

YOUTH POWER CURRICULUM

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About this Guide

History of Our Work

This youth community organizing guide is the result of collaborative work between the Tobacco Prevention Project, Community Wellness and Prevention Program, and the TeenAge Program, Family, Maternal and Child Health Program, both located in the Public Health Division of Contra Costa Health Services, California. Funded in part through a grant from the San Francisco Foundation, the Guide reflects experiences that the TeenAge Program (TAP) and the Tobacco Prevention Project (TPP) have had working with youth to build their skills in community organizing for changes in their community through a youth development framework.

Much of what is included in *Youth Power: A Guide to Community Organizing* comes from years of working with young people through TIGHT (Tobacco Industry Gets Hammered by Teens), the TPP's first youth mobilization initiative, and the school-based experiences of TAP. TIGHT was instrumental in a 5-year campaign to pass local tobacco prevention ordinances across Contra Costa County. TIGHT was grounded in what was then known as youth resiliency theory, and provided consistent opportunities for meaningful participation, opportunities for skill development and caring relationships for the youth involved. Hundreds of youth were trained on how to better their community through direct action organizing, utilizing these resiliency principles.

TAP launched several community organizing projects in 2001 as a natural outgrowth of its commitment to youth development and its extensive experience providing health education to thousands of young people in high school, continuation schools and juvenile detention facilities across the county. Using community organizing strategies, students from four Contra Costa communities have been successful in making changes to their lunch menu, working with a local police department to enforce tobacco and alcohol laws, and working with two city councils to develop strong tobacco retailer licensing ordinances.

We would like to acknowledge the youth members from all of TAP's and TPP's youth mobilization projects: TIGHT; ETA Middle College High School; ETA Pittsburg High School; and Bay Point Youth Power. They have inspired us with their passionate dedication and commitment to advancing social justice. It is because of their willingness to share their time and talents that we are able to do this work.

A few individuals merit specific acknowledgement for their contributions to this guide. Colleen Floyd-Carroll, MSW, MPH, was responsible for developing the TIGHT project from its inception through its first three years. Andrea DuBrow, MSW, MPH, saw the project through its second two years and facilitated TIGHT's participation in a community-academic research endeavor that

examined the role of developmental supports in youth advocacy work. Both Colleen and Andrea contributed to the development of many of the concepts that can be found in this guide. Sincere thanks are also extended to Carla Goode, MA, MFT and Cheri Pies, MSW, DrPH for reading the draft Guide and providing valuable suggestions for editing and revisions. And finally, a thanks is owed to Jennifer Dowling and Andi Bivens for their work on formatting the Guide.

Using the Guide

The Guide is a practical training manual with easy-to-follow lessons for adults and high school aged youth, working together to create real changes for youth. It's about teaching youth about activism, leadership and community organizing. It's about how to come together as a team in a positive, creative way; how to explore and select a problem, and how to uncover solutions. It also describes strategies for making your solutions a reality.

We strongly believe that you don't have to be an expert to lead an effective group in organizing for change - you and the youth will learn together. However, you do need to be committed to working in true partnership with youth. In numerous communities across the country, young people have succeeded in making significant advances toward social justice. Using the skills and strategies described in this guide, they have gotten their city to fund youth centers, organized petitions to get laws passed limiting tobacco sales to minors, worked with their schools for better food and campus safety, and much more.

The lessons in the Guide build on the experience and knowledge of previous lessons, and the activities within each lesson are designed to be used sequentially as well. While each of the lesson's activities can be facilitated by an individual adult in the role of adult leader, some of these lessons will benefit from bringing in other adult allies who may have more or different experience in the specific topic area. We have found that youth appreciate bringing in "guest" leaders, so don't feel as if you have to do it alone! Bring in the Media experts to talk about sound bites, or the local expert on Diversity to talk about power. Resources and Background sections of the Guide are recommended for the adult facilitator who is new to working with youth and community organizing. The guide contains 15 lessons. Most have:

- Basic background information for the facilitator
- Activities that address the lesson
- Facilitator preparation
- Materials needed and
- Tools

This guide can be used in two different ways. Youth workers who are new to community organizing can use it as a manual to teach youth the basics of community organizing. As such, the sequence of the lessons provides a

suggested structure for activities. For that reason, sections build on each other and concepts in earlier activities are relevant to subsequent ones. In practice, you may need to adapt the timing or sequence of activities to create a fun, hands-on, meaningful experience for ***your*** group. You may also need to supplement team-building activities to fit your group's needs.

With that said, you are encouraged to use the guide flexibly and creatively to meet your needs, and those of the group. You are welcome to pick and choose lessons to help your group achieve a specific outcome.

The experiences of 'finding out' and 'speaking up' can change a young person's life. The skills gained from organizing, doing research, finding creative solutions and taking them out into the world, learning to work creatively together, and speaking one's truth to power can last a lifetime.

We hope that you find the experiences as rewarding as we have.

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Lesson 1: Youth Development & Community Organizing

Youth development is an assets based approach to working with young people. It seeks to develop skills within young people such as public speaking, research and problem solving. Youth development goes beyond a prevention model of working with, e.g. one that seeks only to help teens avoid pregnancy or substance abuse, and asks the question “what is needed to foster the development of young people into healthy, productive adults?” Youth development strategies flow from this question. Our project draws upon the work of Bonnie Benard and the field of resilience, one of the many “schools” of youth development. The core of this approach consists of:

- 1) caring relationships between adults and young people;
- 2) opportunities for meaningful participation by young people, and;
- 3) high expectations of young people.

These elements assist young people to address community problems and, in the process, develop their skills to negotiate other parts of their life now and in the future.

The resiliency framework is not a prescription but a guide for developing activities that foster youth development. It is a resource intensive approach because it requires program staff to think through their methods and put young people – not the product or promised outcomes – at the center.



Direct action community organizing involves the people who are affected by a problem in solving it. It looks directly at the issue of power – who has it and who doesn't – and seeks to involve people in changing the power relationships that affect their lives. Community organizing strategies involve building power to get decision makers to do what is best for a community. Our experience in Contra Costa County has shown that this approach resonates deeply with young people because they are disenfranchised as a group in our society.

When combined, the practices of youth development and direct action community organizing enhance each other. Youth development guides the real hard work of leadership development that is at the core of community organizing. Direct action community organizing provides a roadmap for youth based community efforts. It also provides a rich context for the three tenets of resiliency to be realized. We have found the direct action community organizing approach to provide consistently high quality and meaningful opportunities for participation. Conducting community assessments, presenting results at city council meetings and other community meetings, testifying at public hearings, interacting with law enforcement and policy makers – all give young people experiences where they can develop and utilize new skills. High expectations are intrinsic to these types of experiences as they give young people the message that they can succeed.

Like youth development, direct action community organizing is a labor intensive, time-consuming process. Being strategic involves constant analysis, evaluation and action planning. Leaders must be prepared. The role of the adult staff person is crucial in supporting young people to learn new ways of thinking and taking action so that they can succeed in building power to improve life for themselves and their communities.

Lesson 2: The Adult Leader and Other Adult Allies

When young people work to create community change, they usually do so with support and encouragement from others. Some adults work with the group in various roles – such as bringing people together or providing support to the groups' efforts. We call these people adult allies. An adult ally is someone who stands up for or reaches out to youth. An adult ally can also be someone who joins with others to support their strategy for change.

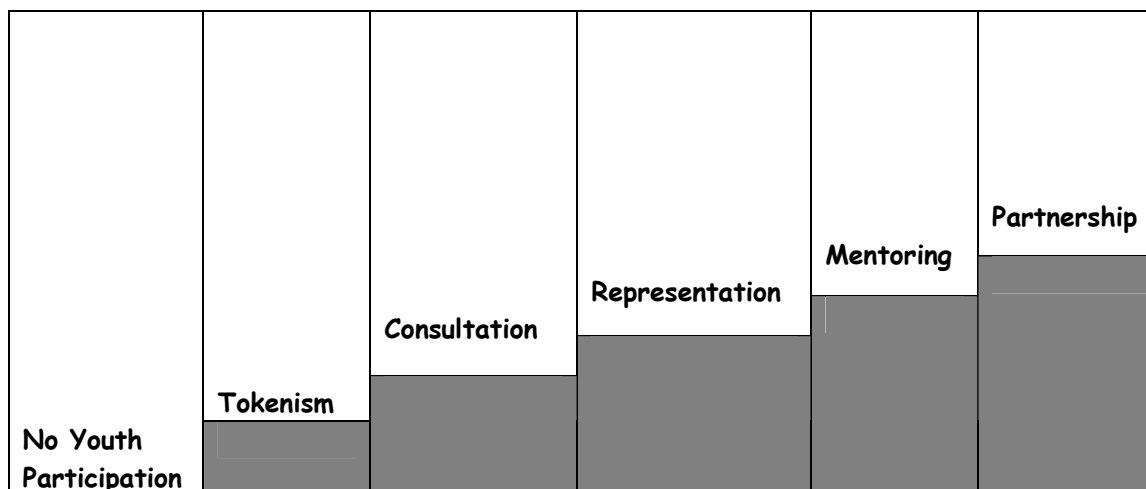
Often, an adult leader works closely with the group, and serves as their primary ally. As an ally, the adult leader helps the group access resources for activities, deal with bureaucracies and overcome obstacles. The adult leader also plays a key role in assisting youth to develop leadership skills so they can participate fully in the groups' efforts. Adult allies are important role models as well.

Adult allies operate from the assumption that youth can create important, lasting change, and they are comfortable working in real partnership with youth. In community organizing with youth, adult allies support teens in voicing ***their own*** ideas and making their own decisions. This means that adults have to be willing to share power with youth and relinquish control over how things get done.

The California Center for Civic Participation uses a continuum for sharing power between adults and youth. Groups that foster strong leaders usually work from high levels of youth participation. Groups that function using tokenism and consultation usually do not provide meaningful opportunities for the youth themselves and are usually unable to build and sustain youth participation. It may take time and practice to figure out the level at which your group is working, and the steps you need to take to get to true partnership between adults and youth, but it is well worth the effort.



Continuum of Youth-Adult Power Sharing¹



White area represents adult power; shaded area represents youth power

No Youth

Participation:

Unchallenged authority of adults.

Tokenism:

Adults set agenda and make decisions. One or two young people may be included, but often without training and without a promise that their suggestions will be taken.

Consultation:

Adults seek advice from young people, but on terms set by the adults.

Representation:

A select number of young people are put forward as representing their peers, usually via a committee system and with varying degrees of accountability.

Mentoring:

Adults provide encouragement and impart skills/values to help a young person achieve success.

Partnership:

Young people and adults set agenda together, decide on issues and activities, and have joint accountability and shared responsibility.

Other adults can also provide considerable support for your work.

Parents, other family members, teachers and friends can also be allies to the youth in your group. They can provide important support for the youth and the groups' efforts. In many projects, parents can provide transportation, organize

¹ California Center for Civic Participation based on resources developed by the Academy for Educational Development, the Center for Youth Development and Policy Research, and the National Network for Youth.

snacks, attend events and offer encouragement. Adults who support the groups' goals may participate in the youths' meetings with policymakers or testify at hearings to support the youths' position. Some adults will understand youth development and may be right in step with your group. For other adults, this philosophy and way of working with youth may be new. In these cases, the adult leader may need to educate the adults, and model behavior, so that they are working within your framework of youth-adult partnership and mutual respect. The adult leader may also need to advocate for the youth in order to support their full participation in a project.

Below are some suggestions for roles that adults and youth commonly assume in effective youth-adult partnerships. You can use these to start dialogue in your group about roles and responsibilities of group members. This will help to make sure there are clear expectations and a shared understanding about how everyone contributes to the group's success.

