartment at 11:30 p.m.

The elevator operator said that Mr. Kelley's wife frequently left the building with Mr. Scott.

Mr. Kelley's blood was found in the park.

Mr. Kelley's body was found at 1:30 a.m.

MORE CLUES:

Mr. Kelley had been dead for one hour when his body was found, according to a medical expert working with police.

The elevator man saw Mr. Kelley go to Mr. Scott's room at 12:15 a.m.

The elevator man went off duty at 12:30 a.m.

It was obvious from the condition of Mr. Kelley's body that it had been dragged a long distance.

Miss Smith saw Mr. Kelley go to Mr. Jones' apartment building at 11:55 p.m.

Mr. Kelley's wife disappeared after the murder.

Police were unable to locate Mr. Scott after the murder.

When police tried to locate Mr. Jones after the murder, they discovered that he had disappeared.

The elevator man said that Miss Smith was in the lobby of the apartment building when he went off duty.

Mr. Jones had told Mr. Kelley that he was going to kill him.

Miss Smith often followed Mr. Kelley.

Miss Smith said that nobody left the apartment building between 12:25 and 12:45 a.m.

Mr. Kelley's blood stains were found on the carpet in the hall outside Mr. Jones's apartment.

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Facilitation Challenges and Tips for Solutions (page 1)

CHALLENGE	TIPS FOR SOLUTIONS	NOTES
Side Talker	• Acknowledge them: call on them and ask for their thoughts on the current topic. • Move toward them or sit beside them. • Remind group of agreements. • Check in after session if it is a recurrent problem.	
Discussion Dominator	• Acknowledge the person and affirm their contribution. • Call on other people – ask for new and different voices. • Use methods like think-pair-share or silent sticky note brainstorms to make sure that all voices are heard.	
The Oppositional Person	• Acknowledge the person and affirm their contributions. • Set up a time to talk with the person outside of session so that you can better represent their concerns and enlist them as a partner in problem solving. • Ask for other ideas and viewpoints.	
Low Energy Group	• Acknowledge that the group seems low energy and then move! • Do an energizer (e.g., ask youth to all come to one side of the room; call "popcorn"; have everyone change seats; go outside for a team builder). • Break into smaller groups.	
Sleeper	• Acknowledge that someone in the group seems low energy, and call a stretch or energizer break. • Talk to the person after session: find out why he or she was tired – was the session boring? Is there something going on?	

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Facilitation Challenges and Tips for Solutions (page 2)

CHALLENGE	TIPS FOR SOLUTIONS	NOTES
Unclear or Hard to Understand	• Repeat back what you think you heard and ask for affirmation or clarification. • Ask questions to make sure you understand. • Ask if anyone in the group can rephrase.	
Complainer	• Check in with the group – what could make this more interesting? Is something else going on that people want or need to address? • Put concerns in the "parking lot" – a section of the board or piece of butcher paper where you write questions that don't fit with the current agenda – and find a way to address with the individual.	
Know-it-All	• Acknowledge the person and their contribution. • Call on other people – ask for new and different voices. • Use methods like think-pair-share or silent sticky note brainstorms.	
Joker	• Appreciate the person for providing a sense of fun for the group; note the importance of humor. • Let the person know that there will be a break and time after session to hang out and be playful, but that right now we need to focus on the agenda. • If possible, turn the joke into a serious example or reference that highlights the agenda's purpose.	
"Out of Left Field" Comments and Questions	• Use a "parking lot" – a section of the board or piece of butcher paper where you write questions that don't fit with the current agenda. This lets youth know that you have heard them and keeps the group focused at the same time. • Use elements of the questions to make a point or as an example that re-focuses the group on the purpose of the conversation.	
Add from your own experience		

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A Process for Addressing Facilitation Challenges

ACKNOWLEDGE

- Physically move toward the person.
- Make eye contact.
- Verbally note what is happening. For example: "I notice that there is a lot of side conversation happening today."

AFFIRM

- Take a positive approach – rather than punitive. Example: "Talking to friends is important, but now is not the time."
- When taking notes, write what they said, not how you think it would sound better. Check if you have it right.
- Let people know that every voice matters. One technique for acknowledging repeated comments or ideas is to put a check mark by what is already written down – this affirms the comment as relevant, without needing to write down the same idea twice. Note: Be careful when doing this – make sure that the ideas are the same. Sometimes there can be small, subtle differences between ideas, and it can be important to write both down.

USE FOR THE GOOD OF THE GROUP

- Reaffirm group agreements and why they matter.
- Use part of the situation or comment as an example or leveage point for moving the group in a positive direction.
- If the whole group seems disengaged or extra talkative, ask if there is something going on that needs to be addressed.
- Do a quick energizer.

MOVE ON

- Refer to the agenda and keep to the time frame that you have set.
- If there is an issue that needs to be addressed, or if you decide to do an energizer, ask the group to vote on changing the agenda.

FOLLOW UP

- Check in with the group and ask for their thoughts on how to address this type of issue in the future. Do they like how you handled this issue? How would they have done it differently?

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Facilitation Scenarios

Scenario 1: You are facilitating a group meeting. Your current agenda item is a brainstorm on student stress. You are asking the group the following questions:

- Is stress a problem for teens?
- What are causes of stress for teens?
- What happens to teens when they are stressed?
- What do we see or hear or know that leads us to think this is or is not a problem?

Scenario 2: You are facilitating a group meeting. Your current agenda item is a brainstorm on teen violence in our community. You are asking the group the following questions:

- Is violence a problem for teens in our community? In what way? What types of violence?
- What do we see or hear or know that leads us to think this is or is not a problem?
- What do you think some of the causes are?

Scenario 3: You are facilitating a group meeting. Your current agenda item is a brainstorm on youth voting rights. You are asking the group the following questions:

- Do you think that people under 18 should be allowed to vote? Why or why not?
- At what age should people be allowed to vote? Why?
- Would you vote if you could? Why or why not?

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Facilitation Scenerio Roles

These are just examples to use as a starting point. Cut out and have youth draw them out of a bag for the Role Play activity. Youth will have fun ad-libbing!

THE SIDE TALKER
Has side conversations that may be related to the subject at hand, or may be personal.
Distracts other members of the group and the facilitator.

THE DISCUSSION DOMINATOR
Doesn't intend to be disruptive.
May have a lot of personal experience or information about the topic.
Rushes to answer.
Is talkative.
Doesn't allow room for others to participate.

THE OPPOSITIONAL PERSON
Criticizes the activity or training, the other participants, or the facilitator.
May actually have a problem or may just be in a bad mood.

THE LOW ENERGY GROUP
May be quiet or lethargic, no one is eager to speak or seems engaged with the activity.
No one volunteers answers or participates.
Can be that the activity is not working, or that it is hot, or they just finished a day of testing.

UNCLEAR OR HARD-TO-UNDERSTAND
May speak quietly or be learning the language and struggling with certain terms or expressions.

THE COMPLAINER
Is not overly hostile, but generally unsatisfied with what is going on.
Can be complaining aloud or just quietly sulking.
Often complains about things that cannot be changed.
Cannot be pleased.

THE "KNOW IT ALL"
Feels that they are the ultimate authority.
May or may not be knowledgeable about the topic.
Does not make room for others to participate.
May be disrespectful – e.g., rolling eyes, marginalizing others.

THE JOKER
Constantly makes jokes or commentary.
Doesn't pay attention to facilitator's requests to focus.

"OUT OF LEFT FIELD" COMMENTS AND QUESTIONS
Not purposefully disruptive.
Participates but on another topic that is connected only in the person's mind.
May share personal stories that are not really connected or are shared at inappropriate times ("That reminds me of this time I was hanging out with my cousin and...").

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Situational Leadership

Adapted from the model by Ken Blanchard and Paul Hersey

STYLE 1: DIRECTING

When to use it: When the group or individual lacks the skills, experience, confidence, or motivation needed.

How you do it: Define the specific roles and responsibilities for the followers, and supervise them closely. Decisions are made mainly by the leader, with some input from the group or individual.

STYLE 2: COACHING

When to use it: When the follower wants to do the job but lacks the skills or knowledge.

How you do it: The leader helps the follower complete the task by modeling, defining clear tasks and roles for the follower, and asking for ideas and suggestions.

STYLE 3: PARTICIPATING / SUPPORTING

When to use it: The follower has skills but still needs help and support in completing the activity or task.

How you do it: The leader is a partner and helper in the process, encouraging and supporting the follower in the assignment. The leader may need to allocate tasks to the follower.

STYLE 4: DELEGATING

When to use it: The follower is both willing and able to do the task or activity, and may even have more skill or experience than the leader.

How to do it: The follower decides the best way for the leader to be involved. Leaders are full partners in decision making and problem solving.

Assumption of the Situational Leadership Model

Different situations require different types of leadership. Leaders should adapt their style based on how ready and willing the follower is to perform required tasks. How motivated is the group or individual? How capable and experienced are they with the particular skill or task? According to this model, there are four leadership styles that match skill and motivation levels of followers.

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Situational Leadership Role Plays

SCENARIO 1: AN INEFFECTIVE MEETING

Roles: Four meeting attendees and one facilitator.

The facilitator is attempting to get the meeting started. One of the attendees is really excited about the topic but does not know how to contribute. The other three are bored because they have been to similar meetings in the past, and they're not stimulated to participate. What do you do?

SCENARIO 2: DEGRADING PEOPLE IN A GROUP SETTING

Roles: Two youth and one adult teacher or group leader role-played by another group member.

The adult is upset that the two individuals were demeaning other youth in the group or class. One of the two youth had called his or her small-group members "stupid and lazy" and had then walked out of the room in frustration. The other youth told someone who asked a question that it was a dumb question and not worth answering. What should the teacher or program leader tell the two youth?

SCENARIO 3: POOR PERFORMANCE

Roles: Chair of the homecoming committee; two members of the entertainment subcommittee.

You are the chair of the homecoming committee, and it is your job to ensure that all the coordination and preparation is done for the dance. You have assigned all of the required tasks to subcommittees but only some are responding to their deadlines. The committee in charge of securing the entertainment and music has not done anything. What do you do?

SCENARIO 4: LEADING A LARGE GROUP ACTIVITY

Roles: Facilitator or teacher, four class or group members.

You are assigned to lead large group activity to teach other people about presentation skills. You set up an activity where everyone needs to give a sample presentation that you will videotape. They have already heard the basic guidelines for a presentation. One of the group members begins and gets sidetracked and starts to tell jokes. He or she does not realize this is inappropriate. What do you do?

SCENARIO 5: PRESENTING TO THE DISTRICT

Roles: Four youth in a project team presenting to the school district.

You are asked to give a presentation to the school district board of trustees. The presentation is about research on graffiti that you have conducted with three other people. You and one other group member are doing all the work. One of the group members never answers your calls or Emails. The other one goes to all the meetings but is confused about how to use PowerPoint. You and your partner decide to meet with the two other group members. What do you say to each?

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Meeting Check List

BEFORE THE MEETING

- Decide on the outcomes and goals.
- Develop and write out your agenda. Set times for each item.
- Set a time and date for your meeting. Make sure it does not conflict with other meetings or events that may keep people from participating.
- Get input from other people as appropriate.
- Make sure your agenda is relevant and engaging for participants.
- Decide who will do what: are you facilitating the entire meeting? Are different people facilitating different pieces?
- Decide if participants have any preparation work or thinking to do before the meeting. If so, make sure this preparation work is addressed in the agenda.
- Give participants and other facilitators plenty of notice on the meeting time and date, and any reading or work they need to prepare for the meeting.
- Send the agenda to participants beforehand.
- Prepare all materials and handouts you need for the meeting.
- Depending on the time of your meeting, get snacks or water for participants.

DURING THE MEETING

- Use your facilitation strategies and techniques!
- Welcome participants. Go over any logistics. (Where are the bathrooms? When are breaks?)
- Do introductions if anyone is new or if members of the group don't know each other.
- Review outcomes and goals of the meeting.
- Assign a note taker.
- Go over and approve agenda with participants.
- Keep each agenda item to allotted time.
- Ask for a group vote to extend time or change the agenda.
- Identify next steps.
- Get feedback: What went well? What could be improved?
- Close.

AFTER THE MEETING:

- Assess participant experience – what worked? What could be better?
- Share notes or key next steps with people responsible/meeting attendees.
- Follow up on any tasks.
- Learn from the assessment: Incorporate feedback into future meeting preparation.

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Meeting Planner

Title of Meeting:_____

Date:_____ Time/Length:_____

_

Location of Meeting:_____

Who will be invited?_____ # of Participants: _____

Outcomes: What is the purpose of this meeting? What will participants know or be able to do as a result of this meeting? What decisions will be made?

1.

2.

Materials and Preparation: What do you need for this meeting – handouts, markers, butcher paper, etc?

Agenda:

I. Welcome

Facilitator:_____ time:_____

1. Review logistics/announcements
2. Review meeting outcomes
3. Approve agenda

II. Activity or Presentation

Facilitator:_____ time:_____

1. Introduction
2. Body
3. Practice/application
4. Conclusion

III. Discussion/Debrief

Facilitator:_____ time:_____

1. Guiding questions or discussion items

IV. Decision Making/Next Steps

Facilitator:_____ time:_____

V. Closing/Evaluation:

How will you know if you met your outcomes? What type of feedback do you want to get from participants?

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City Council Chaos

SCENARIO:

Mayor Natalie Leader is in big trouble. Since she took over as mayor of Fair City, the city has fallen apart. In an attempt to increase community involvement in town government, Mayor Leader promised to tackle one controversial issue per City Council meeting. She hoped that she could increase attendance to City Council meetings by starting each meeting with an open discussion on some hot topic and then by following the discussion with a preview of next week's topic. Unfortunately, her plan worked too well.

Apparently Fair City is filled with frustrated citizens. The City Council meetings had to move to the high school gymnasium just to give everybody a seat. Meeting times have been extended from two to seven hours, but Mayor Leader and her City Council have yet to make a single decision. As a result, many of the smaller but important business items have been ignored, causing major disasters across the city. The City Council hasn't had a chance to approve the pay raise for the workers at the city zoo, so they are on strike, and monkeys and giraffes are running wild in the streets. To make matters worse, they haven't approved the necessary repairs for the traffic lights, so the sound of screeching tires, horns, and shouts from angry drivers has filled the city. Finally, the last Mayor, after losing the election, decided to close parks and community centers until further notice. For this reason, the annual bake sale is taking place in the street tomorrow and there is much concern about what will happen with the out-of-control traffic and the wild animals.

The City Council is in agreement about how to fix these problems, but the Mayor's current agenda doesn't leave time for them to vote through these issues, and, although these issues are becoming hot topics, the Mayor's schedule of opening issues is already set. Mayor Natalie Leader needs your help. She wants to keep her promise to discuss these issues, but she needs to address other issues, too. How can the mayor create a more efficient agenda?

ASSIGNMENT

Write an agenda for the mayor in an order that makes the most sense. Be able to explain your order.
Include the following issues:

- This Week's Hot Topic
- Next Week's Hot Topic
- Pay Raise for City Zoo Workers
- Repairing the Traffic Lights
- Reopen the Parks and Community Centers
- Announcements

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NOTES

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Unit 2

LEADERSHIP

"When I think of a leader not only do important legendary figures come to mind, but also normal everyday people like you or me. Everyone complains, but only a handful of people do anything about their complaints. I have decided that I will be one of those in the handful."

~ Cynthia Cruz, YELL Alumna

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NOTES

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YELL PERSPECTIVE

YELL CURRICULUM PERSPECTIVE:

Leadership is not a fixed state. "Leading" is a verb: a way of acting within a given situation, on behalf of a particular cause, or in relationship to other people. This curriculum has a contextual perspective: People may be leaders in diverse ways or take on leadership roles at particular times and in certain situations. This curriculum, therefore, focuses on leadership skills and practices that youth and adults can apply according to their interests, passions, community needs, and life experiences.

In this unit, youth will think critically about their personal leadership styles and strengths, while also reflecting on the purpose of "leadership" in their lives and in their communities. Youth will:

- Define leadership and why they think it is important.
- Describe different styles of leadership.
- Develop a more complex understanding of leadership.
- Develop awareness of their personal strengths and growth areas.

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LEADERSHIP

Session 1

90 minutes

OBJECTIVES:

Youth will identify what they think makes a good leader. The program or project leader gains a baseline understanding of how participants think about and relate to leadership.

MATERIALS AND PREPARATION:

- Butcher paper, tape, and markers.
- Sticky notes.
- Paper, pens, and clipboards.
- Copy and cut out *Leadership Definitions and Quotes* (Master Copy 2.1).
- Write the Leadership Brainstorm questions (see below) on butcher paper (one question per sheet) and post on the wall where youth can reach them.
- Paper or index cards and pens.

I. OPENING: ATTENDANCE, , SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (10 MINUTES)

Opening Circle Statement (Around the World): Name someone you admire and say why.

II. WARM UP: SILENT LINE UP BY BIRTH DATE (10 MINUTES)

Ask the youth to stand up and to arrange themselves in line from oldest to youngest (point where the oldest goes and the youngest goes) without saying a word or making a sound. They can make signals like nodding, but nothing else. Once they feel they are in order (including month, day, and year), ask them to go down the line and say their birthday. Have them each write their name and birthday on a sticky note. The stickies can then be placed on a timeline in the room to serve as a reminder.

Facilitation Tip:

Celebrate birthdays!

Bring cupcakes or cake for each individual's birthday or for all of the youth who have birthdays that month.

Definitions of Leadership

III. LEADERSHIP BRAINSTORM (30 MINUTES)

Prepare for this activity by posting four pieces of butcher paper in different parts of the room – each labeled with one of the four questions below.

Step 1: Review the questions with youth. After each question, have youth take a few moments to silently write three answers – one answer per sticky note (so they will each have three notes under each question). Have students post their answers on the butcher paper under the appropriate header.

1. What kinds of things do leaders do? (actions)
2. What do leaders believe in? (values and beliefs)
3. What kind of people are leaders? (skills and qualities)
4. Who are some leaders? (specific names)

For number four, have youth name three people they consider leaders. At least one must be someone they know or have met, and one must be someone they don't know or haven't met.

Step 2: Divide youth into four groups and assign one group to each poster. Have youth identify which things go together and group the sticky notes according to themes. Have them discuss what they notice and designate a reporter to share out.

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LEADERSHIP

Session 1 **90 minutes**

Step 3: Once sticky notes are grouped, ask youth to share out what they notice about patterns in the responses: What are the most common responses? Least common? Is anything surprising?

IV. LEADERSHIP DEFINITIONS (15 MINUTES)

Think: After the brainstorm, regroup and give youth two minutes to write down a personal definition of leadership on a piece of paper or index card.

Pair: When everyone is done, have them pair up and share their definitions with their partner. Each pair will then come up with another definition that builds on or synthesizes their individual definitions.

Share: Have each pair share out their new definition. Did they agree on one definition? Write or post their definitions on butcher paper as they share them. Once the definitions are all up, ask youth if they see common themes or general agreement on what a leader is or does. Have youth select one or several of the definitions to be their group definition of leadership.

Jigsaw: Pass out the *Leadership Definitions and Quotes* – one definition or quote to each participant (including adults). Have everyone stand up and find a partner. In pairs, participants take turns reading what is on their of paper and then trade papers. Everyone then finds a new partner and repeats the process.

Have youth compare and contrast their definitions to some of the things they heard and read during the jigsaw. Is there anything they want to add to their definition? What about the group's definition is powerful or indicative of the kinds of leaders they would like to be?

V. DEBRIEF (15 MINUTES)

Sample questions for youth:

- Are there different types of leaders? Why?
- How are they different? Are there things that all leaders have in common? What are these things?
- Which leader or type of those came up the most (both leaders people know and leaders people don't know)? Why do you think this is?
- How do these people use their leadership skills – for what purpose?
- How many of the leaders you selected are youth?
- Can someone have qualities and skills of a leader but not BE a leader? Can someone be a leader without any of the skills and qualities?

VI. CLOSING: (10 MINUTES)

Closing Circle Statement (Around the World): Name one leadership quality that we talked about today that you think you have. Name one that you would like to develop.

Facilitation Tips:

While forming the definition of leadership, allow participants to amend each other's definitions with new words and phrases. Make sure discussion is both productive and friendly. Create a permanent poster or other display of the group definition of leadership to be referred to in future sessions.

Focus on leaders on a small scale as well as a large scale (e.g., President of the United States, Girl Scout troop leader). Take notes on butcher paper during discussion.

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LEADERSHIP

Session 2 **90 minutes**

Mirror Image Warm Up adapted from The Wilderdom Store: www.wilderdom.com/games/descriptions/MirrorImage.html. Content on this site has been placed in the public domain and, unless otherwise indicated, is subject to the principles of copyleft. For legalistic purposes, please refer to the Creative Commons Attribution 2.5 License.

Qualities of Leadership

OBJECTIVE:

Students will explore definitions and characteristics of leadership and begin to apply definitions to themselves and their community.

MATERIALS AND PREPARATION:

- Butcher paper, tape, and markers (including *Leadership Definitions* from Session 1).
- Art supplies for leadership portraits (markers, colored pencils, or collage materials).

I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (10 MINUTES)

Opening Circle Statement (Around the World): A leader is someone who…

II. WARM UP: MIRROR IMAGE (15 MINUTES)

Invite a volunteer to stand facing you about two or three feet away. Instruct the volunteer to "mirror" as exactly as possible, everything that you do as if her or she were your real reflection. Make your movements interesting and slow enough for the other person to follow. Be silly, or include a task like brushing your teeth.

The demonstration helps to loosen up inhibitions. After youth understand the activity, ask them to get into pairs, and take turns mirroring the actions and movements of the other person.

Facilitation Tip:

Post the portraits on the walls of the room.

As youth share their portraits, keep a list of all the characteristics on one piece of butcher paper. Post this in the room where everyone can see it throughout the year.

III. IDEAL LEADER PORTRAITS (40 MINUTES)

Explain that youth will now create an ideal leader. Refer to the brainstorm posters and leadership definitions from the previous session.

Step 1: Divide youth into pairs and give each pair a large piece of paper and pens, collage materials, or other art supplies. Each pair will draw a caricature of their ideal leader, giving their leader some of the characteristics that were discussed in the previous session's brainstorm and that they think are important. Ask each pair to generate a list of characteristics of good leaders and have them draw a leader, assigning characteristics to different body parts. Encourage exaggeration of features: For example, draw a large hands to represent helping others, or large ears for listening, a big heart for compassion.

- Have youth think about the space around their leader – what is in it? Colors, images, words?
- Ask youth to pick a name for their leader, and an issue that their leader is working to change.
- Ask youth to identify their leader's biggest strength and the thing that he or she needs to improve.

Step 2: Have each pair share their ideal leader with the rest of the group.

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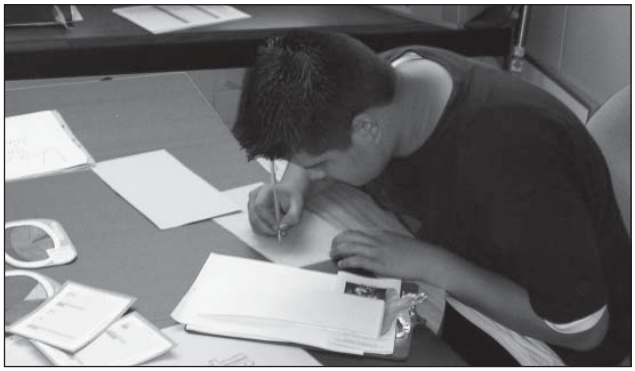
LEADERSHIP

Session 2

90 minutes



IV. DEBRIEF (20 MINUTES)

Sample questions for youth: Who do you know who has some of the characteristics you named? Did anyone come to mind as you created your ideal leader? Think about members of your community who you would like to be like when you are older. Why? Are they considered leaders? What about them makes them leaders? What do they have to offer the community? Are there people you look up to who you would not consider to be leaders? What about these people do you respect?

V. CLOSING (5 MINUTES)

Closing Circle Statement (Around the World): If I could thank one person for their leadership in the community it would be…

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LEADERSHIP

Session 3

90 minutes

OBJECTIVE:

Youth will apply their definitions of leadership to their community context.

MATERIALS AND PREPARATION:

- Butcher paper, tape, and markers.
- Paper, pens, and clipboards.
- Copy the *Circles of Influence Chart* (Master Copy 2.3a) before the session: one copy for each participant.
- Draw a large version of the *Circles of Influence Chart* (Master Copy 2.3a) at the front of the room to fill in during the discussion (see also Master Copy 2.3b – *Circles of Influence Chart Example*).

I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (15 MINUTES)

Opening Circle Statement (Around the World): My community needs a leader who...

II. COMMUNITY BUILDER: HUMAN SCAVENGER HUNT (15 MINUTES)

Divide the group in half and send each half to a different side of the room. Stand in the center and call out the categories listed below (or others). Each group has to figure out which combination of people in their group fits the category, and then send those people to the center of the room. The group who gets their representatives to the center first wins a point.

Sample categories:

- Two people who have the same first and last initial.
- The person in your group who was born the farthest away from here and the person born closest.
- Two people with the same middle name.
- A group whose ages add up to 50.
- A group whose shoe sizes add up to 30.

Leadership in Community Context

- A group who have attended school for a total of 38 years.
- Two people with the same birthday (or birthday month).
- A group who can spell a word by putting together the first letters of their first names.
- A group of at least three people who have different colored eyes.

Debrief: Did anything surprise you? What was the most difficult category for your group? Did someone in your group take the lead? How did you figure out each answer?

III. CIRCLES OF INFLUENCE (30 MINUTES)

Draw a *Circles of Influence* chart on the board or hand out copies for a pair or individual activity.

Step 1: Brainstorm strengths and assets in each of the areas – and problems or negatives in each area. Start by having youth do this individually for a few minutes and then opening up to a group brainstorm. This exercise will allow you to generate diverse ideas from the group.

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LEADERSHIP

Session 3

90 minutes

Step 2: Once youth have filled up the circles with their and ideas of strengths and issues, ask them to think back to the discussion of the different types of leaders in their community (see previous session). What do people do, what do they say, how do they act that contributes to the positives or the negatives that are listed? How do individuals and groups make these positive things or negative things possible? Name specific leaders in the different domains, along with the actions those leaders are taking. Youth will see that there is a lot of overlap and that actions in one domain can impact what happens in other domains.

IV. DEBRIEF (15 MINUTES)

Sample questions:

- How do actions within one domain impact the others? Have youth think of examples.
- Where do youth have the most influence? Where could youth have more influence?
- Are certain domains harder to influence than others?
- Where does your group or the people in your group fall? What are your strongest areas of influence?

V. CLOSING (15 MINUTES)

Closing Circle Statement (Around the World): If I had a magic wand and could instantly change one thing in my life it would be…

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LEADERSHIP

Session 4 **90 minutes**

Leadership Compass adapted from an activity designed by the Bonner Foundation and COOL (Campus Outreach Opportunity League) www.bonner.org

OBJECTIVE:

Youth will explore different leadership styles and identify their own leadership strengths and challenges.

MATERIALS AND PREPARATION:

- Tape and newspaper for the Community Builder activity.
- Copy the *Leadership Compass* (Master Copy 2.4a) before the session: one for each particpant or make a poster.
- Draw a Leadership Compass on the floor with tape or chalk by making a large square or circle divided into four quadrants, each marked for a different direction: North, South, East, West. Make sure the spaces are large enough to accommodate your whole group.
- Copy the *Leadership Skills and Qualities Self Assessment* (Master Copy 2.4b) before the session: one for each particpant.

I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (10 MINUTES)

Opening Circle Statement (Around the World): The best thing that happened this week...

II. COMMUNITY BUILDER: NEWSPAPER DOG (10 MINUTES)

Break youth into groups of five, and give each group a stack of newspaper and a role of masking tape. Each group must create a dog out of the newspaper and tape in five minutes.

Facilitation Tip:

Keep the self-assessment sheets for youth to use during the goal setting section (Unit 2, Session 6), and to assess interests in skill development.

Styles of Leadership

Afterwards, ask each group:

- What was your group dynamic like?
- Was there a dominant leadership style within the group?
- What are your strengths as a group?

III. LEADERSHIP COMPASS (25 MINUTES)

Step 1: Present the Leadership Compass poster or handout with the characteristics of each leadership style. Give the youth a few minutes to look through the styles and circle the characteristics that most apply to them.

Step 2: Invite youth to stand around the compass you have drawn and then have them stand on the direction they believe their leadership style matches. Even if they fit in several categories, have them pick the area that MOST reflects their style. Once everyone is standing on one of the areas, ask the group: What do you notice? How is the group distributed? Why do you think this is?

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LEADERSHIP

Session 4 **90 minutes**

Step 3: Give each group a piece of paper and pens, and have them move to an area where they can work comfortably. Within each leadership style group, have them discuss and write down answers to the following questions:

- What are the strengths of your leadership style?
- What are the challenges of your leadership style?
- What would be your group's motto?

Step 4: Have youth prepare a brief presentation, sharing the strengths, challenges, and motto of their style.

When groups present (inside if you have been doing the activity outdoors), write or post the strengths and challenges each group describes.

IV. DEBRIEF (20 MINUTES)

Sample questions:

- After everyone has finished sharing, ask how their styles complement each other.
- Ask the group to look at the challenges of one style and ask how the strengths of another style compensate in a group context.
- Does the group need all of the styles? Why or why not?
- Did anything surprise you about yourself or the group? What did you notice?
- How much of leadership style do you think is our personality, and how much can be learned? Why do you believe this?

V. LEADERSHIP SKILLS AND QUALITIES: SELF ASSESSMENT (20 MINUTES)

This exercise can be done in session or as homework. Hand out the L*eadership Skills and Qualities Self Assessment* sheet. Go over the categories as a group and then in silence have youth identify their strengths and areas for growth. Have youth turn in these sheets.

VI. CLOSING (5 MINUTES)

Closing Circle Statement (Around the World): Name one word that best describes your leadership style.

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LEADERSHIP

Session 5

90 minutes

OBJECTIVE:

Youth will explore the responsibilities that go with leadership roles.

MATERIALS AND PREPARATION:

- Index cards and tape for the warm-up activity.
- Products from previous agendas: Ideal Leaders portraits and youth leadership definitions in particular.
- Paper, pens, markers, and clipboards.

I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (10 MINUTES)

Opening Circle Statement (Around the World): What I expect from… (name someone everyone knows in a leadership role, like the student body president, the school principal, etc.). Keep a list of answers on the board or a piece of paper where youth can see it.

II. WARM UP: YOU WOULDN'T KNOW BY LOOKING AT ME (15 MINUTES)

Give each participant a 3x5 index card and ask him or her to write a little-known fact about himself or herself on the card, something he or she wouldn't mind the group eventually knowing. State that they are not to write their name on the card. Collect all the cards, shuffle, and redistribute to the group. If someone gets his or her own card back, exchange it for another. Once they all have an unfamiliar card, ask everyone to circulate, asking yes or no questions about the information on the card. For example, if the card says "I have a pet iguana," you would ask "Do you have a pet?" "Is it an iguana?" When the person answering the description is found, he or she signs the card and tapes it on a designated wall space.

Facilitation Tip:

Encourage youth to draw their "roadblocks" as part of a roadmap or landscape that includes things that support you (could be a boat or legs), and things that guide you and keep you motivated (a sun or lighthouse, for example).

Responsibilities of Leadership

III. JOB DESCRIPTION OF A LEADER (25 MINUTES)

Step 1: Group Brainstorm: Ask youth to brainstorm: (1) What does it mean to be responsible? What is responsibility? (2) Why does it matter? What happens if someone is not responsible?

Step 2: Break into pairs, and give each pair paper and markers. Have youth imagine they are writing the job description for a leader. Ask them to list all the responsibilities the person should have.

Step 3: Group Description: Have each pair share their list of responsibilities. Write them all up where they can be seen, and then ask if anything is missing or if they notice any themes.

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IV. PERSONAL LANDSCAPE OF RESPONSIBILITY (20 MINUTES)

Once they have a good list of responsibilities, provide each youth with a piece of paper and access to markers and pens. Let them know that they are going to identify their personal responsibilities, what gets in their way of meeting responsibilities, and what supports them in meeting their responsibilities. Have each youth write the following on their paper:

- My three biggest personal responsibilities. After each responsibility make a list of who or what is impacted. (Why does it matter whether or not you do this?)
- At least three things that can keep you from meeting these responsibilities. What are some of the "roadblocks" that keep you from being responsible? (Prompt them to think about both internal and external obstacles you can use a particular role as an example: "What might prevent the leader of a student club or campaign from meeting their responsibilities?")
- At least three things that support you in meeting your responsibilities.
- Ask for volunteers to share out.

V. DEBRIEF AND SHARING OF EXPERIENCE (15 MINUTES)

Sample questions:

- What are some strategies for overcoming roadblocks or obstacles? How can you use your strengths?
- How do the responsibilities you have now connect with your goals and what you want in life?

VI. CLOSING (5 MINUTES)

Closing Circle Statement (Around the World): The responsibility that is most important to me right now…

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LEADERSHIP

Session 6

90 minutes

OBJECTIVE:

Youth will identify goals for personal skill and attitude development, and understand the importance of reflection.

MATERIALS AND PREPARATION:

- Small, multi-colored candies for the Community Builder activity.
- Paper, pens, makers, and clipboards
- Envelopes
- Copy the *Goal Setting and Support Card* (Master Copy 2.6) before the session: one copy for each participant.

I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (15 MINUTES)

Opening Circle Statement (Around the World): A goal I have is…

II. COMMUNITY BUILDER: CANDY GAME (10 MINUTES)

Pass around a bowl of small, multi-colored candies and instruct each person to take two to five of the candies (they choose the number). Once everyone has picked their candy, group members must tell one unique fact about themselves for each candy in their hands – they can't eat them to reduce facts needed! Variation: Each color is associated with a different question or statement that requires response. For example:

Red: Something you don't like or try to avoid.
Orange: Name something that motivates you.
Yellow: If you were ruler of the universe for a day, what is the first thing you would do?
Green: If you could have any job, what would it be?
Blue: What is your favorite dream about your future?
Pink: Something daring you have done.

Leadership Goals

III. DEFINITION OF REFLECTION (40 MINUTES)

Step 1: Brainstorm: Ask the following questions: What is reflection? Think of the physical reflection provided by a mirror. What are some ways that we can respond to our reflection in a mirror? (For example, try to improve how we look, find things we like about how we look, try to accept certain things we can't change). Now think of reflection in other ways: What does reflection mean in terms of the kind of people we are and how we go about meeting our goals? Where does this type of reflection come from?

Step 2: Think: Give participants time to reflect on their strengths and weaknesses, what they really like about themselves and what they would like to change. Ask them also to think about what they want to develop during this program or year.

Facilitation Tip:

Use the letter-writing time to get an idea of what each youth would like to accomplish in terms of personal growth so that you can help them throughout the year.

Find a safe and memorable place to keep the letters.

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LEADERSHIP

Session 6

90 minutes

Step 3: Write: Ask youth to write a letter to the person they hope to be at the end of this program or year. Suggest these ideas as they write the letters:

- What do you want that person to be like?
- How do you think you will get there?
- What strengths do you have that will help you reach your goal?
- What weakness do you want to work on?
- What experiences do you hope to have?
- What do you need from adult staff/teachers in order to meet your goals?

Ask the participants to take their time and be thoughtful. Ask them to think about all of the concepts that they have discussed so far. Let them know that they will not need to share the letter with others.

When they are done, seal the letters in envelopes and save them for the end of the year.

DO NOT TELL PARTICIPANTS THAT THEY WILL BE GETTING THE LETTERS BACK. DON'T LOSE THEM.

IV. GOAL CARDS (20 MINUTES)

Have youth focus on one main goal that is really important for them to meet this year. Hand out the *Goal Setting and Support Card* sheets and have each youth fill it out. Once everyone is done, have them circulate through the group and get "signatures of support" from the others who they think can and will support them in meeting their objective.

V. CLOSING (5 MINUTES)

Closing Circle Statement (Around the World): Have each youth stand up and state his or her goal.

Example from Practice:

In the Middle School YELL program, each youth had a laminated YELL ID card that included their picture, goal, and a group picture on the back. Each youth decorated their own card before it was laminated.

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LEADERSHIP

Session 7 **90 minutes**

Identity Cards Activity adapted from an activity by Maria Kelly, Academic Dean at the Saint Paul Conservatory for Performing Arts

Values and Identity

OBJECTIVES:

Participants will understand how personal values affect leadership. They also will learn why it is important for groups to encourage diversity rather than suppress it.

MATERIALS AND PREPARATION:

- Index cards.
- Prepare categories on the People Bingo template and then copy enough *People Bingo Cards* (Master Copy 2.7a and 2.7b) for each participant.
- Prepare the room for Crossing the Line by clearing a space big enough for the entire group to stand and move around. In the middle of the space, draw or tape a line for participants to cross.
- Copy the *Crossing the Line Statements* (Master Copy 2.7c) for a reference or make your own list of statements.
- Review *Active Listening Guidelines* (Master Copy 1.1a) and *Confidentiality Guidelines* (Master Copy 1.1b) from Unit 1.

I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (10 MINUTES)

Opening Circle Statement (Around the World): Name one word you would use to describe yourself when meeting someone for the first time.

Facilitation Tip: Crossing the Line

Make sure there is an established level of trust and comfort in your group before doing this activity.

This can be an emotional activity. Don't rush through it. Allow plenty of time to discuss. If you are worried about time, cut the community builder short.

If you have extra time, let the participants digest what they have experienced by journaling or drawing.

II. COMMUNITY BUILDER: PEOPLE BINGO (10 MINUTES)

This activity is designed to help youth get to know each other and to demonstrate the diversity within the group. Pass out *People Bingo Cards* and a pen to each participant. Give them time to fill up their cards. The person to fill up his or her card first wins. To encourage participation rather than competition, consider altering the goal: Try Instead to see how quickly the entire group can fill their cards.

III. CROSSING THE LINE (45 MINUTES)

Crossing the Line allows youth to think about their values, backgrounds, and experiences. Although the participants may appear to come from similar situations, it is likely that the group is comprised of much diversity. This activity will involve naming and personalizing some of this diversity (along with some similarities!). Make sure to review the *Confidentiality Guidelines* before starting this activity.

Step 1: Explain the group rules and expectations.

1. **No one is required to cross the line – or to participate at all.** However, ask those participants to reflect on what makes it difficult to cross the line or on why they do not want to participate – this will also reflect values!
2. Participants must use respectful listening and communication skills. They should remain silent throughout the activity, and nonverbal signals like giggling and eye rolling are not permitted. Make sure everyone agrees to the rules before you do the activity.
3. Finally, it is important to respect the dignity of each person involved in the activity. All that is shared must remain confidential, and no one should feel or offer any judgment.

Step 2: Have youth find a partner, and then have all partners sit facing each other in a circle format (one circle inside the other, so that the people inside the circle face their partners in the outside circle). This is an active listening exercise: If necessary, remind youth of the *Active Listening Guidelines*. Let youth know that they will each have one minute to share their

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response to a question, then they will have one minute to listen to their partner's response. At the end of the first round, the people in the outer circle will all move one space and face a new partner. Repeat. At the end of the questions, ask youth to share some of the things they heard that surprised them or made them think. Suggested questions:

- What is your definition of values?
- Where did you learn your values?
- Who taught them to you?
- What specific values do you hold?

Explain to the group that values play a significant role in shaping someone's style of leadership. To understand leadership, people must also understand their values and how those values shape their actions. To understand the group, members must understand the diverse participants of which it is composed.

Step 3: Crossing the Line

Ask the participants to gather on one side of the room or line and face toward its center. Explain that you will call out specific categories, labels, and descriptions, and ask that all of those to whom this applies walk to the other side of the room or line. Start with an example like, "Anyone who wears glasses, cross the line." Participants who wear glasses, if they feel comfortable, cross the line and turn to face the participants on the other side. Ask participants on both sides to take the time to think about what it means to be on each side. Be slow and deliberate with the activity, and allow enough time for youth to get in touch with their thoughts and feelings. Then ask those participants to return to the original side, and continue with a new statement (see *Crossing the Line Statements*).

Step 4: Debrief

Use sample questions below to guide the discussion after participants have completed the activity. You can do this debrief as a full group, or if you have other leaders or volunteers, in several small groups.

- What feelings or thoughts did you have as you participated? What was it like when there were very few of you on one side of the line?
- What does this activity have to do with leadership? What did you learn through this activity that will make you a better person or leader? A better follower or partner in leadership?
- How did the movement of others influence you?
- Did you find yourself making judgments of others?
- What did you learn through this activity that can make our environment more welcoming?
- What does this activity have to do with values?
- Are there times in life when values are ignored? What is the result when values are ignored? Do values matter? Why?

IV. IDENTITY CARDS (20 MINUTES)

Step 1: Give each participant five index cards.

Step 2: Ask everyone to think of five words that define who they are. These words should link with groups with which the participants identify. As an example, you can say that you could put "facilitator" on your card because you facilitate this group. Religion, race, ethnicity, hobbies, last names also work well for this activity. The key is to focus on membership rather than characteristics. When participants have finished writing their five words on their five cards, ask them to stand in a circle. Ask the participants to look at their cards and decide which card they are willing to give up. Ask them to place the card in the center of the circle, but remind them that by putting the card there they no longer identify with that group. Repeat the process slowly and thoughtfully until all participants are left with only one card that defines them. Then go around the room and share what that card says.

Step 3: Debrief with the following questions: How did it feel to give up cards? Did it get easier or harder as you got to your last two? What is the point of this activity? What does it tell you about the group? Have any of you ever been in a situation where you had to "give up your card" or suppress part of who you are? How does that feel? What can our group do to make sure that no one has to suppress part of their identity? What can we do outside of this group to help with this issue? What does this have to do with leadership?

V. CLOSING (5 MINUTES)

Closing Circle Statement (Around the World): One thing you do to express your identity in positive ways…

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LEADERSHIP

Session 8

90 minutes

OBJECTIVES:

Youth will reflect on their values and how they prioritize their values.

MATERIALS AND PREPARATION:

- Copy and cut out values from the *Value Trading Activity* (Master Copy 2.8). There should be enough values for each person to have three.
- Gather or make fake money – enough for each student to have $200 in a variety of denominations.
- Paper or cloth bag.

I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (10 MINUTES)

Opening Circle Statement (Around the World):
Something I value is…

II. WARM UP: LISTEN AND RESPOND (20 MINUTES)

The purpose of this exercise is to practice, as a group, the skill of listening and responding to questions. Ask for a volunteer to answer questions from other group members. Next, ask for a second volunteer to ask the first question. The purpose of the questions is to learn more about the person (questions could be "What do you think of your city?" or "What are your hobbies?"). Ask the others to go around in a circle, with each participant asking a follow-up question based on the last answer. The follow-up questions must connect to the person's answer! After a few follow-up questions, switch so that other youth get a chance to answer.

III. VALUE TRADING (40 MINUTES)

Let the youth know that you are going to do an activity that asks them to think about what they value most. They will each get some money and three values. They will have a set amount of time to trade, sell, or buy values with one another.

Value Priorities

Step 1: Distribute $200 to each person (any denominations). Put all of the values in a bag or hat and have each person draw three. Give youth a few moments to look at their values.

Step 2: Give 10 minutes to trade, buy, or negotiate for values (**Round 1**). At the end of the time period, call "stop" and have the youth come back into a circle with the values and money they ended up with. Have youth share a few of their experiences and reactions.

Step 3: Let youth know that they will now have more opportunities to trade, buy, or negotiate for other values. Do two more rounds of trading with the following differences:

> **Round 2:** Same as Round 1, but each person must keep at least one of their three original values.
>
> **Round 3:** Same as Round 1, but distribute different amounts of money: with some people receiving only $20 and others receiving up to $600.
>
> **Other option:** Limit trading by starting with trading between two people, then expand trading to four, then to the full group.

Note: After each round, collect all of the values and have everyone draw again. Use the format and combination of rounds that works best for your group.

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LEADERSHIP

Session 8

90 minutes

IV. DEBRIEF (15 MINUTES)

Sample questions for youth: What did you notice about yourself and others? What were the things that were most coveted? Least? Why do you think this is? Did you have a strategy or goal in this activity? What does this say about how our values influence how we act?

V. CLOSING (5 MINUTES)

Closing Circle Statement (Around the World): A value I have that I want to pay more attention to is…

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LEADERSHIP

Session 9

90 minutes

OBJECTIVES:

Youth will learn about one another and reflect on the strengths of their group as a community.

MATERIALS AND PREPARATION:

- Buther paper, pens, markers, and clipboards.
- 11x14 paper.

I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (10 MINUTES)

Opening Circle Statement (Around the World):
Something I like about myself or my life is…

II. WARM UP: FOCUS AND COUNT (5 MINUTES)

The object of the game is for the group to count to 10 without people saying the same number at the same time, or saying the same number twice. No one is allowed to gesture or talk to decide who will say the next number. Have someone start out by saying the number 1. Then without saying anything or making a gesture, someone else has to say 2, then someone else says 3 and so on until the group gets to 10. If people speak at the same time, or gesture, start over!

III. ASSET MAPPING (30 MINUTES)

Introduce the concept of assets: positive things or strengths. An asset can be a skill, a quality, or a resource (like money, a person, a building, or a program). Ask for examples.