Roles of the Adult Leader or other Allies...	Roles of the Youth...
<ul style="list-style-type: none"> ■ Helps secure a safe space, funds, and supplies ■ Shares real decision-making with the youth ■ Helps youth give voice to their concerns and act on them ■ Networks with community resources ■ Helps bring parents and other allies into the process ■ Gives encouragement ■ Works patiently against powerful long-standing prejudices ■ Creates opportunities for youth to develop leadership skills 	<ul style="list-style-type: none"> ■ Contribute their time, energy, and intelligence toward creative solutions ■ Maintain commitment to the group ■ Use their strengths to support each other ■ Build respect and trust ■ Take responsibility for ownership of the group ■ Assume leadership roles – try out ideas and test yourself to develop new skills ■ Work patiently against powerful long-standing prejudices

There are many resources for being allies to young people. Tips for Effective Youth-Adult Partnerships follow this section, and other resources are listed in the Tools section.

Tools – Lesson 2



Our Role As Allies To Young People

excerpted from *Listening to Young People*. Ordering information at <http://www.youthonboard.org>.

The job. The job of adults with young people is not to give them perfect childhoods, not to make sure they never get hurt or are protected from everything and happy all the time. That is really not our job. Our fears make us think that's the job. Our fears make us long for perfection. It does not exist. It is not part of reality and it is not part of the job of allies to provide this myth for the young people in our lives.

A better picture of our job is that we try to give young people perspective on how inherently smart and powerful they are; try to protect them from things they cannot handle yet—things that would do permanent damage, things they do not understand well; and to provide the resources to feel the difficult feelings and clarify their own thinking and opinions as they gain independence. [Modified from *The Job of Parents*, by Tim Jackins, Rational Island Publishers, Seattle, WA]

Professionalism keeps us separate. All of us (particularly men) are scared that we have some horrible trait that will hurt a young person some day. When we hear horror stories in the news about child molesters, etc., we start doubting each other's intentions. This separation is counterproductive. If we can't support and depend on each other, our work suffers. It also keeps us separate from young people. We are told we should keep a professional distance. What is a professional distance? Young people are our friends and they are real parts of our lives.

We do want to protect young people from adults acting out hurtful behaviors at them when as young people they do not have enough power to respond. We do not have to limit our relationships with them; but do be thoughtful. Notice what level of closeness people feel comfortable with. Don't go beyond that. At the same time, don't hold back. Have fun and enjoy the young people in your life. Safe touching is extremely healthy and it is important for young people to have role models of this. There is a big difference between "good" touching and "bad" touching. Educate yourself and young people about how to handle hurtful situations. Let them know that they have a right to say no. Be smart, but don't let this hold you back. We all need each other.

Involve parents. Get to know parents, answer their questions. Invite them to events. Like them. Tell them what a wonderful and important job they are doing. If parents don't feel safe about what their sons and daughters are involved in, they won't allow them to participate. If you're inviting a young person out to the movies or to a women's support group, you need to make sure that the parents understand all the details. Let the young person know that you are going to be talking to her parents. Reassure her that you are not checking up on her or

breaking any confidentiality, but that this will insure that your relationship will work better and be longer lasting.

Appreciate parents. Parents work extremely hard. We often fall into blaming parents for young people's difficulties. Sincerely appreciate them. Notice everything they do well, how hard they work and how much they care. Parents are wonderful and we should notice and communicate that to them. In situations where you know of a parent who is harming a young person in some way, remember to reach out to the parents as a person while you work to stop the harmful behavior.

Train other allies. There are many people who love young people a lot and would be excellent allies. Many of them simply haven't yet made a decision to do the work. Invite them in. Set up opportunities for them to participate in your programs. Encourage them to build relationships with young people. Appreciate every effort they make.

You know a lot about young people that you could share with other adults. It would make a huge difference in the world if all adults remembered to put young people as a priority in their lives. Think about what would be missing from your life if it did not include young people. Bring other adults into your world. Share your love for this work.

Back each other. Young people are to be taken seriously, and so are youth workers and parents. There is no work in the world that is more valuable than the work that we are doing. People deserve to get paid well and get lots of assistance with this work. This means that we are going to need to get together as allies to young people and organize for respect, recognition, better pay and benefits, and better resources. This will take many different forms: organizing youth worker alliances, setting up support systems, sharing skills and resources, going public and changing legislation.

Make mistakes. Consider this an experiment in progress. Delight in your mistakes. You will make them. The more active you are, the more mistakes you will make. Trust that you've done well already, that you know many things about how to make the situation work and that you will figure out the rest as you go. Be willing to be the first one to take risks, to be uncool, and to show that you care. Don't try to cover up mistakes. Admit them, explain them if necessary, apologize and move on. "Ooops, I think I just said that pretty disrespectfully. Sorry, I'm just having a hard day. It has nothing to do with you." The less defensive you can be, the quicker the mistakes diffuse.

How to support each other as allies. We often put ourselves and our growth on the back burner. It's extremely useful to get support for ourselves because: (1) Our group will grow much faster if we don't feel stuck or burned out. (2) We ask young people to take good care of themselves, unite and work together as a

group. Why not model that ourselves? (3) You are important. This will help you enjoy your work on a different level.

Get together with other adults and take turns talking and listening about the following:

- Share what your life was like when you were younger.
- Remember all the things you loved about being a young person and how smart you were.
- All the times that you were told “you can’t,” that you were stifled or punished for speaking out.
- Share about burn-out and all of your frustrations with your current situation.
- Share and delight in each other’s successes. Notice what a wonderful difference you are making in these young people’s lives.

Format: We often talk over each other and no one gets heard. Try this: One person talks while the other person listens with real, aware, delighted attention for a set amount of time. Then switch. It is more effective if people take turns talking in pairs or in small groups. [Use the listening guidelines described in the booklets *Listening to Young People* and *Leading a Youth Worker Resource Group*.]

Appreciate yourself. You have done well. Notice the ways that you have been and continue to be a committed ally to young people. It’s tempting to put our attention on the things that we haven’t figured out yet or the ways that we could be better. Each day we need to stop and notice the things that we’ve accomplished. Of course, things aren’t exactly the way you want them to be. This is no reason to blame yourself. Each one of us fights hard every day—we’re doing the best we can at each moment. Structure appreciation into your day. Meet with co-workers or friends at the beginning or end of each day and each share something you did well that day. The extra attention helps. Risk being nice to yourself and appreciating yourself and other people for the work we do. It’s much more fun. Know that important things are happening. The results of this work are hard to measure. Take a leap of faith and assume you are wonderful.

Remember that you’re making a difference. Think back on your childhood or teen years to the adults who made a difference in your life: the Girl Scout leader who took you on hiking trips and helped you take your body seriously, or a neighbor who would take you bowling, teach you how to cook or play soccer with you. Do you think she knew the positive effect she was having on your life? Probably not. Like you, she probably tried her best and hoped that she was having some influence on how you felt about yourself. The same is true of your work. Although the young people may not be able to tell you that you are making a difference, you are. This work is very hard to measure. Any effort you make is

extremely valuable. Know that important things are happening even if you can't see them.

The best time for action is now. We care very much about young people and we can play an important role in helping their lives go well. We can't wait until we feel comfortable. Assume you know enough and are ready now. Become great friends with young people and help them organize today. Young people are the present, and together we are all the future.

Enjoy! Young people are fun. They inspire us. They are full of hope. They remind us how important it is to play, to listen closely to people, to be tight friends. They push us to treat each other with complete respect. Follow their lead. Bring other adults along. Enjoy yourself.

Lesson 3: Leadership Development

Youth groups can play a vital role in supporting young people to grow and build skills to succeed in their lives. While the adult may assume primary leadership of the group at its onset, part of the adult leader's role is to foster youth ownership of the group as it becomes more established. Hopefully, you will have a few energetic young people with a strong commitment to the group who, with support from the adult, can serve as contact people for the group, take responsibility for the organization of group activities and events, and make sure that meetings run smoothly.

The first step in developing youth leadership is identifying potential leaders. You will likely have some outstanding leaders in the group. These are the people who follow through on commitments, have their own ideas but are also willing and able to involve others in meaningful ways, and have enough time to set aside for planning. Some youth may not be comfortable volunteering although they have a lot to offer, so they may need encouragement and coaching to assume new roles. Providing opportunities to assume smaller roles in meetings is a low-risk way to let youth test ideas, learn from others and see what they are good at. A small activity will also allow you to observe the youth and see them in action. Look for different skills in your members – and value the differences. Someone who has a lot of energy and is outspoken may be good at public speaking but may need help to not dominate the group.



It may be helpful to discuss what qualities the people in your group think makes a good leader. You might brainstorm a list of qualities together, and ask the group, which are most important to them. Remember that no one has all of the traits of a leader. Anyone who is interested in serving as a leader should be able to identify their strengths as a leader as well as the skills they would like to develop. The Leadership Quiz and the Skills and Interest Survey in Tools can help you and the young people in your group assess their leadership skills.

This is where different roles and styles of the adult leader come into play. There will be times when you will nurture, educate, encourage, coach, mentor and inspire. You will need to take the time to build strong, trusting relationships with the youth. Although a lot of energy is often put into working with teens, the payoff can be tremendous.

Youth may also need concrete information about practical skills like how to run effective meetings, team building, public speaking, and facilitation skills that will empower them. Again, remember your role is to be supportive. For example, you may work with youth on facilitation skills, but let them find their own words and style. This section includes handouts on what it takes to be a leader, running meetings, and facilitating activities. You could include these in an orientation packet for the youth leaders to help them with their new role. You might also include things to remember when resolving conflict (See *Communicating Across Disagreement*) and “Tapping into your Strengths (included in *Getting Organized*).

Ongoing opportunities for practice and feedback will lead to confidence and growth. As youth develop in their leadership roles, make sure to recognize their accomplishments both personally and publicly.

Tools – Lesson 3













Where Do You Stand?

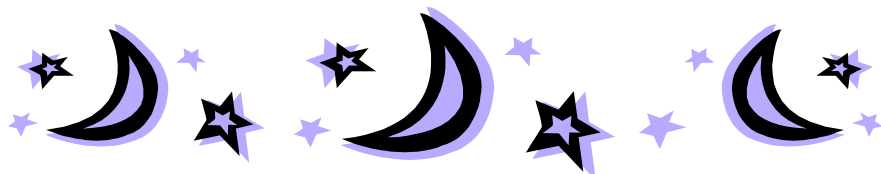


Do you have what it takes to be a leader?

Try the following quiz. Read each statement and check your answer.



	Always	Sometimes	Never
1. When there are several solutions to a problem, I find out as much as possible about the pros and cons of each.			
2. When I have a job to complete, I tend to get distracted, especially if I'm not interested in the work. 			
3. I like to ask questions during the discussion so that I can hear other people's opinions. 			
4. I feel uncomfortable when I'm the one responsible for getting something done. 			
 5. I like speaking in front of people.			
6. I enjoy organizing the details of a project.			
7. I'm good at working out a schedule and sticking to it.			
8. People work well with me. 			
9. I don't listen to people who have opinions that differ from mine. 			
10. I like to be in on the decision making for choices that concern me.			
11. I like being in charge so things can be done my way.			
 12. When people are disagreeing over an issue, I try to calm them down, help them to understand each other's side of the story, and come to an agreement.			
13. I usually keep quiet and just follow along with what the group has decided. 			
14. When a job has to be done, I can set priorities so the important work gets completed.			



Where Do You Stand?

Scoring

- ☒ For numbers 1, 3, 6, 7, 8, 12, and 14, score 2 points for each "Always;" 1 point for each "Sometimes;" 0 for "Never," (They describe some characteristics of a good leader.)
- ☒ For numbers 2, 4, 9, 10 and 13, score 2 points for each "Never;" 1 point for each "Sometimes;" 0 for "Always," (They reflect attitudes and habits that hinder effective leadership.)
- ☒ For numbers 5 and 10 - no points. (A good leader doesn't need the spotlight or the ego trip.)

Total

20-22: Great! Keep growing! Work on these skills and maybe you'll be President someday.

12-19: You're on the right track.

0-11: Everyone has to start somewhere, and thinking about where you stand is a good start. Go back and see which skills you can work on to improve.