Facilitation Tip: Asset Mapping

Walk around the room as youth work, offering additional prompts, such as

- *What about your ability to get along well with others?*
- *Do you speak more than one language?*
- *What other things make you feel good about yourself?*
- *What other things do you do well?*
- *Who else makes you feel good about yourself?*

Personal Asset Mapping

Step 1: Hand out the 11x14 paper, colored pencils, and markers, and ask the youth to write their names in the center of the paper. Around their name they should represent their assets, such as skills, talents, personality traits, interests, and family and friends, using words or symbols and pictures. This should be done individually and silently. Let them know that they will be sharing these maps when they are completed. Have adult staff and leaders do the activity as well.

Step 2: Share back: Invite participants to share out. To help people feel comfortable, the facilitator can model his or her map for the group.

IV. DEBRIEF (10 MINUTES)

Sample questions:

- What similarities or differences did you notice among yourselves?
- Did you notice any similarities with the adults?
- Do any of these similarities reflect the fact that you all live in_____?
- Does this give you any new ideas about what the assets of our community might be?

V. CLOSING (5 MINUTES)

Have everyone give a "shout out" or "prop" to the person on their left.

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LEADERSHIP

Session 10 **90 minutes**

Adapted from "The Spectrum of Adult Attitudes Toward Young People," The Technology of Prevention Workbook, William A. Lofquist, Associates for Youth Development Inc., 1989, pages 47-50.

Youth as Leaders and Resources

OBJECTIVES:

Youth and staff will examine a "youth as resource" perspective and think about youth and adult relationships in organizations and communities.

MATERIALS AND PREPARATION:

- Butcher paper, tape, and markers.
- Paper, pens, and clipboards.
- Write the numbers one through 10, each on a piece of paper, and hang up as a continuum placed along a wall.
- Copy the *Youth as Objects, Recipients, Resources* handout (Master Copy 2.10) before the session: one for each participant.

I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (10 MINUTES)

Opening Circle Statement (Around the World): Think of someone your age that you feel has a lot of power. In what settings or circumstances does this person have power?

II. WARM UP: PICK YOUR NUMBER (15 MINUTES)

Along the wall or on the floor, place the numbers one to 10 with enough room for several people to stand at each number. Tell participants they should stand next to the number that represents where they think the statement falls on the continuum of youth inclusion: one represents youth being completely excluded, and 10 represents youth being fully encouraged and welcomed.

Ask the participants the following questions: To what extent are young people involved in the planning, operations, and evaluation of programs and organizations that exist to promote their well being (in other words, how much influence do youth have) at the:

- National level?
- Community level?
- State level?
- School level?
- In this program or group?

After everyone is standing at one of the numbers, ask a few participants what made them choose that number and why. Make sure that participants understand that there is no right or wrong answer – it is their opinion of what exists. Ask participants how they would like it to be, ideally.

III. ROLE PLAY (20 MINUTES)

Step 1: Divide into small groups and ask youth to do the following: (1) Brainstorm a list of situations in which youth tend to feel powerless, and come up with some specific examples from their experience. (2) Prepare a skit to demonstrate a situation where a young person feels powerless simply because he or she is young. Each role play should be two to three minutes long. Suggest that the groups use real-life experiences for inspiration, and encourage them to use a clear situation with clear characters.

Step 2: Bring groups back together, have each group present their list of examples, and then perform its role play. After every group has presented, ask: What similarities were there among the skits? What themes about youth experiences can be identified from the skits?

IV. YOUTH AS OBJECTS, RECIPIENTS, RESOURCES (40 MINUTES)

Step 1: Distribute the *Youth as Objects, Recipients, Resources* handout. Ask if there are any questions about these three styles of youth participation. Ask youth to identify how the styles are different and to name an example or two for each area.

Step 2: Break participants into small groups and assign each group an area – objects, recipients, or resources. They have 10 minutes to work together. Give each group one piece of butcher paper and markers, and ask them to write examples from their lives of their assigned style. Ask each group to discuss the following:

- What kinds of organizations and systems operate in this fashion?
- What are some of the feelings youth might have in this style?
- What are some of the behaviors for youth and adults in this style?

Step 3: Have groups share back the themes of their brainstorm. Let youth know that next session they will identify what types of structures they want to have in this group or program.

V. CLOSING: (5 MINUTES)

Closing Circle Statement (Around the World): Name a time when you have felt respected and powerful.

Facilitation Tip:

Youth as Objects, Recipients, Resources should be done with both the youth and adult members of the organization.

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LEADERSHIP

Session 11 **60 minutes**

Structures of Organizations was adapted from an activity created by Youth in Focus of Oakland, www.youthinfocus.net

Youth-Adult Power in Organizations

OBJECTIVES:

Youth will develop a working model of the youth and adult relationships for this program or project, and increase awareness of power and who is making the decisions in organizations.

MATERIALS AND PREPARATION:

- Copy and cut out the different *Structures of Organizations Scenarios* (Master Copy 2.11).
- Butcher paper, tape, and markers.
- Two sets of prepared index cards with words for Pictionary Race (see Warm Up).

I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (10 MINUTES)

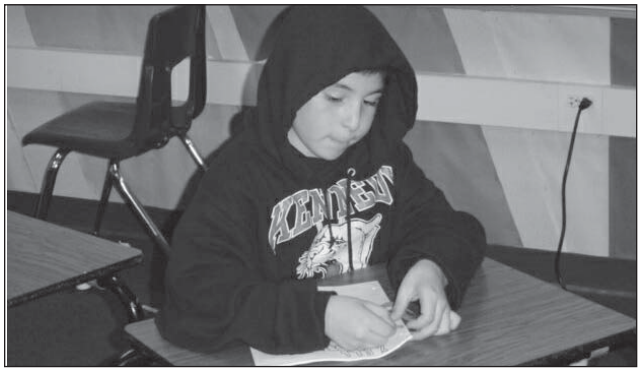
Opening Circle Statement (Around the World): Where in my life do I have the MOST power to make decisions?

II. WARM UP: PICTIONARY™ RACE (10 MINUTES)

Divide the group into two teams, and have each team go to a different side of the room. Each team should have a few sheets of butcher paper and markers or pens. Stand in the middle of the room with two sets of index cards (about five cards in each set), each card labeled with a secret word. When the facilitator says "go," each team sends a representative to see the secret words. The representative then returns to the group, draws (without talking), and the team has to guess the word. Once they guess it, they send another team member to read and draw the next word. If you are using the same sets of words for both teams, remind them that if they don't want the other team to hear their answers! Whoever finishes first, wins. (Sample words: Leader, Community, Student, Activist, Principal, Park, Friend).

Facilitation Tip:

Remind youth to focus on characteristics of each organization, such as who has the power, who makes decisions, who runs programs, to determine where the organization belongs.



III. YOUTH AND ADULT POWER DISTRIBUTION (20 MINUTES)

Step 1: Remind participants of the three styles of youth involvement:

- Youth as Objects: Adults know what is best for young people and control situations in which youth are involved.
- Youth as Recipients: Adults allow young people to take part in decision making because they think the experience is good for youth.
- Youth as Resources: Adults respect young people as having something significant to offer, and youth are encouraged to become involved.

Step 2: Explain that there is a range among the three frameworks. Many organizations are not just one of the styles but a combination. Describe three common styles of youth and adult organizations:

- Youth led: Youth make all of the decisions and run all aspects of the program.
- Youth and adult partnerships: Youth and adults make decisions together and share responsibilities of the program.
- Adult led: Adults make all of the decisions and run all aspects of the program.

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Facilitation Tip:

If you do this activity with a group of more than 10 participants, you may want to have two or three sets of the Structures of Organizations paper slips. Before the slips are handed out, divide the group into two or three smaller teams. Have each team line up separately, and then have discussion as one large group.

Step 3: Hand out five slips of paper with the example organizations from the *Structures of Organizations: Scenarios* and have youth read the slips out loud. Tell participants that they will be forming a line, with the program that is most youth led on the right and the program that is least youth led on the left. Have students without slips help others line up. Once participants have begun forming their line, encourage them to double check with the person to the left and right to make sure they are where they think that they should be. After everyone has lined up, ask them to go down the line and read the slips of paper.

IV. DEBRIEF (15 MINUTES)

Ask the following questions:

- Why did you line up in that order? At what point does it turn into a youth-led program? Youth-adult partnership? Adult-led?
- Which organizational structure do you like best or think would work the best for this group? Why?
- In what ways does this group currently match this structure of organization? In what ways is it different?

V. CLOSING (5 MINUTES)

Closing Circle Statement (Around the World): I would like to see more youth involved in…

Example from Practice:

Before engaging in this activity, high school students in West Oakland felt that YELL should be strictly youth-led, which meant young people should be in charge of all aspects of the program. However, after completing the power distribution line-up, the participants realized that support from adults actually enhances young people's ability to lead and make decisions. Given the demands of school, extracurricular activities, and family, it was not feasible for youth to be responsible for all of the grant-writing, hiring and daily management of the program. In the end, the students decided that a program was still youth-led if youth participants make most decisions, lead most activities, and support hiring and grant-writing activities but adult allies provide guidance and administrative support.

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LEADERSHIP

Session 12

60 minutes

"The cynic says, 'One man can't do anything.' I say, 'Only one man can do anything.'" ~John W. Gardner

The Power of One

OBJECTIVE:

Youth will understand the power of individuals - including themselves – to create change.

MATERIALS AND PREPARATION:

- Paper, pens, markers, and clipboards for the Community Builder.
- Copy *The Star Thrower* story (Master Copy 2.12) before the session: one for each participant.
- Poker chips or tokens.

I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (10 MINUTES)

Opening Circle Statement (Around the World): A hero is someone who…

II. COMMUNITY BUILDER: DO YOU LOOK LIKE A SUPERHERO? (15 MINUTES)

Have each participant draw a "community superhero" suit that a hero would wear. What objects would a superhero in your community need in his or her toolbelt? What image would a hero present? Does your hero stand out in a crowd with bright colors, or does your hero look like someone in your school, your neighborhood, your religious community? Have each participant explain to the group the reasons behind each detail of his or her drawing.

III. THE POWER OF ONE (15 MINUTES)

Step 1: Have a volunteer (or several) read *The Star Thrower* out loud.

Step 2: Discuss as a group the role of the individual in creating change. Sample questions:

- What do you think about this story? Did you like it or not? Why?
- What are the messages in this story? What do you think about the messages?

- Why do you think the author chose to call the old man wise?
- Why do you think the author made the star thrower young?
- What does it mean to make a difference?
- How significant does your action have to be?

IV. DEBRIEF (10 MINUTES)

- How is this sort of thing happening in our lives and in our community? Who are the starfish throwers that we know? What types of things do they do?
- How do I contribute to others and their lives? What are some of the small things I do?
- How does the "power of one" apply to a group of people like this one?

V. CLOSING (10 MINUTES)

Give one poker chip to each particpant. Write the year and the program name on the chip. Before handing out the poker chips, talk to the participants about how all of the people who make a difference take chances and risks to make change. Pass out the poker chips, and ask the youth to keep them some place where they can constantly be reminded that they can make a difference, even in small ways.

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NOTES

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Leadership Definitions and Quotes (page 1)

Leadership is the ability of an individual to set an example for others and lead from the front. It is an attitude that influences the environment around us.

— en.wikipedia.org/wiki/Leadership

"My definition of a leader. . .is a man who can persuade people to do what they don't want to do, or do what they're too lazy to do, and like it."

— Harry S. Truman, President of the United States 1945 (1884-1972)

"…Leaders are people who do the right thing."

— Warren Bennis, university president, leadership author (1925-)

"The time is always right to do what is right."

— Martin Luther King Jr., civil-rights leader, minister (1929-1968)

"Leadership at one time meant muscle. Today it means getting along with people."

— Indira Gandhi, prime minister of India 1966 and 1980 (1917-1984)

"If I have seen farther than others, it is because I was standing on the shoulders of giants."

— Isaac Newton, physicist, mathematician, astronomer, inventor (1643-1727)

"If your actions inspire others to dream more, learn more, do more, and become more, you are a leader."

— John Quincy Adams, President of the United States 1817 (1767-1848)

"The price of greatness is responsibility."

— Winston Churchill, British prime minister 1940 and 1951 (1874-1965)

"How wonderful it is that nobody need wait a single moment before starting to improve the world."

— Anne Frank, diarist (1929-1945)

"Leaders are visionaries with a poorly developed sense of fear and no concept of the odds against them."

— Robert Jarvik, heart surgeon, inventor (1946-)

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Leadership Definitions and Quotes (page 2)

"…Leadership is the capacity to translate vision into reality."

— Warren Bennis, university president, writer on leadership (1925-)

"It is not enough to teach our young people to be successful...so they can realize their ambitions, so they can earn good livings, so they can accumulate the material things that this society bestows. Those are worthwhile goals. But it is not enough to progress as individuals while our friends and neighbors are left behind."

— César Chávez, labor leader and civil rights activist (1927-1993)

"The function of leadership is to produce more leaders, not more followers."

— Ralph Nader, activist lawyer, consumer advocate (1934-)

"All of the great leaders have had one characteristic in common: it was the willingness to confront unequivocally the major anxiety of their people in their time. This, and not much else, is the essence of leadership."

— John Kenneth Galbraith, U.S. economist (1908-2006)

"Leadership is influence – nothing more, nothing less."

— John C Maxwell, American pastor, author, leadership expert (1947-)

"Leadership is a function of knowing yourself, having a vision that is well communicated, building trust among colleagues, and taking effective action to realize your own leadership potential."

— Warren Bennis, university president, writer on leadership (1925-)

"My grandfather once told me that there were two kinds of people: those who do the work and those who take the credit. He told me to try to be in the first group. There is much less competition."

— Indira Gandhi, prime minister of India 1966 and 1980 (1917-1984)

"Leaders can express the values that hold the society together."

— John W. Gardner, Secretary of Health, Education, and Welfare 1965 (1912-2002)

"A leader is best when people barely know he exists. When his work is done, his aim fulfilled, they will say: We did it ourselves."

— Lao Tzu, Chinese Philosopher, founder of Taoism (600-531 BC)

"The prime function of a leader is to keep hope alive."

— John W. Gardner, Secretary of Health, Education, and Welfare 1965 (1912-2002)

"Whoever is providing leadership needs to be as fresh and thoughtful and reflective as possible to make the very best fight."

— Faye Wattleton, first African American president of Planned Parenthood 1978 (1943-)

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Leadership Definitions amd Quotes (page 3)

"A leader takes people where they want to go. A great leader takes people where they don't necessarily want to go but ought to be."
— Rosalynn Carter, First Lady of the United States 1977 (1927-)

"I think a major act of leadership right now, call it a radical act, is to create the places and processes so people can actually learn together, using our experiences."
— Margaret J. Wheatley, writer and management consultant who studies organizational behavior

"The art of leadership is saying no, not yes. It is very easy to say yes."
— Tony Blair, British prime minister 1997 (1953-)

"The secret of a leader lies in the tests he has faced over the whole course of his life and the habit of action he develops in meeting those tests."
— Gail Sheehy, journalist (1937-)

"…Leaders can conceive and articulate goals that lift people out of their petty preoccupations and unite them in pursuit of objectives worthy of their best efforts."
— John W. Gardner, Secretary of Health, Education, and Welfare 1965 (1912-2002)

"It's the little things citizens do. That's what will make the difference."
— Wangari Maathai, Nobel Peace Prize winner 2004 (1940-)

"It is better to lead from behind and to put others in front, especially when you celebrate victory when nice things occur. You take the front line when there is danger. Then people will appreciate your leadership. "
— Nelson Mandela, President of South Africa 1994 and Nobel Peace Prize winner 1993 (1918-)

"We must become the change we want to see in the world."
— Mahatma Gandhi, political and spiritual leader (1896-1948)

"Leadership has a harder job to do than just choose sides. It must bring sides together. "
— Jesse Jackson, politician and civil rights leader (1941-)

"If one is lucky, a solitary fantasy can totally transform one million realities. "
— Maya Angelou, poet (1928-)

"We cannot seek achievement for ourselves and forget about the progress and prosperity for our community. Our ambitions must be broad enough to include the aspirations and needs of others, for their sakes and for our own."
— César Chávez, labor leader and civil rights activist (1927-1993)

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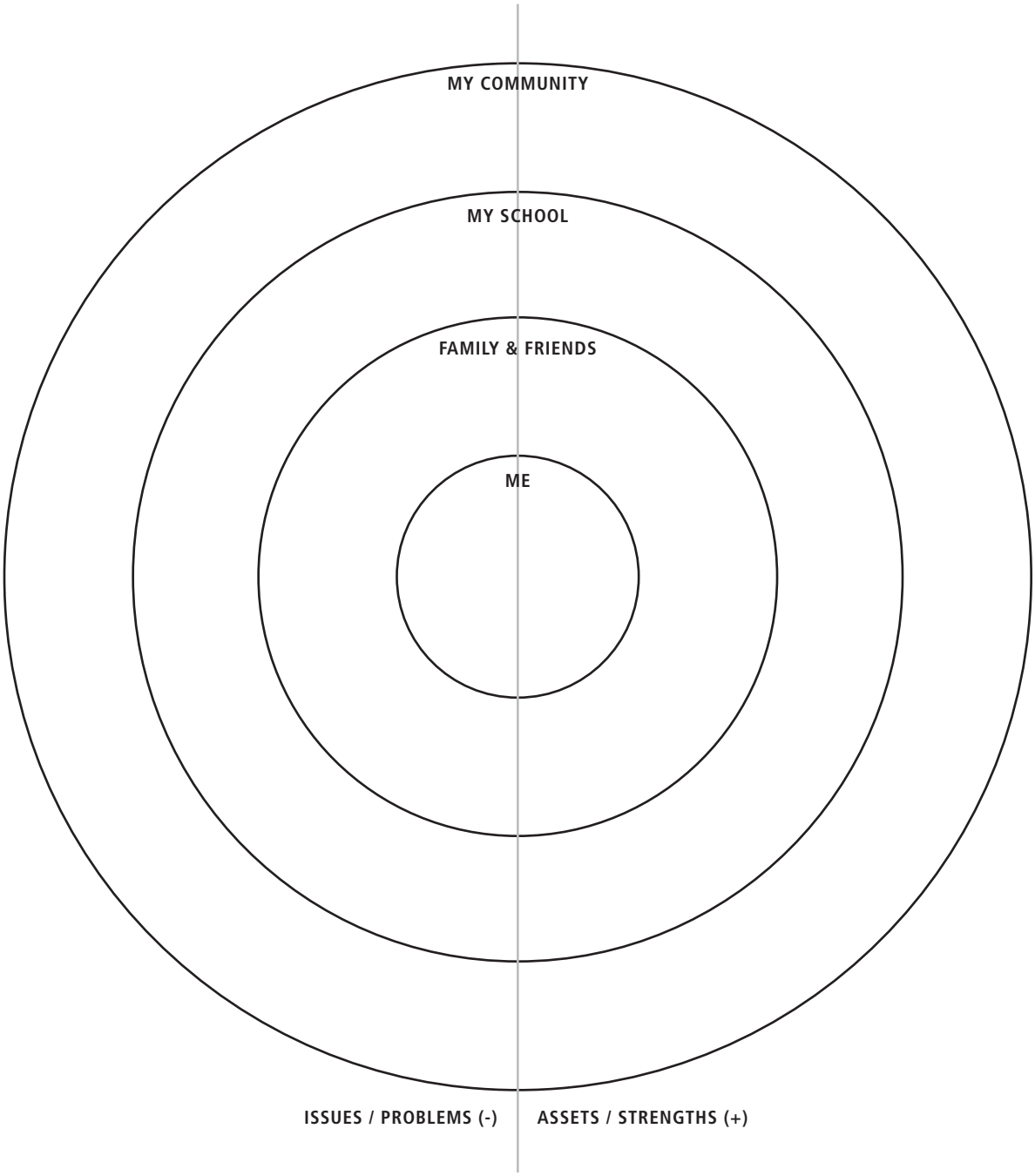
Circle of Influence

What are the strengths/assets and challenges/issues that exist in your community, school, friendship circles, and within yourself?



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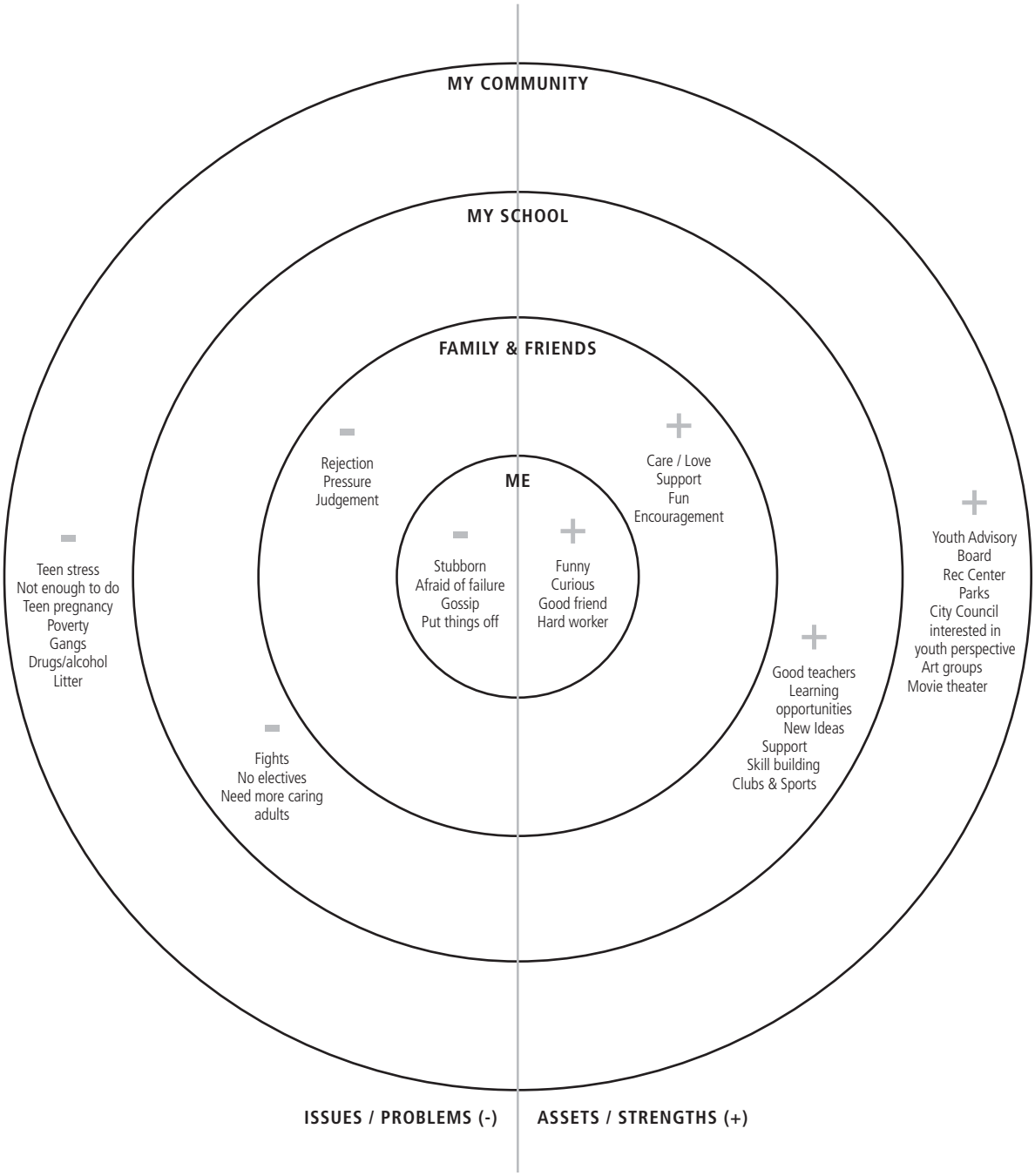
Circle of Influene - Example



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Leadership Compass

Leadership Compass adapted from an activity designed by the Bonner Foundation and COOL (Campus Outreach Opportunity League) www.bonner.org

EAST	SOUTH
• Visionary who sees the big picture • Very idea oriented, focus on future • Insight into mission and purpose • Looks for overarching themes, ideas • Likes to experiment, explore • Strong spiritual awareness • Appreciates a lot of information • Persuasive • Energetic, brainstormer • Likes newness • Turns resources into new ideas/products • Values words: "option" and "possibility"	• Allows others to feel important in determining direction of what is happening • Value driven regarding aspects of professional life • Uses professional relationships to accomplish tasks, interaction is primary • Empathetic, supportive, nurturing to colleagues and peers • Willing to trust others' statements at face value • Feeling-based, trusts own emotions and intuition; intuition regarded as truth • Team player, receptive to other's ideas, builds on ideas of others, noncompetitive • Able to focus on present moment • Values words: "right" and "fair"
WEST	**NORTH**
• Seen as practical, dependable, and thorough in task situations • Helpful to others by providing planning and resources • Moves carefully and follows procedures and guidelines • Uses data analysis and logic to make decisions • Weighs all sides of an issue, is balanced, introspective, self-analytical • Thoroughly examines people's needs in situations • Works well with existing resources – gets the most out of what has been in the past • Skilled at finding fatal flaws in an idea or project • Values words: "details" and "objective"	• Assertive, active, decisive • Likes to be in control of professional relationships and determine course of events • Quick to act, expresses sense of urgency for others to act now • Enjoys challenges presented by difficult situations and people • Thinks in terms of "bottom line" • Likes quick pace and fast track • Courageous • Perseveres, not stopped by hearing "NO," probes/presses to get at hidden resistances • Likes variety, novelty, new projects • Comfortable being in front • Values action-oriented words: "Do it now." "I'll do it!" "What's the bottom line?"

Instructions: Circle the words/descriptions which best describe you. Which area best describes your orientation?

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Leadership Skills and Qualities Self Assessment

LEADERS INSPIRE AND INCLUDE OTHERS:	
QUALITIES	**SKILLS**
Caring Authentic Creative or innovative Hopeful and positive Visionary	Clear and compelling communication Team building Relationship building Delegating
LEADERS ORGANIZE AND STRUCTURE PEOPLE AND PROCESSES:	
QUALITIES	**SKILLS**
Focused Consistent Committed	Planning Time management Problem solving Policy setting Goal setting Decision making Conflict resolution Meeting facilitation
LEADERS UNDERSTAND AND CHALLENGE IDEAS AND PRACTICES:	
QUALITIES	**SKILLS**
Curious Open to new ideas or perspectives Interested in learning Thoughtful Flexible	Analysis Research Active listening Critical thinking Reflection Debate Questioning assumptions

Assignment:

Circle the qualities and the skills that best describe you.

Underline the qualities and the skills that you would like to work on developing.

☆ Star the quality and the skill that you would most like to develop.

Which of the three areas is your strongest?

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Goal Setting Support Card

ONE CHANGE I WANT TO MAKE IN MYSELF:

ACTIONS I NEED TO TAKE TO MAKE THIS HAPPEN:

I WILL KNOW I HAVE BEEN SUCCESSFUL WHEN...

PEOPLE WHO WILL HELP ME:

SIGNATURES OF SUPPORT

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People Bingo - Example

Someone who plays basketball	Someone who likes chocolate ice cream	Someone who was born in another state or country	Someone who will whistle "Mary had a little lamb" for you	Someone who will do 10 jumping jacks for you
Someone who loves to read	Someone who is wearing black socks	Someone who has been to Washington, DC	Someone who has a pet dog	Someone who has at least two sisters or brothers
Someone who plays an instrument	Someone who knows how to skip	**FREE**	Someone who has freckles	Someone who wears glasses
Someone who watched a movie last night	Someone who has been to Oregon	Someone who will sing the "ABC Song" for you	Someone who is wearing a necklace	Someone who speaks two or more languages
Someone who likes to cook	Someone who had a sandwich for lunch	Someone who knows how to skateboard	Someone who has painted fingernails	Someone who is wearing a hat

This is a sample. Use the Template to make up a People Bingo card that is challenging and relevant for your group composition and community context.

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People Bingo

		FREE		

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Crossing the Line Statements

Important: Have all youth read and agree to the *Confidentiality Guidelines* prior to starting this activity (see Master 1.1b on page 70).

BEFORE STARTING THE ACTIVITY, PLEASE SELECT STATEMENTS CAREFULLY.

Add or subtract from the list according to the nature of your group, using statements that are relevant and appropriate for your process. The statements below are recommended for most groups: **Anyone who (fill in from below) cross the line.**

- was born in this state
- was born in another county
- is female
- prefers day to night
- has never flown
- is a person of color
- is proud of their heritage
- feels that he or she knows very little about his or her cultural heritage
- is the oldest in the family
- is the youngest in the family
- is an only child
- considers him or herself a Democrat/Republican/Socialist
- does not connect with any one political party
- considers him or herself religious
- is atheist or agnostic
- is proud to live in their neighborhood or community
- feels stressed by school
- feels stressed by home life
- helps take care of other family members (siblings, etc.)

THESE STATEMENTS ARE RECOMMENDED FOR ESTABLISHED GROUPS WITH ONGOING ADULT SUPPORT. ANYONE WHO…

- has been in love and been hurt
- would describe his or her family as blue collar or working class
- would describe his or her family as middle class
- would describe his or her family as upper class
- sometimes has low self confidence
- sometimes feels lonely
- has ever been in a fight to prove he or she was tough
- has earned all A's in a semester
- has earned all A's and B's
- grades are usually lower than B's
- is adopted
- parents or caregivers have divorced
- has had one or more of their parents pass away
- believes it is OK for someone to have a date of the same gender at a social event
- has a family member who is gay, lesbian, bisexual, or transgender
- is choosing to abstain from sex until marriage
- has experienced the effects of alcoholism in their family
- has experienced the effects of drug addiction in their family
- has a friend or relative who has been sexually assaulted or abused
- has not yet crossed the line

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Value Trading Activity

Perfect health until age 100

United States Senate Seat

$500 winning lottery ticket

A fulfilling relationship

Peace of mind

A satisfying career

A supportive, happy family

A summer house wherever you want

Time to travel every year

Car of your dreams

Ability to write a book that could influence generations

Loyal friends

On the cover of your favorite magazine

Fun every day

A cure for cancer

Healthy children

Financial independence

House of your dreams

Trip into history

Popularity

Famous muralist

A four-year college scholarship

Freedom

Ability to make people feel safe and comfortable

Cure for AIDS

Ability to be invisible

True love

Big, happy family

Ability to fly

Opportunity to speak directly to the President and Congress

Unlimited spending at my favorite mall

Fluent in eight languages of your choice

Trip into the future

Great talent in music or art

Perfect S.A.T. score

Reputation as kind and generous

Known by all as trustworthy and honest

A college degree, with honors

Contentment

A Nobel Peace Prize

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Youth as Objects, Recipients, Resources

YOUNG PEOPLE VIEWED AS OBJECTS

- Adults know what is best for young people and control situations in which they allow them to be involved.
- Adults feel that young people have little to contribute and may work to keep young people in relatively powerless positions.
- Youth are not included in the design of the program or opportunity.
- Adults believe that the responsibility of the young person is to take advantage of the program or opportunity designed by the adult.

YOUNG PEOPLE VIEWED AS RECIPIENTS

- Adults allow young people to be valued in the design of the opportunity but the primary emphasis of this adult attitude is on how the young person will benefit from participation, not on what the young person has to offer to the design process.
- Adults are still well in control of the conditions under which the young person participates.
- Adults allow youth participation because of the value of the experience to the young person.
- Adults want to prepare young people for the future as responsible decision makers.

YOUNG PEOPLE VIEWED AS RESOURCES

- Adults view young people as resources and respect the contribution young people can make to planning, operation, and evaluation.
- Leadership and decision-making roles involved can be shared by adults and young people.
- Both young people and adults may need to learn skills and attitudes necessary for shared decision making.
- Youth and adults both have strengths to contribute.

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Structures of Organizations: Scenerios

Structures of Organizations was adapted from an activity created by Youth in Focus of Oakland, www.youthinfocus.net

In this project, youth staff serve as project directors and are on the board of directors or leadership team. They are responsible for everything. They are in charge of creating the project's vision, setting goals, raising money for program costs, planning the year, creating lesson plans, organizing activities or events, facilitating meetings, hiring and training all new employees or members, supervising new employees, and reporting back to the sponsoring organization or funder. There are no adult employees except at the sponsoring organization.

In this project, youth create the mission of the project, set goals, plan for the year, create lesson plans, run meetings, organize activities or events, and hire, train, and mentor new youth members on their own. Adults are responsible for raising money for program costs, reporting back, and hiring any adult staff to help with fundraising or research.

In this project, the board of advisors for the project, or leadership team, is made up of both youth staff and adult staff. Both adults and youth get to vote on decisions. This board makes the major decisions and planning for the project, like the goals for the year or the research topic. They also evaluate how the program is going. Youth staff supervise and mentor new youth members, who can make smaller decisions. Youth staff are in charge of small projects and have to report back to the leadership team. With the support of youth staff, adults create daily activities to meet decided goals, raise money and report back. Adult staff supervise and mentor youth staff.

In this project, there is an advisory board of youth staff, but youth can't vote, just give advice. Adult staff make all of the final decisions. With the advice of the youth staff, adult staff create the vision, set goals, raise money, and hire or fire employees. Adults run all of the after-school meetings and work with youth to organize activities or events. Adult staff tell youth what do and how to do it.

In this project, there is an advisory board of youth staff and adult staff, but only youth staff can vote. This leadership team makes all of the major decisions for the project and evaluates whether the project is meeting its goals. Youth staff facilitates after-school meetings with the support of adults. Adults support Youth Staff in making lesson plans and planning activities, giving youth choices about what to do and how. Adults make suggestions and give constructive feedback instead of telling youth what to do, and the youth make the final decisions.

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The Star Thrower

Eisley, L. (1978). The Star Thrower (adapted by MuttCats to The Star Fish Story). Retrieved July 6th, 2007, from http://muttcats.com/starfish.htm

Once upon a time, there was a wise man who liked to go to the ocean to do his writing. He had a habit of walking on the beach before he began his work. One day, as he was walking along the shore, he looked down the beach and saw a human figure moving like a dance. He smiled to himself at the thought of someone who would dance to the day, and so, he walked faster to catch up.

As he got closer, he noticed that the figure was that of a young man, and that what he was doing was not dancing at all. The young man was reaching down to the shore, picking up small objects, and throwing them into the ocean.

He came closer and called out, "Good morning! May I ask what it is that you are doing?"

The young man paused, looked up, and replied, "Throwing starfish into the ocean."

"I must ask, then, why are you throwing starfish into the ocean?" asked the somewhat startled man.

To this, the young man replied, "The sun is up and the tide is going out. If I don't throw them in, they'll die."

Upon hearing this, the wise man commented, "But, young man, do you not realize that there are miles and miles of beach and there are starfish all along every mile? You can't possibly make a difference!"

At this, the young man bent down, picked up yet another starfish, and threw it into the ocean. As it met the water, he said, "It made a difference for that one."

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Unit 3

RESEARCH AND ACTION

"One of the most difficult problems we face is to make it possible for young people to participate in the great tasks of their time."

~ John W. Gardner, Self Renewal

"Part of what YELL is about is going out there and researching and exposing all that you find - there will always be an issue that people want to gather around and address."

~ Anahi Aguilar, YELL participant and mentor 2001-2006

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Notes

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KEY STEPS TO THE INQUIRY PROCESS

STEP 1 UNDERSTAND THE POWER OF RESEARCH

What is social science research and how is it useful in creating change?

STEP 2 IDENTIFY COMMUNITY PROBLEMS AND ASSETS

What is our community like? What are the advantages or challenges of living in our community?

What are the most important issues for youth in our community?

STEP 3 CHOOSE A TOPIC AND DEVELOP RESEARCH QUESTIONS

What is the problem or issue that you want to address and/or change in your school or community?

What are your goals for addressing this issue?

STEP 4 IDENTIFY POTENTIAL SOURCES OF INFORMATION

What specific kind of information might you need to solve or address the problem?
Whose ideas, perspectives, and knowledge do you need to better understand this issue?

STEP 5 DECIDE ON RESEARCH METHODS AND DEVELOP RESEARCH TOOLS

How are you going to get this information? What tools will you use to collect it?

How are you going to get people to answer your questions and be involved?

STEP 6 COLLECT DATA

How will you make sure your research is complete?

Who is responsible for doing what? By when?

STEP 7 ORGANIZE AND ANALYZE DATA

What are the major trends or themes that your data show?

STEP 8 DECIDE ON RECOMMENDATIONS AND PRODUCTS

What are your main recommendations based on the evidence you gathered?

What types of products will make these recommendations accessible?

STEP 9 TAKE ACTION

Who should know about these findings and recommendations?

How are you going to share the information and get your message out?

STEP 10 CELEBRATE

What have you achieved? What successes do you want to celebrate?

Who do you want to include in your celebration?

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TIPS FOR UNIT 3

Facilitation Tips: Research and Action

- *Provide each student or team with a project binder that includes all of their work. This binder can help participants stay organized and provide project leaders with a tool for portfolio assessment.*
- *Develop a visual roadmap on butcher paper or poster board that outlines each of the steps in the inquiry process. Ask youth to take turns reading the stops on the roadmap aloud. This will help them develop a clear picture of the project and where they are going. You can also copy the* ***Steps to the Inquiry Process****, white out the step numbers, cut the steps into strips, and hand out the individual steps. Then have the youth organize themselves in a line according to which step they think should go first, second, third, and so on. Write the steps on the roadmap after everyone agrees on the order.*
- *Before students begin their research, it is critical that group norms and processes are in place. Please refer to the following session agendas prior to beginning a research and action project.*
    - *Agreements and Contracts (Unit 1, Session 5)*
    - *Decision-Making Structures (Unit 1, Session 7)*

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NOTES

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UNDERSTAND THE POWER OF RESEARCH

Session 1

90 minutes

OBJECTIVES:

Youth define social science and understand the power of social science research to make change happen.

MATERIALS AND PREPARATION:

- Butcher paper, tape, and markers.
- Copy and cut out the *Knowledge is Power Role Play Scenarios* (Master Copy 3.1).

I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (10 MINUTES)

Opening Circle Statement (Around the World): Name a subject that you have researched.

II. WARM UP: NAME ORIGINS (10 MINUTES)

Have youth go around and say how they got their name or what its origin is. Allow one or two follow-up questions to each person if others would like to know more.

III. DEFINING RESEARCH BRAINSTORM (20 MINUTES)

Step 1: Think. Give participants a piece of paper and a pen, and ask them to spend a few minutes silently brainstorming all of the research they have ever done. What subjects have they researched? How did they collect information about their subject (e.g., read, search the Internet, interview people)?

Step 2: Pair. In pairs, have youth share what they wrote, and then together come up with a definition of research.

Step 3: Share. As a group, have youth share their definitions of research. Also have youth give examples of research from their experience. Record answers on butcher paper.

Step 4: What is social science? As a group, ask youth what social science is (the study of human society and relationships in and to society), ask for some examples of social science disciplines (e.g., anthropology, sociology, economics, psychology, history, and political science). Ask youth to identify the examples and definitions from steps 1-3 that are related to a social science.

Knowledge is Power

IV. KNOWLEDGE IS POWER: ROLE PLAY (30 MINUTES)

Step 1: Split youth into two groups. Have each group plan out a skit using scenarios in which research is used to make an argument. Use the *Knowledge is Power Role Play Scenarios* for students to work from, or you can make up your own scenarios.

Step 2: Give youth 5-10 minutes to prepare their skit. Each skit has to answer the questions:

1. What is the problem being addressed?
2. What is the solution?
3. How is research used to advocate for a solution?

Step 3: Have youth present their skit to the entire group.

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UNDERSTAND THE POWER OF RESEARCH

Session 1

90 minutes

V. DEBRIEF (10 MINUTES)

Sample questions:

- Why do you think these groups used research in their campaigns for changing their community (e.g., helped them prove their point; made them better advocates.)?
- What kind of research was best for making a solid argument (e.g., video evidence, surveys, statistics, interviews)? Why?

VI. CLOSING (10 MINUTES)

Do the take-home assignment as a brainstorm or close with an Around the World statement.

Optional Take-Home Assignment

Instructions:

- *Write down three issues or problems that impact you and other youth in your community.*
- *After each issue or problem, write down at least one thing that a person or group could do to solve, improve, or raise awareness of that issue or problem. Briefly explain how this would help.*
- *Bring your ideas to the next session!*

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IDENTIFY ISSUES AND ASSETS

Session 2

90 minutes

OBJECTIVES:

Youth will define what community means to them and understand the interdependency of the people and places within their community. Youth will begin to map the resources and needs they see in their community and identify the diverse perspectives that group members bring to the community.

MATERIALS AND PREPARATION:

- Butcher paper, tape, and markers.
- Paper, pens, and clipboards.
- Prior to session, refer to the *Community Web* example (Master Copy 3.2a).
- Map of your city or town (hand drawn or large wall map).
- Push pins and string.
- Optional: *Neighborhood Mapping Assignment* (Master Copy 3.2b).

I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (10 MINUTES)

Opening Circle Statement (Around the World): What one word would you use to describe your neighborhood? If you have time, hand out pens and index cards so that youth can write their word before sharing out. This will allow more variety in answers.

II. WARM UP: MAPPING YOUR HOME (15 MINUTES)

Using a large map of your city or town, mark your school or program location with a large push pin. Ask youth to come up one at a time and put a pin where they live and then connect a piece of colored string from their home to the meeting place. After everyone is done, ask youth if they see a pattern. Hint: Label the pins with their names so they can know which pin is theirs in relation to the others in the group.

Facilitation Tip:

This session youth will explore the benefits and challenges of living in their community and think critically about causes of important issues that impact them. This process positions youth to select a topic for research.

If you assigned the take-home task in the previous session, have participants share their thinking from the assignment during the debrief section. Write all of the student ideas on easel paper or the board.

Community Webs and Maps

III. COMMUNITY WEB (15 MINUTES)

Step 1: Think, Pair, Share. Ask each youth to consider their definition of community. They should think (or write) for at least one minute. Then divide participants into pairs to discuss their definitions, compare ideas, and create a definition of community that incorporates both sets of ideas. Have each pair share their definition with the full group. Have one of the youth or adult leaders write the definitions on chart paper or the board. In the center of the definitions, write the word "community."

Step 2: On the butcher paper or board, draw one large circle around both the word "community" and the youth's definitions. Ask participants to name specific places and people that make up a community and write these on the perimeter of the circle. Connect these to the center circle, making a web. See the *Community Web* example for category ideas.

IV. CREATE A MAP (40 MINUTES)

Step 1: Create small groups of three to four people. Preferably, youth should be divided according to their neighborhoods, the places with which they most identify, or where they spend the most time. You can also have youth do this as an individual activity or take-home task.

Step 2: Ask youth to draw a picture of their community according to the criteria below:

- What are the boundaries of your neighborhood – where does it begin and end? What markers tell you when you are entering or leaving this neighborhood?
- Draw this area to the best of your memory. Add in streets, particular houses, stores, businesses, parks, restaurants, landscapes, and other physical features.

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IDENTIFY ISSUES AND ASSETS

Session 2 **90 minutes**

- Include areas that offer resources or are of interest to youth (positive and negative). Where do they hang out?
- On or near your map, list four adjectives that describe this area.

Step 3: Have each group share their map with the larger group. Note differences and similarities between the maps and the neighborhoods. Ask what youth think might account for the differences and similarities in what the different groups included.

Step 4: As a group, create a *Community Web* of your community, based on the small group maps, and think about what might have been omitted. Discuss how the *Community Web* shows the connectedness of the community. Demonstrate how a problem in a neighborhood could affect many other people and places in the community. Discuss how communities are interdependent on the people and places within them.

V. DEBRIEF: CONNECTING TO ISSUES AND SOLUTIONS (10 MINUTES)

Sample questions:

- What kinds of positive resources are there for youth in your community?
- Do you think youth use these resources or go to these places? Why or why not?
- Have you used these resources? Do you know who has?
- What do youth need that doesn't currently exist?
- What happens when there is a problem within the community? Who does it affect?
- What about when something positive happens?
- Who is responsible for making change?

VI. CLOSING (5 MINUTES)

Closing Circle Statement (Around the World): If I could change any one thing about my neighborhood…

Example from Practice:

Some YELL participants had difficulty remembering specific street names and the details of entire sections of their neighborhoods.

Their experience of their community was defined less by conventional boundaries like streets and more by patterns of movement and particular structures that have local significance (like the subway station or the corner store). We learned that it helps to encourage youth to draw what is important to them, not what is usually on a map.

Optional Take-Home Assignment: Neighborhood Mapping

Give each youth the ***Neighborhood Mapping*** *activity handout (Master Copy 3.2b) and ask them to complete the assignment by the next session. If possible, provide each youth with a labeled, disposable camera to use for this assignment.*

In the next session, build in time to debrief the activity and have youth do a group collage.

Ask the youth to get in groups with others who live in their neighborhood. Use magazine pictures and any photos that the youth took of their neighborhoods to create collages on poster board. (These can be used as display boards during presentations.)

Have youth discuss the following for each collage:

- *Where were the pictures taken? (What neighborhood?)*
- *If there are people in the photographs, how are they related to the youth researcher? (Are they friends, family, or perhaps just random people?)*
- *What grabs your attention? What is the most interesting thing to you about the photographs or the collage?*
- *What did you LEARN from looking at this collage? What would someone who has never been to this area see based on the collage?*

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IDENTIFY ISSUES AND ASSETS

Session 3

90 minutes

The Ideal Neighborhood

OBJECTIVES:

Youth will work in groups to design an ideal neighborhood. Students will use their ideal neighborhood designs to consider issues in their own community.

MATERIALS AND PREPARATION:

- Butcher paper, tape, and markers.
- Paper and pens.

I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (10 MINUTES)

Opening Circle Statement (Around the World): In my neighborhood… (have youth fill in the blank). It can be fun to keep this going several times around the circle, and see where it goes. Much will depend on the mood and comfort level of the group. You may need to give an example to get them started.

II. COMMUNITY BUILDER: ROLE CALL (15 MINUTES)

Divide the group into two teams. Ask the teams to line up in order according to various criteria (e.g., birthday, name, hair length, amount of time living in the community, number of siblings, number of cousins). The team that lines up in the correct order the fastest wins that round. Go through the order to make sure they are lined up correctly. If one team is winning more frequently move people around. After you have completed a few rounds of the activity, discuss what strategies helped and hindered their process. You can also do this as a full group to see how fast they can complete the tasks together.

Facilitation Tip: Ideal Neighborhood

Encourage youth to be as specific as possible. This lesson is intended to raise awareness and critical thinking on the issues in their neighborhoods.

III. IDEAL NEIGHBORHOOD (45 MINUTES)

Step 1: Ask youth to close their eyes and take a moment to silently imagine what a perfect neighborhood would look and be like, what sorts of things there would be to do (e.g., who would live there). Give them time to form a picture in their minds. Remind them of the categories they came up with in their community mapping exercise from the previous session.

Step 2: Let youth know that they now have an opportunity to design their ideal neighborhood. Divide participants into small groups and distribute butcher paper and markers. They may not begin writing or drawing for five minutes. These five minutes are to be spent discussing the things, places, people, or features they imagined in Step 1 and want to include in their ideal neighborhood.

Step 3: Students have 20 minutes to work with their team to design an ideal neighborhood and will need to be able to explain what makes it ideal.

Step 4: Have each team present their designs to the full group and explain their choices. Encourage youth to notice differences and commonalities in the designs. Ask what was challenging about this activity. How was it to work on this alone versus in a group?

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IDENTIFY ISSUES AND ASSETS

Session 3

90 minutes

IV. DEBRIEF AND DISCUSSION (10 MINUTES)

Once all groups have presented, raise questions about differences between these neighborhoods and the ones they actually live in. What differences exist? What makes one more ideal than another?

- What is the difference between a good neighborhood and a bad one? How would you feel living in each of these places? Why?
- What could happen that would cause problems in these ideal communities? Poor economy? No jobs? Violence? If this neighborhood is ideal, why might these problems arise?
- What could we do to transform a "bad" neighborhood into a "good" one? How easy or difficult do you think this would be?

V. CLOSING (10 MINUTES)

Closing Circle Statement (Around the World): If you could make ONE aspect of your neighborhood more like your ideal one, what would you choose? What would you do?

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IDENTIFY ISSUES AND ASSETS

Session 4

90 minutes

OBJECTIVES:

Youth will identify key issues that concern them and key assets that support them in their community.

MATERIALS AND PREPARATION:

- Butcher paper, tape, and markers.
- Paper, pens, and clipboards.
- As a reminder, provide copies of the *Active Listening Guidelines* (Master Copy 1.1a).
- Butcher paper prep: two columns labeled with the name of your school and nieghborhood or city/town.

I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (10 MINUTES)

Opening Circle Statement (Around the World): Name a community of which you are a part.

II. WARM UP: GROUP SCULPTURES (15 MINUTES)

Have participants walk freely in the center of the room until the facilitator says stop. Participants must quickly make groups of three or four. Each small group then has three minutes to select an object and devise a plan to create the object using the bodies of all group members. For example: Youth can make a telephone by having two people on their knees with their hands out as the numbers, another person as the receiver; the final member can "make a call." Each group has a chance to show their object to the other teams, and everyone tries to guess what they are. Repeat the process for two or three rounds as time allows. Alternatives: Participants stay in the same group while the facilitator names specific categories (e.g., common household items, appliances, something you would find at an amusement park, a type of food). Debrief: What were the different approaches taken by different groups to decide which object to create? How did you decide what role each group member would take? Did the decision-making process change from round to round?

Facilitation Tip: Identifying Strengths

Walk around the room as youth work, offering additional prompts such as: What do you like about living here? What is unique or special about this place? Who or what supports you or helps you? People? Places? Programs?

Be sure to refer to the role of personal assets in bringing strength to a community (and vice versa!).

Refer to the Community Webs that youth created as part of Session 2 earlier in this Unit.

Identify Issues and Assets

III. IDENTIFYING PROBLEMS (20 MINUTES)

Step 1: Divide participants into small groups and give each group a piece of paper and pens. Have them create two columns on the paper, and label the columns with the name of your school and the neighborhood or city/town. Have adult staff and leaders do the activity as well.

Step 2: Ask participants to brainstorm as many problems they can that exist in these places. Encourage students to think about what really bugs them, or if they could change something, what would they change?

Step 3: After brainstorming, come back to the full group and record all of the issues on chart paper. Compare participants' responses and recall the importance of different perspectives in understanding their community.

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IDENTIFY ISSUES AND ASSETS

Session 4

90 minutes

IV. IDENTIFYING STRENGTHS (20 MINUTES)

Remind the group about the concept of assets: positive things or strengths. An asset can be a skill, a quality, or a resource (like money, a building, or a program). Ask youth for examples.

Step 1: In the same small groups, have youth turn their paper over and label the same columns: school, and neighborhood or city/town. Under each heading, have youth write assets (e.g., people, places, programs) that are supportive and important for them and for youth in general and that make their community a better place to live.

Step 3: Share back as a full group: Invite the participants to share their lists of assets, and write them all up on a chart paper above or next to the chart of problems or issues.

V. DEBRIEF (15 MINUTES)

Think: Give each youth a piece of paper and ask them to take a few minutes to:

- Choose one issue from the list and write down why this particular issue bothers them.
- Choose one asset from the list and write down why they think this asset is particularly important.

Ask them to recall experiences that may cause them to feel this way.

Pair: Have youth share their thinking with a partner. Remind them of *Active Listening Guidelines* (Master Copy 1.1a).

Share: Have youth share some of the things they said or heard in their pair. Allow time for sharing and questioning from other students. Is there agreement on the issue that is most important?

VI. CLOSING (10 MINUTES)

Closing Circle Statement (Around the World): Name something about your school that you particularly like or appreciate.

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IDENTIFY ISSUES AND ASSETS

Session 5

90 minutes

OBJECTIVE:

Youth will select a topic(s) for their research and action project.

MATERIALS AND PREPARATION:

- Index cards.
- Sticker dots.
- Paper, pens, and clipboards.
- Butcher paper, tape, and markers for writing possible topics (include space for pros and cons of each topic).
- List of characteristics of a good research topic that could contribute to social change (see Topic Brainstorm below).
- Copy *Research Topic Budget Activity* (Master Copy 3.5a) and the *Research Topic Debate Preparation* (3.5b) before the session: one copy of each for each participant.

I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (10 MINUTES)

Opening Circle Statement (Around the World): Name a political or social issue that you feel strongly about or are passionate about one way or another. (e.g., racial equality, gender equity, environmental conservation, death penalty, access to health care, military recruitment)

II. WARM UP: QUESTION GAME (5 MINUTES)

The group must sit or stand in a circle. Have someone volunteer to start by asking a question (any question, just not personal or derogatory) to the person to their left or right. The person DOES NOT ANSWER, but asks another question. Whoever is asked a question must then ask the person to their left or right another question. If someone repeats a question or hesitates with his or her question, that person is disqualified. The goal is to keep going with new questions. The questions don't need to make sense – they just need to be questions!

Facilitation Tip:

Be open to all issues that youth raise even issues that, on the surface, may seem relevant only to a small or specific group (a minority). For example: Some youth might think that homophopia only affects a small group. Challenge youth to think about the issue more deeply, and refer to the community webs.

Pick a Topic

III. TOPIC BRAINSTORM (25 MINUTES)

Step 1: List some characteristics of a good research topic:

- Specific and focused
- Affects people in your school and community
- Easy to understand and explain
- Important to other youth
- Could use more examination
- Has realistic or possible solutions

Ask if youth have anything to add to the list based on their experience. Write down any additions.

Step 2: Have youth brainstorm possible topics to research based on what they have identified as issues or concerns in their community (in previous sessions). List all topics mentioned on a piece of butcher paper. Remind everyone that this is a time to get all ideas out, not to make decisions or evaluate options.

Step 3: Brainstorm and record the pros and cons of each topic.

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IDENTIFY ISSUES AND ASSETS

Session 5

90 minutes

IV. TOPIC NARROWING: MONEY GAME (15 MINUTES)

Step 1: Decide on the final topic or topics to pursue for the year. Each youth will pretend they are mayor of their community, and that, as mayor, they are deciding on the the top priorities for the year by allocating money to different areas. Youth will vote on their preference by assigning funds to the topics they think are the most important. Remind youth to think about the characteristics of a good research project.

Step 2: Hand out the *Research Topic Budget Activity*, and give youth a few minutes to fill in their answers.

Step 3: Have someone add up the totals for each category (with a calculator). Have someone else record the total amounts for each topic on butcher paper. The two topics or issues with the most support are the topics that youth will debate in the next activity.

Optional: You can also narrow down topics through a sticker-vote. Give each youth two or three sticker dots to put by the topic(s) in which they are most interested. Each person can choose how to distribute the dots (e.g., evenly between high-interest topics or concentrated around one topic for a weighted vote).

V. TOPIC DEBATE (30 MINUTES)

Step 1: Divide the group according to the number of issues (usually two or three) that have received the most interest. Have youth choose the group that represents the topic most relevant to them.

Step 2: Hand out copies of the *Research Topic Debate Preparation* worksheet to each group and have the groups prepare for the debate by answering the questions on the worksheet.

Step 3: Assign a moderator and have each group take two to three minutes to present the case for their topic. Give the other group one minute to respond with a counter argument.

Step 4: After the debate, review the topics as a group, and use your group decision-making process to narrow it down to your final topics.

VI. CLOSING (5 MINUTES)

Closing Circle Statement (Around the World): If you had a million dollars that you had to give away, what would you do? How would you decide to whom or what organization you would give it?

Example from Practice:

In 2004, youth in the middle school YELL project divided into three research teams: Youth Hang Out Spots, X-pression (school climate and physical environment), and Bullying. Each group designed its own surveys, interviews, and focus group protocols, and made a short film highlighting its research findings and recommendations.

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IDENTIFY ISSUES AND ASSETS

Session 6

90 minutes

OBJECTIVE:

Youth will identify the causes and effects of their selected community issue.

MATERIALS AND PREPARATION:

- Butcher paper, tape, and markers.
- Paper, pens, and clipboards.
- Refer to the *Cause and Effect Concept Map Example* (Master Copy 3.6a).
- Copy the *Cause and Effect Concept Map* (Master Copy 3.6b) before the session: one copy for each participant. Another option: Provide each student with blank paper and pens to create a Cause and Effect Tree – each roots drawn represents a cause of problem and each branch represents a symptom.

I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (10 MINUTES)

Opening Circle Statement (Around the World): Something I have done that made a difference (e.g., can be large or small – smiled at a friend, raised money for a cause, worked out).

II. WARM UP: FREE ASSOCIATION (5 MINUTES)

In a circle, have someone start by saying a word, and go around with each person saying the first thing that comes to mind. Remind them to keep it appropriate!

III. BUT WHY? (45 MINUTES)

Review the community issues and assets that youth identified in the previous sessions, including the final issue(s) or topic(s) that youth selected. Explain that today you will try to identify the roots of this issue(s). Stress that the way to create change is to get to the root of the problem. Start with an example that explains the difference between a cause and an effect. (The flu is a good example: have youth identify what might cause someone to get the flu, and what are its effects or symptoms.)

Getting to the Root of the Problem

Step 1: Write a key issue or problem on the board or butcher paper. Now ask the students to say why this is a problem. Once they have brainstormed a list, pick one of the most salient causes they raised and then repeat the process for that particular cause. Do this at least one more time.

Step 2: Divide into pairs. Have each pair pick one of the causes from the last But Why? list you generated in the Step 1 brainstorm. Have one partner ask "Why" and have the other partner respond. This should continue until the root of the problem is reached. (Example: Girl is in the hospital. Why? She broke her leg. Why? She was fooling around on her bike. Why? Her friends told her she should try some new tricks. Why?) Have partners switch roles and switch causes from the list.

Step 3: Debrief with participants.

- How hard was it to get to the root of the problem? When did they know they had reached it? How can you tell a symptom from a cause? Are some things both causes and effects?
- What were some of the root causes that the pairs generated? Any similarities?

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IDENTIFY ISSUES AND ASSETS

Session 6

90 minutes

IV. ACTIVITY: CONCEPT MAPPING (20 MINUTES)

As a group, use answers from the But Why? activity, and lead the participants through a Causes and Effect Concept Map (or Tree). You can do this as an individual activity or as a full group. Questions as you proceed could include: Why do you think that? Tell me more. Can you give an example?

- Encourage all responses, even if there is disagreement. Different perspectives are important.

V. CLOSING (10 MINUTES)

Closing Circle Statement (Around the World): What did you learn from this activity?

Another Approach: Roots and Branches

On a large piece of paper, draw a tree with many roots and branches. Explain that the branches are the symptoms of the problem, and the roots are the causes of the problem. For example: For the issue of alcohol abuse, the branches could be bad grades, skipping school, violence, failed relationships, accidents, and falling down. The roots could be depression, stress, insecurity, and easy access. If you opt to use this model, encourage "sub-roots," or smaller roots that feed into the larger roots. For example, a sub-root of depression could be genetics, or a sub-root of easy access to alcohol could be lack of enforcement of laws against selling to minors.

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IDENTIFY ISSUES AND ASSETS

Session 7

60 minutes

OBJECTIVE:

Youth will understand the differences between charity and change. Participants will apply these concepts to the issues or problems in their community.

MATERIALS AND PREPARATION:

- Paper, pens, markers, and clipboards.
- Copy *Charity and Change* (Master Copy 3.7) before the session: one for each participant.

I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (10 MINUTES)

Opening Circle Statement (Around the World): Name a person or an organization working to make positive change in your community. Write down what youth say where everyone can see it. You will use this later in the session.

II. WARM UP: BIG WIND BLOWS (10 MINUTES)

Arrange a circle of chairs, providing one less chair than there are people in the group. Stand in the center of the circle, with everyone else sitting in one of the chairs, and name a quality or strength that you think members in the group display. Anyone that thinks this quality applies to them should stand up and switch seats. When this happens, take one of the empty seats. One person will now be left without a seat. This person then names a different strength or quality and then tries to find an empty seat when other youth stand up to switch. Do this about five times, prompting if necessary. Debrief: Is it hard or easy to talk about and admit to your strengths? Why or why not?

Charity and Change

III. CHARITY AND CHANGE (30 MINUTES)

Step 1: Brainstorm examples of charity and change. Start with an example like homelessness: Charity would be volunteering at a soup kitchen or setting up a homeless shelter; change would be figuring out why homelessness occurs and finding ways to prevent it. Think of examples of charity and change throughout the world. Examples range from donating clothes to the poor (charity) to helping the unemployed find jobs (change). See example below.

Problem/Issue	Charity	Change
Homelessness	Spend a Saturday helping at a soup kitchen.	Interview homeless people about why they became homeless, then acting on those reasons.
Litter	Spend an afternoon cleaning up a park.	Raise money and provide bright-colored trash cans for areas where there are none.

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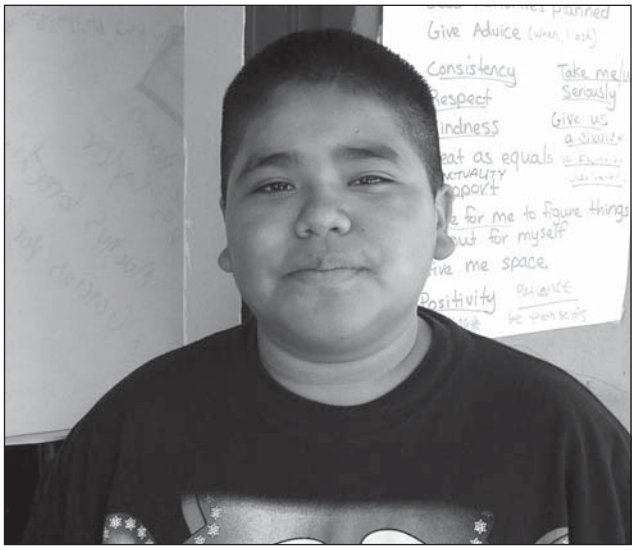
IDENTIFY ISSUES AND ASSETS

Session 7

60 minutes



Step 2: Hand out the *Charity and Change* worksheets to all participants and divide youth into pairs. Have youth:

(1) Identify the differences between charity and change using the examples from the opening circle.

(2) Brainstorm examples of charity and change related to their selected issue or problem.

Step 3: Have pairs share out some of the things they discussed. Ask for responses from the group.

IV. DEBRIEF AND CLOSING (10 MINUTES)

- Which seems more powerful in addressing the issues that concern us – charity, change, or both? How do charity and change work in combination?
- How will these ideas help us in thinking about our project? How does research connect with charity and change?

Example from Practice:

YELL program youth used both charity and change approaches. For example, youth researched student experiences of bullying and stereotyping, and presented the findings to school leaders. They then made several recommendations, including a peer mediation program, teacher training in positive classroom management, and bringing the Challenge Day curriculum to their school. To promote Challenge Day, they wrote letters to local businesses and held fundraisers to help raise money for the one-day event.

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DEVELOP RESEARCH QUESTIONS

Session 8

90 minutes

OBJECTIVE:

Youth will come up with research questions related to their chosen topic.

MATERIALS AND PREPARATION:

- Sticky notes.
- Butcher paper, tape, and markers.
- Butcher paper labeled with the research topic(s) youth selected in Session 5.
- Copy the *Topics and Questions – Examples from YELL Projects* (Master Copy 3.8) before the session: one copy for each particpant.

I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (10 MINUTES)

Opening Circle Statement (Around the World): I wonder… (fill in the blank). It may be useful to give youth several moments to think about or to write down something that they wonder about to increase the variety of answers.

II. WARM-UP: PUSH ME – PULL ME'S *(adapted from National 4-H Council)* **(10 MINUTES)**

The purpose of this activity is to promote trust in the group and to demonstrate how cooperation can be used to achieve a goal. Have the group form a circle and hook elbows. Ask one person at a time to keep his or her feet in the same spot and lean forward. Instruct the people on each side of this person to lower themselves slowly, each with the knee closest to the person on the floor, while they lower the middle person until his or her nose touches the floor. Next have them raise him or her to a standing position. The whole group will feel the weight and therefore will need to assist at all times. Debrief: Ask participants to identify how the group worked together during this activity.

Facilitation Tip:

This session begins Step 3 of the inquiry process, in which youth will choose a final topic for their project, and transform that topic into a series of questions to investigate and analyze.

Decide on Your Research Questions

III. DECIDING ON VISION AND MISSION (35 MINUTES)

On the board or butcher paper, write the selected research topic or topics. Youth should think of themselves as teaching others in their community about youth experience as related to this topic (refer to *Topics and Questions – Examples from YELL Projects* sheet to assist with the following section). As you move through this exercise, encourage youth to think about how they will get other people excited about their topic.

Step 1: What is your guiding vision?

This is what youth would like to see happen in an ideal world if their problem or issue was completely solved. For example: "We envision a community free from violence, where all youth feel safe and supported." The vision needs to be clear and motivating. It does NOT need to be attainable.

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DEVELOP RESEARCH QUESTIONS

Session 8

90 minutes

Step 2: What is your mission?

The mission is what you will actually attempt to do or make happen. For example: "Our mission is to increase understanding of youth's perspectives on violence and youth's experiences of violence in our school and community, and show adult decision makers that young people can be part of making a positive difference for the whole community."

Step 3: What are your specific goals?

Start with a brainstorm: have youth imagine that they have finished collecting all their information and are ready to share what they found. What type of impact do they expect? What type of change do they want their findings to make? What do they want to be able to share? Have youth agree to at least two goals. Make sure the goals are realistic based on the time frame available. For example:

"Our goals are:

(1) To share research findings and recommendations with decision makers in our school and community.

(2) To develop action steps for putting our recommendations into practice."

IV. DECIDING ON RESEARCH QUESTIONS (25 MINUTES)

Let youth know that now they will come up with questions to help them meet their goals.

Step 1: Work through at least one example of research questions on the board by using *Topics and Questions – Examples from YELL Projects* or an example of your own. Ask the youth to add at least one research question to the example.

Step 2: Divide youth into groups of two or three. Give each small group three sticky notes. Each group is responsible for coming up with at least three questions they think will help them better understand their topic. Have youth write one question per sticky note. After they have completed their questions, have them number their questions from one to three, with one being the most important, and three being least important.

Step 3: Come back together as a group and have each group pass up the question they think is the most important. Post all of these #1 questions on a whiteboard of piece of butcher paper. Once all of the #1 questions are up, ask if anyone has any duplicates, and if so to pass them up for the facilitator to group accordingly. Then, have youth pass up any non-duplicate #2 questions, and repeat the process until all questions are up on the board or paper. As much as possible, group the questions according to common themes. After the questions are grouped, have youth state the key overarching question that covers each grouped set of questions. Write these overarching questions on a separate sheet of butcher paper. If there are more than three question categories, have youth prioritize the three most important by whatever decision-making process is best for your group.

Step 4: Write the final topic, vision, mission, goals, and main questions on butcher paper and post in a prominent place.

V. CLOSING (10 MINUTES)

Closing Circle Statement (Around the World): If you could know the answer to any question in the world, what would it be?

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IDENTIFY SOURCES OF INFORMATION

Session 9

90 minutes

The Power Analysis Matrix is adapted from Co/Motion Guide to Youth-led Social Change by the Alliance for Justice, www.afj.org/index.html

OBJECTIVES:

Youth will discuss and identify who can give them information about their topic, and who has power and influence in community and school decision making.

MATERIALS AND PREPARATION:

- Butcher paper, tape, and markers.
- Paper, pens, and clipboards.
- Sticky notes.
- Copy the *Power Analysis Matrix* (Master Copy 3.9a) before the session: one copy for each participant or make a poster on butcher paper.
- Create four stations around the room labeled Our Group; Allies; Opponents; and Decision Makers. See *Stations for Power Analysis Activity* (Master Copy 3.9b) for materials and instructions. Each station should have pens and a sheet of butcher paper with the respective questions or charts.

I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (5 MINUTES)

Opening Circle Statement (Around the World): One word that describes how you are right now.

Explain that today you will be analyzing the people and groups who could impact your research efforts – their positions, the influence they have, and the power they exert. If necessary, review any unfamiliar terms the participants might encounter.

II. WARM UP: TWO TRUTHS AND A LIE (10 MINUTES)

Each person has to think of three statements to share with the group about him or herself, two of which are true and one of which is a lie. Everyone else in the group tries to guess which statement is the lie. Hint: Hand out index cards or scrap paper and have youth take a few minutes to think about what they are going to say. This will keep the truths and lies varied, and will help the activity to move more smoothly.

Allies, Opponents, and Decision Makers

III. POWER ANALYSIS (60 MINUTES)

Step 1: Small Groups – 35 minutes

- Divide into four small groups and assign each group to a station (Our Group, Allies, Opponents, and Decision Makers). Give them 15 minutes to answer the questions or fill in the charts at their station.
- Ask each group to rotate to the next station, review what the previous group wrote, and add or note disagreements or confusion, marking these for the large group discussion. Give each group about five minutes at each of the new stations.

Step 2: Whole Group Discussion – 10 minutes

- Reconvene and review the final answers and charts for each station.
- Ask if any questions or problems arose as they moved among the stations.
- Review the people or groups that came up at each station. Ask if there are additional people or groups who should be included. Are any people or groups on more than one chart?

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IDENTIFY SOURCES OF INFORMATION

Session 9 **90 minutes**

- Have one or two volunteers write the names of every person or group mentioned on sticky notes – with one name or group per sticky note. Distribute at least one of these sticky notes to each individual youth.

Step 3: Power Analysis Matrix – 15 minutes

- Present and explain the *Power Analysis Matrix*.
- Invite each youth to place his or her sticky note in the quadrant he or she thinks best represents the position and the power of the person or group written on it. After each places the sticky note, ask him or her to explain the decision. Then ask the group if they agree. Adjust the placement according to the discussion, using the group decision-making process if applicable.

IV. DISCUSSION: (10 MINUTES)

How can we include these groups and individuals in our planning and in carrying out our research and action project?

- How can we inform our helpers?
- How can we sway our opponents?
- How can we stand up to our adversaries?
- How can we collaborate with our allies?
- How can we persuade the decision maker(s)?

From this discussion, create a chart on butcher paper with three columns (see below).

Keep this chart for after you have completed your research. You will refer back to this list when you are designing your action campaign.

V. CLOSING (5 MINUTES)

Closing Circle Statement (Around the World): Who is your greatest ally?

SAMPLE CHART:

Partner (Allies)	Inform (Helpers)	Persuade (Decision Makers and Adversaries)

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RESEARCH METHODS AND TOOLS

Session 10

60/90 minutes

OBJECTIVES:

Youth will learn basic social science research methods and understand the pros and cons of using each method.

MATERIALS AND PREPARATION:

- Butcher paper, tape, and markers.
- Paper, pens, and clipboards.
- Index cards.
- Butcher paper or a blackboard with heading "What are some ways to do research?"
- Copies of the main research questions that youth came up with in Session 8.
- Review *Research Methods: Pros and Cons Example* (Master Copy 3.10a)
- Copy the *Research Methods: Pros and Cons* worksheet (Master Copy 3.10b) before the session: one copy for each participant.
- Set up stations in separate areas of the room – one station for each of the research methods (three to five). See the *Research Round Robin Stations* (Master Copy 3.10c) for details.
- Each station needs a facilitator or leader (or detailed written instructions.
- The focus group station will need index cards and pencils.
- The survey station will need pencils, copies of the *Survey Station* handout (Master Copy 3.10d), the *Sample Survey Introduction Letter* (Master Copy 3.10e): one for of each for each participant.
- The interview station will need copies of the *Interview Station Questions* (Master Copy 3.10f) and *Interview Consent Form* (Master Copy 3.10g): one copy of each for each participant.

Research Round Robin

I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (10 MINUTES)

Explain that today youth will learn some of the most common ways to do social science research. Opening Circle Statement (Around the World): If you had to be a scientist, what kind of scientist would you be?

II. WARM UP: PAIR SHARE (10 MINUTES)

In pairs, have youth discuss their reactions to "research."

- What do they think about it?
- Have they had positive or negative experiences?

After youth have each had time to speak, have them share out themes from their conversations. This will help to gauge the experience and attitudes of the group.

Facilitation Tip:

This session can be modified, depending on the number of research stations you want to use with the group (two optional stations are described for this session).

During this session refer to the definition for research that youth came up with in Session 1 of this Unit.

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RESEARCH METHODS AND TOOLS

Session 10

60/90 minutes

III. BRAINSTORM RESEARCH METHODS (5 MINUTES)

Ask the students to brainstorm different research methods:

- How can you get information about an issue?
- How can you find out what other people think and experience?
- How do politicians or major companies find out about people's opinions or interests?

Record answers on butcher paper or the board.

IV. RESEARCH METHODS ROUND ROBIN (30/60 MINUTES)

Explain that youth will now experiment with some of the most common ways to do research or collect data. Youth will rotate from station to station, spending 10 minutes at each station (modify as necessary) trying out the research method and then thinking about the pros and cons of that method.

- Give each student a *Research Methods: Pros and Cons* worksheet to fill out at each station.
- Divide youth into three to five groups and send each group to a station.

V. DEBRIEF/CLOSING (5 MINUTES)

After all students have gone to all three (or more) stations, bring the group back together and ask "What research methods did you like best and why?"

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RESEARCH METHODS AND TOOLS

Session 11

90 minutes

OBJECTIVE:

Youth will identify methods to use in collecting data for their research topic.

MATERIALS AND PREPARATION:

- Butcher paper, tape, and markers.
- Paper, pens, and clipboards.
- Copy the *Planning Your Research Worksheet* (Master Copy 3.11) before the session: one copy for each participant.

I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (10 MINUTES)

Opening Cirlce (Around the World): Name something that surprised you today...

Explain that today youth will select the research methods they will use to collect their data.

II. ICE BREAKER: IN THIS CORNER (15 MINUTES)

Number the corners of the room 1 to 4, writing each number on a large piece of paper and posting it so that it is visible. Start by using an example: Ask youth to go to #1 if they are an only child, #2 if they have one sibling, #3 if they have two, and #4 if they have three or more siblings. Once the group is divided, ask youth to each share (in their small group) their favorite movie and why it is their favorite. Repeat this process several times using different categories (e.g., types of pets, neighborhoods, where they were born) and different discussion questions (either general "get to know you" questions or questions specifically related to the project).

Facilitation Tip: Choosing Methods

Youth may opt to use several methods or focus on just one. If they choose to use several – and you have enough staff or volunteer support – you can divide the group into teams, each with a focus on a particular method.

Choose Your Research Methods

III. CHOOSE METHODS (45 MINUTES)

Step 1: Review the *Research Methods Pros and Cons Worksheet* and the research methods brainstorm the students experienced in the research Round Robin (Session 10). Ask the students the following questions and write their answers on the board or butcher paper.

- Which method did you like best? Why?
- Which method did you like least? Why?
- What are some advantages to using one of these methods over another?

Step 2: Ask youth to consider the type of information they will need to answer their research question(s). Discuss what kind of information would help meet their project goals.

For example, if their issue is homelessness, you could ask the following questions:

- Would personal stories work? Interviews?
- Do they need to know the opinions of a lot of people?
- What about mapping?

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RESEARCH METHODS AND TOOLS

Session 11

90 minutes

Step 3: Choose Your Research Methods

- Divide youth into three or four small groups.
- Hand out the *Planning Your Research* worksheet.
- Give youth 5-10 minutes to work on the questions.
- Have youth share their answers with the full group and record what they say on the board or butcher paper.
- Have them discuss until they reach agreement on the methods best suited to their project (usually two or three methods), and the goals for data collection. Use sticky-dot voting if there is disagreement

IV. DETERMINE DATA COLLECTION STRUCTURE (10 MINUTES)

Group Brainstorm: How can we structure our group to best collect all of our data?

Examples of Methods of Data Collection:

- Pick one method. For example, survey the entire student body.
- Divide into teams on each method. While everyone will learn the methods together, particular teams can be responsible for the key administration of protocols and analysis.
- Divide into teams around several topics. For example, you could have one team researching youth violence and another researching after-school programs – each group using the methods they choose.
- Discuss the benefits and limitations of each strategy to come to an agreement.

V. CLOSING (10 MINUTES)

Closing Circle Statement (Around the World): Have youth name their favorite ice cream flavor.

Facilitation Tip:

This is a good time to refer back to group agreements, and your group's model of youth-adult partnership (see Unit 1, Sessions 5-6).

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RESEARCH METHODS AND TOOLS

Session 12

90 minutes

OBJECTIVES:

Youth and adult staff will create a timeline for their research and action project.

MATERIALS AND PREPARATION:

- Butcher paper, tape, and markers.
- Paper, pens, markers, and clipboards.
- Index cards.
- Copy the *Project Timeline Example* (Master Copy 3.12a) and *Project Timeline* worksheet (Master Copy 3.12b) before the session: one copy of each for each participant.
- Make a poster listing the group's vision, mission, and project goals, and put up where it can be seen easily.
- Have available youth's completed *Research Methods* (Master Copy 3.10f) worksheets from Session 10.
- Create a LARGE CALENDAR (big enough for students to see and refer to easily) of the months left in the project. You can do this by writing the names of the months along a horizontal continuum with space to write tasks under each month or as an actual calendar grid. Make sure to note any vacations or breaks so that youth incorporate these when planning their timeline.

I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (10 MINUTES)

Opening Circle Statement (Around the World): Name something you could teach others about (e.g., music, Web design, art, history, football, animals, fashion, origami, cooking).

Facilitation Tip: Timeline

Start from your completion dates and work backward!

If you have a youth and adult partnership structure, both should decide together on tasks and due dates, and play active roles in the work.

To model the power of youth and adult partnership in change efforts, YELL groups can align project timelines with the scheduled meetings of school administrators or city leaders and present research and recommendations.

Planning for Data Collection

II. WARM UP: RANDOM SPEECHES (10 MINUTES)

Provide each youth with an index card and pencil or pen. Have them write three things on the card: (1) A type of job people do, (2) A common household item, and (3) The name of a popular band. Then have everyone pass their card to the person on their left. Each person must stand up and tell a very brief story (two sentences or less!) starting with "Yesterday, the strangest thing happened…", including the three things on their card.

III. AGREE ON STEPS TO TAKE (40 MINUTES)

Step 1: Remind youth of the mission and goals of their project, and that all of this work is helping to fulfill that mission and meet those goals. Review the completed *Research Methods* worksheets to remind youth of the methods that they have agreed to use for their research.

Step 2: Divide youth into three groups and assign each group a section of the planning timeline (Methods, People, or Products). Give each group a piece of butcher paper and a *Project Timeline Example*. Ask them to write their chart on the butcher paper. For now, they should focus on tasks and the dates, and to leave the People Responsible section blank.

GROUP 1: METHODS

Have youth make a list of deliverables and deadlines that will help complete their research. Be sure to address the following questions:

- How many interviews, surveys, or focus groups do you plan to do?
- When will you have your questions ready? A draft? Final copy?
- When will you start and complete your data analysis?

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GROUP 2: PEOPLE

Have youth list the individuals and groups that they need to inform and enlist along the way, and decide the following:

- Who needs to know about your research plan? Whose permission do you need to carry out your research? Whose support and involvement could help you get things done?
- What groups or individuals have the greatest impact or influence? How do we get them involved (or get involved with them)?
- With whom will you share your final recommendations and findings? When?

Facilitation Tip:

If your group did Session 9: Allies, Opponents, and Decision Makers, refer Group 2 participants to the materials from this session and remind them of the allies and opponents that they have already identified.

GROUP 3: PRODUCTS AND PRESENTATIONS

Ask this group to think about the products that would best communicate findings and recommendations. Make sure the following questions are addressed:

- How will you share your findings and recommendations?
- What products will you create? How long will it take to make each product?
- Who are the audiences for the products?

Step 3: Bring everyone back together and ask each small group to share their main tasks and assigned completion dates. As the groups present, ask everyone for feedback:

- Is this timeframe realistic?
- Are there any tasks we may have overlooked?

As the group comes to agreement on each task, write the tasks on the LARGE CALENDAR where everyone can see them. Once all of the tasks have been written in chronological order, ask the group again if this timeline seems realistic and if anything has been overlooked.

IV. WHO IS RESPONSIBLE? (20 MINUTES)

Together, participants need to decide who is accountable to the others for getting the listed tasks completed. How you do this depends on the structure of your group.

Examples:

- If you have teams assigned by method, have youth work in their teams to figure out their areas of responsibility and leads for each. Remind them that the skills they need will be developed through the actual creation of products and protocols for their project. However, several tasks will also take extra commitment outside of session time. Be sure to ask the group if there are areas where they want adults to take the lead.
- Either in team groups or as individuals, have youth write their name on three sticky notes and place those sticky notes under three things they would like to work on and be responsible for. You may need to add sticky notes depending on the number of tasks and number of youth. After all of the spaces are filled, reassess the timeline and the commitment it will take to fulfill it.

Finally, Ask if anyone seems over-committed in their responsibilities, and if all of the tasks still seem doable and realistic.

Once agreement is reached, have youth remove the sticky notes and place their signatures under the tasks to which they have committed.

V. CLOSING (10 MINUTES)

Closing Circle Statement (Around the World): Name something you are responsible for outside of this group.

Facilitation Tip:

After this session, write the tasks and names into the blank Project Timeline and make copies for all participants.

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RESEARCH METHODS AND TOOLS

Session 13

90 minutes

OBJECTIVE:

Youth will learn how to do an effective interview and gain self-confidence as interviewers.

MATERIALS AND PREPARATION:

- Butcher paper, tape, and markers.
- Paper, pens, and clipboards.
- Index cards.
- Copy the *Steps to a Good Interview* (Master Copy 3.13a) and *Designing Open-Ended Questions* (Master Copy 3.13b) before the session: one copy of each for each youth.

I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (10 MINUTES)

Explain that the goal of today's workshop is to learn how to conduct a good interview.

Opening Circle Statement (Around the World): Someone I would like to interview and learn more about... (It can be anyone – famous or not, living or not.)

II. WARM UP: LISTEN AND RESPOND (5 MINUTES)

The purpose of this exercise is for youth to practice, as a group, the skill of listening and responding to questions. Pick a volunteer to be "interviewed" by the group, and pick another volunteer to ask an initial question (It could be "What do you think of your city?" or "What are your hobbies?"). After the first question has been answered, go around in a circle asking follow-up questions based on the responses of the person being interviewed. Because they don't have a script, this exercise requires them to listen and respond to what was said. Remind youth to keep questions respectful.

III. INTERVIEW EXPERIENCE BRAINSTORM (10 MINUTES)

Ask youth about their experience with interviews. What have they seen? Done? Have they ever interviewed someone else? Been interviewed?

- On a piece of butcher paper or the board, list the different types of interviews youth mention: Entertainment (talk shows), employment, information (news, radio), and others.

How to Do a Good Interview

- Ask youth to name, from their experience, qualities of good interviews and qualities of bad interviews. Ask for specific examples, and write down the comments on the board or butcher paper.

IV. BAD INTERVIEW – GOOD INTERVIEW (20 MINUTES)

Step 1: Ask for a youth volunteer. Interview the person using pre-written questions of your choice. Purposely do not do a good job (e.g., don't make eye contact, forget questions, check your cell phone for text messages, start telling a story about yourself, ask to borrow a pen, don't listen to what is said, ask leading questions, give your opinion, use poor body language).

Ask youth, what was wrong with this interview? Did you get good information? Why not? How did the interviewee feel?

Step 2: Brainstorm tips for conducting a good interview. What would have made the bad interview good? What are some principles of a good interview? Discuss and record. Examples include:

- Make eye contact.
- Show the person you are listening by repeating what they say.
- Ask follow-up questions (probes) to better understand what they are saying.
- Reference the warm-up activity here – the importance of showing the person that you are listening and are interested in what they have to say.
- Keep your questions open-ended so answers need to be more than "yes" or "no."
- Introduce yourself and the purpose of the interview.
- Ask for permission.

Step 3: Hand out the *Steps to a Good Interview*. Ask youth for questions and any additions based on the brainstorm.

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RESEARCH METHODS AND TOOLS

Session 13 **90 minutes**

V. OPEN-ENDED AND NON-LEADING QUESTIONS (15 MINUTES)

Step 1: Explain that one of the most important goals in an interview is to be open-minded and to really hear what the person has to say. Open-ended questions allow people to talk in detail about their own perspectives. If you can answer yes or no, it is not an open-ended question.

Step 2: Explain that sometimes questions are leading. When a question is leading, it puts ideas and opinions into the question in a way that makes it hard for a person to share their own thoughts. If the answer to the questions below is yes, then the question is leading:

- Does this question assume a certain opinion?
- Does it direct someone to a particular answer?

As a group, evaluate the following questions (or other questions that you or the youth make up). Decide whether or not each question is leading or closed ended, and then revise the leading and closed-ended questions.

- Don't you think that youth in our community are stereotyped a lot?
- It seems like the media is to blame, don't you think?
- The news always focuses on the bad stuff happening in our community. I think if they showed more positive stories, the stereotypes would change. Don't you think so?
- How would you describe your neighborhood?
- Don't you think that school is a waste of time?

Step 3: Hand out the *Designing Open-Ended and Non-Leading Questions* worksheet. Students should revise each leading question to make it both non-leading and open-ended. Ask for volunteers to share a couple of examples.

VI. PEER INTERVIEWS (15 MINUTES)

The purpose of this activity is to practice interview skills.

Step 1: As a group, brainstorm what questions youth want to ask to find out more about each other (could also be related to their research topic, a current event, or something happening in the school). Make sure the questions are open-ended and non leading! Write these questions on the board or a piece of paper where everyone can see them. Remind youth of the Listen and Respond activity you did at the beginning of this session. Encourage youth to ask probing or follow-up questions based on what they hear from the person they are interviewing.

Step 2: Break into pairs and have youth take turns interviewing each other (three minutes for each interview) using the questions created by the group.

Step 3: Have each youth share their partner's name and one thing they learned (no more than one minute each for reporting back). As a group, discuss: How was it interviewing? (Communicate the idea that they already have lots of experience and skills.)

VII. DEBRIEF AND CLOSING (15 MINUTES)

To summarize the key points from the session, ask for two volunteers to start an interview in front of the group. Let the group know that if they see an opportunity for a probing or follow-up question, they can shout "freeze!" and take the place of the interviewer. Every few minutes, switch out the person being interviewed at random. As the facilitator, you can call "freeze" at any time to point out something positive, ask the group questions about how the interview is going, or ask for suggestions on how to improve the process.

Closing Circle Statement (Around the World): One thing I noticed today…

Example from Practice:

Former YELL participant Sandra Mendieta says that learning how to ask questions and learning the difference between open-ended and leading questions, helped her to be a better student in high school and in college.

Optional Take-Home Assignment:

- *Create four interview questions related to the research topic.*
- *Use these questions to interview a sibling, parent, or relative.*
- *What worked and what questions could be improved?*
- *Bring the revised questions to the next session.*

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RESEARCH METHODS AND TOOLS

Session 14

90 minutes

OBJECTIVES:

Youth will create interview questions for their research project and interview each other for the purpose of practicing, testing, and revising their protocol.

MATERIALS AND PREPARATION:

- Butcher paper, tape, and markers.
- Paper, pens, and clipboards.
- Paper or cloth bag.
- List of any previously brainstormed interview questions.
- Copy the *Interview Protocol Components* (Master Copy 3.14a), the blank *Interview Protocol Design* (3.14b), and the *Interview Note Taking Sheet* (Master Copy 3.14c) before the session: one copy of each for each participant.
- Write silly interview subjects on scraps of paper for youth to use in the What is a Protocol? activity.
- Review *Steps to a Good Interview* (Master Copy 3.13a).
- Optional: tape recorders with batteries, cassette tapes.
- Optional: copies of *Helpful Hints for Successful Recording* (Master Copy 3.14d).

I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (5 MINUTES)

Opening statement (Around the World): What is the most significant event of our time and why? (Give youth a few minutes to think about this and even to write down their answer.)

II. WARM UP: COMMONALITIES (5 MINUTES)

Ask youth to pair up with someone they do not know very well. Ask them to make a list of things they have in common (e.g., neighborhood, personality trait, experience, ability). After a few minutes, go around the room and ask pairs to share with the group their most surprising commonality.

Facilitation Tip:

Refer to the root causes identified in Sessions 6 and 7 to help youth think carefully about who is impacted and has insight into their topic.

Look back at your work on Allies, Opponents, and Decision Makers from Session 9 to help youth think about their interview subjects.

Interview Protocol Development

III. DECIDE ON INTERVIEW SUBJECTS (10 MINUTES)

Explain that the point of doing interviews is to get information that will help youth learn more about their research topic. That means youth need to talk to people about what they have identified as the root causes.

Brainstorm: Who will we interview? Record the answers.

- Who is impacted by your issue or topic?
- Who could help you better understand your issue?

Ask the students if all people would be asked the same questions.

- Should there be different protocols for different people or groups of people?
- Does one group take priority over another?

Ask the students if it is important to ask about a person's background (e.g., age, race, gender).

- In what situations would it help to know about the background of the people you are interviewing?

IV. WHAT IS A PROTOCOL? (10 MINUTES)

Step 1: Brainstorm: If you were interviewing someone, where would you start? What types of questions would you ask? What do you think would get you the most information?

Step 2: Hand out and review the *Interview Protocol Components*. Ask for more examples for each question category. Highlight the importance of using the same set and order of basic questions to get consistent data.

Step 3: Divide into pairs and give each pair a blank interview protocol worksheet. Have each pair draw a random topic from a hat or come up with one of their own. You can make the topics silly and fun. Based on the topic drawn, have pairs come up with questions.

Step 4: As a group, go over the questions that each pair came up with, and ask the group to listen carefully. Make sure the questions fit with the category and look for leading questions.

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RESEARCH METHODS AND TOOLS

Session 14 **90 minutes**

V. DRAFT INTERVIEW QUESTIONS (25 MINUTES)

Step 1: In new pairs, have youth create interview questions for their research project. If youth decided that several different sets of questions are needed for different audiences, assign an equal number of pairs to each audience. Remind the students to write open-ended questions. Use another blank *Interview Protocol Design* worksheet to support students in structuring their interview questions.

Step 2: Create a draft interview protocol: As a group, have youth share their questions under each category. Ask for additions or revisions. Agree on the interview protocol(s). Explain that after practicing this protocol, youth may see changes they need to make.

VI. PEER INTERVIEW PRACTICE AND QUESTION REVISION (30 MINUTES)

Inform participants that they will now practice by interviewing each other using the questions they just agreed to. Encourage them to think about what it means to be a good listener when they are conducting the interviews. Before starting, review the *Steps to a Good Interview* handout. Highlight the importance of getting consent – either as a written form or as a statement on audio tape.

Step 1: Split the group into pairs (different partners than before). Ask the youth to take turns interviewing each other using the questions on which they've agreed. Have youth take DETAILED notes on what the other person says in their interview (see the *Interview Note Taking* sheet for an example). Discuss the importance of taking clear notes in a consistent format.