Skills and Interests Questionnaire

Grade _____

Date _____

Please take a few minutes and answer the questions below. This information will be used to see how the group develops over the semester. It's anonymous, and it's not a test!

1. Describe your personality in three words:



2. What experience have you had working in groups with other students?

Please rate how much :

Not Really

A Whole Lot

3. I like to talk in front of groups...

↓					↓
1	2	3	4	5	

4. I like to listen to others...

1	2	3	4	5
---	---	---	---	---

5. I am comfortable working in groups with other students...



1	2	3	4	5
---	---	---	---	---

6. I am interested in learning more about working with other students...

1	2	3	4	5
---	---	---	---	---

7. What roles would you most likely take on? (Check as many as you want.)

- _____ a. speaker in front of the group
- _____ b. lead activities and meetings in the group
- _____ c. help with posters, pamphlets, handouts
- _____ d. group representative on campus
- _____ e. work with other student groups on campus
- _____ f. researcher on internet, at library
- _____ g. note-taker during meetings
- _____ h. meeting planner, retreat planner



Skills and Interests Questionnaire

8. If you were trained to speak in front of a group of students, would you:

- a. refuse to do it?
- b. speak but not enjoy doing it?
- c. speak and be somewhat scared?
- d. speak and be proud of yourself?
- e. be jumping at the chance to speak?



Not Really

A Whole Lot

9. I like to follow what others have planned for the group...

↓				↓
1	2	3	4	5

10. I like to be responsible for planning activities myself...

1	2	3	4	5
---	---	---	---	---

11. I am comfortable getting information from the Internet...

1	2	3	4	5
---	---	---	---	---

12. I am comfortable approaching an adult in the school administration or community...

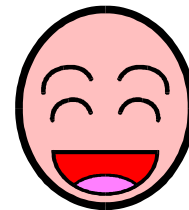
1	2	3	4	5
---	---	---	---	---

13. It is easy for me to ask a fellow student for help...

1	2	3	4	5
---	---	---	---	---

14. About how many times a day do you smile?

- Once or twice
- More than five times
- About 20 times
- Every other minute
- I never stop



☺ Thank you for your completing this questionnaire! ☺



Developed by Pilar Zuniga
Contra Costa Health Services TeenAge Program

MAGNIFICENT MEETINGS



Planning a Meeting

13. **DECIDE WHAT YOU WANT TO ACCOMPLISH.** Is it a planning meeting? An update meeting? Will you vote on issues?

14. Write an agenda. Include at least one fun activity!

15. **Make sure you have enough space.**



16. Get any supplies ready. (posters, the agenda in large print...)

Running a Meeting



1. **Get there early to set up and welcome people.**

2. Post the agenda so everyone can see it.

3. Start the meeting on time!



4. Go over the agenda with the group so people know what to expect. See if anyone has anything to add.

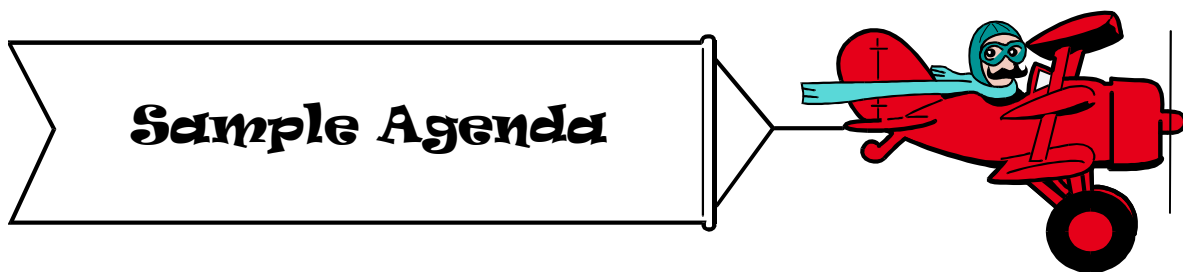
5. Go through each activity. Be cheerful and energetic! Keep the discussion ***focused*** on the topic.

6. **INVOLVE OTHERS.** (Read announcements, record, icebreakers)

7. Watch people's body language. It can tell you if they are **happy, confused,** or **frustrated.**

8. **Make sure everyone has a chance to speak.** You may need to remind people to share the 'air space' or call on people who haven't spoken.





MEETING AGENDA

(DATE)

4:00 – 4:05 **WELCOME/SIGN IN (FACILITATOR)**

- Review Agenda
- Review Agreements

4:05 – 4:15 **ICE BREAKER (FACILITATOR)**

4:15 – 4:45 **SPRING PROJECT IDEAS (FACILITATOR)**

1. Large group Brainstorm
2. Vote for top 2 priorities (sticker voting)
3. Small group Discussion: Pros and Cons

4:45 – 4:55 **ENERGIZER (FACILITATOR)**

4:55 – 5:20 **FINALIZING SPRING PROJECT (FACILITATOR)**

1. Report Back
2. Consensus

5:20 – 5:25 **ANNOUNCEMENTS**

- School Board meeting: Who can make it? Who can carpool?

5:25- 5:30 **Clean Up (All)**

AWESOME ACTIVITIES



Planning an Activity

1. **DECIDE WHAT YOU WANT TO ACCOMPLISH.** Do you want people to... Get to know each other?

Learn names? Problem-Solve? Strengthen teamwork? Get energized?



2. Think about how well people know each other and if they would feel comfortable with the activity. (Especially if touching is involved.)

3. Would the activity work best in pairs? Small groups? One big group?

4. **Write out or copy directions.** Practice explaining it in your own words. If the activity is difficult, make a poster so people can follow along.

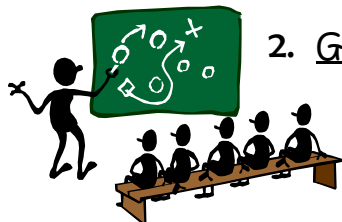
5. **Make sure you have enough time and space.** Open space? Outdoors?

6. Get any supplies ready. (markers, pens, paper, art supplies, divide groups...)



Leading an Activity

1. **Get there early to set up.** If you have a poster, hang it where everyone can see.



2. Go over the directions **clearly and slowly** at least twice. Check to make sure everyone understands what to do. **Give people the right to pass.**

3. Help people go through the activity. **Be cheerful and energetic!**

4. Watch people's body language. It can tell you if they are **happy, confused, or frustrated.**

5. **Discuss how the activity went.** Make sure everyone has a chance to speak. You may need to remind people to share the 'air space' or call on people who haven't spoken. **Use these questions as a guide:**

- What was the purpose?
- How did you like it?
- What did you learn?
- How could it have been better?



Lesson 4: Getting Started

Goals/Purpose

This section guides the adult leader through the behind-the-scenes process of getting a group started. The lesson is somewhat different than other lessons in that it includes both activities that rely only on adults, as well as recruitment done in partnership with youth.

Objectives

- Plan and conduct effective recruitment strategies
- Develop youth-friendly recruitment materials
- Plan a way to welcome new members

Total Time

6-7 hours over 3-4 meetings plus recruitment activities outside meetings

Agenda/Activities

- Icebreaker/Introduction
- Recruitment Strategy: A Lunch-Time Display
- Planning Recruitment with Youth
- Recruitment Strategy: Outreach Presentations
- Planning to Welcome New Members
- Welcoming New Members

Facilitator Preparation

- Provide sample recruitment materials (poster, flyer and display board)
- Create a poster with a list of information to be included on Write out a list of roles that youth may assume at welcome meeting
- Come with possible ideas for the welcome meeting
- Write out a list of roles that youth may assume at welcome meeting
- If you will be recruiting at a school, you will need 1-2 weeks to secure approval
- Create contact list of new members (names, address & phone numbers)

Materials Needed

- 5-6 clipboards
- Pens/pencils
- Art supplies
- Interest cards
- Display Board
- Newsprint
- Tape
- Sample icebreakers
- Awesome Activities (1 copy per youth, see tools)



- Recruitment Flyers and posters (samples plus your own)
- Presentation Outline (if you are going to do presentations)

Tools

- Sample school letter with teacher referral form
- Sample outline for recruitment presentation(s)
- Sample Memorandum of Understanding with school/probation
- Sample Interest cards
- Sample script to follow up with potential new members



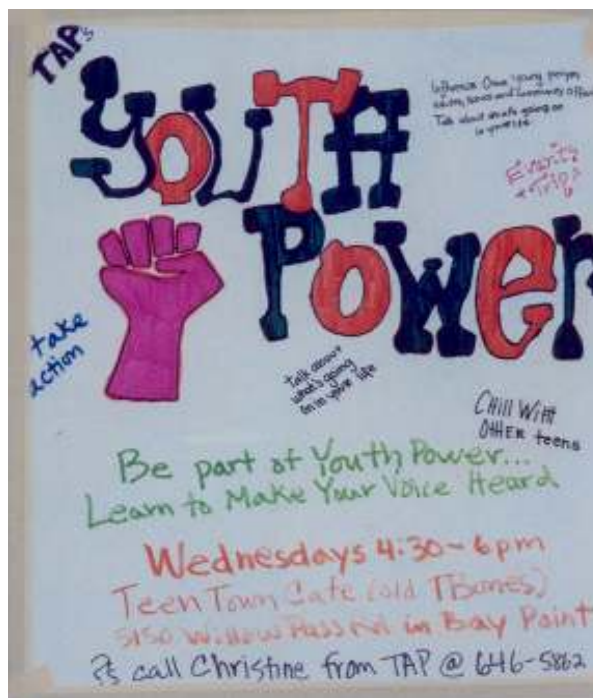
The Basics

Since adults initiate most youth-serving programs, this section is primarily directed to the adult leader for planning purposes. Getting a youth organizing program up and running involves working simultaneously on different levels. What those levels are depends on whether you are launching a new program or continuing work that has already been started. To ensure the program's success, relationships need to be built with key community constituents such as the school or other youth serving agencies. Whether or not you are starting out from scratch, logistics like identifying a meeting site and coordinating transportation need to be planned. Finally, a consistent meeting space that is accessible to public transportation can promote youth participation.

Recruiting youth is a key component for any successful program. A core group of 8-10 youth is a good number to get your group established. In direct action community organizing, recruitment should appeal to a person's self-interest -- or their concern for **their own** priorities, health and safety, and those of people close to them. However, often the area of focus has already been decided, at least broadly. For example, funding is generally made available to address a specific problem like preventing tobacco sales to youth. In this case, you must tailor recruitment efforts to youth specifically interested in your main focus of work. Having a defined problem can be beneficial because youth may like to know upfront what they will be working on.

Less often, the group's work is to be completely youth-driven and the issue will be undefined. This can be both exciting and challenging when recruiting because youth often want to know concretely what they will be doing. Successful recruitment strategies still involve appealing to self-interest, so, it's a good idea to do some "detective" work of your own like talking to individual youth or small groups to determine if there are any common (self) interests you can appeal to in wider recruitment efforts.

Finally, recruitment is also influenced by how long the group has been operating. When starting a new program, the adult is primarily responsible for conducting recruitment, which will be different than recruiting in partnership with youth. Ideas for how to recruit using both models are included in this section. In either case, youth should be consulted about the recruitment materials --both how they look and what they should say.



Tips for Successful Recruitment:

- Remember that youth are looking to belong and develop friendships just as much as to participate in meaningful activities.
- Recruit on multiple levels (schools, parent groups, churches, service providers, community/ neighborhood groups, bus stops, the mall and other places young people hang out).
- Recruit a diverse group of youth from various backgrounds with different leadership abilities. Don't let identified student leaders dominate your group.
- Youth will be attracted to others with whom they can identify, so make sure the group doing outreach is a mix of genders, ages and races.
- Appeal to the youth's self-interest. Remind them that their participation helps ensure that their interests are met. It also looks good on a job or college application. (If a stipend is available, let youth know.)
- When possible, involve youth. (This involves working with the youth to get ready for outreach).
- A safe, accessible, youth-friendly meeting space plays an important role in encouraging youth to check out your group.