Step 3: As a whole group, have a discussion about the interview process. How comfortable did youth feel conducting the interview? Did they get the answers they had hoped? How can the group improve the questions? Make sure there is agreement on any changes made to the protocol.

VII. CLOSING (5 MINUTES)

Have each youth give a prop (e.g., compliments, praise, thanks for their work today) to the person on their right.

Facilitation Tip:

- *It is important to record the gender and ethnicity of the people interviewed. Always do this at the end of an interview or survey so that it is clear this is just demographic information rather than information used to judge. For example, youth may have expressed interest in knowing how different groups in the community think, or where different groups hang out and spend their time. Knowing the gender and ethnicity will help with this information.*
- *If they are fluent in a language other than English, youth should feel comfortable interviewing peers in a language they have in common.*
- *Remind youth that the interview protocol is just to get the conversation started. It is important to add follow-up questions like, "Can you tell me more about that?" From time to time, repeat back to show understanding ("It sounds like you're saying… do I have that right?").*
- *Having good questions is more important than having lots of questions!*
- *It is important to have a clear and consistent format for taking detailed notes during interviews. This will help with coding and analysis.*

Optional Take-Home Assignment:

- *Interview at least one person who is not part of your YELL group or class using your finalized questions.*
- *Ask probing questions and follow ups.*
- *Take detailed notes on what the person says, or use a tape recorder.*
- *Immediately after the interview write down the following:*
  - *What went well? Not so well?*
  - *Did I have enough follow-up questions? What could I have done or said to get more information?*
  - *Do any of the questions need to be changed or improved?*
  - *What was the most interesting or surprising thing that the person said?*

Bring your notes and your post-interview reflections to the next session.

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RESEARCH METHODS AND TOOLS

Session 15

90 minutes

OBJECTIVES:

Youth will learn what a focus group is and understand the format of focus groups.

MATERIALS AND PREPARATION:

- Butcher paper, tape, and markers.
- Paper, pens, and clipboards.
- Index cards.

I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (10 MINUTES)

Opening Statement (Around the World): Name something that makes you happy.

II. WARM UP: TALK SHOW (10 MINUTES)

Hand out index cards and have youth write the following sentences, filling in the blanks with their own answers. Remind youth that they will be sharing these with the group. When everyone is done, collect the cards.

Focus Group Introduction

- If I could be a guest on any talk show it would be: _____

- The other two guests would be (names or types of people): _____

- We would be discussing this topic: _____

- Three questions the host would ask us would be: _____

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RESEARCH METHODS AND TOOLS

Session 15

90 minutes

III. TALK SHOW PRESENTATIONS (60 MINUTES)

Explain that a focus group is just like a talk show but in private: It is a group discussion that is focused around one topic. The purpose is to record people's opinions, something like a group interview.

Step 1: Break the students into three small groups and give each group several index cards from the warm-up activity. Ask each group to pick one card and select a host of their talk show. The host will ask the questions on the topic and facilitate the talk show. It is the host's job to get people talking about the issue on the card. Encourage youth to take on different personalities, characters, or political views. Give groups 10-15 minutes to plan and practice their talk show.

Step 2: Have each group present their talk show. Each presentation should be no more than five minutes. After each group presents, ask the "audience" the following questions:

- What were some of the opinions of the people on the talk show?
- Were there any issues that people seemed to agree upon?
- What did the host do or say to get people to talk and share their opinions?
- Ask youth to identify any great follow-up questions or leading questions.
- What were some of the difficulties a focus group leader might encounter?

IV. CLOSING (10 MINUTES)

Closing Circle Statement (Around the World): On a scale of 1 to 5 – with 1 being least and 5 being most – how would you rate your interest in leading a focus group? Why? What population or audience would you be interested in talking to the most?

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RESEARCH METHODS AND TOOLS

Session 16

90 minutes

Focus Group Facilitation

OBJECTIVE:

Youth will learn strategies for running a successful focus group and agree on a focus group protocol.

MATERIALS AND PREPARATION:

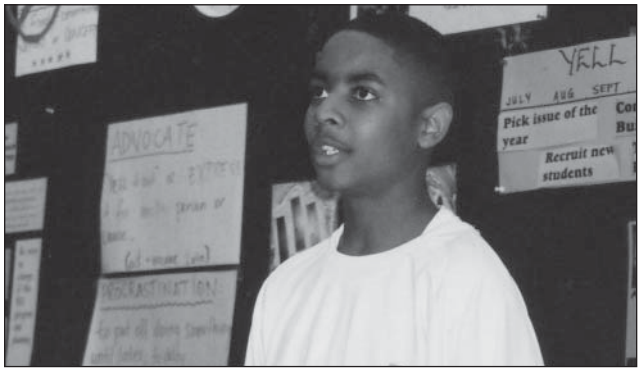
- Butcher paper, tape, and markers.
- Copy *Focus Group Facilitator Roles and Responsibilities* (Master Copy 3.16a), *Tools for Focus Group Facilitators* (Master Copy 3.16b) and *Check List for Focus Group Facilitators* (Master Copy 3.16c) before the session: one copy for each participant.
- Three main responsibilities of a facilitator written up on the board or butcher paper (see III below).
- Copies of *Interview Protocol Design* worksheet (Master Copy 3.14b) developed in Session 14.
- Copy and cut out the *Facilitation Scenarios* (Master Copy 1.14c).

I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (5 MINUTES)

Remind students of their talk show presentations from the previous session and what they discussed about focus groups. In this session, they will practice facilitating a focus group with the interview questions they developed for their research project.

II. WARM UP: SILENT LINE UP BY TV HOURS (10 MINUTES)

Ask youth to stand up and silently arrange themselves in a line according to the number of hours of TV they watch each week – from fewest number of hours of TV watched to most (point to where the most and the fewest go). They can make signals and nod, but nothing else. Once they are lined up, have them go down the line and say how many hours they watch. Debrief: Ask the people who watch the most TV, what do we know about the people who watch the least TV? Then ask the people who watch the least what they know about the people who watch the most. Have them generate as many ideas as they can. Then ask the group, "What do we know about the people in the middle?" After the group has named all of their assumptions about each of the groups based on the amount of TV watched per week, ask "What do we really know about anyone based on the amount of TV they watch?" Can we really know anything about someone for sure based on the amount of TV they watch? What else would you need to know? This is a great opportunity to talk about how the mind likes to categorize and make meaning, even when all of the facts are not present, and about how we make assumptions about people and things based on limited information. Tie this to the importance of evidence and inquiry!



III. FOCUS GROUP FACILITATION (25 MINUTES)

Explain that, like the host of a talk show, a focus group facilitator has a particular role. This person asks questions to get people talking and keeps the conversation going. This process of keeping everything in order and guiding the conversation is called facilitating. To facilitate means to make easier or less difficult, to help move forward. A facilitator is responsible for three main things:

1. Making sure everyone has a chance to participate.
2. Creating a safe and trusting atmosphere.
3. Listening and asking questions.

Step 1: As a group, brainstorm strategies for recruiting focus group participants and facilitating a focus group. What are some activities or strategies that a facilitator could use to get people to share their ideas and opinions? Think about a talk show host: how does he or she get people to talk and express themselves? (Record these.)

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RESEARCH METHODS AND TOOLS

Session 16

90 minutes

If you decide to run a focus group, you will need to recruit at least six to 10 people for an hour-long conversation. What are some ideas you have for getting people to participate in your focus group? (Record these.)
You either audio-tape or video-tape a focus group to record what everyone says. What are some ideas for how you could organize the main ideas from a focus group when you listen or watch your tape? (Record these)

Step 2: Hand out the *Tools for Focus Group Facilitators* and *Check List for Focus Group Facilitators*. Review the sheets with the youth and have them add ideas from the brainstorm.

IV. FOCUS GROUP ROLE PLAY AND PROTOCOL DEVELOPMENT (40 MINUTES)

Step 1: Divide youth into three groups, and give each group a copy of the interview protocol they developed for their research project in Session 14. Have each group assign a facilitator.

Step 2: Give groups 10 minutes to plan and practice a scenario where the facilitator is doing a good job with at least one of the three main responsibilities: listening, creating a trusting atmosphere, or making sure everyone has a chance to participate. Give youth about 10 minutes to plan their scenario and then three- five minutes to present it to the group. Make sure they are using the questions from their interview protocol in the planning and role play.

Step 3: After each group presents, ask for feedback from everyone. What did the facilitator do well? (Remember to bracket constructive criticism with positives!). Revisit the interview protocol with the youth and ask if they would revise any of the questions for a focus group. Which questions work the best? Which ones would you revise? Anything that would be interesting to add?

V. CLOSING (10 MINUTES)

Outline next steps for planning and implementing your focus group. You can also assign this as a small-team take-home task.

Facilitation Tip:

If you have not already done so, this is a great point to introduce a facilitation workshop for youth: See Unit 1, Sessions 12 and 14 for some ideas.

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RESEARCH METHODS AND TOOLS

Session 17

90 minutes

OBJECTIVES:

Youth will learn how to create a survey and develop a draft survey protocol.

MATERIALS AND PREPARATION:

- Butcher paper, tape, and markers.
- Paper, pens, and clipboards.
- Index cards.
- Copy *Types of Survey Questions* (Master Copy 3.17a) before the session: one copy for each participant.
- Copy *Survey Protocol Worksheet* (Master Copy 3.17b) before the session: at least two copies for each participant.
- Copy *Survey Tips for School Settings* (Master Copy 3.17c) before the session: one copy for each participant.
- On a piece of butcher paper, write the four categories of survey questions with room under each category to record sample questions.

I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (10 MINUTES)

Opening Statement (Around the World): What was the best gift you've ever received? Why?

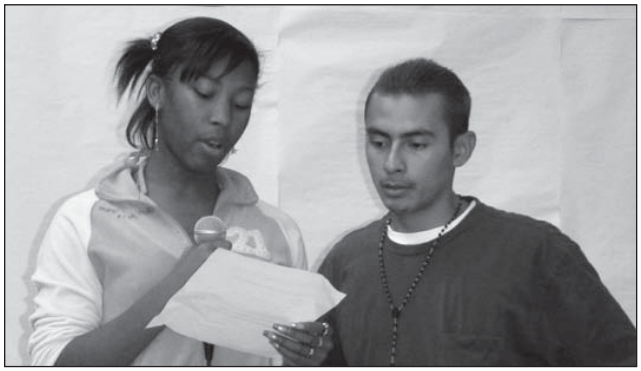
II. WARM UP: STAND UP IF (10 MINUTES)

Ask students to stand up if they have ever:

- Been upset with a family member.
- Wanted to buy something they couldn't afford.
- Voted in a political election.

Ask youth to sit down after each question. Point out that what you are doing is surveying the group. When students stood up in answer to a question, they basically took a survey, using their bodies instead of writing their answers down on a piece of paper. Ask youth for some "stand up if…" examples related to the research topic(s) (e.g., stand up if you feel physically safe at school, emotionally safe at school, if you feel respected by adults). Explain that a survey is just another way to gather information using questions. Ask if anyone has another way of explaining what a survey is or does.

Survey Basics and Protocol Development



III. CREATE A SURVEY (55 MINUTES)

Step 1: Ask each person to write down two or three general questions that they could ask someone about their research topic (on index cards or paper). After youth have had a few minutes to write on their own, have them share out. List all the questions on butcher paper or the board.

Step 2: Pass out the *Types of Survey Questions* handout and review each question type:

- Yes or No
- Scale
- Multiple choice
- Open-ended

Step 3: Pass out the blank *Survey Protocol Worksheet*. Divide youth into pairs. Have each pair use a blank survey form to come up with survey questions in at least three of the survey question categories. They can use or revise the brainstormed questions or make up new questions.

Step 4: Using their newly created survey questions, have youth move about the room and find five different people to take their survey. Encourage students to ask each other questions and give feedback if a survey question is confusing. Have youth return to their pair and revise their questions according to the feedback they received, and then add at least one survey question to each category.

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RESEARCH METHODS AND TOOLS

Session 17

90 minutes

IV. DEBRIEF AND FINALIZE SURVEY QUESTIONS (10 MINUTES)

Have one pair at a time read out their questions (by category) to the group. Have volunteers write the questions on butcher paper. (If possible, have four pieces, one for each type of question.) As you go around the room, have people add questions that have not yet been stated by another pair. After everyone has had a turn, ask if there are any additions.

V. CLOSING (5 MINUTES)

Closing Circle Statement (Around the World): Something I noticed today in this session…

Facilitation Tip:

- *If you plan to give your surveys to different categories of people, you may want to adjust the questions for different audiences, just like you did with your interviews. Collect background information at the end of the survey so you can compare how different groups of people think (e.g., age, ethnicity, neighborhood, school).*
- *See Survey Tips for School Settings for thinking about surveys up front (Master Copy 1.17c).*
- *It is OK to have the same question asked a little differently in two different places on the survey – this can actually affirm that the person's answers are serious. (If the person answers the questions the same, you know that they were paying attention and answering honestly; if the answers are different – perhaps the person was filling in answers randomly).*
- *After this session, an adult or youth volunteer can type all the questions into one survey, deleting or consolidating any duplicates. This way a draft of the survey can be brought to the next session for final revisions.*

Schedule 2 sessions here for youth to collect data!

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ORGANIZE AND ANALYZE DATA

Session 18

90 minutes

Organizing Interview Results

OBJECTIVES:

Youth will organize interview data and prepare to identify interview themes and findings.

MATERIALS AND PREPARATION:

- Butcher paper, tape, and markers.
- Index cards.
- Butcher paper (or board) with enlarged examples of index cards from the *Interview Coding Instructions* (Master Copy 3.18).
- Copy the *Interview Coding Instructions* (Master Copy 3.18) before the session: one copy for each participant.
- Copies of interview transcripts or detailed interview notes.

I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (5 MINUTES)

Opening Circle Statement (Around the World): Name one question you would like to ask the President of the United States.

Facilitation Tip:

• Depending on the number of completed interviews, this activity can take two or more sessions.

• Before organizing interview results it is important to have clear transcripts or very detailed and organized notes from the interviews (see the Interview Note Taking Sheet – Master 3.14c).

• If youth taperecorded their interviews, the interviews should be transcribed by staff or adult volunteers, or the youth themselves. If youth are transcribing their own interviews, provide recorders, the interview tapes, computers (if youth are fast typists), or pen and paper for transcribing during session. Make sure that youth have enough space and privacy to hear their individual recordings.

II. COMMUNITY BUILDER: MEDICINE WHEEL (15 MINUTES)

It is best to have youth do this activity in silence.

Have youth pick a partner and form two circles – one inside the other – with the person in the inner circle facing their partner in the outer circle. Let youth know that the people in the outer circle are sculptors and the people in the inner circle are clay. The sculptor's job is to silently mold the clay into a particular shape. Before you begin, check in to see if it is OK to physically touch the people being sculpted, or if anyone prefers to be told quietly how to move. Begin by asking the sculptors to mold their clay into someone who just opened the best present ever – something they have always wanted (give them about one minute). Once everyone is done, ask the sculptures to "freeze" in place, while the sculptors all walk around the outside of the circle to see the other creations. Then have the sculptures turn in to face the center of the circle so they can see each other.

Have partners switch places (and roles). Have the new sculptors shape their partners into the form of someone without any power. Repeat the freeze and viewing process. Finally, have partners switch one more time and sculpt their partner in the form of a leader. Debrief: While youth are still in the circle – ask them what qualities they see in the different sculptures. What was it like to be shaped by someone else? What was it like to shape someone into the different forms?

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ORGANIZE AND ANALYZE DATA

Session 18

90 minutes

III. CODING 101 (30 MINUTES)

Step 1: Explain that after interviews are conducted, researchers must review what people said and sift and sort the information acquired. Ask youth: How would you try to figure out how many people felt one way or another from all the interviews? Discuss and list their responses.

Step 2: Explain the technique of coding, pointing out that this is a process used by professional researchers, although they often use computers to assist them. Hand out the *Interview Coding Instructions* sheet and a stack of index cards to each youth. Go over the example on the handout, and answer any questions about the process. Demonstrate this coding technique with the group, using the butcher paper.

Step 3: Ask each youth to pick the interview they liked best and get out their notes or transcripts (they can do this in pairs, small groups, or individually). Using the handout as a reference, instruct youth to write the name of the person they interviewed on the blank side of an index card (they can also substitute names with an identification number for each interviewee). On the lined side of the card, ask them to write down information about the person's background. On the next index card, write the person's name again and the number 1, which will represent the first question they asked. On the other side of the index card, write the interviewee's overall response to the first question (if the response is short, youth can cut and paste the answer from the notes page or transcript). Tell the students to repeat this process for each question they asked until each interview has been done.

IV. SORT (15 MINUTES)

Ask youth to sort the index cards into piles according to the question number. Within each question they may want to separate out different groups (male and female, grade level, ethnicity, etc.) to test for differences and similarities (depending on the number of interviews). The "identifier" cards, with the name on one side, and age or grade, gender, and race on the other should go in one stack.

V. CHECK INTERVIEW DEMOGRAPHICS (20 MINUTES)

Explain that in reporting your findings, it is important to know the following:

- Total number of people interviewed?
- What number and percent of male and female?
- Are the groups that make up your school and/or community represented? Is there a balance in the number of people interviewed (e.g., grade level, ethnic groups)?

With the stack of identifier cards, go through and tally numbers for the different categories. Notice any gaps. Is any group over-represented or under-represented? If more data need to be collected, decide who will collect the additional data and by when.

VI. CLOSING (5 MINUTES)

Closing Circle Statement (Around the World): Something that surprised me today…

Example from Practice:

The Medicine Wheel is one of YELL participant Rebecca Flores' favorite activities. Rebecca first did this activity during a retreat with YELL, where the Medicine Wheel was led by an AmeriCorps member and YELL staff. She went on to facilitate the Medicine Wheel at a local middle school's half-day leadership retreat and later incorporated the activity into a workshop she co-led at a state-wide conference.

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ORGANIZE AND ANALYZE DATA

Session 19

90 minutes

OBJECTIVES:

Youth will identify themes, or common ideas, that came up in their interviews and generate findings from their interview data.

MATERIALS AND PREPARATION:

- Stacks of sorted index cards from previous session.
- Rubber bands or paper clips.
- Highlighters.

I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (10 MINUTES)

Opening Circle Statement (Around the World): Ask for a participant to suggest an opening statement for the group.

II. WARM UP: STORY (10 MINUTES)

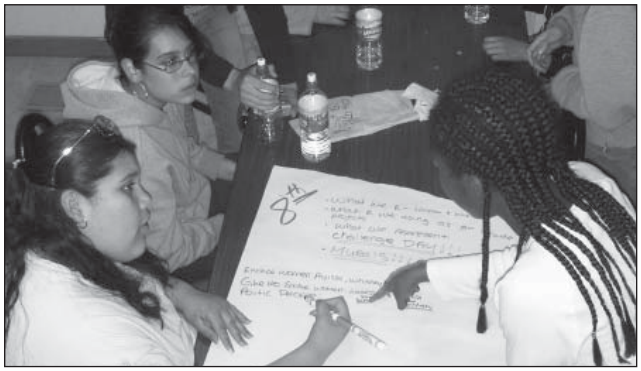
Ask everyone to sit in a circle. In this activity, the group will tell a story – but each person can only add one word at a time! Ask for a volunteer to start the story by saying one word. The next person builds on the sentence by saying another word. Continue until the group has at least formed a sentence or two. Debrief: How does this activity relate to teamwork?

III. IDENTIFY INTERVIEW THEMES (50 MINUTES)

Step 1: Make sure that youth have their stacks of interview index cards from the previous session. Explain that everyone should go through one question at a time and review the responses on their cards. Their task is to sort the responses to each question, putting similar answers in separate stacks. They may use rubber bands or paper clips to keep them together. They may also color code the cards and answers with highlighters.

Step 2: After the cards are sorted, have youth identify the stacks with the most cards. These are the primary themes from the interviews. They can also pull out quotes that demonstrate these themes. Ask youth to count the cards in each stack (e.g., 15 of the 20 people interviewed identified bullying as the biggest problem at their middle school). Remind youth to identify the most common ideas that come up, not just the comments that support their personal ideas.

Identify Interview Themes



IV. PRESENT MAIN IDEAS (15 MINUTES)

Ask for several students to explain their research topic and present the major themes from their interviews. Ask them:

- What are the main findings from the interview data that you see at this point?
- What do you think is important or relevant about these findings?
- What surprised you? What did you find interesting? Has anything changed in the way you think about or view your topic as a result of the findings?

V. CLOSING (5 MINUTES)

Closing Circle Statement (Around the World): Name the interview theme you personally found the most interesting or surprising.

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NOTES

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ORGANIZE AND ANALYZE DATA

Session 20

90 minutes

Analyze Survey Results

OBJECTIVES:

Youth will understand how to tally and graph survey results and to generate findings from their survey data.

MATERIALS AND PREPARATION:

- Butcher paper, tape, and markers.
- Paper, pens, and clipboards.
- Tape or chalk for the warm up.
- Completed surveys.
- Survey tally sheets – see the *Survey Tally Sheet Example* (Master Copy 3.20a).
- Sample survey questions written on the board or butcher paper.
- Copy the *Survey Math and Graphing* (Master Copy 3.20b) before the session: one copy for each participant.
- Optional: graph paper.

I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (10 MINUTES)

Opening Circle Statement (Around the World): It would be interesting to know the exact number of…(e.g., grains of sand, blades of grass, people who wear glasses, ants) in the world.

II. WARM UP: QUESTION WHEEL (5 MINUTES)

Create a circle on the floor with tape or chalk, and divide into quadrants labeled with the numbers 1 through 4. Make sure there is enough room for everyone to stand on the wheel. Ask a series of questions, each with four possible responses. Instruct youth to stand on the number that best reflects their answer. You can use questions from their surveys or related to a particular issue or set of issues they are interested in. You can also ask questions that help to evaluate how youth are feeling about the program or their accomplishments. After youth have chosen where to stand, ask the group what they see in terms of distribution: Where are most people standing? Least? Why do they think this pattern exists?

Example question:
Housing is affordable in this community.

Stand on #1 if you strongly disagree, #2 if you disagree, #3 if you agree, #4 if you strongly agree.

III. TALLYING SURVEY RESULTS *TIME DEPENDS ON NUMBER OF SURVEYS (~15 MINUTES)

Have youth take out the completed surveys they have collected and divide the surveys so that each person has the same amount. Hand out a tally sheet to each youth (see the *Survey Tally Sheet Example* for ideas) and have each student tally their stack of surveys.

Facilitation Tip:

You can also have a smaller group of staff and youth tally the surveys before the session. That way, you can go straight to creating percentages and graphs with the final numbers.

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ORGANIZE AND ANALYZE DATA

Session 20

90 minutes

IV. UNDERSTANDING PERCENTAGES AND CREATING GRAPHS (50 MINUTES)

Step 1: Pass out the *Survey Math and Graphing* handout. Review what a fraction is (a part of a whole), how you turn a fraction to a decimal through the use of division, and how to change a decimal to a percent by moving the decimal two place values to the right.

Remind the students that in surveys the "whole" is the total number of people surveyed and the "part" is the number of people who answered the survey a certain way.

Brainstorm and record youth's answers:

- Why is it important to understand the majority opinion?
- Why should you pay attention to the minority opinion as well?

Step 2: Divide youth into pairs. Assign each pair one or more survey questions and the tallied results from that question(s). Have each pair find the percent totals for their assigned questions.

Step 3: While youth are reporting their percent totals, have someone doublecheck the percentages with a calculator. On a large piece of butcher paper record the main findings under each numbered question.

Step 4: Introduce graphs as used to visually represent percentages and numbers. Have youth return to their assigned pairs and questions to create at least one graph for that question(s). Have them make the graph large enough so it can be posted on the wall (or held up) and easily seen by others. Share out the graphs for each question's findings.

Step 5: As a group, discuss the graphs and identify findings that are the most striking. Have youth look for findings that go together. Are there findings that would be interesting to see next to each other in a graph? (See example below.)

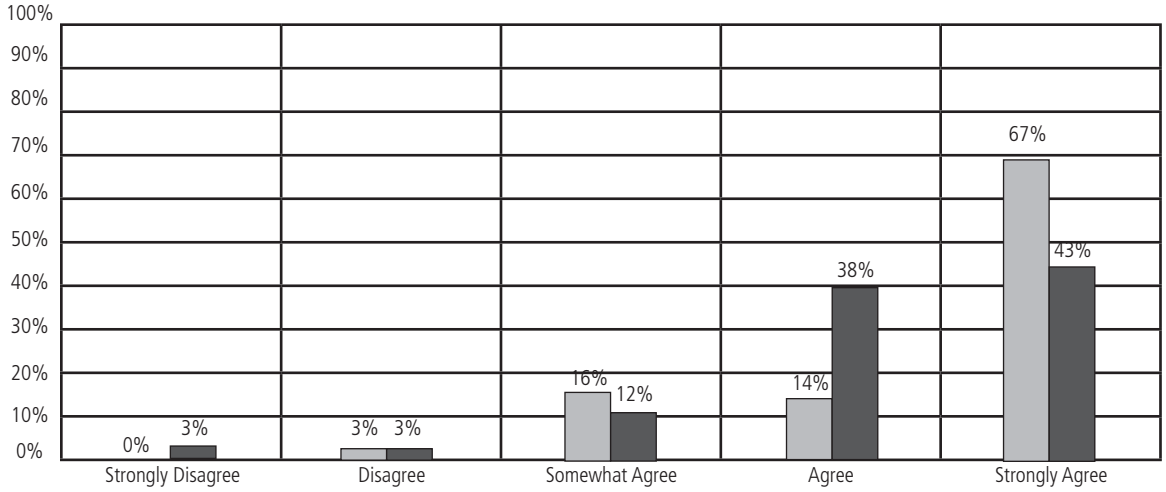
V. CLOSING (10 MINUTES)

Closing Circle Statement (Around the World): Which survey findings are the most interesting to you? Which findings or graphs do you think are the most important or interesting to our target audiences?

Figure 1: Peer Connections

Question 1: In our school's Summer Program, do students learn to work with different kinds of people?
I learned to work with someone who has a different opinion than mine.

Question 2: In our school's Summer Program, do students learn skills for making connections and being a friend?
I learned ways to meet people, make friends, and be a friend.



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DECIDE ON RECOMMENDATIONS

Session 21

90 minutes

OBJECTIVES:

Youth will turn their data analysis and findings into recommendations and prioritize their top recommendations.

MATERIALS AND PREPARATION:

- Butcher paper, tape, and markers.
- Post the youth's mission and vision statements on butcher paper (if not already posted in the room).
- Write the key findings from the research analysis on pieces of butcher paper, making sure there is plenty of room for youth to write under each finding. (If there are lots of findings, group them into at least three stations in the room. The grouping of findings can be done by staff or by youth as part of this or another session.)
- Sticker dots.

I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (10 MINUTES)

Opening Circle (Around the World): Have each youth name one of the findings from their data analysis or name something that surprised them in their research.

II. WARM UP: FROM SWIMMING TO FLYING (10 MINUTES)

The goal of this game is to become a bird. All participants start as fish and should "swim" around the room. When a fish finds another fish they stop and play rock/paper/scissors. The winner becomes a frog and jumps away. The fish swims away looking for another fish to play with. A frog must find another frog to play rock/paper/scissors with. The winner of a game between two frogs becomes a bird and flies around watching the rest of the games. When there is only one fish, one frog, and a group of birds the game is over. Debrief: What did you think of the game? Is playing a game where most will win more or less fun than a game with one winner? How is this type of game different?

Recommendations

III. IDENTIFY RECOMMENDATIONS (40 MINUTES)

Step 1: Brainstorm the meaning and purpose of a recommendation. A recommendation is a specific solution or action that outlines how change will happen. Example youth recommendations:

- "We recommend that the administration include a youth research and leadership class as part of the school curriculum."
- "We recommend that the administration and Climate Committee of our school re-instate the peer mediation program."
- "We recommend that the city provide free bus passes to low-income students."
- "We recommend that the school district implement teacher training in positive discipline methods."

In particular, discuss the power of a recommendation that is based on data. Ask youth: What is the difference between a recommendation based on opinion and a recommendation based on data? Imagine the above statements starting with "based on our research" vs. "we believe." What makes for a stronger argument?

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DECIDE ON RECOMMENDATIONS

Session 21

90 minutes

Step 2: Revisit your topic, vision, and mission. Ask the group: Who remembers our vision and mission? Based on the research and analysis we have done so far, what new or more specific information have we learned about our topic? How has our view of our topic changed (or been confirmed)?

Step 3: Station Rotation. Ask youth to count off by the number of findings or finding stations you have created (see Materials and Preparation above) and then assign each number to a particular station. Hint: Instead of counting off, you can sort youth into groups by date of birth (January through April, May through August, and September through December).

At each station ask youth to read through the findings together and then brainstorm and write their recommendations based on the findings listed. After five minutes, have youth rotate to a different station and repeat the process. If youth agree with what the previous group listed, they should put a check next to that statement or recommendation. Encourage youth to discuss their ideas with their groupmates. End the rotation when youth are back at their original station. Have each group share out the key recommendations at their station and summarize how the findings support those recommendations. Cross off any duplicate recommendations (make sure they are exactly the same).

Step 4: Vote and Prioritize. Hand out three sticker dots to each person. Give youth a few minutes to vote by placing a sticker by the three recommendations on which they most want to focus. Ask youth to consider the following: Is the recommendation specific enough? Do you think it is realistic? Youth can also put all three stickers at one recommendation. After the voting, list the top recommendations on a separate piece of paper. Allow people to advocate for recommendations with fewer dots: Are there compelling reasons to re-examine one of the recommendations that received fewer votes?

IV. CLARIFY RECOMMENDATIONS (20 MINUTES)

As a group (or in several small groups if there are several recommendations), ask youth to consider the following questions:

- What is our evidence for this recommendation?
- What could make this recommendation stronger (research ideas for future groups or perhaps more research is one of the recommendations)?
- Who has the power to act or support us in acting to make this recommendation a reality?

V. CLOSING (10 MINUTES)

Closing Circle Statement (Around the World): I think that the most important recommendation is…

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DECIDE ON RECOMMENDATIONS

Session 22

60 minutes

OBJECTIVE:

Youth will identify target audiences for their findings and recommendations.

MATERIALS AND PREPARATION:

- Index cards for warm up.
- Butcher paper, tape, and markers.

I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (5 MINUTES)

Opening Circle (Around the World): I get nervous when I have to talk to…

II. WARM UP: WACKY SPEECH (20 MINUTES)

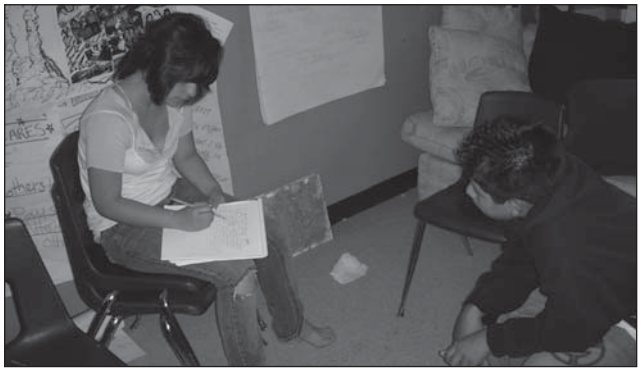
In a circle, have each youth write down something they expect from adults, then pass their paper or index card to the person on their left. Below what is already written on the paper they have received, have youth write their favorite animal, and again pass the paper to the left. Next, have youth write what they would wish for if they had one wish. Pass the paper one more time. Now each youth should have a piece of paper with three things on it. One at a time, have youth create an argument or "case" from the statements on their card or paper. The argument must meet two criteria: It must be expressed with real concern or passion, and if must ask the group to do or think about something specific that includes all three items. Encourage youth to be as creative and silly as possible. Their argument does not need to make sense!

For example: I want respect for wombats who are working for world peace! Therefore I am askin all of you to sign my petition!

Facilitation Tip:

Look back at Session 9 and the ideas youth generated about Allies, Opponents, and Decision Makers.

Goals and Audiences



III. SMALL GROUPS: GOAL AND AUDIENCE IDENTIFICATION (25 MINUTES)

Divide youth into small groups. Give each group a piece of butcher paper listing the recommendations developed in the previous session. Explain that each group will share back their responses after working together to answer the following questions:

1. What are your goals for each recommendation? What do you want to happen or be different as a result?

2. If this recommendation is acted on, will it lead to the fulfillment of your mission and vision? How?

3. Who needs to be involved and on board for these changes to happen? These are the audiences for your recommendations and findings.

Ask the youth to record their answers and nominate someone to report to the other groups.

Invite each group to report back on its identified goals and audiences. Write the answers.

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DECIDE ON RECOMMENDATIONS

Session 22

60 minutes

IV. ROTATING BRAINSTORM: MATCHING GOALS TO AUDIENCE (30 MINUTES)

Step 1: Divide youth into groups according to the number of specific audiences they have identified. Assign each group one of the audiences, and provide them with a piece of butcher paper. Each group will write their primary audience at the top and then identify specifically what they want that audience to:

1. Learn
2. Think about
3. Do

Step 2: After a few minutes, ask youth to rotate as a group, shifting to a different audience and adding their comments or ideas to that of the first group. When everyone has had a chance to add to each of the audiences, ask the small groups to share out the comments on the audience that they started with. Basically, you are asking youth to think about their goals from different angles – one being what they want in general and the other being more specific: What they want certain people or groups to really understand or take action on.

V. CLOSING (10 MINUTES)

Closing Circle Statement (Around the World): Ask youth to identify the audience that they think will be the easiest to reach, and the hardest. Why?

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TAKE ACTION

Session 23

90 minutes

OBJECTIVES:

Youth will consider different forms of action for sharing their findings and recommendations, and think about how those forms of action fit within the larger social action landscape.

MATERIALS AND PREPARATION:

- Butcher paper, tape, and markers.
- Paper, pens, and clipboards.
- A sheet of butcher paper with three columns labeled Advocacy, Activism, and Education.
- A large piece of butcher paper labeled with the *Taking Action: Some Approaches to Social Change* chart (Master Copy 3.23a) with the definition spaces blank.
- Review *Action Strategy Identification Chart Example* (Master Copy 3.23b).
- Copy the *Action Strategy Identification Chart* (Master Copy 3.23c) before the session: one copy for each participant or make a poster.
- Six sticky notes for each participant.
- Copy and cut *Forms of Action* (Master Copy 3.23d) and place the individual slips of paper labeled with different actions in a paper or cloth bag.
- Sticker dots.

I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (5 MINUTES)

Opening Circle Statement (Around the World): Someone I admire and why…

II. WARM UP: FOUR CORNERS (15 MINUTES)

Write the words Agree, Disagree, Somewhat Agree, and Somewhat Disagree on four pieces of paper, and post each at a different corner of the room. Ask youth and adult staff and volunteers to listen to the following statements and then stand under the sign that BEST reflects how they feel. This part works best if it is done in silence. Debrief by discussing that even within one set of goals (like your campaign), different audiences will respond to different strategies depending on their interests, personal perspectives, and experiences.

Use the following statements, or pick your own:

Advocacy, Activism, and Education: Round Robin

- I think people are born with equal opportunities to succeed.
- I think everyone should go to college.
- I think that adults generally respect youth.
- I like to share what I know and think with others.
- I just want to DO something!
- I like to persuade other people to see things my way.

III. ADVOCACY, ACTIVISM AND EDUCATOR BRAINSTORM (10 MINUTES)

Discuss the difference between a recommendation and an action. An action is a stepping stone or strategy to make a recommendation happen. This session is about thinking though the stepping stones (or actions).

Step 1: Brainstorm different approaches to action. Share with youth that many of these approaches can fit into the categories of advocacy, activism, and education. For YELL definitions see the *Taking Action: Some Approaches to Social Change* chart (Master Copy 3.23a). Write these categories as column headings along the top of a board or easel paper. Ask youth to name what a person who does each of these things is called (e.g. advocate, activist, educator or teacher).

Step 2: In pairs, ask youth to define each approach and list some of the things that a person who takes that approach does or says. Include ideas from the initial

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Example:

Approach	Advocacy	Activism	Education	Other
What is it?				
Person	Advocate	Activist	Educator	Other
What do they do or say?				

brainstorm of approaches to action. Have them write down their responses on sticky notes or index cards, and tape or post them under the appropriate category. Make sure youth have plenty of time to write before posting begins, as this will encourage a wider variety of answers.

Step 3: Review the sticky notes and group them according to theme. Based on the brainstorm, develop a final definition for each of the words.

IV. SMALL GROUPS: THINKING ABOUT STRATEGIES (30 MINUTES)

Step 1: Divide youth into two or three groups. Give each group an *Action Strategy Identification Chart*, either on butcher paper or as individual handouts. Ask the members of each group to take turns picking an action strategy out of the bag or box you prepared before session (see Materials and Preparation). Explain that once they pick an action, they should return to their group, read the slip of paper, and then lead a discussion on that action. Sample discussion structure:

- Determine whether the action is primarily education, activism, or advocacy.
- Think of an example from their experience, current events, or history.
- Consider the advantages and challenges of using this action.
- Discuss how appropriate, feasible, and effective they believe this action is for their particular campaign.

Example from Practice:

As a college sophomore, Elisa Marie Overall facilitated a cohort of youth who were interested in how their school's physical appearance reflected the student population. The group polled fellow students on school cleanliness and appearance, visited other campuses, interviewed staff and administrators, and took field trips to look at murals in school and community settings. Next they advocated for better bathroom facilities and created three student-vetted murals at their school. Four years later, one of the youth from this group shared the following: "I remember Elisa Marie saying that people shape their environment and that the environment shapes people, too. Trips to see other schools or to see the San Francisco murals helped us understand that."

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Step 2: When all of the papers have been drawn and their charts are fairly full, ask each group to take a few moments to rank the actions and agree on some actions they think would work best for their project.

Step 3: Have each group appoint a presenter to share back the highlights of their discussion and their conclusions with the other group(s). Ask the spokespeople to present their charts and explain their rankings and agreements. Check to make sure everyone understands each type of action.

V. CHOOSE ACTIONS (25 MINUTES)

After everyone has shared out, give each youth three or four sticker dots (depending on the number of actions you think would be reasonable to plan and execute). Ask them to place their dots next to the action or actions they think would be most effective.

Tally the results and record the top three to five on the left side of a clean sheet of butcher paper. Ask the youth to write their names next to the action they would most like to be involved in planning for the remainder of the year. Check to make sure the workload is evenly distributed for each action. If not, discuss how to equalize imbalances.

VI. CLOSING (5 MINUTES)

Closing Circle Statement (Around the World): Which do you most identify with and why – activist, advocate, educator?

Examples of Youth in Action: Advocates, Activists, and Educators

Clara *is a young woman in her late teens who works on environmental justice campaigns. She organizes protests (activism), talks to groups of middle and high school students about environmental and social justice issues (education), and works with others to create and screen film documentaries highlighting environmental injustices (advocacy).*

***

After her initial year of participation in YELL, ***Marsha*** *continued as a mentor for the program. She explained that she sees herself as a teacher (educator), someone who can share her own experiences with younger students, offering them guidance as well as support. As a sophomore in high school, Marsha facilitates after-school research and advocacy sessions, and teaches a summer class for sixth graders on communications and team building.*

***

Michael *is a high school student who has always loved art. When he found that he could not take an art class in high school because of district cutbacks that only allowed for a part-time art teacher, he decided to take action. First he went to different classrooms and talked to students about the budget cuts (education). Then he created a petition demanding more art classes signed by almost 80 percent of the students(activism). He took this petition to his school site council and asked it to fund a full-time art teacher at his school (advocacy). Michael also informed the media and publicized the issue (advocacy). The school decided to make the art teacher full time.*

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NOTES

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TAKE ACTION

Session 24

90 minutes

OBJECTIVES:

Youth will explore qualities of advocate, activist, and educator and roles, and identify their personal preferences and strengths within these roles.

MATERIALS AND PREPARATION:

- Paper, pens, markers, and clipboards.
- 11x17 drawing paper.
- Definitions from previous session – Advocacy, Activism, and Education.
- Copy and cut out the *Role Play Scenarios* (Master Copy 3.24a).
- Copy the *Role Play Feedback Form* (Master Copy 3.24b) before the session: two copies per group (six total).
- Copy the *Steps to an Action Campaign* (Master Copy 3.24c) before the session: one for each group (3 total).

I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (10 MINUTES)

Opening Circle Statement (Around the World): Name something you have advocated for yourself (e.g., a later curfew, another chance at something) and whether or not you were successful.

II. WARM UP: WORDS OF APPRECIATION (5 MINUTES)

With everyone seated in a circle, pass out a piece of paper and pen or pencil to each youth and staff. Ask everyone to write their name at the top of the paper. Once everyone is done, pass the papers to the left. Each person should write one quality or trait that they appreciate about the person whose name is at the top of the paper. Have them fold the paper over so no one can see what they wrote, then pass the paper to the next person. Keep the papers going until everyone has added something to every person's sheet, and everyone has their own. Ask youth to avoid focusing on physical traits and to stay positive. Encourage people to be as specific as possible. Specifics will make it more meaningful.

Example from Practice: Portraits

These descriptions come from seventh-grade students:

"Our advocate is a girl who has a big head full of ideas. Big ears to listen and learn. Big arms to help. A big mouth to speak of positive changes. Eyes used to look out over others, and take care of the community and look for things to positively change."

"Our advocate has big eyes because he needs to see a lot of different points of view."

Portraits and Skits: Advocate, Activist, and Educator.

III. PORTRAITS: QUALITIES OF AN ADVOCATE, ACTIVIST, AND EDUCATOR (30 MINUTES)

Revisit the definitions of advocacy, activism, and education brainstormed in the previous session. Ask if there are any questions or clarifications. Remind them that this is a continuum and that it is possible to employ all three strategies in one campaign (or have aspects of each orientation in one person).

Step 1: Divide into small groups of two to three. In each group, youth will use a caricature style of drawing to illustrate unique qualities of advocates, activists, and educators. The caricature style exaggerates a person's features. For example, you might draw a lawyer with a really big mouth because you think lawyers like to talk. Assign or allow youth to pick which of the three they

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want to do (advocate, activist, educator). Encourage them to be as specific as possible.

Step 2: Have youth share their portraits with the group. Post the portraits in the room.

IV. ROLE PLAY: JUST ACT (30 MINUTES)

Step 1: Divide youth into three groups, and give each group one of the three *Role Play Scenarios*. Youth will create a skit according to the parameters of their assigned scenario. Give each group a *Steps to an Action Campaign* handout to use as a checklist as they plan.

Step 2: Reassemble the full group and pass out two feedback forms per group. Explain that after each skit, your group will have a few minutes to fill in the feedback form together and then share that feedback. Note: Remind youth to bracket negative feedback with positives.

V. DEBRIEF AND SELF-ASSESSMENT (10 MINUTES)

Sample questions: What are the most essential and important qualities of a successful action strategy of any kind? Individual qualities? Team qualities?

Where is our group strong and where do we need improvement?

VI. CLOSING (5 MINUTES)

Closing Circle Statement (Around the World): Something you like about yourself and something you would like to work on.

Facilitation Tip:

- *Remind youth to focus on the strengths of their team and their community to make change happen.*
- *Refer to Unit 1, Session 8 for tips and activities to build presentation and speaking skills.*
- *This is a great time to assess how youth are feeling about themselves, the group, and the program.*

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TAKE ACTION

Session 25

90 minutes

Adapted from the Co/Motion Guide to Youth-led Social Change by the Alliance for Justice
www.afj.org/index.html

Messaging and Marketing

OBJECTIVE:

Youth will develop clear messages based on their recommendations.

MATERIALS AND PREPARATION:

- Paper, pens, markers, and clipboards.
- Prepare and post three pieces of butcher paper titled Slogan, Message, and Logo. Collect and bring in examples of logos – corporate, nonprofit, social justice – collected from magazines or brochures. (You can also have youth do this as an assignment.)
- Find and bring in examples of taglines and slogans from nonprofit organizations, political campaigns, or other organizations or groups.

I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (5 MINUTES)

Opening Circle (Around the World): Name a company with a really great advertising campaign and say what makes it memorable.

II. WARM UP: LOGO IDENTIFICATION (10 MINUTES)

Hold up the logos you brought in one at a time. Ask the youth to identify with which company this logo is associated (e.g., the "swish" is the logo of Nike). Bring in logos that youth are likely to be familiar with, and some that are more obscure. Ask youth what they think a company or campaign needs to do so that when we see a certain symbol we think immediately of their company or product. Why are some logos more successful than others? Another way to do this activity is to give index cards with logos on them to half of the youth, and the other half index cards with the names of the matching companies or organizations. Have youth find their match. Discuss as a group.

III. MESSAGE, SLOGAN, AND LOGO BRAINSTORM (30 MINUTES)

Note: Be sure that the group's vision, mission, findings, and recommendations are posted for reference.

Step 1: Brainstorm: What is a Message?
Explain the purpose of having a clear message, and how it will assist in explaining their purpose. Stress that a message should be short and clear. Also emphasize the importance of being able to rely on a common, consistent message. Remind youth that their message should reflect both their mission and their recommendations.

Pass out paper and ask each youth to spend a few minutes thinking about and writing down the message of their action campaign (you can also do this as a Think-Pair-Share). Invite youth to share what they have written. Record on butcher paper.

Step 2: Brainstorm: What is a Slogan?
Ask the group to think of and call out some examples of slogans. Encourage them to think beyond advertising slogans. Explain when and how we might use a slogan. Point out the difference between a slogan, which is short and catchy, and a message. "Just say no" is a slogan promoting the message that teens should not take drugs. Ask them to brainstorm slogans for their campaign. Record the suggestions on butcher paper.

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Step 3: Brainstorm: What is a Logo?
Remind youth of the Warm Up activity. Explain how a logo can help attract attention to a campaign and help people remember its cause. Pass out another sheet of paper to each youth. Ask them to spend a couple of minutes designing, describing, or sketching a logo for their campaign.

IV. SMALL GROUPS: DEVELOPING A MESSAGE, SLOGAN, AND LOGO (20 MINUTES)

Invite the youth to go to one of the three stations: message, slogan, or logo according to what they are most passionate about or interested in. Try to strike an even balance among the groups. Give each group a goal:

- The message group should use the message brainstorm answers and any of the written responses to craft a message. Is there one consistent message that comes through? What is it? Is there a message that transcends all of the audiences they are targeting?
- The slogan group should use the butcher paper brainstorm to consider the merits of the various suggestions. They can develop arguments for their preference and present these arguments to the whole group.
- The logo group should examine the strengths of the submissions and suggestions. They can either develop an argument in favor of their favorite or design a new logo and present it to the entire group.

V. WHOLE GROUP: DECIDING ON A MESSAGE, SLOGAN, AND LOGO (20 MINUTES)

Reconvene and ask each group to share its work and ideas. Decide on a final message, slogan, and logo, using the agreed upon decision-making process. Also have the group suggest ideas for using or integrating some of the messages, slogans, or visuals that weren't selected.

VI. CLOSING (5 MINUTES)

Closing Circle Statement (Around the World): The most challenging thing about developing a slogan and logo is…

Facilitation Tip:

Have youth use their message and slogan to create a T-shirt for group members.

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TAKE ACTION

Session 26

90 minutes

OBJECTIVES:

Youth will learn about different media and determine appropriate forms for sharing their findings and recommendations (and carrying out their selected strategies) with their identified audiences. By the end of this session, youth will identify products and presentation tools they will use in their campaign.

MATERIALS AND PREPARATION:

- Copy the *Media Worksheet* (Master Copies 3.26) before the session: one copy for each participant.
- Set up four stations in the room: one for PowerPoint, one for video and other visual displays, one for reports and fact sheets, and one for music. Select materials for each station or assign participants the task of bringing in materials for each station.
- Two computers for the PowerPoint station and the video station, and an additional computer if you are looking at Web sites, wikis, or blogs; CD player and selected music for the music station.
- Paper, pens and clipboards.
- Butcher paper and markers.

I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (10 MINUTES)

Opening Circle Statement (Around the World): Ask youth to identify if they pay more attention to visual (e.g., paintings, print or TV ads, pictures, charts) or to auditory information (e.g., music, a lecture)… Which do they find more powerful or compelling?

Facilitation Tip:

- *Review the youth's vision and goals at the start of this session.*
- *Ask youth to bring in a song or image that sends a strong social change message. Have them share the image or play the song during the session.*
- *Refer back to Session 22. You will need the list of audiences that participants developed.*
- *There are countless resources you could use for the stations in this session. Feel free to substitute as appropriate.*

Products and Presentation Tools: Round Robin

II. MESSAGES WE RECEIVE (15 MINUTES)

Step 1: Brainstorm: What are some ways we receive messages about social change opinions and ideas in our daily lives? How are these messages presented? Ask for examples of techniques for presenting messages and record these on the board or butcher paper.

Step 2: Distinguish different types of presentations: some presentations are formal, scheduled events (e.g., speeches, a class). Others are informal (e.g., talking to friends). Some forms of presentation are artistic statements or expressions (e.g., a song, mural, poem). Some are even illegal (e.g., graffiti).

Step 3: Distinguish different types of products: visual, auditory, written. Brainstorm examples of products that convey a message (the LiveStrong bracelets or AIDS ribbons, for example).

III. TOOLS AND PRODUCTS: ROUND ROBIN (45 MINUTES)

Split youth into four groups. Each group will rotate through four different stations, spending 10 minutes at each station. Either assign a facilitator to each station,or print out instructions. Before youth begin their rotation, hand out a *Media Worksheet* to each participant. Let them know that they will fill this out as they go.

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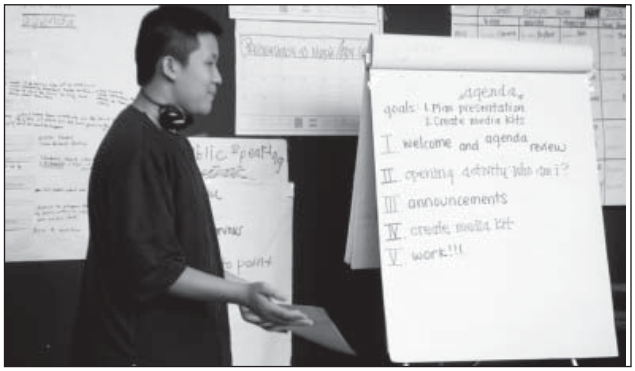

STATION 1: POWERPOINT

At this station, youth will experience a sample PowerPoint presentation.

STATION 2: REPORTS AND FACT SHEETS

At this station, youth will explore written tools that can be used to share their findings and recommendations.

STATION 3: OTHER VISUAL DISPLAYS

At this station, youth will discuss and explore different visual displays: photo essays, video, posters, murals, etc.

STATION 4: MUSIC

At this station, youth will listen to and identify social change messages in lyrics.

IV. DETERMINE PRODUCTS AND PRESENTATION TOOLS (15 MINUTES)

Step 1: As a group, have youth share their perspectives on the following:

- Which messages were the most powerful and why?
- How did the form or method of the presentation impact the power of the message?
- What do all of these methods have in common?
- What are the strengths of the different visual tools and techniques?
- What are the drawbacks? Can you see any problems with using any of these tools or techniques?
- When do you think it would be useful to use each tool?

Step 2: Have youth brainstorm which tools and products best fit their strategies. Give each person time to advocate for the tool they like. Sample questions:

- What products and presentation tools will you develop to share your findings and recommendations with your audiences? Do we need different products for different audiences?

Step 3: Come to an agreement about the tools and products the group will use to support its strategies and get its message out.

V. CLOSING (5 MINUTES)

Closing Circle Statement (Around the World): The presentation method that I am most interested in using to share our findings and recommendations is…

Three Steps for Planning Your Celebration

It is important that youth have the opportunity to share their experiences with others and to take pride in their efforts and the efforts of their team. This final step celebrates and acknowledges the positive growth that the individual participants, the group as a whole, and other community members have experienced.

STEP 1: WITH PARTICIPANTS, DEFINE THE PURPOSE OF YOUR EVENT. EXAMPLES INCLUDE:

- Reflecting on the program.
- Celebrating accomplishments.
- Sharing findings and recommendations.
- Thanking those who have been helpful.
- Educating adults and other youth.
- Thinking together about what is next.
- Having fun!

STEP 2: WITH PARTICIPANTS, DECIDE ON THE ACTIVITIES TO INCLUDE. EXAMPLES:

- Slide Show: Have pictures from the year, along with fun facts about participants and staff, cycling in the background while people are arriving.
- Icebreakers: Start with a welcome and an icebreaker that familiarizes attendees with one another.
- Presentations: Participants can share their findings, recommendations, and products, and share how they have grown personally through their involvement.
- Dinner or appetizers: Youth can write letters requesting donations of food from local restaurants and follow up with phone calls or in-person visits. Offer to acknowledge the restaurants at the event and provide a certificate of support for the business location. A potluck can also work.
- Awards or certificates of completion honoring youth and adult staff.
- A "gallery" display of youth's artwork from the year.
- A youth keynote speaker.
- After presentations, have round-table discussions with a youth liaison at each table. From these discussions, come up with "next steps" for the action campaign.

- Model the program or project: have lots of audience participation, opportunities for questions and feedback, and youth-led activities and presentations.

STEP 3: PLAN AND PREPARE!

Use the following planning tools in the Master Copy Copies section to get ready for the event (see page 261 for templates).

- Event Overview
- Event Crews and Committees
- Event Work Plan: Example
- Event Work Plan Template
- Day of Event Check List

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CELEBRATE

Event Planning Tips:

- *Set the date of the party early and send Save the Date notices to everyone you hope will attend.*
- *Send printed invitations to parents, teachers, community members, and all the people who were helpful. Include personal notes by staff or youth and a clear date for RSVPs.*
- *Send e-mail reminders as you get close to the day of the event.*
- *Pick a central, community-based location that is easily accessible.*
- *Provide appropriate translation of both written materials and spoken presentations.*
- *Invite local media for a pre-event press conference.*
- *See Unit 2, Session 6. Remember to give participants the letters they wrote as part of this session. Use those letters as a prompt for personal reflection.*
- *Take time to relax and celebrate as a group before the guests arrive.*
- *Talk about next steps. Give participants a chance to brainstorm topics for next year. Keep the excitement building.*

EXAMPLE:

TONIGHT'S YELL PROGRAM

6:30	BUFFET DINNER AND YELL GALLERY
6:45	OFFICIAL WELCOME AND ACTIVITY
7:00	SLIDE SHOW AND OVERVIEW OF PROJECT
7:15	RESEARCH PRESENTATIONS
7:45	ROUND TABLE DISCUSSIONS: FINDINGS AND RECOMMENDATIONS
8:10	SPOKEN WORD BY REBECCA ANYON
8:15	KEYNOTE SPEAKER: ANAHÍ CASILLAS
	YELL MENTOR, FRIDA KAHLO HIGH SCHOOL SENIOR
8:20	PRESENTATION OF CERTIFICATES AND AWARDS
8:30	RAFFLE AND CLOSING
	MUSIC AND SLIDE SHOW

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Knowledge is Power Role Play 1

SCENARIO 1: THE POUGHKEEPSIE HIGH SURVEY

"The whole thing started out with this one little survey that we never thought would be anything" Ms. McKinney, 17, said. "The way our school runs, sometimes you might think students wouldn't care as much as they did."

In spring 2003 the government class at Poughkeepsie High in New York did an unheard-of thing: It released a poll to the student body asking what everyone wanted to see changed in the school's budget.

At the Board of Education meeting, six students of the government class formally presented their report, full of charts, graphs, and suggestions. Some wished for programs, like driver's education, they had been absent from Poughkeepsie High's budget for years and seemed worth reconsidering, board members said. Others, like paying students to do school maintenance or pressing troublemakers into janitorial service as a form of detention, were illegal.

At least five board members took it upon themselves to congratulate the students and promised to take the survey results into consideration. The students also discovered that even the superintendent of the school district had wanted to have student opinion and was very pleased and surprised at how seriously the students took it.

Potential characters: High school students, board of education members, school superintendent.

Your skit must answer the following questions:

- What is the problem the government class is addressing?
- What is its solution?
- How did students use research to advocate for (argue for) their solution?

Skit (5 minutes)

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Knowledge is Power Role Play 2

SCENARIO 2: EAST LOS ANGELES YOUTH ORGANIZERS

Joshua, a student from Garfield High, in East Los Angeles, describes conditions at his school: "Most of our classes have 40 students in them. You have to sit way in the back with no tables, and some students have to stand up because there's no room. It's very stressful. Tiles are falling off the ceilings, and lunch is in a little area where you can't really sit down. Usually, only one or two bathrooms are open for 4,800 students, and they're in horrible condition."

Another East LA high school student describes her experience: "My friends in the lower [non-college-prep] classes have unaccredited teachers, while we have accredited ones. We have college counselors come into the classroom but only the military recruiters come into theirs. College counselors should be available throughout the school, not only to a small percentage of students! I don't want to see my friends stay behind or drop out of school, join the military, or work as low-wage labor."

Joshua and students from different high schools in East LA formed InnerCity Struggle to organize change in their schools. InnerCity Struggle merged with another youth organization, called United Students. First students had to come up with hard research to prove that the problems existed, so they put together a survey for their fellow students. Then they held a student-led meeting with the principal to share their results. They won the principal's support.

It worked! "The school superintendent allocated $20 million into improving school conditions. We've had a lot of interviews on the radio and with the LA Times. We're so young, but we've done so much, and it feels good."

Potential characters: Youth organizers, adult facilitators, school principal, school superintendent, the media.

Your skit must answer the following questions:

- What is the problem InnerCity Struggle is addressing?
- What is the solution?
- How did they use research to advocate for their solution?

Skit (5 minutes)

For more information on InnerCity Struggle you can visit their website here: http://innercitystruggle.org/

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Knowledge is Power: Additional Role Play Scenarios

NEWSCAST SCENARIO

- Channel 9 is covering a protest against police brutality that community members are holding in front of the police chief's office. The protestors claim it is a serious problem in their neighborhood.
- There are several people at the protest who claim they have experienced police brutality and are willing to be interviewed by Channel 9.
- The protestors have brought several videotapes of police brutality in West City to the news station.

TRIAL – ATTORNEY AND EXPERT WITNESS

- Big City files a class action suit against Yeasty Yeast Factory on behalf of West City youth with asthma. (West City is a low-income neighborhood in Big City.) They want to shut Yeasty Yeast Factory down because of the pollution and bad smell it creates.
- An expert witness on environmental health is at the trial. He knows that:
  - The yeast factory is ranked the second worst toxic air polluter in Big City.
  - Rates of asthma in West City are twice as high as the rest of Big City County and three times higher than the rest of the state.
  - A young person with a bad case of asthma who lives near Yeasty Yeast is also at the trial. He or she believes the asthma is a result of the fumes from the factory.

PUBLIC POLICY – GOVERNOR GIVING A SPEECH

- Public Advocates (a nonprofit research group) releases a poll of more than 100,000 people that says that 75 percent of Californians are unhappy with the public education system.
- The same Californians who reported being unhappy said that they would prefer the California budget give more money to schools than to prisons.
- In response to this information, the Governor is holding a press conference about a new law he is making to address their concerns.

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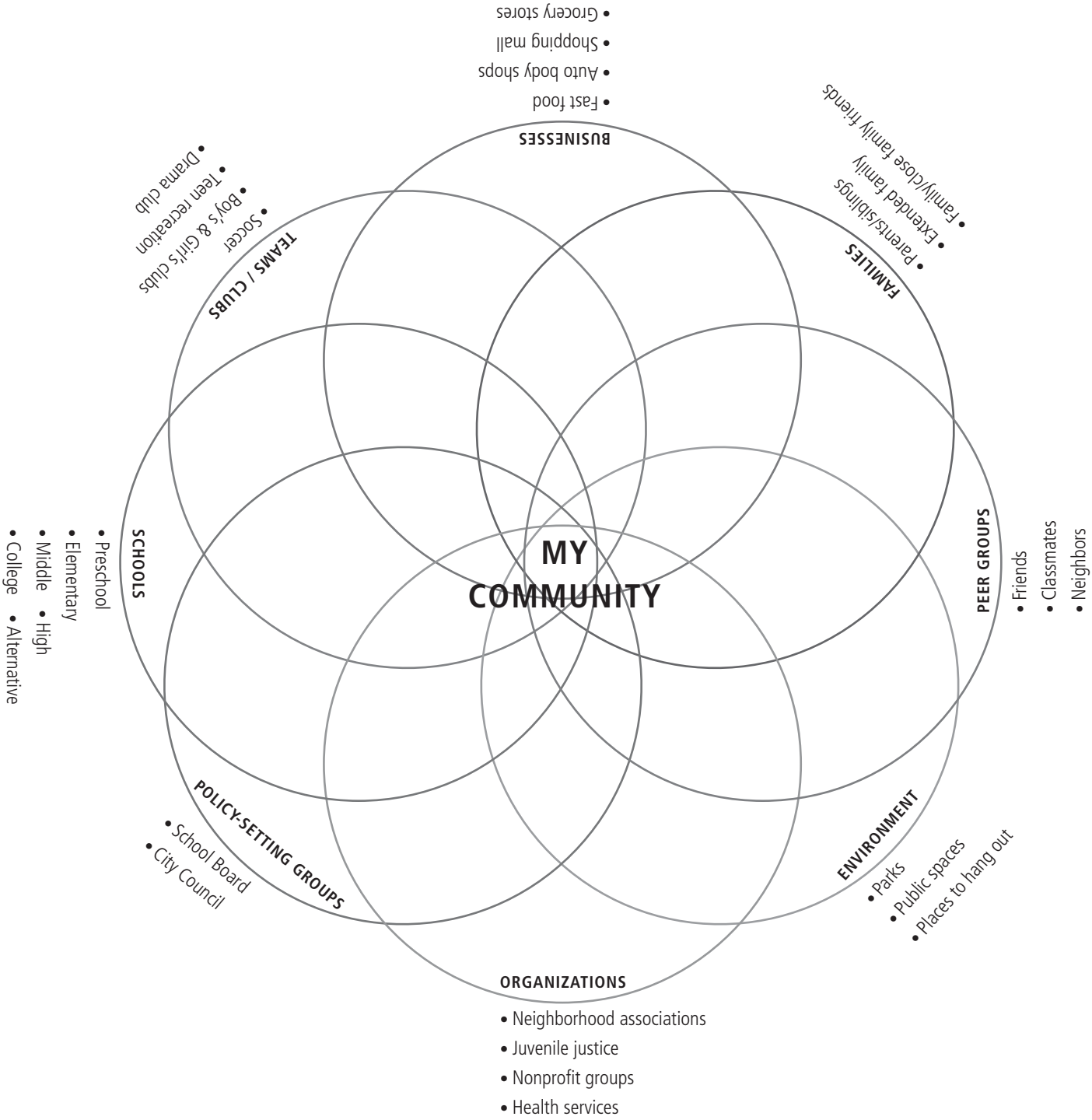
Community Web - Example



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Neighborhood Mapping

1. Pick a two-by-two block area in your neighborhood.

2. With something to write on and pencils, slowly walk around the area drawing the major structures on these blocks (e.g., churches, stores).

3. Walk the area again, this time looking for (and adding to your map) less obvious things:

   Some examples: One well-kept yard on a street of concrete, a community garden, a row of trees on one street, a vacant lot, litter, billboards, graffiti.

4. As you observe this time, write down not only what you see but also what you hear, feel, and smell.

5. Once you get home, write about what it FELT like to walk here.

   - What does it feel like to live here?
   - Does it feel safe?
   - Is it quiet and peaceful, or is there loud construction, people yelling, sirens blaring?
   - What kind of people do you see?
   - Do you know them?
   - Do you feel "connected" to them?

6. After writing, neatly copy your map onto a large piece of plain paper. You can use symbols and pictures to represent what you saw.

7. If you have a digital or film camera, take photos of your neighborhood.

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Research Topic Budget

Instructions: Pretend you are the mayor, and you have to decide how to spend your budget for the year based on the issues that you think are most important for your community. Basically you are voting for a research topic, but your vote is in the form of how much money you will give to each topic.

Using the form below, list the possible research topics from your brainstorm and decide how much money you want to give each one. (You don't have to give money to each one.)

You have $256 total.

You can distribute your money any way you want, but it should reflect how important you think that issue is.

Think about two factors as you are making your decisions:

1. How interesting is this topic? How passionate are you about it?
2. How important is this to your school or community in general?

ISSUE OR TOPIC	$ AMOUNT $
TOTAL	$256

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Research Topic Debate Preparation

TOPIC:_____

1. WHY SHOULD WE FOCUS ON THIS TOPIC OVER THE OTHER(S)? WHY IS THIS TOPIC IMPORTANT? WHAT ARE THE STRENGTHS OF THIS TOPIC?

2. WHAT ARE SOME WAYS THAT RESEARCH ON THIS TOPIC MIGHT HELP TO CREATE CHANGE? HOW CAN OUR RESEARCH ON THIS TOPIC LEAD TO IMPROVEMENT OR POSSIBLE SOLUTIONS?

3. WHO DO YOU THINK WOULD SUPPORT YOU AT THE SCHOOL AND IN THE COMMUNITY?

CHARACTERISTICS OF A GOOD RESEARCH TOPIC:

- Specific and focused
- Affects people in your school and community
- Easy to understand and explain what it is and why it matters
- Important to other youth
- Could use more examination and deeper understanding
- Has realistic or possible solutions

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Concept Map: Identifying Causes and Effects - Example

EFFECTS:

Pollution of local streams and animal habitats

Trash on the ground – community looks bad

People get used to seeing trash everywhere – they stop caring

PROBLEM: THERE IS A LOT OF LITTER IN OUR COMMUNITY

CAUSES:

People don't feel a sense of responsibility for public places

Lack of education about the effects of littering

Lack of trashcans in public places

Already trash, so people litter more

DIRECTIONS FOR STUDENTS:

- Choose an issue or problem and write it in the middle of the paper.
- Above the problem or issue, write down all the things that happen as a result of this problem (**EFFECTS**).
- Below the problem or issue, write down all the things that lead to this problem or issue (**CAUSES**).
- Once you have written as many causes and effects as you can think of, underline the effect that you would MOST want to reduce or solve, and then underline the cause that you would MOST want to address.

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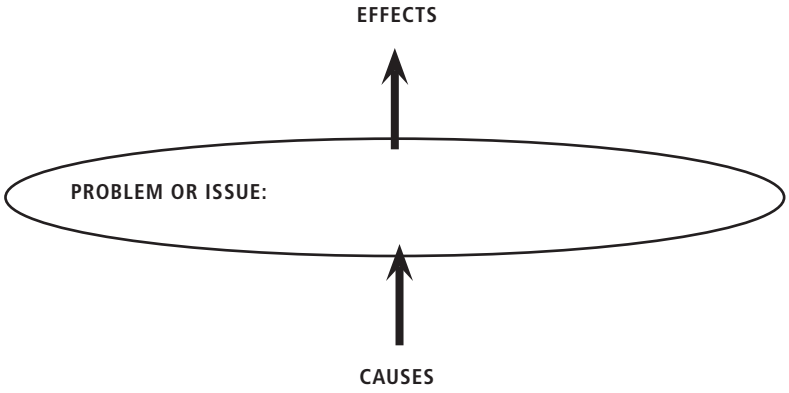
Concept Map: Identifying Causes and Effects



DIRECTIONS FOR STUDENTS:

- Choose an issue or problem and write it in the middle of the paper.
- Above the problem or issue, write down all of the things that happen as a result of this problem (**EFFECTS**).
- Below the problem or issue, write down all of the things that lead to this problem or issue (**CAUSES**).
- Once you have written as many causes and effects as you can think of, underline the effect that you would MOST want to reduce or solve, and then underline the cause that you would MOST want to address.

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Charity and Change Worksheet

PROBLEM OR ISSUE	CHARITY	CHANGE

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Topics and Questions - Examples from YELL Projects

RESEARCH TOPIC: YOUTH VIOLENCE

Our vision is of a community free from violence, where all youth feel safe and supported.

Our mission is to increase understanding of youth perspectives on violence in our school and community, and show adult decision makers and other youth that young people can be part of making a positive difference for the whole community.

GOAL:

- Inform adult decision makers in our school and community (e.g., violence prevention task force, City Council, police chief, school board) of youth's experience of violence in school and community settings, and share youth perspectives and ideas for what works in decreasing violence in our community.

RESEARCH QUESTIONS:

- How big of a problem is violence for the youth at our school?
- Where and how do youth experience violence the most? Where do they feel the most safe and supported?
- What do youth see as the biggest factors that lead to violence? What could help to decrease youth violence?

RESEARCH TOPIC: RESOURCES AND SUPPORTS FOR TEENS IN OUR COMMUNITY

Our vision is a community where all youth have supportive, fun, and engaging activities, and places to hang out on weekends and after school.

Our mission is to increase understanding of what youth want and need in out-of-school and after-school activities and resources.

GOALS:

- Inform adult decision makers and program leaders of what youth want and need in after-school and out-of-school activities and resources.
- Find out if youth know about and use the activities and resources that already exist – and why or why not.

RESEARCH QUESTIONS:

- What do youth think about the programs, activities, and resources that are offered to teens in our community? Are there enough? Are they accessible to all teens?
- What types of activities or resources would teens be interested in having more of or being of better quality?
- Where and how do teens prefer to get information about activities and resources available in the community?

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Power Analysis Matrix

Adapted from the Co/Motion Guide to Youth-led Social Change by the Alliance for Justice www.afj.org/index.html

POWER	POSITION	
	IN FAVOR	AGAINST
HIGH DEGREE OF INFLUENCE	ALLIES	ADVERSARIES
LOW DEGREE OF INFLUENCE	HELPERS	OPPONENTS

EXAMPLE OF POWER ANALYSIS MATRIX

A Student Council has discovered that many youth in their community have a hard time paying for bus passes to get to and from school and other activities. They have created a proposal to get free bus passes for students. They are now exploring their allies, adversaries, helpers, and opponents. Here is what they have identified:

POWER	POSITION	
	IN FAVOR	AGAINST
HIGH DEGREE OF INFLUENCE	MAYOR	CITY COUNCIL MEMBERS BUS COMPANY
LOW DEGREE OF INFLUENCE	MEDIA PARENT-TEACHER ASSOCIATION (PTA)	CHAMBER OF COMMERCE

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Station for Power Analysis Activity

STATION 1: OUR GROUP

1. What is the issue we are working on (our research topic)?

2. What is the cause(s) of the problem or issue?

3. What is our long-term goal or solution to the problem?

4. What do we hope to do or change as a result of our work?

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Station for Power Analysis Activity

STATION 2: ALLIES

1. Who are our allies (the people, organizations, or groups that will support and assist us)?
2. What do they do or care about related to our topic or issue?
3. Who do they represent or with whom do they work?
4. How much influence do they have?

ALLIES	WHAT THEY DO OR CARE ABOUT RELATED TO OUR TOPIC OR ISSUE.	PRIMARY CONSTITUENCY (WHO THEY REPRESENT OR WORK FOR/WITH).	LEVEL OF INFLUENCE (HIGH, MEDIUM, OR LOW).

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Station for Power Analysis Activity

STATION 3: OPPONENTS

1. Who are our opponents (the people, organizations, or groups that will NOT support us and may even work against us)?
2. What do they do or care about?
3. Who do they represent or with whom do they work?
4. How much influence do they have?

OPPONENT	WHAT THEY DO OR CARE ABOUT RELATED TO OUR TOPIC OR ISSUE.	PRIMARY CONSTITUENCY (WHO THEY REPRESENT OR WORK FOR/WITH).	LEVEL OF INFLUENCE (HIGH, MEDIUM, OR LOW).

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Station for Power Analysis Activity

STATION 4: DECISION MAKERS

1. Who makes decisions that can impact this issue?
2. What are their official titles and jobs?
3. What are their positions on our issue or topic? Why?
4. What are the decision makers' limitations to meeting our goals?
5. Who else has access and ability to influence the decision makers?

DECISION MAKER	TITLE OR JOB	POSITION ON THE ISSUE	LIMITATIONS	INFLUENCES (WHO DO THEY LISTEN TO?)

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Research Methods Pros and Cons Worksheet - Examples from YELL Participants

Your Research Topic: Emotional and Physical Safety at School and in the Community			
WAYS TO GATHER DATA	**TYPE OF INFORMATION YOU GET WITH THIS METHOD?**	**PROS?** (What is good about this tool compared to others?)	**CONS?** (What are the drawbacks of using this tool compared to others?)
SURVEYS	• Statistics: The percent of people who think x or y. • Comparisons: This group thinks x, and this group thinks y.	• Can give to a lot of people. • Gives general idea of how different groups of people think about certain things.	• Answers might depend on the person's mood that day. • Question might be understood differently from the way you planned. • Some people might not do it or might not take it seriously.
FOCUS GROUPS	• Contrasts and similarities: What people say in interviews and surveys, and what they say in a group, whether people agree or not.	• Get a lot of opinions and information at one time. • People might feel more comfortable talking as a group. • Gives people a chance to talk about and clarify any disagreements.	• People can change their opinions and agree with others even if they don't really think that way. • Some people are too shy to participate. • Finding a time that everyone can make it.
INTERVIEWS	• Depth: Room for follow-up questions and individual focus.	• Can get opinions and personal thoughts. • Hear emotions in voice. • You can ask specific questions. • You can explain your questions.	• Might be influenced by the interviewer. • Might say what they think you want them to say. • Might be too shy. • Can't record their expressions.
PHOTOS OR MAPPING	• Visual: "Proof" you can see. • Change: Can show before and after; changes over time.	• Some people are visual learners – seeing helps them understand the issue.	• Access to equipment can be challenging. • Privacy concerns – can't be anonymous.
FORUM OR TOWN HALL MEETING	• Public opinion: What is the trend in thinking, allows for new information to come up, and can reveal some of the power dynamics around the issue or topic.	• Can do as a school assembly. • Get a lot of opinions and information at one time.	• Some people are too shy to participate. • Getting people to show up.

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Research Methods Pros and Cons Worksheet

Your Research Topic: Emotional and Physical Safety at School and in the Community			
WAYS TO GATHER DATA	**TYPE OF INFORMATION YOU GET WITH THIS METHOD?**	**PROS?** (What is good about this tool compared to others?)	**CONS?** (What are the drawbacks of using this tool compared to others?)
SURVEYS			
FOCUS GROUPS			
INTERVIEWS			
PHOTOS OR MAPPING			
FORUM OR TOWN HALL MEETING			

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Research Round Robin Stations - Facilitator Instructions

STATION ONE: FOCUS GROUPS

Materials: Index cards and pencils.

Task: Youth will participate in a brief group interview, or focus group, and think about the pros and cons of using focus groups for data collection.

INSTRUCTIONS FOR STATION FACILITATOR:

Step 1: Explain that a focus group is like a group interview about a specific topic or issue. If this were a real focus group, the discussion would be tape recorded or video recorded, and then researchers would watch or listen to it afterwards and take a lot of notes. Typically, researchers would type everything said and create a transcript of the conversation. From there, they would try to identify themes or ideas that a lot of people agreed on.

Step 2: Hand each member of the group an index card and pencil, and have them write one question that they think would be interesting to get everyone's ideas or opinions about. Give some examples: "Where in your neighborhood do you hang out on weekends? Why?" Once they have each written a question, collect all of the cards and pick a question at random. Continue to ask follow-up questions and keep getting participants' input for a few minutes.

Step 3: At the end of the focus group, ask youth the following questions and then give them time to fill out their worksheet.

- What do you like about focus groups?
- What do you think would be difficult about doing this kind of data collection?

STATION TWO: SURVEYS

Materials: Copy the *Survey Station Handout*, *Sample Survey Introduction Letter*. One copy for each participant.

Task: Youth will take a survey, practice creating survey questions by adding questions in the blanks, and think about the pros and cons of using surveys for data collection.

INSTRUCTIONS FOR STATION FACILITATOR:

Step 1: Have all youth take the survey and ask them to complete the blank sections with questions that they make up.

Step 2: Discuss pros and cons of using a survey and then give students time to fill out their pros and cons worksheet:

- Did you like taking the survey? What did you like? Not like?
- What kinds of questions are good for surveys?
- What are the benefits of using a survey to collect information? What are the weaknesses?

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Research Round Robin Stations - Facilitator Instructions

STATION THREE: INTERVIEWS

Task: Youth will take turns interviewing each other and will think about the pros and cons of using interviews for data collection.

Materials: Copy and cut out the *Interview Station Questions* and the *Interview Consent Form*.

TIPS FOR STATION FACILITATOR:

Step 1: Explain that if this was a real interview, it would be tape recorded (or lots of notes would be taken), and reviewed later to pull out the main ideas and themes. Have youth review the consent forms, and explain the importance of written permission.

Step 2: Split youth into pairs. Give each person one card with questions and instruct them to use these questions to conduct an interview. After two minutes, ask them to switch roles, with the other person asking the questions.

Step 3: Discuss the following questions and then give students time to fill out their worksheet:

- What kinds of questions got you to talk more?
- What do you think is good about collecting information from people this way?
- Can you envision any challenges in using interviews for your project?

STATION FOUR: MAPPING (OPTIONAL)

Task: Youth will use a map of their school or community as a data collection tool and identify pros and cons of mapping for this purpose.

Materials: Copies of a map of your school or community; several sets of pens with four colors available.

TIPS FOR STATION FACILITATOR:

Step 1: Provide each student with a copied map of their school or community.

Step 2: Ask them to identify the places where youth spend the most time (yellow) and the least time (blue). Then ask them to highlight the safest areas in the community for youth (green) and the least safe areas (red).

Step 3: Discuss the following questions and then give students time to fill out their pros and cons worksheet:

- What did you notice about your map and the maps of other people in your group?
- What do you think is good about collecting information from people this way?
- Can you envision any challenges in using maps for data collection?

Example from Practice:

YELL youth used a map of the community to identify patterns of graffiti, and youth program locations. They also spent time observing and photographing neighborhood features, including public park conditions, and videotaped traffic patterns at crossings frequented by youth.

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Research Round Robin Stations - Facilitator Instructions

STATION FIVE: FORUMS AND TOWN HALL MEETINGS (OPTIONAL)

A forum is a public meeting which frequently includes a presentation, panel of experts (or speaker) on the topic, and audience participation. A forum is a great way to get qualitative insight into preliminary results from other tools.

Task: Learn about the role of a forum as an information gathering and sharing tool, and evaluate the pros and cons of a forum.

Materials: Pens and paper.

TIPS FOR STATION FACILITATOR:

Step 1: Ask youth for examples of a forum or town hall meeting. Have they ever participated in a forum? Have they heard about a forum or town hall meeting in their community? What was the purpose?

Step 2: Ask the group to quickly agree on a topic that they think a lot of people in their community really care about (e.g., immigration, housing, education). Together, have participants brainstorm what a forum on this topic might look like, and ask them the following questions:

Purpose: What is the purpose of the forum? What will be the outcomes? How will you use the information from the forum?

Logistics: Where would you have the forum? When? Would you serve food? Who would you invite? Who would lead the event? What expert or experts could you bring in to talk? What type of input or information do you want from the audience?

Follow up: How will you follow up after the forum? How will you let people know that their participation made a difference? Will you offer other opportunities for people to participate?

Step 3: Have youth fill in the pros and cons of a forum or town hall meeting on their worksheet.

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Survey Station

SCHOOL SAFTEY

Instructions: Fill out this survey with your own answers to the questions asked. Where there is a blank, you should make up a question that would help answer the research question.

CIRCLE A NUMBER THAT DESCRIBES HOW TRUE EACH STATEMENT IS FOR YOU, USING THE SCALE:

1. There is someone at school that I feel comfortable talking to when I have a problem.	**1** Not true	**2**	Somewhat	**3**	**4** Very true
2. I feel physically safe at school.	**1** Not true	**2**	Somewhat	**3**	**4** Very true
3. (Write your own question here)	**1** Not true	**2**	Somewhat	**3**	**4** Very true

FOR EACH QUESTION BELOW, CIRCLE YES, NO, OR MAYBE:

4. I think our school is safe for all students. Yes No Maybe

5. (Write your own question) _____ Yes No Maybe

FOR THE QUESTIONS BELOW, CIRCLE THE OPTION THAT BEST REPRESENTS YOUR OPINION:

6. What can we do to improve safety at school?

a) Smaller class sizes
b) Increased monitoring of hallways
c) Have more activities for students to get involved with
d) Time for teachers and students to get to know each other
e) Have strict consequences for students
f) Other_____

7. Write your own question:_____?

a) _____
b) _____
c) _____
d) _____

8. Your Age: _____ 9. Your Grade: _____ 10. Your Zip Code:

11. Race/Ethnicity: _____ 12. Female Male (Circle One)

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Survey Introduction Letter - Example

Dear Student:

Please take a few moments to fill in this survey. We have designed this survey to find out what you and other youth think and experience about saftey in our school. Findings from this survey will show adult community leaders your perspectives on this important issue.

Your survey will remain anonymous. Please do NOT put your name on the survey. The information, like grade level, gender, and ethnicity, will help us know if there are similarities or differences in what people in these groups think and experience. (For example: Do females feel less safe than males?)

We will present our results to you in May. If you have any questions, please talk to us Monday or Wednesday after school in Room 108.

Thank you!

César Chávez High School Youth Researchers

Dear Teacher:

Please have your first period students fill in the attached surveys. The survey , designed by the César Chávez Youth Researchers, will help us learn more about youth perspectives on saftey in our school. We will share our findings with school staff, students, and community leaders. Our goal is to use our findings to create plans that help increase school saftey.

Please return the completed surveys to Mr. Baker's box no later than Thursday, March 8.

We will share our findings with you in May. If you have any questions or concerns about the survey, or would like to learn more about our research, please visit us during one of our sessions, which take place after school on Mondays and Wednesdays in Room 108.

Thank you for your help and support!

César Chávez High School Youth Researchers

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Interview Station Questions "Getting to Know You"

QUESTIONS: SUCCESS

- Name one person you know who you consider successful.
- How do you define success?
- What is one thing in which you would like to be successful?
- What do you think you need to do or learn in order to be successful?
- What will help you to get there?

QUESTIONS: FAMILY

- Number of brothers? Number of sisters?
- Where were you born?
- Where is your family from originally?
- Tell me something you like about your family.
- What does your family like to do together?
- What's a happy memory you have with your family?

QUESTIONS: PERSONAL INTERESTS

- What kinds of things do you like to do in your free time?
- Tell me about one of your talents.
- What do you hope to do in the future?
- What's most important to you?
- If you could meet one person from the present or past, who would it be and why? What would you talk about?
- What current events are of interest to you and why?

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Interview Consent Form

I am willing to be interviewed as part of Youth Engaged in Leadership and Learning (YELL) project research study. I understand that the purpose of this project is to learn how youth feel about our neighborhoods and schools.

Participation in this interview will take about 20 minutes. Participation is voluntary. There is no payment for participation. A possible benefit of being part of this study is that my information may help to make our school and community better for youth. There are no risks associated with participating in this study. I know that all answers will be kept confidential, which means that they won't be shared with anyone who is not part of the project. I also know that I can refuse to answer any question at any time, and I can stop the interview at any point. If I have any questions, I can ask the director of the project. If I have any further questions or concerns, I can tell my parents, a teacher, or call

_____ at_____.
(Name of program coordinator) (Phone number)

_____ I give permission for this interview to be audio tape-recorded. The tapes will be used to record what I say: They will be transcribed and will be erased after one year. (Please initial.)

_____ I give permission to be videotaped. The videotape may be used in presentations. (Please initial.)

Name (please print) _____ My age _____

Signature _____ Date _____

The extra copy of this consent form is for you to keep.

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Planning Your Research

Research topic:_____

1. **List your methods:** What kind of research methods are you going to use? After each method, write down why you chose this method. Include how many you want to conduct (e.g., 20 interviews, 100 surveys, two focus groups).

2. **List your subjects:** List the categories of people from whom you will collect information. Who knows about your topic or has experienced the problem you are researching (e.g., students, teachers, parents, the elderly, homeless people)?

3. **List your recruitment strategies:** What will you do to get these people or groups to participate in your research?

4. **List your needs and budget items:** What equipment or materials (e.g., tape recorders, food for a focus group) do you need in order to carry out your research? Where and how are you going to get these materials?

5. **List your necessary allies:** Whose permission do you need? Who or what group can best support your efforts? How will you get these people or groups to help you?

6. **List your products:** How do you plan to share your findings and recommendations (e.g., public presentation, event, forum, newsletter, report, video, public art installation)? Be specific.

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Project Timeline - Example

TOPIC	PROGRAMS AND ACTIVITIES FOR YOUTH IN AFTER-SCHOOL HOURS
Vision and Mission	Our vision is a community where all youth have access to supportive, fun, and engaging activities in out-of-school hours. Our mission is to increase understanding of what youth want and need in out-of-school and after-school activities and resources.
Project Goals	• Inform adult decision makers and program leaders of what youth want and need in after-school and out-of-school activities and resources. • Find out if youth know about and use the activities and resources that already exist – and why or why not.
Main Questions	• What do youth think about the programs, activities, and resources that are offered to teens in our community? Are there enough? Are they accessible to all teens? • What activities or resources would youth like to have more of or of better quality? • Where and how do teens prefer to get information about activities and resources available?

WHAT	BY WHEN	PEOPLE RESPONSIBLE	DETAILS/DESCRIPTION
Meet with school principal	January 20	Project staff leader, Jesse, Loretta	Inform her of the work we are doing and get on agenda for the February all-school staff meeting Ask if she will help to encourage teachers to participate and get involved Ask if there is anything that she is curious about or interested in (related to our topic)
Create survey	March 1	Whole YELL group (in session)	Come up with questions for a two-page survey and revise in sessions
Create interview protocol	March 4	Whole YELL group (in session)	Come up with interview questions and revise in session
Pilot survey	March 10	Survey team (Ali lead)	10 students during lunch – (provide pizza) – get feedback and see how long it takes to complete
Pilot and revise interview questions	March 10	Whole group (Jesse lead)	In session and with at least two people each outside of session – revise questions
Meet with District Superintendent	March 15	Project staff leader, Jesse, Loretta (leads), all welcome	Let him know what our group is doing and why we think it is important. Ask who he thinks would be interested in learning more and how our findings might be useful to the district.
Administer surveys	March 20	Survey team (Zac lead)	Survey administered to 350 students Teachers administer the survey first period Schedule student assembly and get prinicipal approval to be on staff agenda
Complete interviews	March 20	Interview team (Anahi lead)	Interview at least 35 7th- and 8th-grade students During lunch and after school – weekends can interview friends.
Tabulate answers and analyze	April 5	Survey team (Sandra lead in session)	Create graphs and outline with key findings
Transcribe interviews	April 5	Interview team (Becky lead)	In sessions, with adult support (or take detailed/organized notes during interviews)
Code answers and analyze	April 7	Interview team (in session)	In sessions and one extra after-school work session
Final report	May 24	Whole group – sections assigned	Include process, findings, and recommendations – send to stakeholders
Student forum	May 26	Facilitator TBD – Whole team	Student assembly – get approval and schedule with administration by March 22
School staff presentation	June 3	Speakers TBD – whole team	Agenda item in regular staff meeting – get principal approval by March 22
City Parks and Recreation	TBD	TBD	Send a letter to director and assistant directors of youth programs by March 22 – requesting a time/date for meeting
Plan next steps	June 5	Team TBD	Bring together a focus group of key stake holders to decide on next steps

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Project Timeline

TOPIC	PROGRAMS AND ACTIVITIES FOR YOUTH IN AFTER SCHOOL HOURS		
Vision and Mission			
Project Goals	.		
Main Questions			
WHAT	**BY WHEN**	**PEOPLE RESPONSIBLE**	**DETAILS/DESCRIPTION**

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Steps to a Good Interview

1. MAKE SURE THAT YOU ARE PREPARED AND ORGANIZED.

- Practice saying the questions.
- Make sure you have…
    - Your interview questions.
    - A notepad and a pen/pencil.
    - A quiet, private place to do the interview.
    - Consent forms.
    - A tape recorder (optional).
    - A written description of your project or group (optional).

2. INTRODUCE YOURSELF AND ASK FOR PERMISSION.

- Tell them your name, where you are from, and why you are doing the interview. "Hi, my name is _____. I am working on a school research project and want to talk to people about (your issue) so I can think of ways to improve the community."
- Ask for permission to interview the person: "May I have your permission to interview you and use what you say in my school project?" (Have interviewees sign a permission form.)
- If the person says no, then you cannot do the interview. Don't hassle them!

3. DO THE INTERVIEW.

- Make eye contact.
- Listen to the person you are interviewing. Don't interrupt.
- Don't give your own opinion.
- Try repeating back what is said to make sure you understood the point. Ask subjects to speak for themselves and express their own opinion.
- Ask follow up questions! Don't accept yes or no answers.
    - Ask "Why?" or "Could you explain?"
    - "Can you say more about what you mean by that?"
- If they are nervous, give them some time to answer. Sometimes people need time to think – allow for some silence.

4. END THE INTERVIEW

- Ask them if they have anything else to say or add about the topic.
- Thank them for their time and shake their hand! Example: "Thank you very much for being interviewed. What you've said is very helpful for us."

5. RESPECT CONFIDENTIALITY!

- Tell the person you are interviewing that what they said was just between the two of you. (While the information they give you will be analyzed and shared, their names will not be connected with anything they say.)
- Do not tell anyone else what the person said. Only speak about the interview anonymously, without naming names.

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Designing Open-Ended and Non-Leading Questions

In an interview, you should avoid questions that are leading or closed-ended.

- A leading question is one that "leads" the interviewee toward a particular answer.
- A closed-ended question is one that has a one-word, limited answer (yes or no).

Instructions: Turn the below questions into open-ended and non-leading questions that don't lead to a yes or no answer, or show your opinion.

EXAMPLE:

Don't you think that the shows on MTV are boring?

What do you think of the shows on MTV?_____

1. Don't you think that youth in our community are stereotyped a lot?

2. I think the media is to blame for making girls feel bad about how they look. Don't you agree?

3. The news always focuses on the bad stuff happening in our community. I think if they showed more positive stories, the stereotypes would change. Don't you think so?

4. The dress code is ridiculous here. Do you like the dress code?

5. I think that we should be able to vote at 16. If we are old enough to drive, shouldn't we be old enough to vote? What do you think?