1. Recruitment Strategy: A Lunch-Time Display (LTD) 30-45 minutes

Materials: display board, 5-6 clipboards, interest cards, pens/pencils, recruitment flyers, recruitment posters, music, balloons (optional).

Setting up a table during lunch on a high school campus is an excellent way to reach a lot of students who may be interested in joining your group. This works best when you have a group of 4-5 people so one or two of you can stay at the table and the others can “work the crowd.” However, 1-2 people can also do this activity.

A display board with graphics or pictures will attract people to the table. Music and balloons are also a hit. At your table you will want to have interest cards so people can sign up to join the group, and a flyer for people to take home with your group’s contact information. (There are samples in the tools section of this lesson.)

Remember schools usually require advanced permission to use the site.

Beforehand, put up posters about your group. After the event, these can serve as a reminder about your group.

2. Recruitment Strategy: Outreach Presentations 1-2 hours

Materials: poster with key information about the group, tape, interest cards, recruitment flyers.

Brief presentations to classes and community groups are another good tool for inviting youth to join the group. Building relationships with other youth service providers who are respected by youth can help provide you entrée into a group who doesn’t know you.

Make sure to include important information about your group:

- Name of the Group
- When and Where the group meets
- Contact Person and Phone #
- What youth will do
- What youth will get out of participating (Appeal to a variety of self-interests!)

Interactive presentations will help build the energy of the group and let people know from the start that they are valued and an essential part of making the group a success. A sample presentation can be found in the tools section of this lesson.

3. Planning Recruitment with Youth

60-90 minutes

Materials: newsprint, markers, sample recruitment flyers and posters, blank poster boards, poster with key information about your group.

If your previous outreach efforts were successful in recruiting a small group of youth to participate in your program or you need to recruit new members to an on-going group, this is a great opportunity to plan recruitment in partnership with youth.

- a. Explain that we need to get other youth to join our fight and to build our group's power.
- b. Brainstorm a list of reasons why youth might want to join the group. You might start off asking the youth **what they like about the group** - -and then ask if they think others would join for the same reasons. Make sure your list includes phrases that appeal to a variety of self-interests for a young person (e.g. have fun, meet new people, food, make a difference, trips, new skills, get your voice heard...).
- c. Then, ask for **suggestions of the best ways to reach other youth**. You could go around neighborhoods in their community, set up a table at lunch on campus, flyer school bus stops, make classroom presentations, visit other clubs or youth groups...
- d. Decide which activities you and other group members have the time and people power to do well. We suggest combining a variety of methods including general recruitment at schools as well as targeted recruitment in classrooms or neighborhoods.
- e. Make posters and flyers. As with outreach presentations, it is helpful for the youth to have a list of the essential information to include on the recruitment materials:
 - ❖ Name of Group
 - ❖ Time and place the group meets
 - ❖ Contact Person and Phone #
 - ❖ What you do
 - ❖ What youth will get out of participating (Appeal to a variety of self-interests!)

- f. Plan a time when you can go around campus or the community *together* to hang your recruitment posters. Take pictures of the posters and your group members doing the outreach. If you want to hang the posters on school property, you will probably have to get the materials approved by the principal or the school district – make sure to leave 1-2 weeks for the approval process.
- g. Give youth a chance to practice what they would say to invite other young people to join the group. Some youth may be naturals at talking to peers they don't know, but many are uncomfortable doing so at first. Talk about what could be some positive and negative responses they might get from others, and how they could handle difficult situations.

4. Planning to Welcome New Members

60 minutes

Materials: newsprint, markers, sample icebreakers, poster on how to lead an activity

Now that you have a list of youth who have expressed interest in joining your group, the next step is planning a way to welcome new members. It's always better to invite new members to an event, but this may not be possible. Instead, you could host a special orientation for new members.

- a. Together with the youth who helped with recruitment, decide what your goals are. For example, youth will:
- Begin to get to know each other – they will have fun, feel welcome and valued.
 - Find out about the group – what's been done so far & what you will be working on.

Then decide:

- What kinds of activities you want to do at the meeting (icebreaker, introductions, get-to-know-each-other activity, background or history of the group, and team-building). See the *Icebreakers, Energizers and Team-building Activities* section for sample activities that have worked well for other groups.
- What atmosphere you want to create (music, food, decorations, etc.).
- Who wants to lead which activities.
- Who can volunteer to help call new members to invite them to the meeting.

Record the agenda you made together on newsprint so everyone can see it. Include who will lead which activities and how much time you plan to spend on each.

b. Break into small groups by agenda item to plan specific activities. It is helpful to have resources like sample icebreakers, and guidelines on how to lead an activity (See *Icebreakers, Energizers and Team-building Activities*). Choose less threatening or lower risk activities for groups that don't have a history of working together. Make sure each group makes a list of needed supplies.

c. Follow up with the volunteers who are helping to call new members to tell them about the meeting. Spend a few minutes together developing a script for people to use so they feel prepared to make their calls. (See Tools for a sample script.) Give each person a list of names and phone numbers to track their responses.

Welcoming New Members!

90 minutes

Materials: sign in sheet, agenda, snacks, decorations, music, name tags, pens, ice breaker & team building supplies (determined by the planning group)

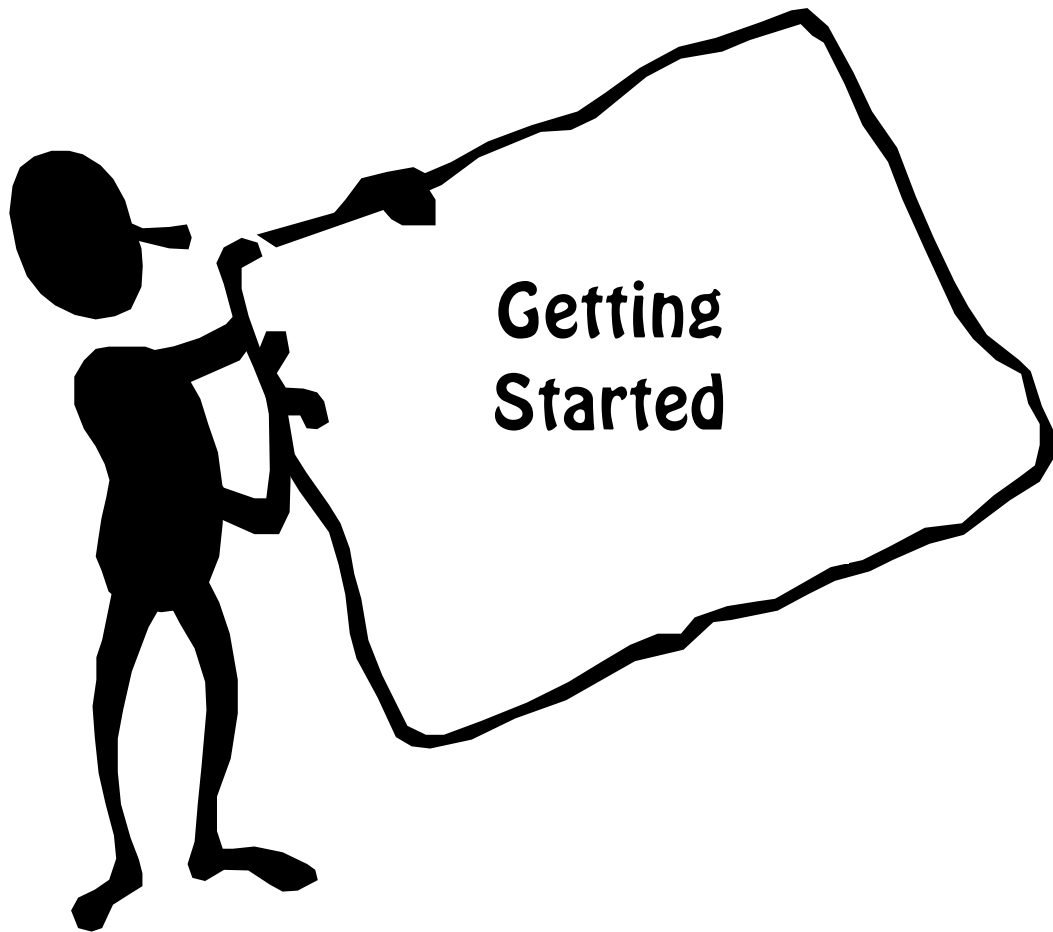
Before the meeting, it is helpful to call new members and send them a reminder flyer.

You've done all the hard work – your planning is sure to pay off! Arrive at the meeting space early so you have plenty of time to set up and be ready to greet people (a few people are likely to show up early.)

Have fun and enjoy getting to know your new group members! Together, you will make some important changes – and hopefully make some new friends.



Tools – Lesson 4



SAMPLE
School Follow-Up Letter
(Print on letterhead)

Date

Teacher
High School
Street address
City, State zip code

Dear _____:

Thank you for taking the time to meet with me about **(insert subject of the meeting)**. I am happy to be working with _____ **(insert name of school)**.

As I mentioned during my presentation, I would like to give a brief introduction to an exciting new program --**(insert program name)**-- in your classes, inviting students to become part of the group. The program aims to foster youth leaders to stand up for issues that affect them and create real changes in their lives and community.

Participants will learn a variety of skills such as goal setting, problem solving, communication, conflict resolution, public speaking, and building relationships that will help them make a positive impact on the community.

The presentation will consist of a **10-minute introduction** to the program and allow students the opportunity to sign up to participate.

We will be visiting your classroom on: _____

If you would prefer that we do not come to your class, or if the scheduled time does not work for you, please leave me a voicemail at **(insert phone #)** by **(insert date)**.

I am also including a referral form for you to use if you know students who could benefit from participating.

Thank you for your support. I look forward to working with you to meet the needs of students at your high school.

Sincerely,
Name
Adult Coordinator

SAMPLE MEMORANDUM OF UNDERSTANDING

Agency Name
Program Name

This Memorandum of Understanding is between _____ (insert **Coordinating Agency**) and _____ (insert **School or Probation Department**).

Purpose:

The youth initiative aims to foster youth leaders to organize and use their collective power to create real changes in their community. Youth learn community organizing skills and develop into strong leaders through youth-led community action projects. The purpose is to provide young people from different backgrounds with a means to unite and empower themselves, stand up for issues that affect their lives, and develop solutions that incorporate their vision of a positive community.

Activities

- Weekly Meetings (after school in _____)
- Community Action Planning and Events (decided by youth)
- Skill-Building (community organizing, youth leadership, critical thinking, decision making, goal setting, problem solving, communication, conflict resolution, public speaking, building relationships, media advocacy)
- Other activities to augment the teambuilding and the learning process (e.g. trips, retreat, activities with other youth groups)

Agreements:

The coordinating agency commits to:

- Providing on-going support and facilitation of youth group, including weekly meetings, training on specified topics listed above, and other youth development opportunities
- Fostering on-going consistent relationship with youth participants
- Referral to school and/or community resources as needed
- Documenting youth participation
- Provide a stipend for participation

~over~

**SAMPLE
MEMORANDUM OF UNDERSTANDING**

Youth commit to:

- Participation in 2-hour weekly meeting or activity
- 2-10 hours outside meetings per month as needed

School Administration/Probation Department commits to:

- Supporting student participation through providing school credit or community service hours with documented participation.
- Providing meeting space for the group.

Signatures:

Agency Representative: _____
Name

Signature

Date

School Representative: _____
Name

Signature

Date

Probation Representative: _____
Name

Signature

Date

Contact:

Adult Coordinator Name

Agency Name

Street address

City, State zip code

Tel: ()

Fax: ()

Email:

SAMPLE
School Letter for Recruitment Presentations
(Print on letterhead)

Date

High School Faculty and Staff
Street address
City, State zip code

Dear _____:

I am glad I had the chance to meet you at the last staff meeting. I am happy to be working with _____ (insert name of school) this year.

As I mentioned during my presentation, I would like to give a brief introduction to an exciting new program --(insert program name) -- in your classes, inviting students to become part of the group. The program aims to foster youth leaders to stand up for issues that affect them and create real changes in their lives and community.

Participants will learn a variety of skills such as goal setting, problem solving, communication, conflict resolution, public speaking, and building relationships that will help them make a positive impact on the community.

The presentation will consist of a **10-minute introduction** to the program and allow students the opportunity to sign up to participate.

We will be visiting your classroom on:

If you would prefer that we do not come to your class, or if the scheduled time does not work for you, please leave me a voicemail at **(insert phone #)** by **(insert date)**.

I am also including a referral form for you to use if you know students who could benefit from participating.

Thank you for your support. I look forward to working with you to meet the needs of students at your high school.

Sincerely,
Name
Adult Coordinator

Youth Development Program: Referral Form

Help spread the word... We are recruiting new members for our after-school, youth development programs!

Youth Power

What is Youth Power about?

- Youth Power aims to foster youth leaders to stand up for issues that affect them and create real changes in their lives and community.
- Students pick projects they want to work on and implement them with support from a trained adult facilitator.

What's involved?

- Weekly Meetings (after school in _____)
- Community action planning and events (decided by youth)
- **Skill-building (goal setting, problem-solving, communication, conflict resolution, public speaking, building relationships)**
- **Team-building activities (trips, retreat, activities with other youth groups)**

Contact: **Adult Coordinator @ ###-####**

Date: _____

Person referring student: _____

Relationship to student: _____

STUDENT FIRST & LAST NAME	GRADE IN SCHOOL	BEST WAY TO CONTACT STUDENT (& TELEPHONE # IF POSSIBLE)

SAMPLE

Classroom Recruitment Presentations

Time: 10 minutes

Materials: poster with meeting information, newsprint, tape, interest cards, flyers

Before the presentation: Put up the poster explaining key points about your group (meeting time, place, location, what you do, what the benefits are to being part of the group...)

Presentation Outline:

Hi my name is _____ and I work for _____. Some of you might know of our organization/program from _____. Today I am here to invite you to join a new program... it's called _____. So you can understand a little about what the group is about, we are going to do a short activity.

Youth Stand Up

I am going to read different statements and if the statement applies to you, I ask that you stand up. The exercise is done in silence. And you decide for yourself what the statement means. I will repeat if you did not hear it. You have the right to pass.

Please stand up silently if...

- You have ever felt like adults just don't understand but get to make all of the decisions
- Your personal privacy has ever been invaded by an adult
- You were ever ignored, served last, or watched suspiciously in a store because you were a young person
- People are always trying to get you to keep your mouth shut but you won't because you know what you have to say is important
- You like to meet new and interesting people
- You ever said no to, interrupted, or resisted being hurt by an adult or someone your age
- There are things at school or in your community that you think need changing
- An adult or someone your age has ever stood up for you.

After, process as a large group:

- Were there any statements that particularly stuck out to you?
- What do you think it says about how youth are treated by society?
- What was different about the last statement? (It was positive. Explain that as the adult leader of the group, you are the person who stands up for youth – you're their adult ally.)
- If you stood up for any of these statements you have what it takes to be part of _____ (insert name of group). This is a group for young people to come together to stand up for yourselves and each other. Instead of adults

making decisions all the time, **you** will decide what we should do, and together as a group we will make a plan to get what we want. And mostly the group is for teens to have fun and kick-it with each other.

Then, ask the group:

- What is 'people power?' (Answer: The power people have to come together and make change.)
- Do you think youth have people power?

Tell them you know that youth have people power! How do you know this? Youth all over the Bay Area are organizing for their rights, against the incarceration of youth and making real changes in their communities! They have been successful at blocking prison expansion in Alameda County, getting a school or skate park in their community, making their schools better... all kinds of things! Youth are speaking out to let adults and corporations know they will not be targeted – they will only spend their money on products that support youth and not target them.

Youth are going to continue to be heard ... that's what _____(insert group name) is all about. It's about being a part of the youth movement here in _____(insert your school and city) and throughout the area. It's a chance to make your voice heard and stand up for issues that affect YOU!

I am passing out cards for you to write down your name and contact information. There is also a space to check if you are interested in participating. Please pass card to front when you are finished.

So you have an idea of the kind of activities we might do, things like:

- Having fun events for teens
- Using art, hip-hop or spoken word to get the word out about youth issues
- Standing up against targeting – for example, police targeting in your neighborhood or because of how you look
- Talking to school or community officials
- Taking field trips

Right now, the group meets _____(insert meeting time, day and location). (Let people know the meeting time may change if that is not a good day or place for most people. Also tell people things like transportation can be worked out.)

I am going to leave some flyers with my name and phone number. If you have questions or want more information you can call me at _____ (insert phone #). The next meeting is _____ -- I hope to see you there.

The last thing I want to let you know is that I will be on campus _____ (fill in time, date and location) if you want to talk to me more.



Have fun! Get Involved! **Be Heard!**
Make real changes in your community and life!

- I am interested in joining Youth Power:
 - ❖ standing up against community or school problems
 - ❖ having fun and chilling with other teens
 - ❖ speaking out to let other teens and adults know about youth issues
 - ❖ events and trips
- Only contact me for special events (like teen dances, speak outs, spoken word events, rallies, community meetings or whenever a crowd of youth is needed).
- I am not interested at this time.

Name: _____

Address: _____ City: _____

Phone: _____

School: _____ Grade/Age: _____

Are you able to meet after school on Wednesdays? Yes No

If not, what's the **BEST** day for you to meet (check one):

Monday Tuesday Thursday Friday

NOTES

**SAMPLE – script to follow up
with new members**



Memo

To: Recruitment Volunteers
From: Adult Coordinator (phone #)
Re: New Member Phone Calls (phone list attached)

Hi!

Thanks for volunteering to help out calling new students who want to join our group. I am sure that a call from another young person inviting them to the meeting will make people even more interested in being part of our group.

Please make the calls 1-2 days before the meeting either after school or at night (before 9:00) – you might need to call back if the person isn't home. Remember to leave me a voice message after you've finished all calls, and tell me the # of students coming and how many you didn't get to talk to.

Below is a guide to follow when making the calls. The pick up time and place for transportation is _____.

Please call me if you have any questions. Thanks again for your help! We need you to make it happen!

Hi, my name is _____. I am part of the _____ group that meets in _____. You signed up to be part of the group. You may have filled out a card during a classroom presentation or you may have signed up at a lunchtime table.

~over~

I am calling to invite you to a meeting for new members. You also may have received a notice in the mail. The meeting is:

Date
Time
Place
Street Address and City

Do you know where the meeting location is? ***(You may need to explain where the meeting location is. It may be helpful to tell them a few common landmarks.)***

Do you think you can come to the meeting? ***(If they can't make it, tell them they can still be part of the group, they should just come to the next meeting. Write down Y for YES or N for NO on the phone list depending on whether or not the person can attend.)***

Do you have a way to and home from the meeting? ***(Write down if they need a ride to and/or from the meeting. If they need a ride to the meeting, tell them the meeting place and time for transportation/car pooling.)***

Do you have any questions? Can I tell you anything about the group? ***(If you know the answer, try to answer their question. If you are not sure, tell them that the adult leader knows more about that and you can either ask him/her at the meeting or call him/her at (insert phone #). If they ask about the group, tell them something you liked about being part of the group – besides getting paid.)***

Thanks! I will see you on _____ (insert meeting time and place).

LESSON 5: GETTING ORGANIZED

Goals/Purpose

This lesson provides some concrete steps to structure your group. Its purpose is to establish group norms and to agree on decision-making.

Objectives

- Come to consensus about group norms for behavior
- Explore different leadership roles within meetings
- Determine how the group will make decisions
- Practice making decisions as a group
- Identify individual and group strengths and skills

Total Time

2 hours over 2-3 meetings plus team-building and get-to-know-you activities

Agenda/Activities

- Introductions/Icebreaker
- Rights and Rules
- Skills Inventory: 'Organize' Fish Poster
- Dream Team
- Making Decisions
- Closing

Facilitator Preparation

- Make a poster illustrating the roles in the Dream Team
- Make a big poster with the outline of a large fish eating a small fish
- Small fish cut outs on different colored paper (1 cutout per person)
- Discuss mandated reporting laws with your supervisor and prepare for discussing your role as a mandated reporter with the youth

Materials Needed

- Sign In Sheet
- Newsprint
- Markers
- Art supplies
- Dream Team poster

Tools

- TAP into your Strengths
- Dream Team handout
- Fish cut-outs

The Basics

You will need to give your group some structure so that things run smoothly. This lesson includes suggestions for getting organized. You will need to agree on how meetings will run, how group members are involved, and how decisions will be made.

Every successful group involves all of its members in some way. Everyone is needed to create a safe environment, where everyone feels free to be honest, and can be himself or herself. You will also need people to count on to take turns filling different roles in meetings. Most importantly, you will need a few strong youth leaders to serve as a core organizing team; they will share responsibility for organizing the group and keeping it on track.

Although most groups are started and guided by adults, the adult's role is to encourage young people to take the lead. The youth and adults work together and share decision-making. As the group becomes more established, the youth are supported to assume greater leadership and increased decision-making power.

Working together in a respectful way is a big deal. It takes trust, and it takes practice. Some adults can do it easily; others find it hard. The adults need to be able to support young people making decisions and trying new skills, not do it for them. Young people may also find it strange at first that you really believe they have something to offer.

To help keep your group united and strong, we encourage you to use a consensus model when making decisions. Using consensus will allow you to explore possibilities and look for common ground - something everyone can live with. This will also help you build other valuable skills like public speaking, active listening and compromise.

Tips for Getting Organized

- Ensure that youth have opportunities to take on different roles throughout the group's work together. You may need to encourage some youth to consider taking on a role they are uncomfortable with to gain new skills. This will involve preparing the youth to do so.
- Group roles work best when members assume the same role over a period of time where they can develop their skill(s) in a specific area before trying out a new role.
- Working with a small core group to plan helps build leadership within the group and makes the process more youth-driven and youth-friendly.
- Encourage the group to try out making decisions by consensus. Voting doesn't result in everyone being satisfied with the outcome. Even if you discuss this as a group when you determine how the group wants to make decisions, youth may feel disappointed when a vote "doesn't go their way."

1. Rights and Rules

15 minutes

Materials: newsprint, markers, Dream Team poster, copies of Dream Team handouts, index cards, pens

Every state has laws mandating professionals to report suspected child abuse, suicidal threats or if a person may hurt someone else. Before your first meeting with the youth, review local mandated reporting laws and discuss them with your supervisor. Get prepared to discuss your role as a mandated reporter with the youth.

a. First, brainstorm the definition of an agreement. We use the following definition: An agreement is a promise or contract that people make. Record all answers on newsprint, leaving room for the group's agreements below.

b. Then ask, ***what happens when agreements are broken?*** You may need to prompt youth by asking them to think about how they felt when someone didn't do something they said they would. Make sure your list includes loss of trust, hurt or angry feelings.

c. Explain we are going to create agreements as a group so we can work well together. We want to build respect so everyone feels comfortable participating.

Give each participant an index card and ask them to ***write down 3 things you want the people in the group to agree to – how you want to be together – what's allowed and what isn't.***

Sample agreements:

- Be on time
- Let people speak for themselves
- Keep an open mind
- Be willing to compromise
- Have fun
- Youth clean up before leaving
- Be honest
- Don't stay mad
- Respect each other – NO putdowns, no interrupting

a. As a large group, take turns saying the agreements. Record each agreement on the newsprint. Clarify the meaning when needed (e.g. What is respect? How do you show respect?) Ask if they each agree to the 'Agreements' and then ask that they each take responsibility for living up to these agreements and 'calling each other' when they need to.

- b. Explain that you are a mandated reporter and that the law requires you to involve other adults in specific situations. Specify what those situations are and state that the goal is to keep young people safe.
- c. Ask for a volunteer to type up the agreements or a make a poster to hang at all meetings as a reminder of the agreements.