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Interview Protocol Components

PARTS OF AN INTERVIEW	PURPOSE	EXAMPLES
INTRODUCTION	The interviewee understands the purpose of your project, how the information will be used, and what to expect from the interview.	Hi, my name is X, and I am from the YELL project. We are trying to find out X, and your experience and thoughts will help. This is confidential, which means no one but me will know you actually said this. Please answer honestly, and you don't have to answer anything you don't want to answer.
BODY: INTERVIEW QUESTIONS		
1. ICE-BREAKER QUESTIONS	The interviewee feels comfortable. You get basic information you need and a sense of the person's mood.	What is your name? How long have you lived here? What is your favorite band?
2. "GRAND TOUR" QUESTIONS	Allow interviewee to tell you a story about the topic in their words.	Tell me about a typical day at your school.
3. SURVEY QUESTIONS	Get answers to specific questions related to your area of interest.	What sorts of after-school programs would you like to see at your school? Why?
4. HYPOTHETICAL QUESTIONS	Gives you insight into what people would want if they weren't limited to what they think could be real.	If you could make one wish that would come true – and you had to make it about your school – what would it be?
CONCLUSION	Wrap up and let the person know that their time and opinions are really appreciated. Allow the person to add anything else that you didn't ask.	That is my last question. Is there anything you would like to add? Thank you for your time.

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Interview Protocol Design

Research topic: _____

INTRODUCTION	
BODY: INTERVIEW QUESTION	
ICE-BREAKER QUESTIONS (2-4)	1. 2. 3. 4.
"GRAND TOUR" QUESTION (1)	1.
SURVEY QUESTIONS (5-8)	1. 2. 3. 4. 5. 6. 7. 8.
HYPOTHETICAL QUESTION (1)	1.
CONCLUSION	

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Interview Note Taking Sheet

Date: _____ Start Time:_____ End Time:_____

Research Topic: _____

Interviewer Name: _____

Person Interviewed: _____

Question #____ answers: Follow up questions and answers:

Question #____ answers: Follow up questions and answers:

Question #____ answers: Follow up questions and answers:

Question #____ answers: Follow up questions and answers:

Question #____ answers: Follow up questions and answers:

Circle One: Student/Teacher/Parent/Staff/Other: _____ Grade: _____

Circle One: Male/Female Race/Ethnicity:_____

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Helpful Hints for Successful Tape Recording

- Make sure the tape recorder is on a solid surface (like a table) and is placed right between you and the person(s) being interviewed.

- Make sure that the interview space is free from noise; check that radios, fans, outside noise, or anything that will make it harder to hear the recorded voice, are off. It is amazing how much background noise a recorder will pick up.

- Before starting an interview, say the date and time of interview, subject of interview, and ask the persons present to introduce themselves. It is important that all persons who will be speaking take part in this step.

- Before starting the interview, replay the above and verify that the recorder is working properly.

- Try to speak clearly. If you notice that the person being interviewed is speaking very softly, please ask the person to speak up.

- Try not to have both persons speaking at the same time. If you think there might be some confusion because of two people speaking at the same time, please repeat the question.

- Be aware. Notice if someone is tapping the table with a pencil, fidgeting with paper, or anything else that will interfere with the sound quality.

- At the end of the interview say the date and time again, say that it is the end of the interview, and write the information on the label of the cassette (date and names of speakers).

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Focus Group Facilitator Roles and Responsibilities

- Set group agreements up front.
- Keep the discussion moving and on topic.
- Ensure that participants feel safe and respected.
- Encourage people to have different ideas.
- Make sure every participant has an opportunity to speak and to listen.
- Include a co-facilitator who takes notes, manages the audiotape, and helps with focus group logistics.
- Stay neutral! Avoid reinforcing one point of view over another.
- Help people expand on their comments by asking follow-up questions like, "Can you give an example of what you mean?" or "Can you say more about that?"
- Use body language that shows you are interested in what people are saying.
- Allow participants time to write down their responses so it gives them time to think.
- Set up a group dynamic. If people are talking too much to you and not to the group, tell them you are going to leave the room for a few minutes to let them talk about a particular issue and when you return you want to know what they came up with together.
- Allow for silence. Pause before changing topics or asking follow-up questions. This is the time that people who are hesitating may jump into the discussion.

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Tools for Focus Group Facilitators

Brainstorming is useful to generate lists of ideas/thoughts/opinions on core subjects. (For example: What makes a teacher a good teacher?). Use a flip chart to record ideas.

Mapping is useful in understanding how people see and relate to their physical and social environments. People in the focus group can be given a map and asked to draw where they hang out, or where they feel most comfortable. Relationship maps can also provide information about personal relationships. Participants can be given a diagram with them as a circle in the middle surrounded by circles, and asked to fill in the circles with the people, organizations, and other resources around them.

Collages and drawing are useful for producing conversations about a subject. Participants can be asked to make a collage about a topic and then present and discuss its meaning with the group. You can analyze the collage as well as the discussion.

Guided visualizations are useful for getting people to "think outside the box" and develop concrete images of where they are going and what they would like to make happen. For example, have the group imagine a classroom in which everyone feels respected and then ask them what they saw: what did it look like?

Check marks or stars are useful during brainstorming sessions. If someone repeats an answer that is the same or similar to what is already recorded, write a check mark or star next to the idea. This allows the group to see that the idea was raised by several people and also helps people feel that their comments are heard and relevant.

"Parking lots" are useful for tracking ideas or concerns that are not relevant to the current conversation but are still important to follow up on at a later date. Prior to the session, designate a space on the board or paper to record these topics or ideas. At the end of the session, you may want to refer back to these and ask for some ideas or strategies in assuring that they are incorporated or addressed.

Snacks and drinks help keep people focused during the session. If you are recording the session, avoid crunchy snacks or individual plastic bottles. Snacks also let people know that you are thinking of their welfare and are appreciative of their time.

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Check List for Focus Group Facilitators

BEFORE THE FOCUS GROUP:

✔ **Set the TIME:** The focus group should be at least 60 minutes and no more than 90 minutes (25 percent of sessions is usually devoted to socializing and eating).

✔ **Pick the PLACE:** It should be a place that is convenient for people to get to, comfortable for everyone, and quiet. You don't want to hold a focus group in a room where others are walking in and out, or where there is another activity going on.

✔ **Recruit PARTICIPANTS:** Think about what kind of people can help you answer your research questions. You need to identify people who have diverse experiences and perspectives to give you useful information. Depending on your question, you may want to have representatives from all different groups (all ages), or just one group (Latino students). Also consider the comfort level of participants: Would a single-gender group get you more candid information than a coed group?

✔ **Provide INCENTIVES:** Food during the focus group, gift certificates, prizes, and the like can increase participation.

DURING THE FOCUS GROUP:

INTRODUCE YOURSELF, THE PURPOSE OF THE FOCUS GROUP, AND GROUND RULES.

✔ Explain the purpose of the focus group.
✔ Thank participants for being there, and let them know that they are important to your study.
✔ Explain the facilitator's and recorder's roles and ask permission to video or audiotape. Get signed consent forms.
✔ Establish ground rules (e.g., everyone should participate; all ideas are equally valid; there are not right or wrong answers).
✔ Ask if there are other agreements to add.

USE AN ICE-BREAKER TO INTRODUCE EVERYONE AND INCREASE COMFORT.

ASK YOUR QUESTIONS.

✔ Have a list of questions in an order that starts broad and moves to more specifics.
✔ Use open-ended questions.
✔ Ask follow-up questions like, "Tell me more about what you are saying."

CLOSE THE DISCUSSION.

✔ Thank everyone for coming.
✔ Let them know how you will use the information.
✔ Get their contact information so that you can send them your final report/findings.

AFTER THE FOCUS GROUP:

✔ Review your audio/video tape of the discussion. Listen for the most common ideas. Pay attention to who says what. For example: Do adults tend to think differently than students?

✔ Send thank you notes if you have time.

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Types of Survey Questions

THERE ARE GENERALLY FOUR DIFFERENT TYPES OF SURVEY QUESTIONS:

• Yes or No • Scale • Multiple Choice or Rank • Open Ended

Below are examples of each category from a survey about homelessness.

YES OR NO SURVEY QESTIONS:

Have you ever been homeless? **YES** **NO**

SCALE SURVEY QUESTIONS:

My family worries about how to pay rent.	**1** Not true	**2**	**3**	**4** Very true
It is hard to find an affordable place to live in my community.	**1** Strongly Disagree	**2**	**3**	**4** Strongly Agree
I see homeless people where I live.	**1** Usually	**2**	**3**	**4** Never
How much of a problem is homelessness in this community?	**1** Small	**2**	**3**	**4** Big
There are a lot of services to support homeless people in my community.	**1** Not True	**2**	**3**	**4** Very True

MULTIPLE CHOICE OR RANK SURVEY QUESTIONS

What do you think is the most important solution to homelessness in your community? (Circle two)

A) Lower rents C) More homeless shelters E) Better social services agencies G) Other: _____

B) New public housing D) Guaranteed jobs programs F) More social service agencies

Rank the following solutions to homelessness (1 is the <u>best</u> solution, 6 is the <u>worst</u> solution):

_____ Lower rents _____ More homeless shelters _____ Better social services agencies

_____ New public housing _____ Guaranteed job programs _____ More social services agencies

OPEN ENDED SURVEY QUESTIONS

What do you think causes homelessness in your community?

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Survey Protocol Worksheet

Circle a number that describes how much you agree with each statemen using the scale.

1.	**1** Disagree	**2** Somewhat	**3** Agree	**4** Strongly Agree
2.	**1** Disagree	**2** Somewhat	**3** Agree	**4** Strongly Agree
3.	**1** Disagree	**2** Somewhat	**3** Agree	**4** Strongly Agree
4.	**1** Disagree	**2** Somewhat	**3** Agree	**4** Strongly Agree

For each question below, circle yes, no, or maybe

5. _____? Yes No Maybe

6. _____? Yes No Maybe

7. _____? Yes No Maybe

For the questions below, circle the option that best represents your opinion.

8. _____?

a) _____

b) _____

c) _____

d) _____

9. _____?

a) _____

b) _____

c) _____

d) _____

For the question below, write your opinion in the space provided.

10. _____

11. Your Age:_____ 12. Your Grade:_____ 13. Your Zip Code: _____

14. Your Race/Ethnicity: _____ 15. ❑ Female ❑ Male (Check One)

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Tips for Surveying in School Settings

✔ Keep the survey short! The shorter your survey, the more likely it is that students will read it carefully and answer honestly. If the survey is too long, students may start randomly checking boxes just to get it done.

✔ Include a brief cover letter so students understand why the survey is important. This can help make sure that students take the survey seriously. This can be a short paragraph at the top of the survey.

✔ Provide translations of your survey as needed.

✔ Pilot the survey with a group of students outside of your group. This will let you know that the questions are clear and how much time it takes to complete it.

✔ Meet with the school principal and school leadership team to explain the goals for your project, how the survey will help to meet the goals, and to get permission to distribute the survey during class time.

✔ Ask the principal for time in a staff meeting agenda to share information about your survey and what you hope to find. This will let teachers know that the administration supports you and can increase buy-in to the project.

✔ Ask teachers to distribute surveys during class time. You can leave a cover letter and blank surveys in teacher boxes. Make sure you highlight the class period they should administer the survey and the due date! Make sure that you pick classes or teachers that will not result in students taking the survey more than once. This is important: If students take the survey more than once, your data will not be valid.

✔ Follow up with teachers! Remind them to give the survey, and thank them when they return the completed surveys.

✔ Alternatively, have your student leaders distribute the surveys directly to students during the same class period throughout the school. When students are available to explain why the survey is important and what the results will be used for, young people are much more likely to participate and provide their real opinions. Students can make "rounds," starting one end of a hallway and moving down, returning to collect the surveys once they present to the last classroom.

✔ Share what you learn through a student forum. This will affirm that student participation made a difference and allow you to get feedback to your findings.

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Interview Coding Instructions

1. Review your interviews, one at a time. Start with the one you liked best.
2. On an index card, write down the background information of the person you interviewed. On the back of the card, write the name (or identification number) for that person. Example:

Lined side	Blank side
Age: 14 Grade: 10 Ethnicity: Latina Gender: Female	Julie

3. Using your interview questions, write down the person's general answer to each question on the lined side. On the other side, write the number of the question and your code name for the person. Example:

Lined side	Blank side
Depends on the student.	#1 Julie

EXAMPLES OF HOW TO COME UP WITH GENERAL IDEAS FROM LONG ANSWERS:

Example 1: _____

WHAT ARE THE PROBLEMS HERE AT THIS SCHOOL?

There are so many young girls going out and getting pregnant. And there is too much cussing at this school. And some people, some of those kids, they do too much.

WHAT DO YOU MEAN BY SOME OF THE KIDS DOING TOO MUCH?

They think they are hard and they want to just go beat up people like it's OK, but then when they end up in Juvenile Hall, they're going to realize whatever they did, that it was wrong. And when they get about 20 years to life, then they're going to really be upset.

The general idea could be: Teenage pregnancy. Cursing. Fighting.

Example 2: _____

AS A STUDENT AT THIS SCHOOL, HOW DO YOU THINK THE STUDENTS AND TEACHERS INTERACT WITH EACH OTHER?

Well it depends on the students. Like some students, they interact with the teachers well and some students just don't like the teachers at all. Don't like the class, don't like the subject, and just don't like the teachers. And the way I interact with them, I interact cool. I'm cool with everybody, cool with all the teachers. But some people, they just have bad attitudes.

The general idea could be: Depends on the student: some students have bad attitudes, others interact well.

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Survey Tally Sheet Example

QUESTION	YES	NO	NO ANSWER	TOTAL
1. I have been homeless.				
2. I know someone who is homeless.				
3. I worry about becoming homeless.				

QUESTION	1 STRONGLY DISAGREE	2 DISAGREE	3 AGREE	4 STRONGLY AGREE	NO ANSWER	TOTAL
4. My family worries about how to pay rent.						
5. It is hard to find an affordable place to live in my community.						
6. I see homeless people where I live.						
7. Homelessness is a problem in this community.						
8. There are a lot of supports and services for homeless people in my community.						

9. Rank the following solutions to homelessness (1 is the best solution, 5 is the worst solution):

SOLUTION	1	2	3	4	5	NO ANSWER	TOTAL
LOWER RENTS							
NEW PUBLIC HOUSING							
MORE HOMELESS SHELTERS							
GUARANTEED JOBS PROGRAMS							
BETTER SOCIAL SERVICES AGENCIES							
OTHER:							

10. What do you think causes homelessness in your community?

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Survey Math and Graphing Example

In order to understand survey results, turn tallied answers into percentages and then put the percentages in a visual graph to show your findings.

Example:

24 students were surveyed on homelessness in West Oakland. Below are the total tallied answers to survey question #3.

QUESTION #3	1 STRONGLY DISAGREE	2 DISAGREE	3 AGREE	4 STRONGLY AGREE	NO ANSWER	TOTAL
It is hard to find an affordable place to live in my community.	5	2	8	9	0	24

Percentages:

- In surveys the "whole" is the total number of people surveyed and the "part" is the number of people who answered the survey questions a certain way. So if 3 people answered "Yes" and a total of 5 people were surveyed, then the fraction would be 3/5.
- You turn a fraction to a decimal using division. For example, 3 divided by 5 = .60.
- You change a decimal to a percent by moving the decimal two place-values to the right. .60 = 60%

USING THE EXAMPLE ABOVE:

Of 24 students surveyed:

- 5 students chose 1 (Strongly Disagree) = 5/24 = .20 = 20%
- 2 students chose 2 (Disagree) = 2/24 = .08 = 8%
- 8 students chose 3 (Agree) = 8/24 = .33 = 33%
- 9 students chose 4 (Strongly Agree) = 9/24 = .37 = 37%

Note: Sometimes the numbers don't add up to 100% because of rounding.

Majorities:

- You want to pay special attention to the answers that the most – or fewest – people chose.
- In this example, "4" or "Strongly Agree" was the most popular response, with 37%.
- You could also say that "Agree" was the majority with 70% (33% +37%) and "Disagree" was the minority with 28% (20% + 8%).

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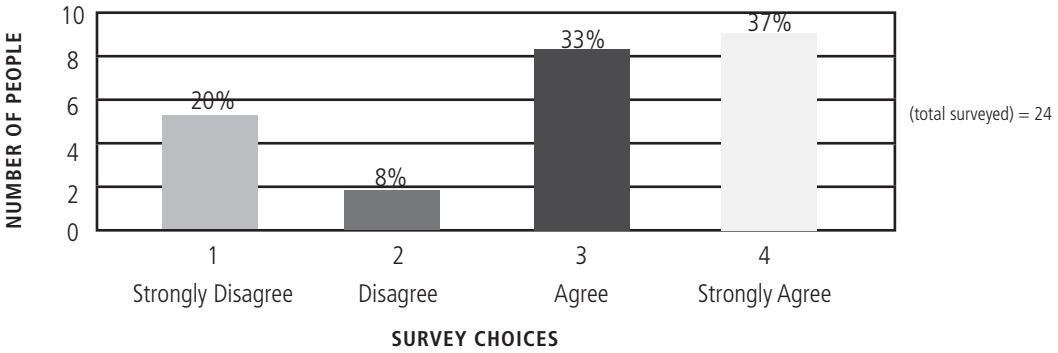
Survey Math and Graphing

BAR GRAPHS:

- The X axis (horizontal) represents the different types of answers people could give.
- The Y axis (vertical) represents the number of people who chose that type of answer.

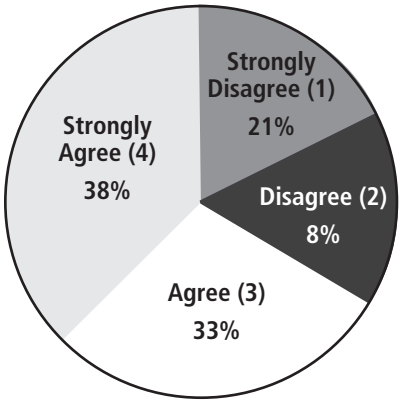
IT IS HARD TO FIND AN AFFORDABLE PLACE TO LIVE IN WEST OAKLAND.



PIE GRAPHS:

- In a pie graph, each "slice" of the pie represents the number of people who selected a particular survey response.
- There are 360 degrees in a circle, therefore, you can multiply percents to find the number of degrees in each section of the circle graph and then use a compass to draw it.

IT IS HARD TO FIND AN AFFORDABLE PLACE TO LIVE IN WEST OAKLAND.



Check out this Web site to make graphs on line: http://nces.ed.gov/NCESKIDS/Graphing/

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Taking Action: Some Approaches to Social Change

Depending on audience and the nature of your topic, you will select different approaches – or combinations of approaches – for sharing your findings and recommendations.

A Continuum: While your plan can fall squarely into just one of these approaches, usually all three work together in some combination. By using these approaches in tandem, you can strengthen and broaden your impact.

ACTION TYPE	MEANS...	PERSON...	IS SOMEONE WHO...
ADVOCACY	• Arguing on behalf of a particular issue, idea, or person • Standing up for something you believe in	**ADVOCATE**	• Stands up for people • Speaks out and gets their voice heard • Meets with people in power and asks for specific things
EDUCATION	• Building understanding and knowledge • Sharing information and ideas • Sharing findings from research	**EDUCATOR**	• Teaches • Supports others • Mentors or empowers others
ACTIVISM	• Taking action or getting involved as a means of achieving a goal for change	**ACTIVIST**	• Acts! • Fights for what they believe in • Protests and demonstrates • Gets people excited and involved

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Action Strategy Identification Chart - Example

ACTION	TYPE OF STRATEGY	ADVANTAGES	CHALLENGES	USE AND PRIORITY FOR THIS PROJECT
Distribute flyers with facts about your topic	Education Example: Place pamphlets about an topic that you care about in the student center.	• Shares the facts and lets people read them according to interest • Gets topic to a lot of different people	• Cost for production • (copying and paper) • People might not read them	High priority – could also do a column in the bilingual parent newsletter
Protest at City Hall	Activism Example: Organize a rally for a policy that is up for a vote.	• Shows decision makers and the public that we are serious and that we care about this issue • Media could come	• Transportation • Getting enough people there to make a real impact • Attracting media attention	Maybe later – in the next phase – right now we need to build interest and momentum in our work
Produce a video and hold viewings	Advocacy Example: Show a documentary on a topic that you care about.	• Can publicize and have event at the school auditorium – get a wide audience • Have footage of interviews, etc.	• Time to produce • Production equipment • Limited footage	Medium priority – this would get youth's attention, but we would need someone with strong skills and commitment

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Action Strategy Identification Chart

ACTION	TYPE OF STRATEGY (Advocacy, Education, Activism)	ADVANTAGES	CHALLENGES	USE AND PRIORITY FOR THIS PROJECT

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Forms of Action

Write letters to community members

Collect signatures on a petition

Create a mural

Distribute flyers with facts about your topic

Display banners asking for a specific change

Create and present an award

Testify in court

Picket

Schedule a rally

Hold a vigil

Set up an information booth at a public event

Produce street theater (skits, poetry, song)

March to City Hall

Host a community forum

Give a presentation to City Council

Meet with the school board to ask for a particular change

Leave (walk-out)

Stay (sit-in)

Organize a strike or boycott

Produce a video and hold viewings

Produce a written report or a magazine

Create a Web site or blog

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Role Play Scenarios

SKIT ONE: DEMONSTRATION OR RALLY

The purpose of a demonstration or rally is to make a loud, public statement that gets the attention of your audience.

1. As a group, discuss and decide the following:
   - What is the message of your rally or demonstration?
   - Who is your audience? What are their interests?
   - What do you want your audience to do or consider?
   - Where are you demonstrating or rallying? Why did you pick this place?
   - Why is a rally or demonstration an effective way to get your message out?
2. Come up with a slogan: Some catchy phrase that gets your message out loud and clear.
3. Plan your skit: Show enthusiasm for your cause. Pretend that the other members of the group ARE your target audience. Make it as convincing as possible!

SKIT TWO: PRESENTATION TO THE CITY COUNCIL

1. As a group, discuss and decide the following:
   - Why are you presenting to the City Council?
   - What is your message?
   - What do you want City Council to consider or do?
   - What evidence supports and strengthens your case? (You can make this up.)
2. Decide the form of your presentation (PowerPoint, one speaker, group or several speakers).
3. Plan your skit: Be highly professional. Use your best presentation skills and clear and concise arguments. Make it as convincing as possible!

SKIT THREE: INFORMATION BOOTH AT A COMMUNITY FAIR

1. As a group, discuss and decide the following:

- What is your main purpose? Why is an information booth needed?
- What do you want people to learn by visiting your booth?
- What audience(s) does your information target?
- What facts or information are you sharing with them? (You can make this up.)
- What do you hope will happen as a result of people learning this information?

2. Plan your skit: You feel you have important information and really want people to learn about it and have access to it. The most important thing is that people learn about your issue or cause. Make it as convincing as possible!

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Role Play Feedback Form

1. What is this group recommending? What is their message?

2. What makes their case strong? Are you convinced? Is there specific evidence?

3. Who is the audience(s)?

4. What do they want you to do or to know? Is it clear?

5. Do you think that their strategy would catch people's attention? Why or why not?

6. What could strengthen their approach?

7. What do you like best about this approach/strategy?

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Steps to an Action Campaign

1. DETERMINE YOUR MESSAGE: "WHAT"

- What is the main thing you want to happen or change?
- What are your recommendations?
- Is there a catchy way to say this message to get it to stick in people's minds?

2. FORM YOUR ARGUMENT: "WHY"

- What facts or information support your argument or make it stronger?
- Why do you care? How does this connect to your vision or personal experience?

3. SELECT YOUR AUDIENCE(S): "WHO"

- Who needs to be convinced?
- Who has the power to make change happen around this? (Can be students, other youth, school leaders, law makers/politicians).
- Decide what you want your audiences to do or learn. Be specific!

4. PICK YOUR STRATEGIES: "HOW"

- What types of action strategies will you use?
- What forms of action are best suited to your cause and goals?

CHECK LIST

MESSAGE

❑ Are your recommendations clear?

❑ Is your message specific?

❑ Will people "get it" right away?

❑ Do you have a slogan or logo to promote your message?

ARGUMENT

❑ Is there evidence backing up your argument?

❑ Are there personal stories or interview quotes that highlight your recommendations?

AUDIENCE

❑ Do you know who you are trying to reach?

❑ Do you know exactly what you want them to do/learn?

STRATEGY

❑ Do you know what strategies you will use to share your findings and recommendations?

❑ Do the strategies match your audience/s?

❑ Do you have the time and resources to make your action plan happen?

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Media Brainstorm Worksheet

WAYS TOSHARE FINDINGS AND RECOMMENDATIONS (MEDIA)	PROS? WHAT ARE THE BENEFITS TO USING THIS MEDIUM?	CONS? WHAT ARE THE DRAWBACKS TO USING THIS MEDIUM?	AUDIENCE? WHICH AUDIENCE(S) WOULD RESPOND BEST TO THIS MEDIUM?	USE? WHEN AND WHERE IS THIS MEDIUM MOST USEFUL OR POWERFUL?
POWERPOINT				
FACT SHEETS OR PAMPHLETS				
WEB SITE OR BLOG				
MUSIC				
VIDEO				
PHOTOS OR POSTERS				
DETAILED WRITTEN REPORTS				
MURALS OR OTHER PUBLIC ART				
THEATER (PUBLIC SKITS, SPOKEN WORD)				

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Event Overview

Event Title:

Event Date/Time:

Event Location:

Main Goals of Event:

Guests (What groups and individuals will you invite? Make sure your invitation list fits with your purpose.)

Main Activities of Event (Your program):

Special Awards or Honors?

Keynote Speakers and/or Guest Speakers:

Event Budget (What do you need to make it happen? Material or financial?):

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Event Work Plan - Example

	ACTIVITY/TASK	DEADLINE	PERSON(S) RESPONSIBLE
6 WEEKS OUT	Finalize event plan		
	Secure space		
	Determine entertainment (music, a youth performer, poem, dance)		
	Identify audio visual needs (for presentations, translation, music)		
	Decide on food/menu		
	Identify and secure keynote speaker		
	Finalize guest list (names and number of people)		
	Design invitations		
	Determine awards/certificates		
5 WEEKS OUT	Secure/reserve needed audiovisual devices and technical support		
	Mail invitations – include personal notes in each by youth and/or staff		
	Create guest list for tracking RSVPs		
	Create media packets and develop list of media contacts		
4 WEEKS OUT	Mail media packets		
	Request food donations		
	Request donations for raffle or door prizes		
3 WEEKS OUT	Write youth bios for posting/report		
	Finalize content for report and presentations		
2 WEEKS OUT	Send e-mail reminders to guests who are attending, and those you have yet to hear from (no RSVPs)		
	Prepare and practice presentations		
	Format report and print draft for youth review		
	Create program for event		
1 WEEK OUT	Test all A/V equipment		
	Gather/make decorations		
	Make signs/banners for event		
	Buy food or pick up nonperishable donations		
	Final draft of report completed and copied/printed for event		
FOLLOW UP	Budget follow up (receipts, etc.)		
	Thank you notes – guest follow up		
	Media follow up and coverage review		
	Letter and report copies to guests who did not attend		

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Event Work Plan

	ACTIVITY/TASK	DEADLINE	PERSON(S) RESPONSIBLE
6 WEEKS OUT			
5 WEEKS OUT			
4 WEEKS OUT			
3 WEEKS OUT			
2 WEEKS OUT			
1 WEEK OUT			
FOLLOW UP			

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Event Crew and Committees

	ACTIVITY/TASK	NAMES	NOTES
COMMITTEES	Marketing & Fundraising		
	Public Relations		
	Program		
	Decorations & Food		
EVENT JOB	Audio-Visual		
	Greeters		
	Sign–In		
	Documentation		
	Set-Up Crew		
	Tech Support		
	Food Servers		
	Press and Media Liaison		
	Food Coordination		
	Clean up Crew		
	Decorations		
	Child Care		
	Awards		

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Day of Event List

✓	MATERIALS FOR EVENT	PERSON RESPONSIBLE
	Sign in sheets	
	Name tags and sharpies	
	Pens/markers	
	Dots/stickers for name tag categories (media, parent, City Council, etc.)	
	Banners	
	Signs	
	Door prizes/raffle items	
	Copies of reports, fact-sheets, and other project products	
	Food	
	Programs	
	Tape	
	Photos/art work	
	Program shirts or stickers to ID staff/youth	
	Trash bags	
	Butcher paper	
	Camera, video camera	
	Facilitator notes, prep materials	
	Certificates and awards	
	CD player, music	

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NOTES

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NOTES

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Appendix 1

YELL AS A SENIOR RESEARCH PROJECT

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Applying the YELL curriculum as a senior research project provides students with the opportunity to explore an area of personal interest and to demonstrate skills and knowledge gained during their high school years. Typically a senior research project is a major undertaking that must be successfully completed as part of a student's graduation requirements.

This appendix frames YELL Unit 3 as an individual project. While originally developed for seniors in one high school in West Oakland, this appendix can be adapted as a classroom project for either high school or middle school students. What is presented here is meant to serve as a sample or launch point for work that fits with the goals and needs of your particular school.

PROJECT REQUIREMENTS

✔ Work Records

✔ Community Connection

✔ Academic Paper with Cross-Curricular Connections

✔ Final Product

✔ Presentation

MAIN STEPS TO A SENIOR RESEARCH PROJECT

✔ Select a Topic and Develop a Research Question

✔ Create a Research Plan

✔ Develop Research Tools and Collect Information

✔ Analyze Information and Write a Paper

✔ Present Findings

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Senior Research Project Support Structure

Senior Research Project Cohort (SRPC): The SRPC supports seniors with organizing their time, developing their skills, writing their report, and planning their final presentation. Depending on the number of seniors and faculty at your school, each faculty member should be assigned a group of five seniors. Each SRPC meets every month, with faculty providing structure and support for seniors in planning and completing their projects. Each student is assigned to a SPRC by the beginning of the spring semester of their senior year. Specifically, the SRPC structure provides students with the following:

- **Peer Resources:** Within each SRPC, students work together to understand and implement the steps and requirements of the project and address any problems that arise. Youth can use the structure for peer reviews of work, topic identification brainstorms and other feedback formats.
- **Faculty Advisors:** Students work under the guidance of faculty members who serve as Senior Research Project Cohort guides and advisors. Faculty are assigned a core group of students for one-on-one advising and support.
- **Parent/Guardian Acknowledgement:** Students are required to get a parent or guardian signature for each step of their project. This encourages communication about the project and provides a system for keeping parents or guardians informed of the project requirements.

Working with the support of their SRPC, and under the supervision of faculty, students will develop and complete substantial projects. Although various forms of assistance will be made available, the primary initiative for completion of the project lies with the student. Selection of a project topic will be the responsibility of each student, based on such factors as interest, knowledge, and career goals. Topics must be submitted to the student's faculty advisor for approval. Students may choose to include service in their project to meet a service learning graduation requirement. Parents and caregivers are encouraged to discuss project topics with their children and to be supportive during the year as the project develops.

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Letter from the Principal - Example

Dear Parents and Guardians of Seniors:

Graduation requirements for members of this year's class include a senior research project. The senior research project gives each senior the opportunity to demonstrate her or his years of educational experience in thinking, reading, writing, speaking, accessing information, self-discipline, problem solving, and organization. These skills will be showcased in a five-part process consisting of the following requirements:

- **Work Records:** A collection of all the written material that results from the project, including a process journal, reading list, annotated bibliography, notes of research, response forms, and letters generated as part of project work.
- **Community Connection:** Research (interviews, surveys, or focus groups) with community members.
- **Academic Paper with Cross-Curricular Connections:** A 10–15 page paper that demonstrates use of skills and knowledge from several areas of study.
- **Final Product:** A service, performance, activity, object, or work of art created by the student as a result of the exploration of a chosen topic.
- **Presentation of Learning:** Final presentation to a panel of evaluators composed of parents, students, teachers, and community members.

For successful completion of the senior research project, your student cannot rely solely on what she or he already knows, but must demonstrate an aspect of new learning and growth. A successful senior research project experience involves your support and teacher support as well as student initiative and self-discipline. Each student has been informed of the deadlines and requirements of the project. Please review the planning packet and become an active participant in this exciting learning experience with your student.

We are looking forward to working with our students through this process and to the end of the school year when we will see the wonderful array of projects they create. If you have any questions, please call.

Sincerely,

The Principal

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Steps to a Senior Research Project

1. PICK A TOPIC AND DEVELOP A RESEARCH QUESTION

Topic selection can be based on your interest, knowledge, and career goals. Topics must be submitted to the faculty leaders of the Senior Research Project Cohort for approval. You may choose to include service in your project in order to meet service-learning graduation requirements.

What is the community-based issue or topic that you want to address? What is your primary question?

2. CREATE A RESEARCH PLAN

Create a timeline and work plan for your senior research project.

When is each part of the project due? What do you need to accomplish by when to stay on track?

3. DEVELOP RESEARCH TOOLS AND GATHER INFORMATION

Explore the history, politics, and root causes of the issue you want to address. Use newspaper articles, books, government reports, journal articles, and the Internet. Learn to use surveys, interviews, and focus groups to better understand the surrounding community.

Who is impacted or involved in the problem you are addressing? What is the best way (interviews, surveys, focus groups) to get information from these people?

4. ANALYZE INFORMATION AND WRITE A PAPER

This is your opportunity to write about your findings and share what you learned about your topic.

What did you learn? What are the major trends or themes that come out of what people have said?

5. PRESENT FINDINGS

Present your ideas and share your work with people who could use your information to make change in your community.

Who should know about your topic and what you learned? How will you share this information with those people? Invite these people to your presentation and put up flyers or posters about your final presentation.

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Senior Research Project Planning Packet Contents

PARENT OR GUARDIAN ACKNOWLEDGEMENT OF SENIOR RESEARCH PROJECT PLANNING PACKET CONTENTS

I have read and discussed the senior research project planning packet with the student below. We understand that the senior research project is required for graduation from high school and that work on a successful senior research project begins in the very beginning of the spring semester and keeps to the timeline.

_____ _____ _____

Parent or Care Giver Name (please print) Student Name (please print) Date

_____ _____

Parent Signature Student Signature

_____

Daytime Telephone Number

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Senior Research Project Requirements

1. WORK RECORDS

The written record of the senior research project serves as a guide and a history of your work of the project. It should include but is not limited to:

- A letter of intent that identifies your senior research project topic.
- A reading list of 10 documents (at least five pages each) that you will read.
- An annotated bibliography that organizes and shares what you learn from your reading.
- Note cards from your research.
- The Senior Research Project Sign-off Sheet, which is a list of tasks with due dates that must be signed by a Senior Research Project Team Leader on the appropriate date.

2. COMMUNITY CONNECTION

The senior research project is an opportunity for students to take their learning beyond the school boundaries. Students must complete one of the following research activities with community members:

- One focus group with at least 10 participants who have a discussion on your topic for an hour.
- Five interviews, each at least a half an hour in length.
- 20 surveys.

3. ACADEMIC PAPER

The final paper for the senior research project must be 10-15 pages in length, double spaced, in 12-point font. The senior research project paper and product must show evidence that the student has used skills and knowledge from several areas of study, such as English, mathematics, social studies, public speaking, art, world languages, science, or music to enhance and complete the work. (See Rubric at the end of this section.)

4. FINAL PRODUCT

The product component of the senior research project develops as a result of the exploration of the chosen topic. Depending on the topic, the product might be:

- A service that is substantial and meets a real community need. For example: Tutoring younger students in math over a semester or organizing a neighborhood or park clean-up. (You must make a PowerPoint presentation or other way of showing what you did at your final presentation).
- A video documentary.
- A work of art.

5. PRESENTATION OF LEARNING

Presentation of Learning is the pubic sharing of the senior research project – both the product and ideas from the final paper. Assessment occurs with students sharing their product and getting constructive feedback from their Senior Research Project Committee.

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Senior Research Project Timeline

MONTH ONE

- LEARN about the senior research project and review this packet.
- HAVE YOUR PARENTS or GUARDIANS sign the acknowledgement form.
- WRITE YOUR LETTER OF INTENT that explains what topic you have chosen for your project. Your parents or guardians will be contacted if you do not turn in your letter.
- GET TRAINING on how to do research.
- CREATE A READING LIST that outlines all of the books and articles that you will read about the issue you've chosen.
- START READING and create note cards that will help you write your annotated bibliography.
- WRITE YOUR ANNOTATED BIBLIOGRAPHY.

MONTH TWO

- SET GOALS FOR COMPLETING YOUR PROJECT and create a personal time line that includes details specific to the individual project.
- COLLECT ALL YOUR INFORMATION and do your research in the community. Write up your preliminary findings.
- WRITE SECTIONS 1, 2, and 3 of your paper. Your parents or guardians will be contacted if you do not turn in this draft.

MONTH THREE

- WRITE SECTIONS 4, 5, and 6 of your paper. Turn in to your English advisor for feedback.
- REVISE YOUR PAPER based on the feedback you get from your teacher.
- START WORKING ON YOUR PRODUCT.
- RECRUIT community members and other students to be on the committee that will score your project.
- TURN IN YOUR FIRST DRAFT OF ALL SECTIONS of your paper, based on your teacher's feedback. Your parent or guardian will be contacted if you do not turn in this draft.

MONTH FOUR

- TURN IN YOUR FINAL DRAFT of your paper, based on your teacher's last feedback. Your parent or guardian will be contacted if you do not turn in your paper, and you will not be able to graduate.
- FINALIZE YOUR PRODUCT and prepare for your presentation.
- PRESENT YOUR PROJECT to your committee and the public.

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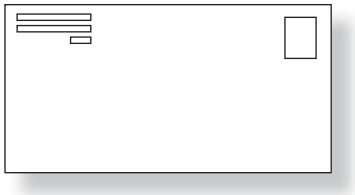
Senior Research Project Letter of Intent

The Letter of Intent communicates to your Senior Research Project Cohort your ideas about the topic and process for your senior research project. Please follow the instructions below and use the format provided. If you have any questions about the Letter of Intent, particularly about the paragraph on plagiarism, please be sure to ask your Senior Research Project Cohort leaders. Your Letter of Intent must be typed. You will turn in your letter to your team leaders, who will evaluate your proposal. Good luck!

FORMAT



Jamaal Jones	**(your name)**
234 Chávez Drive	**(your address)**
Kenwood, CA 12345	
	(double space)
February 5, 2008	**(date)**
	(double space)
Senior Research Project Team A	**(teacher's name or team name)**
396 Ferndale Ave	**(school address)**
Kenwood, CA 12345	
	(double space)

Dear Cohort Leaders:

(double space)

The purpose of this letter is to inform you that I intend to learn about and create a project about childbood obesity in Kenwood. My plan for learning includes using the public library, the Internet, interviews, mapping of food and grocery resources in our neighborhoods, as well as data on children and youth in Kenwood. I intend to volunteer in a nutrition class for elementary age children and produce a short documentary about childhood obesity in our community.

(double space)

I understand that plagiarism is the unlawful claiming of another's work as my own. I also understand that plagiarized work will result in my failing the senior research project graduation requirement. I will do my best to come up with original thoughts and to cite others' work when I find it necessary to use their ideas.

(double space)

Sincerely,

(four spaces – sign your name here)

Jamaal Jones **(type your name here)**

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Senior Research Project Paper Outline

INSTRUCTIONS:

All papers must include the following sections (please use the given titles for your outline headings). For each section you must use the information you gather from people in the community, and from books and articles, to support your ideas.

Paper Length: 10-15 pages. Each page should be in 12-point font and double spaced.

1. Historical Context (2-3 pages)

You must research the history behind your topic. Consider such questions as: How long has our community faced this problem? What attempts have been made to address this issue here and in other communities? Were there any major political, historical, or economic events that affected the issue? Has the problem increased or decreased?

2. Personal & Present Day Analysis (3-4 pages)

How has this issue impacted you personally or the people around you? Research and analyze the current condition of your issue. Consider such questions as: What role does the issue play in the condition of our community today? What are some specific examples of how this issue is played out? What are people or organizations doing to address this issue?

3. Root Causes (1-2 pages)

Discuss some of the causes of the community problem you are addressing. What have you come across in your research? Include both historical and current issues. Remember that this has to be clear in order for your proposal to have any validity. You must ground your proposal here by clearly explaining what you have found the root causes to be.

4. Proposal or Solution (2-4 pages)

Here you must present your proposal. In other words, what realistic idea have you come up with as a way of addressing or solving the issue? Did the people you talked with give you any ideas or did you find examples of solutions in other communities? Once you have the basics of your idea, try to imagine what some strong arguments (and counterarguments) might be and include how you plan to address those responses.

5. Implementation (1-2 pages)

How do you propose to implement your idea? Rather than simply propose an idea, you want to also propose how to make this idea become a reality. You will not have all the answers, but you should have a general idea of how things can get started. Be sure to include other resources, such as other organizations you have come across that are already addressing this issue and ways in which to take advantage of them.

6. Reflection (1-2 pages)

Reflect on your project and how it has affected you as a person, as a student, and as a member of the community. Here is the opportunity for you to include your own individualism and personality.

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How to Write a Reading List

DEFINITION:

A reading list compiles at least 10 documents (e.g., books, articles, Web sites), each at least five pages long, that you are going to use as sources for your senior paper. Eventually it will be your annotated bibliography at the end of your paper!

PURPOSE:

A reading list will help you focus on finding the material you need to help you write your final paper. The reading list will show your senior advisor that you have started working and will give your advisor a chance to point you toward better resources when appropriate.

REQUIREMENTS:

A reading list looks just like a bibliography. You must list at least 10 documents that you will read as research for your final paper. Your advisor may have their own style that they prefer you use, and there are a number of examples with the popular styles (such as APA or MLA) online at www.docstyles.com. These documents will provide you with the information you need to write each section of your final paper.

SAMPLE READING LIST:

Dworkin, J.B., Larson R., & Hansen D. (2003) Adolescents' accounts of growth experiences in youth activities. Journal of Youth and Adolescence. 32: 17-26

Greenberg, M.T., Weissberg, R.P., O'Brien M.U., Zins, J.E., Fredericks L., Resnik, H., & Elias, M.J. (2003) Enhancing school-based prevention and youth development through coordinated social, emotional, and academic learning. American Psychologist. 58: 466-474.

Larson, R. (2000). Towards a psychology of positive youth development. American Psychologist. 55: 170-183.

McLaughlin, M. (2000). Community counts: how youth organizations matter for youth development. Washington, DC: Public Education Network.

Roth, J.L. & Brooks-Gunn, J. (2003). Youth development programs: risk, prevention and policy. Journal of Adolescent Health. 32:170-182.

Werner, E. (2005). Resilience and recovery: findings from the Kauai longitudinal study. Focal Point: Research, Policy and Practice in Children's Mental Health. 19: 11-14.

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How to Write an Annotated Bibliography

DEFINITION:

An annotated bibliography is an organized list of your research sources (e.g., books, newspapers, magazines, Web pages) each of which is followed by a brief note or "annotation."

PURPOSE:

An annotated bibliography helps you organize your research and keep track of the main ideas you find.

REQUIREMENTS:

Your annotated bibliography must include at least five sources (e.g., articles, books) that you have used in your research.
How does an annotated bibliography look? You write and arrange the bibliographic entries just as you would any other bibliography. They are usually arranged alphabetically by the first word, which is typically the author's last name. The short note, or annotation, then immediately follows the bibliographic information.

Each annotation consists of:

- A description of the content and focus of the book or article.
- Analysis of any conclusions the author(s) made.
- Your reaction to the document and its usefulness.

Sample Annotation (an annotated bibliography is a page of entities like this):

London, Herbert. "Five Myths of the Television Age." Television Quarterly 10 (1) Spring 1982: 81-89.

Herbert London, the dean of journalism at New York University and author of several books and articles, explains how television contradicts five commonly believed ideas. He uses specific examples of events seen on television, such as the assassination of John Kennedy, to illustrate his points. His examples have been selected to contradict such truisms as: "Seeing is believing;" "A picture is worth a thousand words;" and "Satisfaction is its own reward." London uses logical arguments to support his ideas which are his personal opinion. He doesn't refer to any previous works on the topic.

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Annotated Bibliography Work Sheet

1. ARTICLE NAME: _____

What was the main point of the article?

What is something new you learned from the article?

Do you agree or disagree with what people said in the article? Why or why not?

2.ARTICLE NAME: _____

What was the main point of the article?

What is something new you learned from the article?

Do you agree or disagree with what people said in the article? Why or why not?

3. ARTICLE NAME: _____

What was the main point of the article?

What is something new you learned from the article?

Do you agree or disagree with what people said in the article? Why or why not?

4. ARTICLE NAME: _____

What was the main point of the article?

What is something new you learned from the article?

Do you agree or disagree with what people said in the article? Why or why not?

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Senior Research Project Sign-Off Form

This form is to be kept with the senior research project planning packet and presented to a Senior Research Project Cohort leader for sign-off on the appropriate dates. The completed form is a part of the final senior research project presentation.