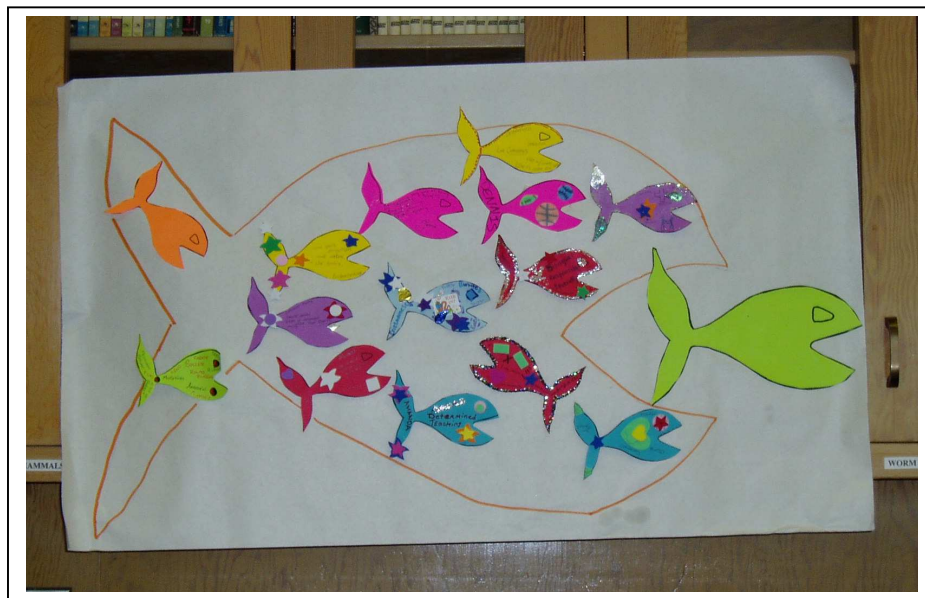


2. Skills Inventory: “Organize” Fish Poster

30 minutes

Materials: outline of a large fish eating a smaller fish, small fish cut outs, art supplies, tape

Before the meeting, post the fish poster so everyone can see it.



a. Explain that we all bring a lot of skills and talents to the group. We are going to spend some time identifying our individual strengths and see how these will help us in our organizing work.

Let each person select a small fish of his or her color choice. On their fish they write or draw their strengths, abilities, talents, interests and experiences.

You might need to help youth identify their strengths and skills. Here is a brainstorm of topics you can use:

- Talents (music, poetry)
- Hobbies
- Volunteer activities
- Special knowledge (e.g., written a school paper on an important topic)
- Computer skills
- Strong Writers
- Clubs or organizations that youth belong to
- Listening
- Creativity, energy
- Speak a language other than English
- Know community or school officials

b. Divide the group into pairs for youth to share at least one thing they put on their fish. Then, each pair takes a turn introducing each other's strength. After the pairs have gone, each person adds their fish ***inside*** the large outline.

c. After the outline has been filled in, ask the group:

- What do you see in the picture?
- What do you think the message is?
- Do you think the small fish alone have a chance against the big fish? How about together?
- What do you think this has to do with community organizing?

Make sure your discussion includes how individual talents, interests, experiences brought to the group, help the group, and shape what we do. Also, the small fish represent us as individuals. Alone, we might not have a chance making a change, but together we have much more strength and diversity. We rely on each other and need each of us working together to reach our goal.

3. Dream Team

15 minutes

Materials: copy of the poem "TAP into your Strengths," Dream Team poster, tape, post-it notes, pens

a. Introduce the activity by reading out loud "TAP into your Strengths" (see Tools). This can prompt youth to think about their own potential unique contribution.

b. Then, explain that this is *their* group, and *they* are key to its success! Ask participants to ***write down one thing they want to contribute to the group.*** Tell them it can be something from what you read or something they think of on their own.

c. Next, explain that we need some structure to help things go smoothly and we also need each of us to make a contribution. So, here are some roles that other successful groups have used that might be helpful to us.

DREAM TEAM

FACILITATOR

Runs the meeting by directing people through the agenda

SCRIBE

Takes detailed notes during meeting. Writes up the major accomplishments and goals for next meeting.

TIME KEEPER

Makes sure that everyone sticks to the time schedule

PEACE KEEPER

Reminds people of agreements.
Keeps your eyes open for any conflicts or arguments.
Gets the people involved to discuss the issue calmly.

GREETER

Welcomes people to the meetings and helps fill-in latecomers without disturbing the rest of the group.

RECORDER

Uses newsprint or chalkboard to help people keep on track of topics, suggestions, and decisions discussed at the meeting. Saves the paper to look back at later!

Use the Dream Team poster to go over the meaning of each role. Answer questions for each. It is a good idea for people to try out a role for 3-4 consecutive meetings so they can practice building their skills in that area, then they can rotate to a different role.

d. Give participants 2-3 post-it notes to go around room and sign up to take on different roles. Ask for a volunteer to make a schedule of who is doing what for the next month's meetings so you can keep on track.

As your group becomes more established, it will be important to form a core organizing team and identify 2 Lead Organizers who can take a lead in planning group activities as well as represent your group. It is a good idea to give youth opportunities to take on short-term leadership roles so they can explore and test their leadership abilities.

Check out the *Leadership Development* section for more on what it takes to be a leader!

4. Making Decisions

30-60 minutes

Materials: newsprint, markers/pens, poster of consensus model

This is a very important topic so make sure you have plenty of time and energy for discussion. Since it can be a sensitive topic, and your group probably hasn't had a lot of shared experience yet, you might want to start out with an icebreaker and/or a team-building activity related to the topic. Some suggestions are the "What's in a bag?" activity and the "New Planet" activity, which can be found in the *Icebreakers, Energizers and Team-building Activities* section.

a. After your icebreaker, and team-building activity explain that one very important rule for a group is how we make decisions. We're going to spend some time talking about different ways people make decisions and then decide how we want to make decisions in the group.

b. Discussion:

- From the icebreaker/teambuilding activity, develop a list of ways groups made their decisions.
- Ask ***what other ways do people make decisions?*** (Make sure the methods below are included on your list)

Majority Vote Each person chooses the decision we like best and votes for it. For a simple majority, the decision with the most votes wins. For some decisions (like changing rules) 75% majority is better so the group has clear, strong support for the decision.

Representation A small group, such as a committee, is elected to represent the rest of the group and make decisions for them.

Autocratic The most powerful person makes the decisions, and that's that. Others participate by doing what they are told.

Consensus The group explores possibilities and looks for common ground – something everyone can live with. This keeps the group united and strong.

c. Discuss the pros and cons of each method.

- d. Ask, **How do we want to make decisions in this group?** (You might decide to have a general way to make decisions but also use a different method for 'bigger' decisions. For example, simple majority vs. consensus for 'bigger' decisions.)
- e. Come to agreement on how group decisions will be made.

How the Consensus Model Works

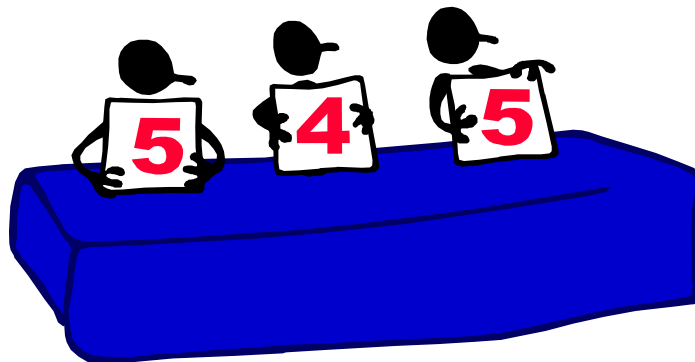
Encourage the group to try using consensus since it keeps the group united and builds other skills like active listening, public speaking, compromise and respect. Be aware that, at first, this model can be more demanding of the youth and the leader but it's worth the extra effort up front.

Here's a sample consensus model that others have used:

- 5 = I like it
- 4 = I like it but I have some concerns
- 3 = I have no opinion and I can live with it (I abstain)
- 2 = I don't like it but I will go along with it
- 1 = I don't like it and I want my disagreement noted in writing (The person needs to state what they don't like about the proposal.)

The way this model works, each person gets to 'vote' on the proposal. (Usually people 'vote' by a show of hands but this requires that people feel safe voicing their honest opinion.) If there are no 1s, your decision is made! If there are any 1s, continue to work toward another solution. Based on the concerns voiced about the proposal, come up with solutions that address those issues.

Tip: If you are going to introduce a consensus model to your group, make a poster to explain how the model that you will use works. Since youth are likely to be unfamiliar with consensus, the visual will help them understand the process and hopefully make it less intimidating.



Tools – Lesson 5



TAP Into Your Strengths



Actions that increase trust, respect & commitment

Laughter and sense of humor

Everyone contributes (stay on task)

Communicate clearly & to the point

Share opinions

Value different points of view

Cooperate

Be open-minded

Ask others for their ideas

Try new things

Listen

Share your strengths

Be true to yourself

Lead by example

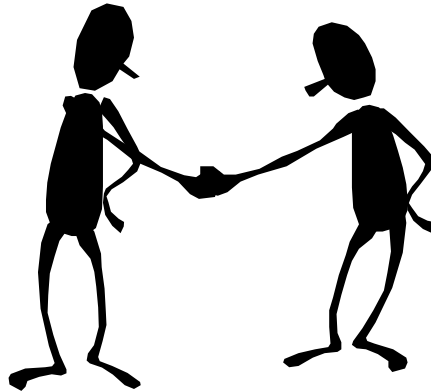
Welcome challenges

Celebrate success

Basically, for a group to work well together, it is important to:

- **Avoid arguing for your own decisions or choices.**
Give your position as logically, clearly, & briefly as you can. Pay attention to the reactions of the group, think about them, & take them into account when giving your opinions.
- **Don't change your mind just to avoid conflict or disagreement for the sake of harmony.**
- **When a 'stand-off' is reached in discussion, don't get into a competition where someone must win & someone must lose.**
Find the next most acceptable decision or alternative for the people who are disagreeing.
- **Remember that differences in approach and opinion are natural.**

The Dream Team



You will need to give your group a bit of structure so that things run smoothly. Here is a suggestion to get you started.

Form an **Organizing Committee**. The committee will represent the core leadership of your group and will be responsible for facilitating decision-making, recruiting new members, and initiating Youth Power projects and events.

An ideal organizational committee is made up of 6 to 10 people. You will need:

- 2 Lead Youth Organizers with a **strong commitment to the group** to
 - Serve as contact people for the group.
 - Make sure that meetings run smoothly.
 - Take responsibility for the organization of your Youth Power group.
- 6 to 8 other members to
 - Be the youth to count on in your group.
 - Take turns filling the following roles in the group:

FACILITATOR

Run the meeting by directing people through the agenda

SCRIBE

Take detailed notes during meeting. Write up the major accomplishments and goals for next meeting.

TIME KEEPER

Make sure that everyone sticks to the time schedule

PEACE KEEPER

Remind people of agreements. Keep your eyes open for any conflicts or arguments. Get the people involved to discuss the issue calmly.

GREETER

Welcome people to the meetings and help fill-in latecomers without disturbing the rest of the group.

RECORDER

Use the easel or chalkboard to help people keep on track of topics, suggestions, and decisions discussed at the meeting. Save the paper to look back at later!

LESSON 6: COMMUNICATING ACROSS DISAGREEMENT

Goals/Purpose

This lesson provides practical activities that will help group members develop skills to resolve conflicts that are likely to come up in the group. The goal is to provide groups with positive solutions to interpersonal conflict as well as differences of opinion so that the group can maintain its focus and have fun.

Objectives

- Describe how communication affects conflict resolution
- Apply communication skills to resolve conflicts

AGENDA/ACTIVITIES

- Introductions/Icebreaker
- “I” Statements
- Non-Verbal Communication
- Conflict Resolution Scenarios
- Win-Win Resolutions to Conflicts
- Speak Out
- Closing

FACILITATOR PREPARATION

- Make poster of “I” Statements and “You” Statements
- “You” statements (copy and cut into strips)
- Make poster of feeling words (e.g. angry, excited, upset, nervous, happy...)
- Non-Verbal communication statements (copy and cut into strips)
- Copy Scenarios (1 per group)
- Make poster of problem-solving steps
- Make large poster-sized Graffiti sheets
- Identify fun closing activity (see *Icebreakers, Energizers and Team-building Activities* section)

Materials Needed

- Newsprint
- Markers
- Index cards
- Pens/pencils

TOOLS

- ACCESS for Active Listening
- Things to Remember when Resolving Conflicts

The Basics

Making community change is a group process – it involves your group as well as many others with diverse interests, values and experiences. While differences of opinion are a valuable and natural part of any group, sometimes they may also lead to conflict. Conflict can be constructive – and help strengthen the group through communication, compromise, values clarification, as well as build understanding and empathy. It can also be distracting and harmful. You need respond to and work through conflicts so your group can meet its goals and so that people have positive experiences.

Conflicts occur for a variety of reasons. Group members are bound to have different ideas about what issue to work on or how to reach your goals. Different styles may also lead to miscommunication and, in turn, disagreements. Sometimes conflicts happen because youth haven't had many opportunities to be around people unlike themselves.

As the adult leader, be prepared to be actively involved in resolving conflicts – formally and informally. People handle conflict differently, usually based on what their culture and experiences have taught them is appropriate. Some people are direct and bring the problem to the group or person involved to talk about and come up with solutions. Others may avoid conflict, complain to someone else, use the 'silent treatment,' become abusive or make jokes. You need to be able to recognize and handle anger, and then help people move to problem solving.

This is where communication comes into play. Actively listening and responding in ways that promote understanding takes practice. This section includes tools to practice communication skills and help lay groundwork for open communication within the group. Since conflict is likely to emerge early on, strong communication skills will be important to help your group work through differences and stay focused. The activities are not designed to be a recipe to follow step by step but as a resource in planning exercises to meet your group's needs.

Be creative in handling conflict -- establish a group process for handling conflict and put your plan into action. For example, a youth and an adult may share responsibility of the role of 'peacekeeper' to help people negotiate conflicts (see *Tools* for handout). Ideally, you want to process group conflicts with the entire group, although you may also need to intervene with some individuals.

Here are some win-win strategies for handling conflict in the group or in other areas of your life (Adapted from Center for Human Development Conflict Resolution Panels):

- Identify common goals
- Stay motivated and committed to working together (There is more to gain by working together to resolve the problem than by working separately)
- Demonstrate mutual trust and respect
- Believe that everyone deserves her/his own beliefs
- Share thoughts and feelings rather than hiding them or bearing resentment
- Show understanding for one another
- Foster mutual commitment to common goals and agree to pursue independent goals

Facilitator Note: Tips for managing conflict have been integrated into other sections including 'decisionmaking,' 'picking a problem' and 'selecting an issue' because there is a strong potential for conflict with these topics. However, this section is an additional resource to utilize throughout the length of your program.



Introduction

2 minutes

Explain that when people work in groups, they are going to disagree. These disagreements come from different interests, values, experiences, and ways of interacting. It is the same in our group. It is important to talk about how to handle conflicts so that we can still have fun and accomplish our goals.

Let the youth know that today you're going to do a few exercises to practice working out conflicts and then decide how to treat each other when disagreements come up.

Reinforce that some people might feel uncomfortable talking about conflict and that's okay – but it's important that we do.

1. "I" Statements

15 minutes

Materials: poster with sample "I" and "You" statements (see below). "You" statements are cut into strips

- a. Explain why "I" statements are helpful:
 - They let the speaker state and take responsibility for her/his feelings.
 - They focus on behavior, not personal judgment.
 - They include feelings about what behavior he/she hopes can be changed.
- b. Review the poster with sample "I" and "You" statements:

"You" Statements	"I" Statements
You never do what you say you will.	I feel angry when commitments are not honored. I would like a partner I can rely on.
You're so rude!	I'm frustrated when people aren't respectful. I'd like us to follow our ground rules.
You never listen when I tell you something!	I feel upset when people don't pay attention to me when I am talking.
You don't know what you're talking about.	I would like people to listen to what I have to say about this.

- c. Ask for feedback:
 - Do the "I" Statements seem realistic?
 - Is this different than how you usually talk to people when you are angry? How?
 - Do they seem more helpful in understanding how the person feels?
- d. Explain that now everyone will get a chance to practice changing a "You" statement into an "I" statement. It helps for the facilitator to model for students.

You might also give students time to write down their statement or at least think about what they would say before you go through as a large group.

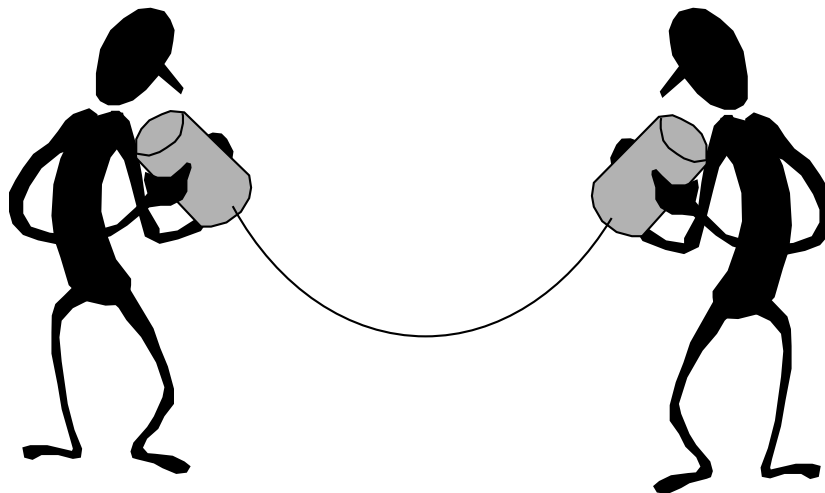
e. Give each student one of the “You” statements below. Go through each one and ask someone to turn it in to an “I” statement.

“YOU” statements

- You talk too much. Stop interrupting me!
- You never listen and then you ask questions about what we just talked about!
- You never help plan but always complain about the results.
- You’re so moody.
- That’s a stupid idea!
- You never think other people have good ideas.
- You’re always late.
- You always ask for help and then won’t let me do my job.
- Why are you looking at me?!

f. After, ask the group:

- Was it difficult? Realistic? Remind the group that “I” statements can be hard, and that the main goal is to keep communication open for everyone in the group.
- Do you think you could use “I” statements?



3. Non-Verbal Communication

15 minutes

Materials: Statements cut into strips, poster of feeling words

Before the activity, make sure the poster of feeling words is where everyone can see it.

a. Introduction:

Tell the group that communication is not only about what we say. Ninety (90) % of what people respond to is **how** we say something. This is non-verbal communication (i.e., tone, body language, voice, etc.). This part of communication is very powerful and can make a situation better or worse. So, we're going to practice expressing statements with different feelings.

b. Then, review the poster of feeling words. Ask if **any are unclear?**

Statements:

- We're home.
- I am hungry.
- We don't have school next week.
- Let's go!
- I am going swimming tomorrow.
- Will you help me?
- Stop!
- Leave me alone

c. Distribute one of the statements listed above to each student. Tell them to pick a feeling without telling the group and then say the statement expressing that feeling. Other group members try to guess the feeling the person was expressing. Ask the group if there were any other hints to how the person felt? The same person picks another feeling and repeats statement to express the different emotion. Group members try to identify feeling. Repeat for each member.

d. Debrief:

- Emphasize that we can change how we say things even when we are angry or upset. This can help improve the communication, and make everyone feel better.
- Which non-verbal styles might be roadblocks for communication? Which might help communication?
- When you recognize the other person isn't hearing you, what can you do?

4. Conflict Resolution Scenarios

30 minutes

Materials: Poster of the problem-solving steps (below), 1 copy of the scenarios per group

- a. Explain that there are times when group members may disagree with each other. There are different ways to respond. We are going to practice some common situations when differences could occur, and come up with positive ways to resolve the conflict.
- b. Give each group one of the scenarios below. Ask them to create a role play showing how they would resolve the conflict using the following problem-solving steps:

Identify the problem

Describe possible solutions

Evaluate each option (positives and negatives)

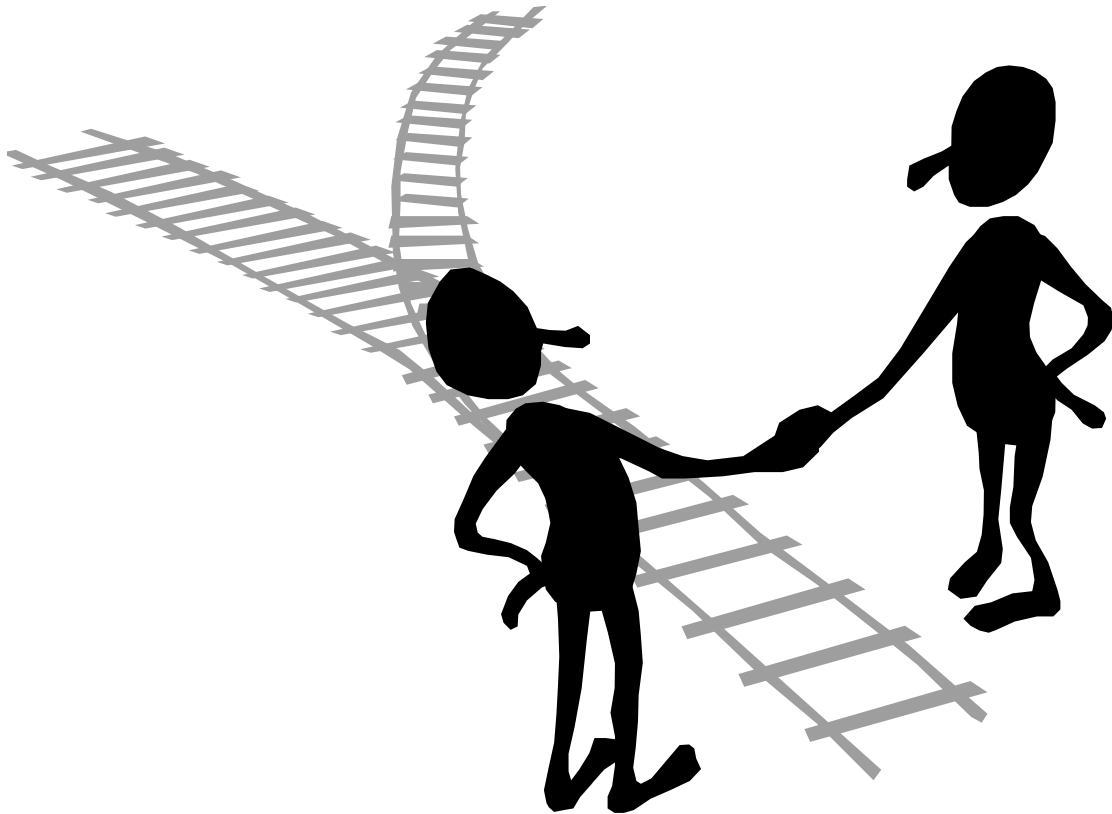
Act on what you decide is the best solution

Learn from your experience

Scenarios:

1. Group members disagree on what problem to take on. One person has had personal experience with the problem and really feels strongly about fixing it. This person is outspoken and sometimes dominates the group.
 2. Your group has worked hard all year, and they've had several wins reaching your goals. Now it's time to plan a year-end celebration. During a discussion about what to do, a group member told someone else their idea was boring and stupid. The other person didn't speak the rest of the meeting but came to you after to say they weren't coming back to the group.
 3. During your community assessment, a community member told you that all teenagers were a problem and that anyone caught loitering should just be arrested.
- c. Give each group an opportunity to present their role play.
 - d. Debrief as a large group. Use the following questions to guide your discussion:
 - What other solutions did you consider?