TASK	DATE	SIGN-OFF
1. Attendance at Senior Research Project Cohort Meeting		
2. Return of Signed Parent/Guardian Letter		
3. Submission of Letter of Intent		
4. Attendance at Senior Research Project Cohort Meeting		
5. Submission of Reading List		
6. Submission of Annotated Bibliography		
7. Attendance at Senior Research Project Cohort Meeting		
8. Submission of First Three Sections of Paper		
9. Attendance at Senior Research Project Cohort Meeting		
10. Submission of Last Three Sections of Paper		
11. Submission of First Draft of Paper		
12. Attendance at Senior Research Project Cohort Meeting		
13. Submission of Final Draft of Paper		
14. Final Presentation of Product and Paper		

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Senior Research Project Presentation Evaluation Form

STUDENT PRESENTER: _____ **DATE:**_____

ESSENTIAL QUESTION:_____

PANELIST NAME:_____**AFFILIATION:** _____

TIME FRAME FOR PRESENTATION:

1. Set Up for Presentation	3 minutes
2. Introduction of Student	1 minute
3. Essential Question	2 minutes
4. Historical Context/Root Causes	10-12 minutes
5. Research Methods	
6. Findings and Recommendations	
7. Questions from Panelists	7 minutes
TOTAL TIME:	**25 MINUTES**

Panel Discussion and Scoring (without student present) 5 minutes

RUBRIC ELEMENTS (SEE RUBRIC)	INDIVIDUAL SCORE (1-4)	PANEL CONSENSUS (1-4)
CONTENT States essential question, identifies root causes, explains historical context, presents solution, and articulates relevant and important information		
PRESENTATION MATERIALS/MEDIA Presentation is engaging and relevant to the essential question, the multimedia is clear and/or audible, text is accurate/easy to read, and the use of multimedia serves to enhance the oral presentation		
RESEARCH, METHODS, AND REFLECTION Student communicates clearly the elements of his/her research, illustrates the methods and findings (surveys, focus groups, interviews, etc.), and reflects on what was learned		
ORAL PRESENTATION Presenter voice is audible and engaging, makes eye contact with panelists, uses formal conversation, appropriate dress and body language		
TOTAL POINTS (4-16)		

Comments/Remarks/Questions:

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Sample Questions for Student Presenters

1. What made you choose this topic? How does it connect to you personally?
2. Please reflect on how your proposed solution would be implemented.
3. From which sources in your research did you gain the most information?
4. In what ways did this project change your relationship/understanding of your community?
5. What have you learned about what it takes to create change in your community?
6. What would you like to see the next generation of students do related to your topic?

PANELIST COMMENTS/REFLECTIONS:

INDIVIDUAL SCORE: _____ (Total)

PANEL CONSENSUS SCORE: _____ (Total)

I RECOMMEND THIS PRESENTATION:

_____Passes with distinction (13-16)

_____Passes (10-12)

_____Passes with reservation (7-9)

_____Does not Pass (4-6)

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Senior Research Project Rubric

A. CONTENT			
EXCEEDS STANDARD 4	**MEETS STANDARD 3**	**APPROACHES STANDARD 2**	**BELOW STANDARD 1**
Impressively answers and powerfully organizes the information to their essential question	Sufficiently answers their essential question and identifies root causes in an organized and coherent manner	Some information is provided to answer the essential question, lacks organization and/or important detail	Does not answer the essential question Not versed in the subject matter related to essential question
Demonstrates mastery and knowledge of the topic	Demonstrates fluent knowledge of the topic, organizes the information in a coherent manner	Somewhat fluid in the subject matter/topic; breaks and gaps in the presentation of information	Communicates very little significant information related to root causes or historical content
Presentation "teaches" panelists something new	Presents important and relevant historical analysis using statistics, experiences, graphs and/or cites resources	Able to present some historical analysis using statistics, experiences, graphs, and/or cite sources	Not able to present relevant and important information with statistics, experiences, graphs and/or cite sources
Able to confidently answer panel questions relevant to their historical analysis and root causes	Able to answer relevant questions from panelists	Demonstrates some difficulty in answering questions related to their essential question and/or root cause	Unable to answer any questions related to their essential question and/or root cause
Articulates a community solution that is well crafted and plausible	Articulates a thoughtful community solution	Presents a superficial and/or unrealistic community solution	Does not propose a community solution
B. RESEARCH AND REFLECTION			
EXCEEDS STANDARD 4	**MEETS STANDARD 3**	**APPROACHES STANDARD 2**	**BELOW STANDARD 1**
Presents all findings and research methods clearly and consiely	Strongly communicates findings and research methods from the project	Minimally communicates the findings and research methods from the project	Does not adequately communicate any findings nor research methods
Presentation clearly demonstrates that the student exceeded project requirements in terms of data collection, and depth or research	Completed research and fieldwork is evident	Research and/or fieldwork seems incomplete, tacked on, or rushed	Only demonstrates beginning stages of research
Communicates a rich learning experience	Communicates thoughtful reflection and learning experience as a result of doing project	Communicates a superficial learning experience	Unable to communicate any significant learning as a result of the project
An interesting, original solution, product, or experience is presented	Identifies the social impact (relevance) of the community issue/essential question being addressed	Partially addresses the social impact (relevance) of the community issue/essential question being addressed	Unclear of what community issue or essential question is being addressed

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Senior Research Project Rubric

C. VISUAL PRESENTATION			
EXCEEDS STANDARD 4	**MEETS STANDARD 3**	**APPROACHES STANDARD 2**	**BELOW STANDARD 1**
Multimedia form is exciting and draws in the audience	Multimedia form is engaging and interesting	Multimedia form is somewhat interesting	Multimedia form is not engaging or interesting
Visuals are thoughtfully organized, aesthetically pleasing, and flow seamlessly with the presentation	PowerPoint has no more than 30 words per slide, no grammatical errors All text is clear and easy to read, appropriate choice of font, color, size, and background	PowerPoint has more than 30 words per slide, less than 40, some typos and/or grammatical errors All text is readable but distracting because of font size, background, or color	PowerPoint has too many words per slide (more than 40), typos, and/or grammatical errors Text is extremely difficult to read because of font size, color, or background
Product includes video and/or audio clips that deepen panelists' understanding of the essential question	Does not distract from presentation Use of video/visuals enhance the presentation Clear uniformity of slides/video/audio	Visuals/video/audio distracts from presentation Some use of video, pictures, or graphs, but they do not enhance the presentation Some uniformity of slides/video/audio but majority lack organization	Visuals/video/audio takes away from the presentation or takes too much time Few pictures or graphics No uniformity of slides/video/audio
D. ORAL PRESENTATION			
EXCEEDS STANDARD 4	**MEETS STANDARD 3**	**APPROACHES STANDARD 2**	**BELOW STANDARD 1**
Presenter's voice has dynamic inflection and pausing	Presenter's voice is audible and engaging	Presenter's voice is mostly audible, low volume may distract panelists	Presenter's speech is muffled or consistently difficult to hear
Completely controls the room when he/she speaks	Presenter makes eye contact with the panelists	Presenter makes some eye contact, may be reading from notes	Presenter makes little or no eye contact
Uses body language to enhance presentation	Use of appropriate speech, dress, and body language to address panelists	Mostly appropriate speech, dress and/or body language	Presenter demonstrates inappropriate speech, attire, or body language for a public audience
Delivery is confident, eloquent, and passionate	Presentation is well organized and prepared	Presentation is somewhat structured, may jump around	Presentation is unorganized and unrehearsed

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Appendix 2

ADDITIONAL YELL RESOURCES

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Notes

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What is Youth Development?

Youth Development is an area of scholarship and practice devoted to understanding and supporting the developmental process between adolescence and adulthood. A youth development approach sets positive outcomes for young people and provides information on how best to support young people's growth and transitions into healthy, stable adults.

There is consensus among researchers, teachers, parents, and community members that young people need to develop certain assets. According to the National Research Council and the Institute of Medicine's 2002 report "Community Programs to Promote Youth Development,"[1] positive youth development requires healthy growth in and across the following areas:

- Physical Development – Good health habits and risk management skills.
- Intellectual Development – Knowledge of essential life and vocational skills, school success, critical thinking, reasoning and decision-making skills, ability to navigate through multiple cultural contexts.
- Psychological and Emotional Development – Good mental health, positive self-regard, social identity, coping and conflict resolution skills; "planfulness," autonomy, pro-social values, strong moral character.
- Social Development – Connectedness, sense of social place/integration, attachment to conventional institutions, ability to navigate in multiple contexts, civic engagement.

Success from a Youth Development Perspective:

The Community Network for Youth Development[2] defines success as what we want young people to be able to do as they enter early adulthood. There are three broad categories of what, at a minimum, we hope all young people will attain:

- **Economic Self-Sufficiency** means that all youth should expect as adults to be able to support themselves and their families, and to have some resources beyond basic survival needs. They should have decent jobs and the education or access to education to improve or change jobs.
- **Healthy Family and Social Relationships** means that young people should grow up to be physically and mentally healthy, be supportive parents if they have children, and have positive family and friendship networks.
- **Contributing to Community** can take many forms, but we hope that young people will look to do more than be taxpayers and law-abiders – to contribute at a level where they add to their community, however they define the term.

1 The most comprehensive report of its kind that evaluates and integrates the current research related to community programs for youth: Eccles, J. and J.A. Gootman, Eds. (2002). *Community programs to promote youth development*. Washington, DC: National Academy Press. www.nap.edu/openbook.php?isbn=0309072751 http://www.nap.edu/openbook.php?isbn=0309072751

2 CNYD. (2001).Youth Development Guide: Engaging young people in after-school programming. Community Network for Youth Development, San Francisco: www.cnyd.org/trainingtools/index.php.

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What is a Youth Development Environment?

A growing body of evidence suggests that certain features of a young person's environment play an important role in promoting healthy development:

FEATURE	SAMPLE SUPPORT IN YELL CURRICULUM
Physical and Psychological Safety Youth experience safe, health-promoting facilities and safe, structured peer group interactions that support positive communications strategies and problem solving.	• Team building activities built into program structure. • Youth-designed group agreements and policies. • Staff and youth consistently enforce group agreements. • Skill building in communication and problem solving.
Positive Social Norms Youth experience a consistent program or organizational culture rooted in a strengths-based approach to group processes and outcomes; values and morals for the group are modeled and reinforced through program staff and structures.	• Team building activities that highlight empathy, assets, and peer support. • Focus on personal assets. • Focus on group and community assets. • Integration of adults as co-participants. • Use of "props" and other affirmations among group members.
Age-Appropriate Structures Youth experience appropriate limits, consistent boundaries, rules, and expectations, continuity and predictably; relevant rewards and incentives; age-appropriate monitoring.	• Consistent session structure. • Based in youth development research. • Tested in middle school and high school settings.
Supportive Relationships Youth experience warm and caring staff who provide support and guidance, and who are responsive to youth goals, needs, and concerns. Youth feel a sense of connection to peers and adults in the program, and clear communication is modeled and encouraged.	• Team building activities in which adults and youth participate as equals. • Youth-staff check ins. • Informal events, conversations, and check ins that support knowledge of the interests, needs, and strengths of youth and their families. • Opening and closing circles in which both youth and adult staff participate. • Active listening exercises structured around personal perspectives and experiences.
Support for Efficacy and Mattering Youth experience adults who take them seriously, support them in making their own decisions, and provide opportunities for them to make a real difference in their community.	• Focus on authentic community issues. • Attention to personal growth and improvement (rather than comparison relative to others). • A "partnership" approach to working with youth.
Opportunities for Skill Building Youth experience opportunities to learn and grow across developmental domains.	• Research, leadership, and communication skills developed in authentic learning contexts. • Youth set personal and programatic goals and assess their own progress. • Focus on social, emotional, and cognitive development.
Opportunities to Belong Youth experience meaningful social involvement in group projects, activities, and events regardless of gender, ethnicity, sexual orientation, or disabilities. Staff demonstrate and model cultural competence, treat youth equitably, address comments or issues that could alienate individual youth and that intentionally build connections among different peer networks.	• Opportunities for identity exploration, cultural sharing, and group dialogue. • Team-building activities that break down barriers and assumptions and build group identity. • Youth inform program goals and outcomes. • Broad definition of leadership and opportunities for youth to take a variety of leadership roles. • Youth designed elements (e.g., t-shirts, room decorations) that establish group identity and ownership.
Integration of Family, School, and Community Efforts Youth experience connections and overlap among their family, school, and community.	• Potlucks, celebrations, and presentations that involve youth's families and friends. • Invitations to other teachers or staff to join activities where appropriate. • Youth-designed newsletters to families and/or other youth in the school or community. • Research and action activities that involve school and community leaders. • Opportunities for advocacy and youth leadership on critical community issues.

Eccles, J. and J.A. Gootman, Eds. (2002). Community programs to promote youth development. Washington, DC: National Academy Press.

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What is Community Youth Development?

When a community views young people as essential partners in creating positive conditions for themselves and those around them, shares responsibility for youth outcomes, and deliberately invests its institutional and organizational resources in promoting the positive development of young people within and across contexts, it is taking a community youth development approach. When communities take on this approach, both youth and the community benefit. A community youth development approach:

- **Embraces youth as authentic partners in the task of community development.** Youth are supported and prepared to be not only responsible and committed members of their community in the future but as active and contributing leaders now.

- **Promotes programs and practices that support youth leadership and impact the community.** Programs and organizations provide opportunities for youth to have a voice in establishing, designing, and evaluating the services, supports, and opportunities intended to serve them. Furthermore, these programs include goals and practices that have a "reach" that extends beyond individual program goals to generate positive change in the community.

- **Encourages collaboration and shared responsibility for youth outcomes.** The community (including programs, schools, families, policies, and decision-making structures) intended to support youth work together to develop a common vision, a consistent message, and a coherent plan for the future of its young people and the communities in which they live and grow. This includes sharing and aligning resources.

Resource Tip:

Check out Community Network for Youth Development. It offers online resources, as well as the comprehensive "Youth Development Guide: Engaging Young People in After-School Programming."

www.cnyd.org

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YELL Program Models

The following models have been used by the John W. Gardner Center in partner schools and communities. Each model has a slightly different scope, objective, and approach. The ingredients below help make any YELL program successful.

YELL GOALS	COMMUNICATION AND LEADERSHIP BASICS	+ RESEARCH	+ ACTION CAMPAIGN	+ CLASSROOM LEARNING
YOUTH WILL:	• Build peer relationships • Build leadership skills • Build positive connections with adults • Increase communication skills	• Further develop leadership skills • Build and apply research skills • Promote critical thinking • Promote teamwork for change • Utilize communication skills in real-life context	• Enhance leadership skills • Take action from research • Develop action plans, projects, and advocacy efforts • Project development, action planning, and advocacy to inform local decision makers	• Apply research and critical thinking skills • Connect academic learning to community knowledge • School project development with potential community impact
THE SCHOOL OR COMMUNITY WILL:	• Forum for identifying youth concerns and issues • Concrete projects that benefit the school or community	• Provide critical youth data to the broader community • Make recommendations based on their research	• Develop projects and actions to inform school and community decision making • Make local decisions with lasting influence	• Promote academic learning and share community knowledge • Identify local community issues
YELL CONTINUUM PLANNING AND RESOURCES	**COMMUNICATION AND LEADERSHIP BASICS**	**+ RESEARCH**	**+ ACTION CAMPAIGN**	**+ CLASSROOM LEARNING**
POTENTIAL SETTINGS	• After-school programs • Community organizations • School leadership class	• After-school programs • Community organization • Curriculum units in class • Philanthropic settings	• In and out of school decision-making bodies • Community organizations • City government boards	• As a curriculum unit in class • High school project requirement • Community service requirement
MEETING FREQUENCY	1-3 days a week for 1-½ hours or daily for 1 hour	1-4 times a week after school or as needed to complete in-class unit	1-3 times a week after school for 1 ½ hours and as needed	Year-long; 2 times per month for check-ins and weekly workshops
RESOURCES NEEDED	• 1 paid coordinator equivalent to 20 hrs/wk or 2 at 10 hrs/wk for every 20-25 youth (6th grade & older) • Program supplies	• 1 paid coordinator equivalent to 20 hrs/week or 2 at 10 hrs/wk for every 20-25 youth (6th grade & older) • Volunteers 10 hrs/week • Program supplies	• 1 paid coordinator equivalent to 20 hrs/wk or 2 at 10 hrs/wk for every 15-20 youth (8th grade & older) • Program supplies • Incentives (stipends, trips, etc.)	• 1 adult advisor at 10 hrs/wk along with an experienced high school senior as peer mentor 5 hrs/wk per cohort
POTENTIAL PARTNERS	School staff, local organizations, volunteer organizations, businesses	School staff, students teachers, volunteers, community groups, businesses	School staff, community groups, government, youth training organizations	Local teachers, tutors, mentors, previous program participants, college students

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YELL Program Expense Budget Items

The below budget items are based on the John W. Gardner Center's experience implementing YELL in two different communities. Both programs are based at public schools with approximately 1,000 students. At each site, YELL serves 60-100 students in multiple grades and employs youth mentors to support program implementation. The programs are administered in partnership with the school sites.

SAMPLE EXPENSE BUDGET ITEMS

(Based on YELL as an after-school program four days per week, and youth development support for other school-based programs and classes)

DIRECT COSTS

PROGRAM COSTS	
Travel – Field trips/retreats/conferences for YELL participants	$2,500
Communications – Internet/phone access	$300
Food and related supplies for YELL sessions/parties/events	$800
Program materials – Office and art supplies	$800
Photocopy/printing	$300
Films, slides	$200
T-shirts with program logo	$500
STAFF COSTS	
Full-time project director	$40,000
Benefits for project director	$10,080
1 full-time AmeriCorps member	$11,000
4 Peer Mentors (youth) @ $120 per month x 9 months	$4,320

INDIRECT COSTS **usually a percentage of the total budget**

OPERATING COSTS (IN-KIND SUPPORT FROM SCHOOL AND DISTRICT)	
Facilities: classroom meeting space and daytime office space on school campus	in-kind
Communications/equipment: phone, fax, copier, printer, computers	in-kind
Computer software/support: School District	in-kind
Supervision and secretarial support: School Family Center	in-kind
STAFF COSTS	
Amount matched by AmeriCorps agency for 1 full time AmeriCorps member	$11,000
TOTAL	**$81,800**

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YELL as a Sustainable Program: Sources of Support

Project Support is vital to the success and continuity of the project. Not only is financial support needed, but humanpower and in-kind resources are required as well.

KNOW YOUR RESOURCES – START WITH A LIST

Awareness of what resources you have and what resources you need is important. Also, remember there will always be surprise expenses along the way, so be realistic and round up on estimates of costs and time, NOT down.

Questions to start your list (you can also use the sample budget as a starting point):

- What do I need to support me personally – who or where can I go with questions or concerns?
- Where will YELL meet? Does the current space meet the needs of the program?
- What do I need for materials? Where can I get these materials?
- Who are already supporters of the program in my community?
- Who doesn't currently know about the program that might support it?

SOURCES OF SUPPORT FOR YOUR PROGRAM OR PROJECT

• IN-KIND SUPPORT FROM SCHOOLS

Most schools will be able to offer some in-kind support. In-kind support could be anything on your list that already exists at the school that can be used for the YELL program (such as a classroom that is designated for the program, access to copy machines, access to a school library, or release time for a teacher or facilitator to plan for YELL). Finding allies and resources within the schools that youth attend is an important part of creating a sustainable program.

• FINANCIAL SUPPORT FROM SCHOOLS

Some schools do have some form of funding to support youth programs. Often the funds for youth programs have been set aside for a specific use (e.g., violence prevention, health education). It can take considerable effort to uncover which funds could be utilized to support YELL, but if you can find the right supporters in an individual school's administration, then you are more likely to learn about opportunities for financial support for your work.

• SUPPORT FROM CAREGIVERS

In addition to encouraging support for the youth in the program, learn more about what caregivers might want to contribute to the program. Donating time and resources often is a good way to help caregivers feel connected and supportive of the program. Clear communication about what support you would like and how you would like to use it should be emphasized.

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• SUPPORT FROM THE COMMUNITY

Many communities have community-based organizations and/or public facilities (e.g. park and recreation departments) to serve the youth in the communities in which you are working. Collaboration with others can benefit all youth in the community. Be aware that collaboration with other groups can be VERY time consuming. Be strategic about what kinds of conversations, which organizations you approach, and the organizations with which you are open to collaborating. Remember that unlikely allies can sometimes become the strongest allies.

Through collaboration with other organizations you may be able to:

- Secure additional in-kind support.
- Learn more about financial resources available in your community and access them.
- Create sustainable support networks for you and YELL youth.

• WORKING WITH AMERICORPS MEMBERS AND VOLUNTEERS

Previous YELL facilitators have worked closely with AmeriCorps members and other volunteers. Recruiting, supporting, and finding meaningful ways to involve others can enhance your program but can also be resource intensive.

For more information you may want to contact:

- Your school's Parent Teacher Association (PTA)
- A local United Way Office
- A local AmeriCorps branch or the National Office:

  1201 New York Avenue, NW
  Washington, DC 20525
  Tel.: 202-606-5000
  TTY: 202-606-3472
  E-mail: questions@americorps.org

A FEW NOTES ABOUT AMERICORPS FROM ITS WEB SITE:

• **What is AmeriCorps?:** AmeriCorps is a network of local, state, and national service programs that connects more than 70,000 Americans each year in intensive service to meet our country's critical needs in education, public safety, health, and the environment.

• **What would AmeriCorps provide?:** AmeriCorps provides grants only to organizations, not to individuals. Grantees use the funding to support AmeriCorps members for intensive service in their community. AmeriCorps grants partially cover the expense of operating an AmeriCorps program and do not cover general organizational expenses. A cash and in-kind match is required.

• **How do I find AmeriCorps programs in my own community?** Visit the State Profiles on the AmeriCorps Web site. Grantees are listed by city and organization name. To find the appropriate corporation contact for your state, download the PDF labeled "National Service Contacts in my State."

Web site: www.americorps.org/for_organizations/overview/index.asp

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• FINANCIAL SUPPORT FROM DONATIONS AND FOUNDATIONS

Though in-kind support can help most programs get a great start, it will be important to think long term about how to support and improve YELL in your community year after year. There are many ways to structure the funding of YELL. The more connected participants and community members are to the program, the easier it will be to find the financial resources needed to support the program. However, fundraising can be a very complex and resource-intensive process, so think carefully before you decide on what strategies you are going to use.

DONATIONS FROM COMMUNITY MEMBERS

Individual donations can add up quickly and can be spent flexibly, and donors often continue to contribute year after year. If you do choose to fundraise from individual community members, find out what fundraising events you could combine your efforts with and what types of events have been successful in your community in the past. Think carefully about engaging youth in fundraising as it can take up time and energy that could be better spent on other activities.

GRANTS FROM FOUNDATIONS

Community, family, and corporate foundations are another possible source of financial support for YELL. Foundations vary widely in the size of the grants they offer, in the level of intensity of the application process, and the length of time a funder will support a particular program. Think carefully about which foundations have giving patterns that align with your program's needs. Deciding which foundations to apply to and going through the application process can be very time consuming. However, developing lasting relationships with foundations can be a critical step in sustaining efforts that benefit youth and their communities. In addition, to work with a foundation you must be prepared to articulate the reasons it should support YELL and align those reasons with the foundation's criteria for funding programs.

DEPENDING ON YOUR COMMUNITY YOU MAY WANT TO SEEK OUT:

- **Corporate giving programs and local businesses that want to contribute to local youth.** Corporations often match the gifts of employees and give funds in the neighborhoods where their employees live and work.
- **Community foundations that focus on youth in your county.** Community foundations often fund locally with support from local donors.
- **Family foundations that support youth.** Family foundations vary widely in their funding priorities. Often family foundation's funding programs are focused on a particular way of supporting youth (e.g., education, youth development, college access).

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• SUPPORT FROM JOHN W. GARDNER CENTER – STANFORD UNIVERSITY

The John W. Gardner Center supports YELL sites with technical assistance and by continuing to study the short- and long-term effects of YELL. Please contact the John W. Gardner Center if you would like to request technical assistance or to learn more about its current work with the YELL program.

CONTACT FOR THE JOHN W. GARDNER CENTER AT STANFORD UNIVERSITY:

John W. Gardner Center for Youth and Their Communities
Stanford University School of Education
505 Lasuen Mall
Stanford, CA 94305-3083

E-MAIL: gardnercenter@lists.stanford.edu
PHONE: 650-723-1137

WEB SITE: http://jgc.stanford.edu

Facilitation Tip:

When speaking with potential partners, be sure to mention that the YELL curriculum was developed at Stanford University and that it is based on years of research and practice.

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NOTES

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Resources and Tools

REPORTS, ARTICLES, AND FRAMEWORKS

Community Programs to Promote Youth Development

This report from the National Research Council offers authoritative findings and guidance to practitioners, policymakers, and researchers on the role of youth development programs in promoting the healthy development and well being of young people. It lays out the key features of youth programs that contribute to young people's successful transition from adolescence to adulthood. (An executive summary of the report can be downloaded from the National Academy Press at www.nap.edu. The complete report can be read or ordered at: www.nap.edu/books/030907275/html.)

Community Counts: How youth organizations matter for youth development

Based on a dozen years of conversations with youth in challenging urban and rural settings, this publication describes what motivates youth to participate in community-based organizations. This study offers a better understanding of what effective youth-based organizations look like, what youth gain by participating in them, and what communities can do to cultivate and sustain more effective programs for youth. (A free copy of this publication may be downloaded from the Public Education Network at http://publiceducation.org/pdf/Publications/support_services/communitycounts.pdf Hard copies may also be obtained from the John W. Gardner Center for Youth and Their Communities.)

The Community Action Framework for Youth Development

This article by Michelle Gambone and James P. Connell provides a comprehensive description of promoting youth development within a community action framework and highlights the necessary interconnectedness of youth development and community development. (This article can be found in Volume 11(2) April 2004 issue of the Prevention Research or online at www.TPRonline.org.)

Community Youth Development: A framework for action

Written by Della Hughes and Susan Curnan, this article provides a comprehensive definition and framework for community youth development and outlines how community development is crucial to the positive development of young people and the power young people have to contribute to strengthen their communities. (This article can be found online at www.cydjournal.org/2000Winter/hughes.html.)

A Vehicle for Reform, Toward Collaboration: Youth development, youth programs, and school reform

This synthesis from the Center for Youth Development and Policy Research provides different strategic approaches to youth development and school reform. (To order, call 202-884-8266 - $5.00 prepaid.)

First Things First's Approach to Improving Instruction

This article from the Institute for Research and Reform in Education describes how youth development practices can be applied to a major school reform effort, particularly to support instruction. It also provides specific examples of practices which create an engaging learning environment for young people. This article will be of particular interest to those working in school settings or anyone interested in the link between youth development and learning. (This article may be downloaded from the Institute for Research and Reform in Education at www.irre.org/pdf_files/TLMonographwRef.pdf.)

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Resources and Tools

Students as Allies in Improving Their Schools: A report on work in progress

This report from What Kids Can Do Inc. presents findings of youth researchers investigating two central questions: What if teachers and students became steady allies rather than frequent adversaries? What would it take for students to become stakeholders not just in their own success but also in that of their teachers and schools? (A free copy of this report and related materials can be downloaded at www.whatkidscando.org/publications/pdfs/saa_finalreport.pdf.)

Turning the Corner: From risk to resiliency

This publication from the California Healthy Start Field Office describes the importance of creating environments that nurture individual resiliency. Thirteen articles offer information on peer programs, collaboration as a catalyst for creative problem solving, multiculturalism, protective factors in prevention, the role of school restructuring in prevention, how schools convey high expectations to their students, mentoring, collaboration to foster children's resiliency, research on resiliency, and the integration of resiliency into communities. (This publication can be downloaded at http://hsfo.ucdavis.edu/download/Turning_the_Corner.pdf.)

Moving Youth Participation into the Classroom: Students as allies

Student voices describe the key ways that teachers can make their classrooms safe for meaningful participation. (This article from New Directions for Youth Development can be ordered from Jossey-Bass at www.josseybass.com/WileyCDA/WileyTitle/productCD-0787963399,descCDtableOfContents.html.)

Does Youth Participation in Out-of-School Time Activities Make a Difference?

This article by the Harvard Family Research Project integrates findings from academic research and program evaluation to provide a comprehensive look at the relationship between participation in out-of-school-time activities and positive youth outcomes, and point to new directions for out-of-school-time research and evaluation. (To download a copy of this article, go to www.gse.harvard.edu/hfrp/eval/issue21/theory.html.)

Shared Features of High-performing After-school Programs: A follow-up to the TASC evaluation

This Southwest Educational Development Laboratory study examined high-performing after-school projects funded by the After-School Corporation to determine characteristics shared by these projects. Key findings of shared programming, staffing, and support system characteristics found across the 10 projects are outlined here. (To download a copy of this publication, go to www.sedl.org/pubs/catalog/items/fam107.html.)

TOOL KITS AND GUIDES

Adults as Allies

This booklet from What Kids Can Do Inc., is designed for adults who hope to strengthen their work with young people and be allies to youth in their quest to effect social change. Its purpose is to increase awareness, pose questions, and increase intergenerational interaction. (A free copy of this publication can be downloaded from the W.K. Kellogg Foundation at www.wkkf.org/pubs/YouthED/Pub564.pdf.)

Resources and Tools

Helping Teens Stop Violence: A practical guide for counselors, educators, and parents
This guide provides model anti-bias workshops for teachers, counselors, clergy, or parents who work with young people. It includes antiviolence role-playing techniques, strategies for families and youth dealing with violence, and tools for youth leaders working toward social change. (To order a copy, call 1-800-266-5592.)

Learning and Leading: A tool kit for youth development and civic activism
This research-based tool kit from the Innovation Center for Commmunity and Youth Development provides practical training activities and tools on civic activism as a strategy for developing personal, community, and organizational leadership. It includes promising practices, vignettes, and training materials. (For more information, visit the Innovation Center for Community and Youth Development at www.theinnovationcenter.org/r_ydev_civeng.asp.)

Meaningful Student Involvement: Guide to inclusive school change (Sound Out)
This short booklet by Sound Out delineates theory, basis, practice, and examples of youth voice in action in schools. The accompanying Web site provides various evaluation tools. (A free copy of this publication and other related materials can be downloaded at www.soundout.org.)

Safe, Supportive, and Successful Schools Step by Step
A guide from the Institute for Research and Reform in Education on how to integrate student support, school reform, and safe schools principles. (Ordering information can be found at http://store.cambiumlearning.com.)

Student Involvement Handbook
This handbook, by the California State Parent Teacher Association (PTA), presents a plan of action for school officials and PTA members who are serious about student action. It provides a range of information, from a rationale for why students should be involved to numerous examples of actions participants can undertake to promote projects that benefit and excite both student and adults. (This publication can be downloaded in both English and Spanish from: ww.capta.org/sections/membership/student-involvement-full.cfm.)

Training Materials on Important Out-of-School Time Issues
Developed by the National Institute on Out-of-School Time, this training guide offers straightforward, user-friendly information on important out-of-school time topics. The materials are presented in a "train-the-trainer" format with handouts designed to be used by participants as they conduct training for program staff and volunteers. (To download a copy of the manual, go to http://www.niost.org/publications/papers.html.)

Working With Young People as Partners: A guide for school-linked services sites
This manual was developed in collaboration with middle school students by the California Healthy Start Field Office as a guide for school leaders to support students as partners in effectively coordinating school-linked services. The manual includes ideas and activities developed by students themselves. (This publication can be ordered at http://hsfo.ucdavis.edu/clearinghouse/catalog/hitlist.lasso.)

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Resources and Tools

Youth-Adult Partnerships: A training manual

This manual by the Innovation Center for Community and Youth Development provides activities and resources that guide trainers and practitioners through the process of engaging youth and adults to create community change. The manual explores the foundations of effective youth-adult partnerships and includes nuts and bolts skill development activities. (This publication can be ordered from the Innovation Center for Community and Youth Development at www.theinnovationcenter.org/r_ya_partners.asp.)

Youth Development Guide: Engaging Young People in After-school Programming

This guide from the Community Network for Youth Development provides specific and practical advice on strengthening individual staff practices and organizational policies in after-school programs to support learning and young people's healthy development. Each chapter offers descriptions of core youth development practices and exercises and tools to use with staff members on site. (To download a free copy of the guide, go to www.cnyd.org/trainingtools/media/YDGuide.pdf.)

Youth On Board: Why and How to Involve Young People in Organizational Decision-making

This booklet is a useful tool for the busy staff person or board chair who wants to find out about involving young people in decision-making. It features an overview of Youth on Board's 14-point system for successfully involving youth in decision-making and addresses why organizations would want to include young people in their decision-making processes. (This publication and related materials can be ordered from at www.youthonboard.org/publications.htm.)

EVALUATION TOOLS AND RESOURCES

Measuring Youth Program Quality: A Guide to Assessment Tools

This report from the Forum for Youth Investment provides users with information to guide their decision making on what tools and systems they can use to assess and improve the quality of their programs. (A copy of the report can be found at www.forumfyi.org/Files//Measuring_Youth_Program_Quality.pdf.)

Say Y.E.S. to Youth: Youth Engagement Strategies

This resource packet includes sections to assess your team's readiness to involve young people in decision making, selecting young people for key positions, support, maintaining engagement over time, and evaluating your efforts. (To download this packet, go to http://downloads.cas.psu.edu/4h/yesbookweb.pdf.)

A Self-Study Guide for Managers and Staff of Primary Support Programs for Young People

This self-study guide is intended to help primary support organizations in meaningful involvement of their participants. It provides key tools and indicators for assessing the level of quality in youth programming. (This publication can be downloaded from the Chapin Hall Center for Children Web site at www.chapinhall.org.)

Indicators of Quality Youth Development Programs (Edna McConnell Clark Foundation)

This chart is based on an assessment approach developed and used by the Foundation, shows the characteristics of three levels of program effectiveness—from apparent at the low end of the spectrum to proven at the high end. (To download this chart, go to www.emcf.org/evaluation/process/programquality.htm).

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Resources and Tools

ORGANIZATIONS AND LINKS

Afterschool Alliance **www.afterschoolalliance.org**
The Afterschool Alliance is dedicated to raising awareness of the importance of after-school programs and advocating for quality, affordable programs for all children.

Afterschool.gov **www.afterschool.gov**
Connection to federal resources that support children and youth during out-of-school hours.

America's Promise **www.americaspromise.org**
America's Promise is a collaborative network that builds upon the collective power of communities and partners to help fulfill the Five Promises (caring adults, safe places, healthy start, marketable skills, and opportunities to serve) for every young person in America.

Center for Cooperative Research and Extension Services for Schools (CRESS Center) http://education.ucdavis.edu/cress/
The CRESS Center at University of California, Davis, assists university faculty, education extension specialists, graduate students and K-12 educators in cooperatively designing and conducting educational research, curriculum, and professional development projects.

Center for Community Partnerships **www.upenn.edu/ccp/index.php**
The University of Pennsylvania's Center for Community Partnership's is designed to create and strengthen local, national, and international networks of higher education institutions committed to engagement with their local communities.

Chapin Hall Center for Children **www.chapinhall.org**
The University of Chicago's research and development center focuses on policies, practices, and programs affecting children and the families and communities in which they live. Many new publications and abstracts are available free of charge on Chapin Hall's Web site.

Children Now **www.childrennow.org**
Children Now uses approaches that include nonpartisan policy positions to bring about change in government, business, and communities; communications strategies that inform, educate, and engage; analysis and research, including the voices of children and families; partnerships with community organizations, parents, advocates, business, and government; and leadership in motivating those with influence and power to act on behalf of children.

Children's Aid Society **www.childrensaidsociety.org**
The Society's mission is to ensure the physical and emotional well being of children and families, and to provide each child with the support and opportunities needed to become a happy, healthy and productive adult.

Coalition for Community Schools **www.communityschools.org**
The Coalition brings together local, state and national organizations that represent individuals and groups engaged in creating and sustaining community schools.

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Resources and Tools

Community Network for Youth Development **www.cnyd.org**
This organization works with partners at every level of the field (youth workers, youth agancy leaders, funders, and policy makers) to ensure that all young people have access to highest quality youth development experiences.

Forum for Youth Investment **www.forumforyouthinvestment.org**
The Forum is designed to build connections and increase exchange in the allied youth fields. Forum services include a listserve and newsletter.

Harvard Family Research Project **www.gse.harvard.edu/~hfrp/**
This Project strives to increase the effectiveness of public and private organizations and communities as they promote child development, student achievement, healthy family functioning, and community development.

The Innovation Center **www.theinnovationcenter.org**
The Innovation Center seeks, tests, and promotes innovative concepts and practices that benefit youth and community development. Formerly a division of National 4-H Council, the Innovation Center is now an independent organization that operates as a project of the Tides Center.

National Clearinghouse on Families and Youth **www.ncfy.com**
The National Clearinghouse is a free information service for communities, organizations, and individuals interested in developing new and effective strategies for supporting young people and their families.

National Commission on Service-Learning **www.learningindeed.org**
The Commission brings a new level of public commitment to service-learning by developing recommendations and an action plan to make quality service-learning available to all K-12 students and encouraging adoption of service-learning among teachers, administrators, and elected and appointed officials.

National Institute on Out-of-School Time **www.niost.org**
The mission of NIOST is to ensure that all children, youth, and families have access to high quality programs, activities, and opportunities during non-school hours.

National Network for Youth **www.nn4youth.org**
A community of advocates of all ages who come to learn, to share, to dream, and to strengthen youth and adult partnerships.

Office of Juvenile Justice and Delinquency Prevention **www.ojjdp.ncjrs.org**
From the U.S. Department of Justice, OJJDP seeks to provide national leadership, coordination, and resources to prevent and respond to juvenile delinquency and victimization.

Public/Private Ventures **www.ppv.org**
PPV's mission is to improve the effectiveness of social policies, programs, and community initiatives, especially as they affect youth and young adults.

Search Institute **www.search-institute.org**
The Search Institute provides leadership, knowledge, and resources to promote healthy children, youth, and communities.

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Sound Out **www.soundout.org**
A national online resource center designed to promote meaningful student involvement in school change, which includes tool kits, a youth development library, and more.

Urban Health Initiative **www.urbanhealth.org**
UHI's purpose is to determine whether a concerted, collaborative effort can bring about region-wide improvements in multiple measures of youth health and safety. Its ten-year effort is found in Oakland and four other U.S. cities.

What Kids Can Do **www.whatkidscando.org**
What Kids Can Do connects the fields of school reform, youth development, community development, and service learning. Working at the intersection of journalism, research, and advocacy, WKCD finds and documents the best that young people are doing around the country.

Youth Leadership Institute **www.yli.org**
YLI designs and implements community-based programs that provide youth with civic leadership skills on a variety of issues. It creates curricula and training programs that foster social change efforts while also promoting best practices in the field of youth development.

Youth on Board **www.youthonboard.org**
Youth on Board is pioneering permanent change in how society views young people by changing attitudes and strengthening relationships among youth and between young people and adults; preparing young people to be leaders and decision makers in all aspects of their lives; and ensuring that policies, practices, and laws reflect young people's role as full and valued members of their communities.

Youth Development and Research Fund **www.ydrf.com**
YDRF conducts research on effective practices and policies associated with providing services for at-risk youth. YDRF also specializes in disseminating information about urban youth culture to connect to youth and promote achievement. The Web site describes services, has a bi-monthly newsletter, and sells books, videos, and cassettes about youth empowerment.

Youth in Focus **www.youthinfocus.org**
Youth in Focus gives local youth the opportunity to express themselves visually in a supportive environment. Classes with Youth in Focus ignite the imagination and provide valuable life and work skills.

Youth Infusion **youthinfusion.com**
Youth Infusion's executive director, Sarah Schulman, graduated from Stanford University in 2005. Since the fourth grade, Sarah has worked as a health advocate, partnering with the Texas Department of Health and other organizations dedicated to the fight for a healthier future.

Youth Service America **www.ysa.org**
YSA is a resource center and alliance of more than 200 organizations committed to increasing the quantity and quality of opportunities for young Americans.

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Presentations and Publications Based on YELL Research and Practice

JOHN W. GARDNER CENTER PRESENTATIONS AND WORKSHOPS RELATED TO YELL 2000-2006

May 2007 National Service Learning Conference - Middle School to Graduate School: Community Youth Development in Action. (Albuquerque, NM)

April 2006 Society for Research on Adolescence- Directivity and Freedom: Adult Support of Activism Among Urban Youth

October 2005 California Policy Leadership Program on School Health – McClymonds Youth Leadership Council: A Model of Youth Voice in Decision Making (Berkeley, CA)

May 2005 California Mental Health Advocates for Children and Youth – Youth Voice in Program Evaluation and Planning (Asilomar, CA)

April 2005 California School Health Center Association – Youth-Led Evaluation and Decision-Making in School Based Health Centers (Sacramento, CA)

April 2005 American Educational Research Association – Defining Meaningful Partnerships from Youth and Adult Perspectives (Canada)

March 2005 Youth Services Providers Network – Community Youth Development and Youth Civic Engagement (Sacramento, CA)

October 2004 Center for Venture Philanthropy – The Role of YELL in Promoting Youth Engagement in Schools (Redwood City CA)

September 2004 International Conference on Civic Education – Learning to Use Research to Effect Community Change: Youth Civic Efficacy and Civic Skills (Reno, NV)

June 2004 Youth Leadership Summit – Youth Leadership through Youth-Led Research (Oakland, CA)

June 2004 Youth Leadership Summit – Students as Allies (Oakland, CA)

March 2004 Society for Research on Adolescence – Practices Supporting Civic Development in Community-Based Youth Organizations (Baltimore, MD)

March 2004 Society for Research on Adolescence – Youth Perspectives on the Value of Afterschool Settings (Baltimore, MD)

March 2004 Peer Resources Conference – Youth Action Research (Berkeley, CA)

March 2004 California Coalition for Youth – Making School Work for Youth (Sacramento, CA)

December 2003 National Community Education Association – Authentic Youth Involvement in Collaboration (New Orleans, LA)

December 2003 National Community Education Association – Youth Inquiry and Advocacy through YELL (New Orleans, LA)

November 2003 International Conference on Civic Education Research – The Social Formation of Youth Voice (Baltimore, MD)

October 2003 Search Institute Conference – Youth Inquiry and Advocacy for Community Change (San Jose, CA)

June 2003 California Academic Partnership Program – Student Involvement in School Decision Making (Long Beach, CA)

March 2003 California Coalition for Youth – YELL: Youth Inquiry for Community Change (Sacramento, CA)

August 2002 Coalition of Community Foundations for Youth – YELL-Youth Engaged in Leadership and Learning (Atlanta, GA)

June 2002 California Academic Partnership Program – Youth Voice in School Reform (Long Beach, CA)

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June 2002 Youth Leadership Institute – Youth-Led Evaluation (San Francisco, CA)

April 2002 American Educational Research Association - Youth Community Engagement: A Sociocultural Study of Participatory Action Research (New Orleans, LA)

April 2002 Society for Research on Adolescence - Civic Involvement Among Urban Youth: A Qualitative Study of Pathways Towards Critical Engagement (New Orleans, LA)

April 2002 Society for Research on Adolescence – Choosing Indicators of Civic Engagement: The Influence of Social Justice Beliefs Versus Volunteer Service (New Orleans, LA)

February 2002 Center for Popular Education and Participatory Research – Youth-Driven Research to Inform School and Community Change (University of California, Berkeley)

YELL RELATED PUBLICATIONS

Summer 2007 Strobel, K., and Nelson, I. Model for Fostering Youth Leadership: The Youth Engaged in Leadership and Learning Program. Youth Developments, John W. Gardner Center, Stanford, CA.

Winter 2007 Strobel, K., and Nelson, I. Understanding Youth Leadership Development: An examination of the Youth Engaged in Leadership and Learning Program (YELL). Research Brief, John W. Gardner Center, Stanford, CA.

Winter 2007 Hofstedt, Mary. Building Bridges: A Summer Program for Middle School Students Highlights a Community School in Action. Brief, John W. Gardner Center, Stanford, CA.

Spring 2007 Osberg-Conner, J.H. & Strobel, K. R. (2007). Leadership Development: An Examination of Individual and Programmatic Growth. Journal of Adolescent Research, 22(3), 275-297.

Summer 2006 Kirshner, B. The Social Formation of Leadership in a Youth Activism Group. published in the proceedings of the International Conference of the Learning Sciences.

Winter 2006 Strobel, K., Osberg, J., and McLaughlin, M. Participation in Social Change: Shifting Adolescents' Developmental Pathways. In Gingwright, S., Noguera, P., and Cammarota, J. (Eds). *Beyond Resistance: Youth Activism and Community Change: New Democratic Possibilities for Policy and Practice for America's Youth* (pp. 197-214). New York, NY: Taylor & Francis.

Spring 2005 Kirshner, B., O'Donoghue, J., and McLaughlin, M. "Youth Adult Research Collaborations: Bringing youth voice to the research process" In Larson, R., Eccles, J., and Mahoney, J. (Eds). *Organized Activities as Contexts of Development: Extracurricular activities, after-school and community programs* (pp. 131-156). Mahwah, NJ: Erlbaum.

Winter 2004 Penuel, W. R., Gray, J.H., and Kim, D. Integrating Technology into Community Youth Research. Brief, John W. Gardner Center and SRI International, CA

Spring 2003 Kirshner, B., Strobel K., and Fernández M. Critical Civic Engagement Among Urban Youth. PENN GSE Perspectives on Urban Education, 2 (1).

Winter 2003 Anyon, Y. and Naughton, S. Youth Empowerment: The Contributions and Challenges of Youth-Led Research in a High-Poverty, Urban Community. Brief, John W. Gardner Center, Stanford, CA.

Winter 2003 O' Donoghue, J.L. Youth Civic Engagement Annotated Bibliography. John W. Gardner Center, Stanford, CA.

Fall 2002 Fernández, M.A. Creating Community Change: Tensions in Community Youth Research. Brief, John W. Gardner Center, Stanford, CA.

Fall 2001 YELL: A Handbook for Supporting Community Youth Researchers (first edition). John W. Gardner Center, Stanford, CA.

Annually Youth Engaged in Leadership and Learning (YELL) Annual Report produced by youth and adult staff from the YELL Programs in Redwood City and West Oakland.

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Appendix 3

TEAM BUILDERS

Getting to Know Each Other Activities

Team Building and Trust Activities

Basic Energizers

Props and Validation Exercises

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Getting to Know Each Other

ADJECTIVE NAME GAME (10-15 MINUTES)

In a circle go around and say an adjective that describes you and starts with the first letter of your name (e.g., Happy Hanna). The next person begins by saying everyone's adjective and name and then adds his or her name and adjective (e.g., Happy Hanna, Jolly Jill, Mysterious María).

SILENT NAME GAME (10 MINUTES)

Ask all the youth to go around and say their names aloud. Then tell them that they are no longer allowed to talk. Ask them to line up in alphabetical order according to their first name. Starting at the front of the line, individuals say their name to determine if the order is correct.

SILENT LINE UP BY BIRTH DATE (10 MINUTES)

Ask the youth to stand up and to arrange themselves in line from oldest to youngest (point where the oldest goes and the youngest goes) without saying a word or making a sound. They can make signals, like nodding, but nothing else. Once they feel they are in order from youngest to oldest (including month, day, and year), ask them to go down the line and say their birthday. Have them each write their name and birthday on a sticky note. The sticky notes can then be placed on a timeline in the room to serve as a reminder.

NAME ORIGINS (10 MINUTES)

Ask all the youth to go around and say how they got their name or what its origin is. Allow one or two follow-up questions to each person if others would like to know a little more.

NAME GAME TOSS (15 MINUTES)

Person one says their name, then someone else's name and throws the ball to that person. That person now has to say person one's name, his or her name, and the name of someone else and throw the ball to them. That person says everyone's name that came before them, then his or her name until everyone has gotten the ball. You have to throw it to someone who hasn't had the ball yet, so pay attention!

Every time someone messes up, go back to the beginning using the same order. After successfully completing the circle, have the group do the sequence backwards. You can also add additional balls and have a couple of sequences going at the same time.

MOVEMENT NAME GAME (10-15 MINUTES)

Ask each person to think of a movement for him or herself. Ask one youth to say his or her name and do the movement. The next person will do that person's movement and say their name and then do one him or herself. Keep going until everyone has had a turn.

BALLOON NAME GAME (10-15 MINUTES)

Stand in a circle and toss a balloon in the air and call someone's name. That person must catch the balloon – or hit it up – before it touches the ground. That person calls out another person's name as soon as the balloon is back up in the air.

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Going Deeper

COMMONALITIES (5 MINUTES)

Ask youth to get into pairs with someone they do not know very well. Ask them to make a list of things they have in common (e.g., neighborhood, personality trait, experience), ability. After a few minutes, go around the room, and ask them to share with the group their most surprising commonality.

STAND UP IF (5-10 MINUTES)

Ask participants to "Please stand up if you…" (select categories that are interesting or important for that session). You can also ask for volunteers to say a quality about themselves, something they like, or a goal they have, for example, and then everyone who also has that similarity will stand up. This is a good activity to start off a presentation: It can help youth get to know their audience.

BIG WIND BLOWS (10 MINUTES)

Begin by making a circle of chairs. There should be one less chair than the total number of people playing. One person starts by standing in the middle of the circle and saying something about themselves, ending with "Who else?" Example: "I love chocolate, who else loves chocolate?" All the group members who love chocolate must get up and switch places without selecting the chairs directly on either side of them. The person who is left without a chair goes to the center of the circle and picks the next statement. This game can be light hearted or serious, depending on the content and the group.

TWO TRUTHS AND A LIE (10 MINUTES)

Each person has to think of three statements to share with the group about him or herself, two of which are true and one of which is a lie. Everyone else in the group tries to guess which statement is the lie after each person shares the three statements. Hint: Hand out index cards or scrap paper and have youth take a few minutes before beginning the activity to think about what they are going to say. This will keep the truths and lies varied and will help the activity to move more smoothly.

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Going Deeper

THIS CORNER (15 MINUTES)

Number the corners of the room 1-4, writing each number on a large piece of paper so that it is visible. Let youth know that they are to stand by the number that best fits them. Start by using an example: Ask youth to go to #1 if they are an only child, #2 if they have one sibling, #3 if they have two, and #4 if they have three or more siblings. Repeat this process several times using different categories (e.g., types of pets, neighborhoods, where they were born). Depending on the group, you can also have the students discuss topics in their categories (either general "get to know you" questions, or questions specifically related to the project).

YOU WOULDN'T KNOW BY LOOKING AT ME (15 MINUTES)

Give each participant a 3x5 index card and ask them write a little-known fact about him or herself on the card, something he or she wouldn't mind the group knowing. State that they are not to write their name on the card. Collect all the cards, shuffle, and redistribute to the group. If someone gets his or her own card back, exchange it for another. Once they all have an unfamiliar card, ask them to circulate, asking one another yes or no questions about the information on the card. For example, if the card says "I have a pet iguana," they could ask "Do you have a pet? Is it an iguana?" When the person answering the description is found, he or she signs the card and tapes it on a designated wall space. Once all cards are up read them aloud.

CANDY GAME (10 MINUTES)

Pass around a bowl of small multi-colored candies, and instruct each person to take two to five (they choose the number). Once everyone has picked their candy, youth must tell one unique fact about themselves for each candy in their hands – they can't eat them to reduce facts needed! Variation: each color has a different question or statement that the person needs to respond to. For example:

Red: Something you don't like or try to avoid.
Orange: Name something that motivates you.
Yellow: If you were ruler of the universe for a day, what is the first thing you would do?
Green: If you could have any job, what would it be?
Blue: What is a dream you have about your future?
Pink: Something daring that you have done.

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Going Deeper

CLUSTER GAME (10 MINUTES)

The goal of this activity is to form groups quickly based on similarities. Direct youth members to form smaller groups based on criteria you give them. Speed is not essential, but the activity should proceed at a fairly rapid pace, while still allowing individuals to create groups and introduce themselves each time.

Sample Criteria:

People who have the same...

- eye color.
- shirt color.
- Extra-curricular activities.
- birthdays in the same season (within season group, arrange by birth date).
- favorite sport or movie.
- last digit of your telephone number.
- state where they were born.
- neighborhood where they live.

Find someone who...

- had the same breakfast as you.
- has the same shoe size (or has the same size hand).
- has a different religious belief.
- you haven't met yet.
- has the same favorite season.
- has been to a place you would like to visit.

Line up according to:

- Number of siblings.
- Introversion/extraversion.
- How tired/alert you feel.

Variation: Role Call

Divide the group into two teams. Ask the teams to line up according to various criteria (birthday, name, hair length, amount of time living in the community, number of siblings, number of cousins, etc). The team that lines up in the correct order the fastest wins that round. Go through the order to make sure they are correct. If one team is winning more frequently than the other, mix up the teams. After you have completed a few rounds of the activity, discuss what strategies helped and hindered their organization process. You can also do this as a full group and time them to see how fast they can complete the tasks.

This activity great to do when your group is working on research analysis since they can notice clusters or "trends" within their group.

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Going Deeper

HUMAN SCAVENGER HUNT (15 MINUTES)

Divide the group in half and send each half to a different side of the room. The facilitator stands in the center and calls out the categories listed below (or others). Each group has to figure out which combination of people in their group fits the category,and then send those people to the center of the room. The group who gets their representatives to the center first wins a point.

Sample Categories:

- Two people who have the same first and last initial.
- The person who was born the farthest away from here and the person born closest.
- Two people with the same middle name.
- A group whose ages add up to 50.
- A group whose shoe sizes add up to 30.
- A group who have attended school for a total of 38 years.
- Two people with the same birthday (or birthday month).
- A group of people who can spell a word by putting together the first letters of their first names.
- A group of at least three people who all have different colored eyes.

Debrief: Did anything surprise you? What was the most difficult category for your group? Did someone in your group take the lead? How did you figure out each answer?

LISTEN AND RESPOND (5 MINUTES)

The purpose of this exercise is for youth to practice, as a group, the skill of listening and responding to questions. Pick a volunteer to be "interviewed" by the group, and pick another volunteer to ask an initial question (e.g., "What do you think of your city?" or "What are your hobbies?"). After the first question has been asked and answered, have other youth go around in a circle asking follow-up questions based on the responses of the person being interviewed. Because they don't have a script, this exercise requires participants to listen and respond to what was said. Remind youth to keep questions respectful.

LISTENING LINES (10 MINUTES)

Have each youth silently stand and face a partner. Each partner will have one to two minutes to share an experience of not being listened to. What was the situation? What was it like? How could you tell you were not being heard? While one partner is talking, the other partner is to be silent. Time the youth and tell them when to switch speaker and listener roles. When the activity is complete, ask the youth to name some of the experiences they have had of not being listened to and some of the issues that came up.

Variation: When it is time to switch roles, ask the new listener to remain with their back turned as the speaker shares his or her experience. With this variation, ask youth (both listeners and talkers in turn) what it was like to be in that situation.

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Going Deeper

NAME THAT TUNE/FIND YOUR OTHER HALF

Each person receives an index card with either the title of a well-known song printed on it or the name of its associated artist. The task is to create pairs based on aligning the song with its respective artist. Once the pairs have been made, introductions are done and each individual gives a specific fact about themselves. This can be continued for multiple iterations with new index cards. Other possible pair combinations:

- Book title and author.
- Movie title with actors/actresses.
- Countries with leaders.
- Cities with professional sports teams.

Variation: You can also do this with duos (e.g., Mickey and Minnie, Bonnie and Clyde). In this case, participants have their character taped to their back and must ask yes or no questions to their peers to find out who they are. Once they know who they are, they can find their other half.

TAKING A STAND (*ADAPTED FROM INNOVATION CENTER FOR COMMUNITY AND YOUTH DEVELOPMENT*) (15 MINUTES)

Place signs saying Strongly Agree and Strongly Disagree on opposite walls. Emphasize that there is no right or wrong answer. Have students stand in the center of the room. Read a list of statements and tell the students to line up against the sign they most agree with – they can also remain in the middle. Begin with simple questions, such as, "Pizza is my favorite food" or "I think grades are important for my future." Gradually move to deeper topics by using questions like, "I feel safe walking home after dark" or "There's a problem with gangs in our community."

Debrief: Talk about different perspectives on the issues. Discuss how this learning experience could be helpful in working together as a team.

BACK-TO-BACK DRAWING (15 MINUTES)

This activity highlights the importance of clear directions and active listening.

Give each person two blank pieces of paper and a marker or pen. Ask everyone to find a partner and sit down back to back. Ask everyone to draw a picture on one of the sheets of paper. After all youth have drawn a picture (make sure they don't let their partner see!), have each pair designate one person as the artist and the other person as the "art director." Sitting back to back (and therefore unable to see the other person's sheet of paper), the artist must follow the art director's verbal directions and try to successfully draw the same picture as their partner. This requires very good directions! Switch roles, so each person in the pair has a chance to be the artist and the art director.

Debrief: Discuss their experiences and compare the original drawings with the instructed drawings. What was difficult about this activity?

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Going Deeper

LIFE LINE (*ADAPTED FROM NATIONAL 4-H COUNCIL*) (30 MINUTES)

The pupose of this activity is to share life events; to build trust and empathy; to gain understanding into the events in our life that were beyond our control and how we coped; and to gain insight into those which were within our control and how we problem solved.

Materials: Paper (one sheet for each participant); colored pencils or pen.

Ask participants to draw a horizontal line across the paper, with their birth date at one end and today's date at the other. Instruct them to mark significant life events along the line, to write a brief description of each, and to note their age at the time (e.g., 3 years/mumps; 4 years/brother born). After each life line is complete, have them write beside each event whether it was within their control or not (N=No Control, C=Control). Take turns sharing life lines. If appropriate, probe to find out how they coped or resolved problems. Point out similarities. If grief is a central theme, discuss what this was like for them.

LABELS (*ADAPTED FROM THE NATIONAL CONFERENCE*) (30 MINUTES)

The purpose of this activity is to examine the phenomenon of using labels for ourselves and for others and to consider the meanings labels can acquire in particular cultural contexts.

Materials: Create worksheets with the heading "I am…" that contain several labels categorized in groups such as gender/sex; height; eye color; hair color; religion; school clique; ethnicity and race. You will also need sticky notes and butcher paper sheet titled The Label Junkyard.

Distribute the worksheets and ask participants to circle the labels that apply to them personally. Ask them to use the sticky note to write down one label they never wish to hear used about them again. Have them post their sticky notes on the labeled The Label Junkyard. Discuss the worksheet and the Junkyard, using such questions as:

- How do you feel about labels?
- What is the advantage of being a person with your labels? What are the disadvantages?
- Why do you think we use labels?
- What harm can be done by labeling?

Read the labels in the Junkyard and then use the YELL decision-making process to decide what to do with this sheet. Options may include posting it in the room, deciding on a consequence for each time someone uses a label, or giving everyone a turn to tear it up.

GONE FISHING (10 MINUTES)

Prepare for this activity by drawing a fish on each of three sheets of paper. Draw one fish big, one fish small, and one fish a medium size. Have the participants stand in two lines facing one another, with enough space between the two lines for you to walk comfortably between them. Tell participants that this will be a silent exercise until the end. Arrange the fish drawings so that you can walk down the center of the two groups showing one line of participants the biggest fish and the other side the smallest fish (you can tape the papers back to back – but make sure that the lines don't show through). Then walk back down the center of the two lines with the medium size fish drawing so that both sides can see. Tell the group that on the count of three they are going to shout out a description of the second fish they saw. Reflection: What does this exercise show about perception of what you see?

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Going Deeper

PICK YOUR NUMBER (15 MINUTES)

Along the wall or on the floor, place the numbers 1 to 10 with enough room for several people to stand at each number. Tell participants that after each statement they should stand next to the number that represents where they think the statement falls on the continuum of youth inclusion: 1 represents youth being completely excluded and 10 represents youth being fully encouraged and welcomed.

Ask the participants the following questions: To what extent are young people involved in the planning, operations, and evaluation of programs and organizations that exist to promote their well being (in other words how much influence do youth have) at the:

- National level?
- State level?
- Community level?
- School level?
- In this program/group?

After each statement has been made and everyone is standing at one of the numbers, ask a few participants what made them choose that number and why. Make sure that participants understand that there is no right or wrong answer—it is their opinion of what truly exists. Ask participants how they would like it to be ideally.

GROUP SCULPTURES (15 MINUTES)

Have participants walk freely in the center of the room until the facilitator says stop. Participants must quickly break into groups of three or four. Each small group then has three minutes to decide on an object and devise a plan to create the object using the bodies of all group members. For example: Youth can make a telephone by having two people on their knees with their hands out as the numbers, another person as the receiver, and final member can "make a call." Each group has a chance to show their object to the other teams. Everyone tries to guess what they are. Repeat the process for two or three rounds as time allows.

Alternatives: Participants stay in the same group as the facilitator names specific categories (common household items, appliances, something you would find at an amusement park, a type of food).

Debrief: What were the different approaches taken by groups to decide which object to create? How did you decide what role each group member would take? Did the decision-making process change from round to round?

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Going Deeper

SILENT LINE UP BY TV HOURS (10 MINUTES)

Ask youth to stand up and silently arrange themselves in a line according to the number of hours of TV they watch each week – from fewest of hours of TV watched a day to most (point to where the most and the least). They can make signals and nod, but nothing else. Once they are lined up, have them go down the line and say how many hours they watch.

Debrief: Ask the people that watch the most TV – what do we know about the people who watch the least TV? Then ask the people who watch the least what they know about the people who watch the most. Have them generate as many ideas as they can. Then ask the group, "What do we know about the people in the middle?" After the group has named their assumptions about each of the groups based on the amount of TV watched per week, ask "What do we really know about anyone based on the amount of TV they watch? Can we really know anything about someone for sure based on the amount of TV they watch? What else would you need to know?" This is a great opportunity to talk about how the mind likes to categorize and make meaning even when all of the facts aren't present, and about how we make assumptions about people and things based on limited information. Tie this to the importance of evidence and inquiry!

MEDICINE WHEEL (15 MINUTES)

Have youth pick partners and form two interfacing circles – with one partner in the inner circle and one in the outer circle (facing each other). The people in the outer circle are sculptors, and the people in the inner circle are clay. The sculptor's job is to silently mold the clay into a particular shape. Before you begin, have the sculptors check if it is OK to physically touch the people being sculpted, or if they prefer to be told quietly how to move. Begin by asking the sculptors to mold their clay into someone who just opened the best present ever – something they have always wanted (give them about one minute). Once everyone is done, ask the sculptures to freeze in place, while the sculptors all walk around the outside of the circle to see the other creations. Then have the sculptures turn in to face the center of the circle so they can see each other.

Now have partners switch places (and roles). Have the new sculptors shape their partners into the form of someone without any power. Repeat the "freeze" and viewing process outlined above. Finally, have partners switch one more time and then sculpt their partner in the form of a leader.

Debrief: While youth are still in the circle, ask them what qualities they saw in the different sculptures. What was it like to be shaped by someone else? What was it like to shape someone into the different forms?

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Going Deeper

PEOPLE BINGO (10 MINUTES)

This activity is designed to help youth get to know each other and to demonstrate the diversity of experience and interest within the group. Pass out People Bingo cards and a pen to each participant. Give them time to fill up their cards. The person to fill up his or her card first wins.

PEOPLE BINGO

Someone who plays basketball	Someone who likes chocolate ice cream	Someone who was born in another state or country	Someone who will whistle "Mary had a little lamb" for you	Someone who will do 10 jumping jacks for you
Someone who loves to read	Someone who is wearing black socks	Someone who has been to Washington, DC	Someone who has a pet dog	Someone who has at least two sisters or brothers
Someone who plays an instrument	Someone who knows how to skip	**FREE**	Someone who has freckles	Someone who wears glasses
Someone who watched a movie last night	Someone who has been to Oregon	Someone who will sing the "ABC Song" for you	Someone who is wearing a necklace	Someone who speaks two or more languages
Someone who likes to cook	Someone who had a sandwich for lunch	Someone who knows how to skateboard	Someone who has painted fingernails	Someone who is wearing a hat

This is a sample. Use the template to make up a People Bingo card that is challenging and relevant for your group composition and community context.

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Going Deeper

LEADERSHIP STYLE (30 MINUTES)

The purpose of this activity is to reflect on qualities suited for leadership and for teamwork

Materials: Sticky notes and butcher paper with two columns labeled Leadership and Teamwork

Activity: Ask everyone to close their eyes and think about his or her best quality. Ask them to write their quality on a sticky note. Next, ask them to think of an action that would demonstrate or represent this quality. Once they've thought of this action, they may open their eyes, stand, and form a circle.

Everyone in the circle will say his or her name while making a gesture or motion. Begin with the facilitator. After the facilitator performs the motion, the person to his or her right repeats both the facilitator's name and the gesture he or she created, and then says his or her own name and gesture. Each person to the right must repeat until the last person has to do them all.

Have the group return to their seats and ask them to reflect on the qualities of leaders and team players. Ask them to determine whether or not the quality they chose for themselves is suited for leadership or teamwork. Ask them to post their sticky note on the appropriate side of the butcher paper allocated for this activity. If it applies to both, they can put it on the dividing line, and if it applies to neither, they should hand it to the facilitator. Read the lists for the two columns and ask the students if they think any of the qualities should be moved from one column to the other.

Debrief: Where possible, try to connect their thinking with real world examples of leaders. Also, ask them if there are any fundamental leadership qualities or team-player qualities that should be added.

OBJECT OF INTEREST (15 MINUTES)

Pass out an index card and ask participants to think back to elementary school and "show-and-tell" activities. Ask them to think of an object that is personally significant and then to imagine that they are bringing this object for a show-and-tell in this group. Have youth silently write down what the object or thing is and why it is important to them. Share out in a circle. Remind youth that they can choose whether or not to share out (they can pass).

Debrief: Ask youth what they noticed. Were there patterns in the sorts of things people chose? Any surprises? Point out that we all place importance on different sorts of things and have different priorities. There needs to be safety and respect in order for everyone to best express and share what they care about and think.

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Boundary-Breaking Questions

Directions: Go around the circle and have everyone pick a question from a hat or box. Sample questions:

- Who is the most relevant person of our time? Why?
- What is the title of the best book you have read? Why?
- What is the name of the best movie you have ever seen? Why?
- What comes to mind when you hear the word "reality"? Why?
- What is the most beautiful thing about people? Why?
- What is the most honest thing you have done?
- If you could change one thing about yourself, what would you change? Why?
- What do you like to do most with a free hour? Why?
- What is the most significant event of the last three months? Why?
- On what basis do you select your friends? Why?
- What is the most overwhelming thing you know? Why?
- What is the greatest problem in the United States? Why?
- What thing makes you the most humble? Why?
- What is the greatest value that guides your life? Why?
- If you could choose to be an animal, what animal would you choose? Why?
- If you could smash one thing and one thing only, what would you smash? Why?
- What is the greatest crime one person can commit against another? Why?
- For what do you think you would be willing to lay down your life? Why?
- If you were tape recording the sound of violence, what sound would you hear? Why?
- What sound would you use for beauty? Why?
- If an atomic bomb were to explode in 10 minutes, what would you do? Why?
- What one word would you put on your gravestone? Why?
- How many children do you want? Why?
- Choose a word that best describes your life up to this moment. Explain.
- What is your biggest worry? Why?
- What was the best gift you have ever received? Why?
- What do people like best about you? Why?

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Boundary Breaking Questions

- What is the best gift you have ever given to somebody? Why?
- What do you think of when you think of tragedy? Why?
- What person has influenced your life the most? Why?
- What skill do you need in order to succeed? Why?
- What talent would you like to develop? Why?
- What makes you most secure? Why?
- What institution is in need of change the most? Why?
- If you could eat dinner with any three people from history, who would you pick? Why?
- When do you feel most lonely? Why?
- When do you sense being most alive? Why?
- What TV advertisement bothers you the most? Why?
- What will you be doing 10 years from now? Why?
- What future discovery do you anticipate most? Why?
- What do you love most? Why?
- What superpower would you want, if you could have any? Why?
- What is your favorite meal? Why?
- What kind of adventure would you want to go on? Why?
- Where do you want to visit most in the world? Why?
- When was the last time you felt content? Why?

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Team Building and Trust

PUSH ME-PULL ME'S (*ADAPTED FROM NATIONAL 4-H COUNCIL*) (10 MINUTES)

The purpose of this activity is to promote trust in the group and to demonstrate how cooperation can be used to achieve a goal. Have the group form a circle and hook elbows. Ask one person at a time to keep his or her feet in the same spot and remain still while learning forward. Instruct the people to each side of this person to lower themselves slowly, each placing their knee closest to the person on the floor, while they lower the middle person until his or her nose touches the floor. Next have them raise him or her to a standing position. The whole group will feel the weight and therefore will need to assist at all times.

Debrief: Ask participants to identify how the group worked together during this activity.

THE HUMAN KNOT (10 MINUTES)

Ask everyone to stand in a tight circle and extend their hands into the center. Ask everyone to grab one person's hand (across the circle) with their right hand, and another person's hand with their left. Explain that the group now needs to work together to get themselves untangled without ever letting go of hands. Depending on the size of your group, you may break into two smaller groups.

TEAM-TRAIL ACTIVITY (35 MINUTES)

Using masking tape, construct a grid on the floor. It should have at least 36 boxes (6x6). The facilitator should have a piece of paper with a similar grid and a trail marked out on that grid to refer to during the activity. Ask the students to break into two lines and stand at one end of the grid, across from the facilitator. Explain the goal of this activity: To find the trail from one side of the grid to the other side.

No one is allowed to talk or help each other out in any way. A person from one line will guess which box begins the trail by stepping into a box in the first row. If he or she finds the box that begins the trail, the facilitator remains silent and the student can try to find the next box in the trail. If at any point the student steps into a box that is not the next box on the trail, the facilitator will say a phrase that signals that the person's turn is over. A member of the other line will then have a turn. The order of the boxes in the trail must be followed.

Once the correct trail is discovered, ask every student to use it to make his or her way across.

Debrief: Encourage them to think about such things as the experiences of working together as a team and making and learning from mistakes.

- How did you feel while doing this activity?
- What do you think the lesson of the game is?
- How is this game similar to and different from the YELL processes of group work and problem solving?

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Team Building and Trust

MIRROR IMAGE (*WWW.WILDERDOM.COM/GAMES/INITIATIVEGAMES.HTML*)(15 MINUTES)

Start with a demonstration. Invite a volunteer to stand facing you about two to three feet away. Instruct the volunteer to "mirror" as exactly as possible, everything that you do as if a real reflection. Make your movements interesting and slow enough for the other person to follow. Be silly, or include a task like brushing your teeth. The demonstration helps to loosen up conceptions and inhibitions. After youth understand the activity, ask them to get into pairs and take turns mirroring the actions and movements of the other person.

FOLLOW THE LEADER (10 MINUTES)

Assemble participants into a circle (facing in). Ask for a volunteer to be the guesser. This person will then step out of the room. Once that person is outside, pick someone in the group to be the leader. Her or his role is to lead the group without the guesser figuring out that he or she is the leader. Have the leader start a motion that everyone else must follow (e.g., clapping hands, waving, rubbing belly). Once everyone is doing the motion, ask the guesser to come back in and stand in the middle of the circle by the guesser, and try to guess who is initiating the motions. The leader must change motions when they think that they are unobserved. The rest of the group tries to follow as quickly as possible to make it harder to guess who is leading. Once the person in the middle guesses correctly, repeat the process with a new guesser and leader.

Debrief: What does this say about leadership? Is it always easy to tell who is leading? Ask youth to think of examples of leaders who led by supporting others and keeping a group focused. Are there other different kinds of leaders?

TRUST WALK (10 MINUTES)

This activity focuses on understanding aspects of effective communication. Before session, prepare a clear, safe area for this activity and gather objects for youth to collect (lollypops, pencils, or water bottles work well). Place youth in pairs or small groups and have one member put on a blindfold. Once a member of every pair or group is blindfolded, place the objects randomly around the area. The blindfolded person must gather as many objects as possible, solely based on the verbal instructions provided by his or her partner(s). "Seeing" partners cannot touch the blindfolded person or the objects and can only communicate verbally.

Variation: Take away the verbal communication – the seeing partners can no longer talk but can make sounds.

Debrief: Stress the importance of safety while also taking positive risks. After youth complete the activity, discuss why students did or did not trust their partner when they were being led. What would have made them trust each other more? What communication methods worked and what didn't for the group? What was difficult for the individual who had to complete the task? What was difficult for the group? What aspects of communication did this exercise demonstrate?

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Team Building and Trust

SCRIBBLE DRAWING (10 MINUTES)

Give participants a piece of paper and marker and tell them to scribble until you say to stop (about 5-10 seconds). Next, have them trade papers and try to create a picture out of someone else's scribble. Debrief by discussing how each one of them used their own perspectives and creativity to create a positive change. Stress the need for creative thinking and how something that is initially nothing special (or a problem) can be transformed into something interesting, useful, or even beautiful.

THE HIGHEST TOWER (30 MINUTES)

Materials:

- Several sheets of newspaper
- Sheets of 8x11 paper
- Paperclips
- Masking tape
- Envelope
- Pieces of cardboard

Suggestions: The ground rules that the youth generate at the end of this activity can be used as a starting-off point for a discussion of rules, rights, and responsibilities.

Activity: One facilitator at each table will explain the instructions.

Hand out materials. These need to be exactly the same for all teams.

Instruct each group to try to build the highest standing tower using only the materials available. The tower must stand on its own. Allot five minutes to plan (they can touch the materials only to explain their ideas) and 10 minutes to construct. When they are done, measure the towers to see who won.

Debrief: Within each small group, have a short discussion about how they made decisions and worked together. Record the ground rules they develop on sticky notes. Some questions to spark discussion:

- How do you think we worked together as a team?
- What helped us work well together?
- Did anyone assume a leadership role?
- What could we have done better?

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Team Building and Trust

ISLAND PARADISE? (1-2 HOURS)

*At least 16 people

Materials: Clay and paper and pens.

Divide into groups of about eight, creating at least two but preferably three or more groups. Give each group a football size lump of potter clay with the task of creating an island that all would inhabit. Proceed through the exercise as follows:

The first part of the exercise will be done silently. In this portion, each member of the group will silently construct their idea of the island on paper, complete with geographical features and shelter for themselves. Allow about 10 minutes.

Have the group members talk amongst themselves and determine a concept for a community island. Elements to discuss include how their island will operate, such as health care, education, commerce, defense, food production, transportation, and governing structure. Though all of these cannot be modeled in clay, discussion can still occur and be facilitated by advisors. Allow about 40 minutes.

Once group islands have been established, then inform the groups that other islands exist (the other groups) and that if they want, they can interact with them. The groups have to figure out how interactions will occur – attack, commerce, trade rules? Allow about 20 minutes.

Debrief: Facilitate an assessment of the activity and issues that arose. Allow up to 20 minutes or as much time as is available/ or eeded. Topics to direct conversation include:

1. Leadership – did someone take charge in each group?
2. Decision making – did any systematic decision-making process occur? Was it effective?
3. Communication – what methods were used within groups and between groups?
4. Planning – what was good planning and what was not?
5. Morality and Integrity – did these issues arise? If so, how and what was the outcome?
6. Culture – did islands create their own culture? If so, what was it? When allowed to interact with other islands, did an island's original culture change? If so, how?

Facilitation Tip:

- *A flat surface is helpful to construct the islands, such as large sheets of paper or a board.*
- *Clay can be messy, so having aprons or some way to clean up after the activity is useful.*
- *If available, a sandbox or beach would also create a good setting to do the exercise.*

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Team Building and Trust

WIDGET ASSEMBLY (1 HOUR)

The goal of this activity is to appreciate the challenges of articulating one's vision and goals to others. A widget assembly line is used to convey this idea.

Materials: A large roll of craft paper and an additional empty roll. On a medium-sized table, set up the roll of craft paper on one end and affix the end of the paper to the empty roll on the other end. Affix in such a way that the paper can be rolled from the full roll to the empty one. This will become the assembly line. A collection of assorted LEGOs is needed as the building components for the assembly line along with small containers at the various assembly station points.

Divide into groups of five to seven people. Prior to briefing the group on the activity, have one person designated as the leader or manager. This person will receive the actual briefing from the facilitator regarding the specifics of the activity and what widget the assembly line must make. This is the only person who is aware of the entire scope of the task. Ideally, he or she does not see the layout of the assembly line, but does receive an explicit schematic and a list of the component LEGOs available. This individual is provided with a sample of the widget to make and must organize the group and convey to them what needs to be accomplished. A box at the end of the assembly line and a partition would be useful so that the leader/manager can see only the end product and make adjustments from there. They cannot go onto the assembly line and show the rest of the group how they want the final product to look; they can only affect change verbally. Once the leader/manager has given instructions to the group, the facilitator will turn on the assembly line by beginning to roll the paper from the full roll to the empty roll.

The widgets need to be complicated, and details of organization and sequencing should be left to whomever is designated as the leader/manager. A number of aspects will need to be considered, which can drive discussion at the end of the activity. Given the final product, the manager must decide how it should be constructed on the assembly line and inform the builders what components are needed, along with other organization issues. Have multiple widgets available for construction so that all members in the group have an opportunity to be the leader/manager. Time the task to see how long it takes the group to successfully complete a widget or to make a specified number of correct widgets.

Depending on site capabilities, another way of doing this activity is to have the assembly line and builders in one room and the leader/manager able to view the proceeding through a window. Based on observation, the manager can then relay messages to the group on how to fix any issues. This may be an easier task for the group to start with and then proceed to the format where the leader/manager is completely blind to the assembly line. This can depict the evolution of trust and confidence that the leader/manager has in the group as they begin to understand his/her way of conveying information.

Many adaptations and extensions are possible with this activity, so be creative as the group begins to master the basics of working together and effectively conveying their widget vision.

Debrief: Ensure that time is left at the end so the group can discuss what worked and what didn't regarding how the leader/manager conveyed information. Also have them reflect on whether the task became easier after several iterations and why this may or may not be so.

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Team Building and Trust

ALL ABOARD! (15 MINUTES)

This activity requires working together in close physical proximity to solve a practical problem. It tends to emphasize group communication, cooperation, patience, and problem-solving strategy, as well as issues related to physical self and physical proximity.

Basic method: Ask the whole group to try to fit inside a small area which can be marked by a tarp, a small platforms, or a circle of rope, or a blanket.

When the group succeeds, decrease the area (e.g., changing platforms, shrinking the circle, or folding the tarp) and challenge the group again. How far can the group go?

Cautions: Obviously people are going to need to feel physically comfortable in order to get physically close and be supportive of one another. Make sure people are warmed up and preferably have removed excessive jewelry, watches, and other loose objects.

Variation: Tarp Flip Over: With a group standing on a tarp, challenge them to turn the tarp over without anyone touching the ground in the process.

NEWSPAPER DOG (10 MINUTES)

Break youth into groups of five, and give each group a stack of newspaper and a roll of masking tape. Each group must create a dog out of the newspaper and tape in five minutes. Afterwards, ask each group:

- What was your group dynamic like?
- Was there a dominant leadership style within the group?
- What are your strengths as a group?
- What does each of you bring or contribute to the group?

DO YOU LOOK LIKE A SUPERHERO? (15 MINUTES)

Have each participant draw a "community superhero" suit that a hero would wear. What objects would a superhero in your community need in his or her tool belt? What image would a hero present? Does your hero stand out in a crowd with bright colors or does your hero look like someone in your school, your neighborhood, your religious community? Have each participant explain to the group the reasons behind each detail of his or her drawing.

Team Building and Trust

QUESTION WHEEL (5 MINUTES)

Create a circle on the floor with tape or chalk, and divide into quadrants labeled with the numbers 1 through 4. Make sure there is enough room for everyone to stand on the wheel. Ask a series of questions, each with four possible responses. Instruct youth to stand on the number that best fits with their answer. You can also ask questions that help to evaluate how youth are feeling about the program or their accomplishments. After they have chosen where to stand, ask the group what they see in terms of distribution: Where are most people standing? Least? Why do they think this pattern exists?

Example Question: It is hard to find an affordable place to live in this community.

Stand on #1 if you strongly disagree, #2 if you disagree, #3 if you agree, #4 if you strongly agree.

FOUR CORNERS (15 MINUTES)

Write the words Agree, Disagree, Somewhat Agree, and Somewhat Disagree on four pieces of paper and post each at a different corner of the room. Ask youth and adult staff and volunteers to listen to the following statements and stand under the sign that best reflects how they feel. Debrief by discussing that different people respond to differently depending on their interests, personal perspectives, and experiences.

Use the following statements, or pick your own:

- I think people are born with equal opportunities to succeed.
- I think everyone should go to college.
- I think that adults generally respect youth.
- I like to share what I know and think with others.
- I like taking action!
- I like to try to persuade other people to see things my way.

SWIMMING TO FLYING (10 MINUTES)

The goal of the game is to become a bird. All participants start as fish and should "swim" around the room. When a fish finds another fish they stop and play rock/paper/scissors once. The winner becomes a frog and jumps away. The fish swims away looking for another fish to play with. A frog must find another frog to play rock/paper/scissors with. The winner of a game between two frogs becomes a bird and flies around watching the rest of the games. When there is only one fish, one frog, and a group of birds the game is over.

Debrief: What did you think of the game? Is playing a game where most will win more fun or less fun than a game with one winner? How is this type of game different?

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Team Building and Trust

WACKY SPEECH (20 MINUTES)

In a circle, have each youth write down something they expect from adults, then pass their paper or index card to the person on their left. Below what is already written on the paper they have received, have youth write their favorite animal or song, and again, pass the paper to the left. Next, have youth write what they would wish for if they had one wish. Pass the paper one more time. Now each youth should have a piece of paper with three things on it. One at a time, have youth create an argument or "case" from the statements on their card or paper. The argument must meet two criteria: It must be expressed with real concern or passion, and it must ask for the group to do or think about something specific that includes all three items. Encourage youth to be as creative and silly as possible. Their argument does not need to make sense!

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Basic Energizers

LOOK UP AND SCREAM! (5 MINUTES)

Have youth stand in a close circle and instruct everyone to look down at their shoes. On the count of three ask youth to look up and pick one person to look at. If that person is looking back at them (rather than at someone else), both people scream! This is a loud, fun activity.

QUESTION GAME (5 MINUTES)

The group must sit or stand in a circle. The first person can ask a question (any question, just not personal or derogatory) to the person to their left or right. The person DOES NOT ANSWER, but asks another question. Whoever is asked a question must then ask the person to their left or right another question. If you repeat a question or hesitate, you are disqualified. The goal is to keep going with new questions!

FOCUS AND COUNT (10 MINUTES)

The facilitator starts out by saying the number 1. Then without saying anything or making a gesture, someone else has to say 2, then someone else says 3 and so on until 10. The object of the game is to count to 10 without people saying the same number at the same time. Also, you can't say a number two times in a row. Select someone to start with the number 1 and begin.

TELEPHONE CHARADES (10 MINUTES)

While half the group sits as the audience, the other half stands in a line. The first person in the line is to act out something (e.g., frying eggs, fishing, Elvis). This person charades the action for the second person in line while all the other people in the line have their backs turned (so they cannot see the action). The second person then acts out what he or she saw for the third person, and this process continues down the line. The last person then tries to guess what the action is.

Debrief: What does this activity tell us about communication?

STORY (10 MINUTES)

Ask everyone to sit in a circle. In this activity, the group will tell a story – but each person can only add one word at a time! Ask for a volunteer to start the story by saying one word. The next person has to continue building on the sentence by saying another word. Continue until the group has formed at least a sentence or two.

Debrief: How does this activity relate to teamwork?

STORY TELLER (10 MINUTES)

Ask one participant to begin to tell a story. After 30 seconds have, have another participant stand up and summarize the story thus far and then continue it for another 30 seconds. Repeat this process until the story is over.

Debrief: Focus on the importance of listening and cooperation. How the story changed as each person summarized?

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Basic Energizers

BIPPITY BIPPITY BOP (10-15 MINUTES)

Everyone sits or stands in a circle. Ask for a volunteer to stand in the middle of the circle. That person spins madly as they count up to 10. When they get to 10, they stop and point to someone in the circle. That person then sticks their arm out in front of their face and dangles it like an elephant truck. The people on either side of the person have to make the ears of the elephant with their arms. While this is going on, the person in the circle has to say Bippity Bippity and by the time they say Bop, all three elephant parts must be in place. The person who did not finish their part of the elephant in time trades places with the person in the center and the game continues. Ties are decided by someone from the circle.

PICTIONARY RACE (10 MINUTES)

Divide the group into two teams and have each team go to a different part of the room. Each team should have a few sheets of butcher paper to draw on. Have someone stand in the middle of the room with a set of cards, each with a secret word that the teams will have to guess. When the facilitator says go, each team will send a representative to see the secret word. The representative then returns to the group, draws (without talking), and the team has to guess the word. Once they guess it, they send another team member to read and draw the next word. If you are using the same sets of words for both teams, remind the teams to be quiet if they don't want the other team to hear their answers! Whoever finishes first wins. (Sample words: Leader, Community, Student, Activist, Principal, Park, Friend.)

LOOP-DE-LOOP (10 MINUTES)

Have the youth stand in a circle and hold hands. Start one hula hoop (or innertube, long loop of rope) hanging over one pair of joined hands. Each person in the circle must pass the hoop/loop over him/herself and on to the next person – WITHOUT letting go of hands. This activity could be timed or done with two or three hoops/loops going at the same time in different directions.

BUILDING A PEANUT BUTTER AND JELLY SANDWICH (10 MINUTES)

Pretend to be an alien who doesn't know how to make a peanut butter and jelly sandwich. Have the participants instruct the alien step by step on how to do so. Take every suggestion as literally as possible ("put hand on jar lid and twist") to illustrate the importance of being specific and thorough. Have a brief recap discussion to clarify the points and to allow students to express frustration at not being able to communicate with the alien.

FREE ASSOCIATION (5 MINUTES)

In a circle, have someone start by saying a word and go around with each person saying the first thing that comes to their mind (remind them to keep it appropriate!).

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Props and Validations

PROPS

"Props" can refer to good things people do or say, or to qualities they bring to the group.

After the first couple of sessions, give participants a sheet of sticker labels, and have them write a prop for each person in the group. After everyone has written a prop for everyone, have youth put the stickers on each other. At the end of the session, give students a piece of paper for all their props so they can keep them.

Another option is a "props bags" – brown paper lunch bags that youth decorate with their names. Keep these bags in the room, next to a stack of paper and pens. Encourage youth to share props by writing down the positive qualities or actions of others and placing those notes in the bags. Make sure everyone writes at least one prop for every person in the group (so that no one ends up with an empty bag and youth have to find the good and positives in everyone), and make sure to include staff and adult leaders! Youth can choose to sign their props or make them anonymous.

SWEET THANKS

Pass out five (or any number) candies to everyone in the group. Set a time limit of about 30 minutes for everyone to pass out their candies to each other, one candy for every validation. If someone has already gotten five candies, they must sit down until everyone else gets five.

THANKS AND APOLOGIES

Go around the circle and have each person give thanks to the group and/or apologies. This is a great process to use when there have been some conflicts that have been resolved, and you want to give youth the opportunity to acknowledge personal regret or gratitude in the group setting.

WORDS OF APPRECIATION

With everyone seated in a circle, pass out a piece of paper and pen or pencil to each youth and staff. Ask everyone to write their name at the top of the paper. Once everyone is done, pass the papers to the left. Each person should write one quality or trait that they appreciate about the person whose name is at the top of the paper. Once they have written something, pass the paper to the next person. Keep the papers going until everyone has added something to every person's sheet, and everyone has their own. Ask youth to avoid focusing on physical traits and to stay positive. Encourage people to be as specific as possible. Specifics will make it more meaningful.

Note:

Many communities have Ropes Courses and other team-building resources. Activities like Trust Falls and Lifts are also powerful experiences for groups and individuals. These activities must have high supervision and staff training or experience.

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NOTES

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List of Reference Materials

INTRODUCTION AND GETTING STARTED REFERENCE MATERIALS

- **First Quote in introduction:** John W. Gardner, American Leadership Forum graduation speech, San Jose 1997.
- **A Note on Youth Leadership Quote:** Gardner, J. W. (1968). No Easy Victories. New York: Harper & Row.
- **Getting Started Introduction Quote:** Gardner, J. W. (1964). Self Renewal (pp 11). New York: Harper & Row.

UNIT 1 REFERENCE MATERIALS

- **Session 1:** Confidentiality Guidelines – Master 1.1b -— Adapted from a resource by Samira Soleimanpour, MPH. School Based-Health Center Student Research Project of the Institute for Health Policy Studies. University of California, San Francisco.
- **Session 2:** Earthquake Activity and Master Copy 1.2a and 1.2b Designed by Dr. Joe Fisher, President, Aviat, a subsidiary of ORION International, Ann Arbor, Michigan.
- **Session 8:** Master Copy 1.8b Fun Fact http://changingminds.org/explanations/behaviors/body_language/mehrabian.htm.
- **Session 11:** Mock City Council based on an actual Youth Bus Pass campaign that Kids First Oakland youth leaders and allies organized in 2001 securing free and affordable transportation for 25,000 low-income youth www.kidsfirstoakland.org.
- **Session 13:** Murder Mystery Mayhem adapted from an activity designed by the Lincoln Filene Center for Citizenship and Public Affairs, Tufts University, Medford, MA. 1973.
- **Session 15:** Situational Leadership adapted from the Model by Ken Blanchard and Paul Hersey.

UNIT 2 REFERENCE MATERIALS

- **Session 2:** Warm up: Mirror Image adapted from The Wilderdom Store: www.wilderdom.com/games/descriptions/MirrorImage.html. Content on this site has been placed in the public domain and, unless otherwise indicated, is subject to the principles of copyleft. For legalistic purposes, please refer to the Creative Commons Attribution 2.5 License.
- **Session 4:** Leadership Compass adapted from an activity designed by the Bonner Foundation and COOL (Campus Outreach Opportunity League) www.bonner.org/
- **Session 7:** Identity Cards Activity adapted from an activity by Maria Kelly, academic dean at the Saint Paul Conservatory for Performing Arts
- **Session 10:** Adapted from "The Spectrum of Adult Attitudes toward Young People," The Technology of Prevention Workbook, William A. Lofquist, Associates for Youth Development Inc., 1989, pages 47-50.

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List of Reference Materials

- **Session 11:** Structures of Organizations was adapted from an activity created by Youth in Focus of Oakland, www.youthinfocus.net.
- **Session 12:** Eisley, L. (1978). The Star Thrower (adapted by MuttCats to The Star Fish Story). Retrieved July 6th, 2007, from http://muttcats.com/starfish.htm.

UNIT 3 REFERENCE MATERIALS

- **Unit 3 Introduction Quote:** Gardner, J. W. (1964). Self Renewal. New York: Harper & Row.
- **Session 1:** Knowledge is Power role plays from www.whatkidscando.org
- **Session 9:** Adapted from The Co/Motion Guide to Youth-led Social Change by the Alliance for Justice www.afj.org/index.html
- **Session 25:** Adapted from the Co/Motion Guide to Youth-led Social Change by the Alliance for Justice www.afj.org/index.html

APPENDIX 2 REFERENCE MATERIALS

- **Definitions** – What is Youth Development and What is a Youth Development Environment:
  - CNYD. (2001).Youth Development Guide: Engaging young people in after school programming. Community Network for Youth Development, San Francisco: www.cnyd.org/trainingtools/index.php.
  - Eccles, J.S. 92002). Community programs to promote youth development. Washington, DC: National Academy Press.