- How did you decide which solution to act on?
- Were there any conflicts in your group? If so, how did you resolve?
- What did you learn? How can we apply this to our group?



5. Win-Win Resolutions to Conflicts

15 minutes

Materials: index cards, pens/pencils, newsprint, markers

Pass out an index card so each person can write down 1-2 ways people should treat each other in the group when they disagree. Give students the option to turn their card in to the facilitator or read it themselves. List the statements on newsprint. Review them as a large group and come to consensus.

6. Speak Out

10 minutes

Materials: newsprint with speak-out statements (below), markers, copies of Group Agreements (optional)

This is a good activity if the large group was involved in a conflict.

Before the meeting, list the following statements on large newsprint for students to fill in:

- One thing I never want to see, hear or have happen again in the group is...
- One thing I can do to make the group fun and positive for everyone is...

a. Summarize the conflict that occurred in the group and resulted in you bringing it back to them. (Be sure to stay neutral.) Express how you felt and how others seemed to feel. (Often people feel uncomfortable when there is conflict and if you noticed that, it is important to acknowledge it verbally.)

b. Give students about 10 minutes to fill in responses to each statement. (You may also give each person a post-it note to write his/her response and add it to the sheet.)

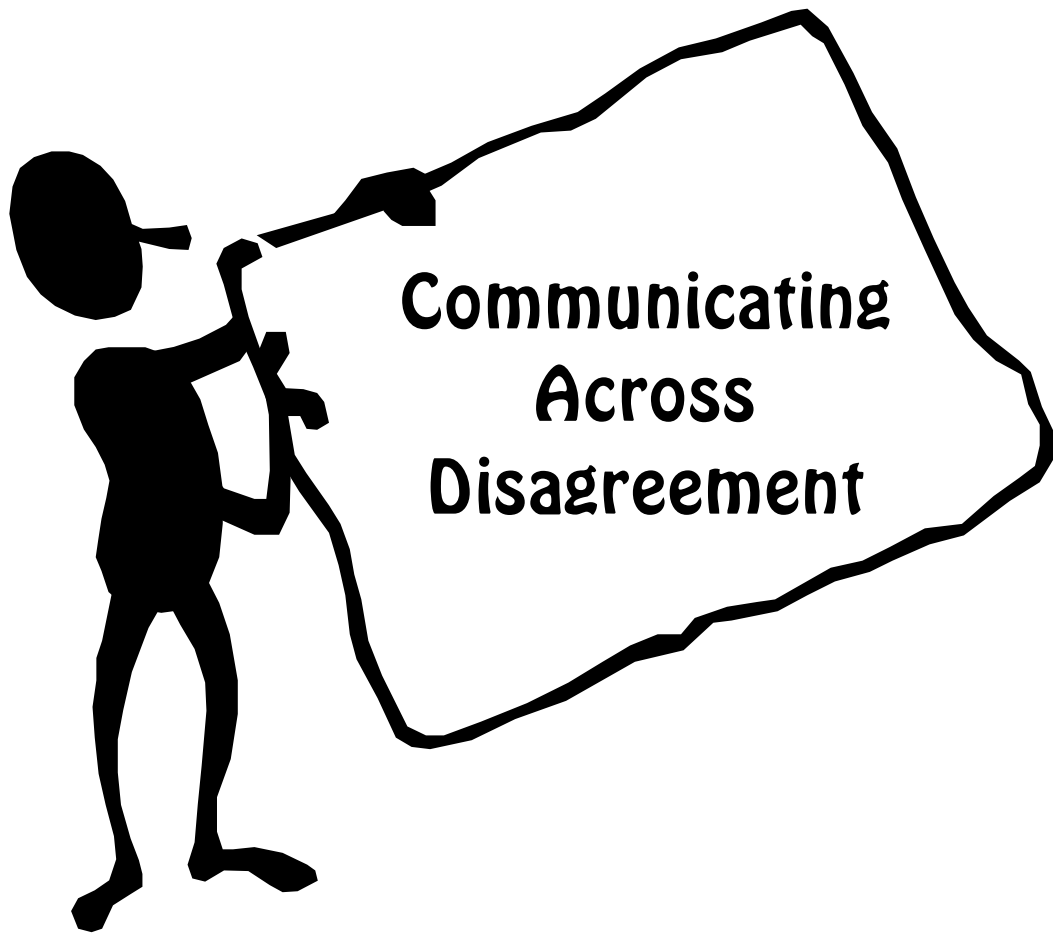
c. As a large group, give each person a chance to say their response to the statements above. Clarify if needed. Decide how to handle conflicts in the future.

d. Optional: Distribute copies of the Group Agreements for each person to sign as contract and collect.

7. Closing

It's a good idea to follow any group discussion about conflict with a fun activity. If you can be outside or won't disturb other people, consider the "Balloon Pop" included in Icebreakers, Energizers and Team-building Activities.

Tools – Lesson 6



Things to Remember



when Resolving Conflicts

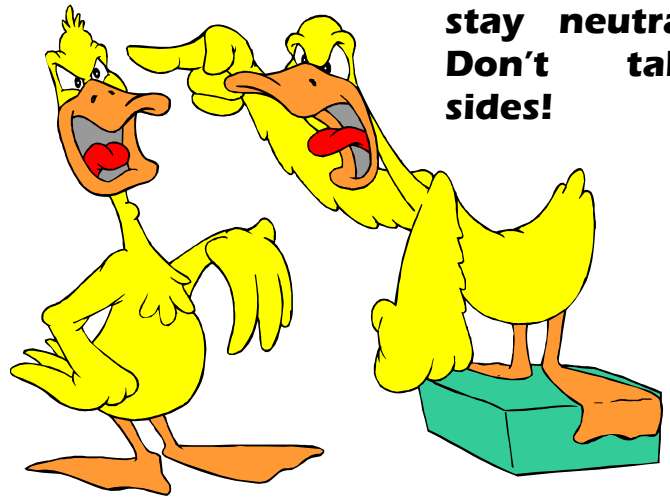
When talking to group members about their conflict:

- ✘ Create a safe space. (Let staff know if you need to move to a new area.)
- ✘ Let each person tell you his or her side of the story without being interrupted by the other person.
- ✘ Afterwards, if they are able to talk to each other respectfully, allow them to respond to each other.
- ✘ Help **them** think of a solution or agreement instead of giving advice or solving the problem yourself.
- ✘ If possible, put the agreement in writing.

Throughout the conversation:

- ✘ Keep your own feelings and stereotypes out of the situation.
- ✘ Stay neutral. (Don't take sides).
- ✘ Use AACES active listening.
- ✘ Recognize any positive statements.

**Remember to stay neutral!
Don't take sides!**



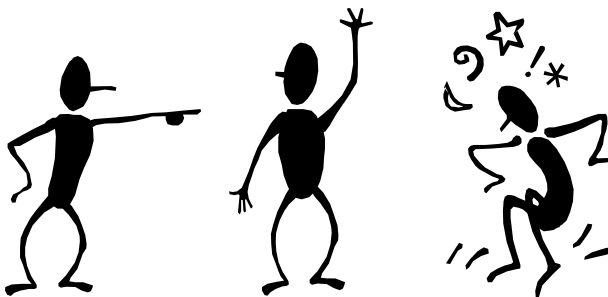
YOUR ROLE IN CONFLICTS

As a peacekeeper, you should:

- ◇ Remind people about agreements.
- ◇ Remind people that put downs and other disrespectful comments are not accepted.
- ◇ Help peers resolve conflicts.
- ◇ Ask for help from the group leader or other staff in resolving bigger conflicts.
- ◇ Let the group leader or other staff know about conflicts that occurred.

As a peacekeeper, you should **not**:

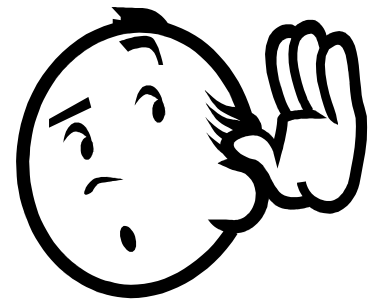
- ◇ Discipline other group members.
- ◇ Yell at other group members.
- ◇ Try to be their parent.



AACES



for Active Listening



**** Attitude ****

Show that you are willing to understand. Put aside your own feelings and stereotypes.

**** Acknowledge ****

Let people know you want to listen. Show interest but not necessarily agreement.

**** Clarify ****

Ask questions that let the speaker know you are listening, to get more information, and to make sure you understand their story.

**** Empathize ****

Allow the speaker to know that you understand her/his concerns and feelings. You do not need to agree with them to understand.

**** Summarize ****

Review important ideas, facts, feeling, and information. Make sure you understand the main issues. Summarizing a person's statements or issues helps them know the listener heard and understood what he or she said.

Lesson 7: Power

Goals/Purpose

Through this lesson, the group will explore issues of power and how power structures impact their lives. It also allows the group to begin to discuss systems of power and to build a set of shared experiences. Finally, real youth victories are illustrated so that youth start to recognize their own capacity to make change.

Objectives

- Define 'power' and identify three things it takes to have power from a community-organizing model
- Describe how our identity shapes our experiences
- Examine which groups have power over others and how power is systematically maintained
- Identify projects where youth used people power to build their power and make successful changes in their community

Total Time 90 minutes

Agenda/Activities

- Introductions/Icebreaker
- What Is Power?
- Our Experiences with Power
- Power Chart
- Pyramid of Power
- The Power of Youth Organizing
- Closing

Facilitator Preparation

- Write Up Agenda
- Separate marbles into small bags for each participant
- Create outline of power chart
- Make poster of the 'Pyramid of Power'
- Make large posters of youth organizing victories

Materials Needed

- Newsprint
- Markers
- Bag of 10 marbles for each participant
- Bucket or box
- Pyramid of Power handout (1 per person)

Tools

- Pyramid of Power

The Basics

Power is **the ability to control circumstances or to make things happen**. Power is especially important to youth because, developmentally, they are learning what is involved in having more control of their own lives, decisions and activities.

The concept of power and being able to recognize where power lies in a given situation are essential to understanding direct action community organizing. Community organizing is about people coming together and building power to get what they want.

In this lesson youth learn about different types of power and what is needed to have power. Youth are also guided to discuss who has power, who doesn't and the reasons behind why power is often not shared equally. Through this discussion youth can learn about power that is used for social justice and power that is used to oppress others.

Discussions about power can evoke deep and sometimes painful feelings because often, in our society, power is not shared equally. Many young people have already had experiences that have left them feeling powerless and oppressed. This is especially true for young people of color, disabled youth, young people who do not have a lot of money and those that are gay, lesbian, transgender or bisexual.

Before facilitating this lesson, it is important for the adult facilitator to take some time to think about his or her own feelings about power and oppression. It is important for the facilitator of this lesson to be aware of power differences between himself or herself and the youth that will be taking part in the lesson. For instance a white adult facilitator is likely to have had different experiences with power than a group of youth of color (i.e. The white adult may not be watched suspiciously by store owners the same way a young person of color may be). The adult facilitator needs to be sensitive to participants' differing experiences and feelings about power. If the adult facilitator would like help with this lesson, there are many outside experts who could be approached to co-facilitate the lesson, or facilitate it him/herself. Some potential community resources include: Youth Together, Youth Media Council, Diversity Works, SOUL (School of Unity and Liberation), Movement Strategy Center, California Fund for Youth Organization, Funders' Collaborative on Youth Organizing and Youth Action. (Please also see the Community Resources section for additional suggestions and contact information.)

1. What is Power?

30 minutes

Materials: newsprint, markers/pens

a. Group Brainstorm. Ask: **What is power? What words or images do you think of when you hear the word power?** (Solicit responses and record on newsprint.)

Use the brainstorm to explain the definition of power: Power is the ability to control circumstances or to make things happen.

b. Review two different kinds of power: **People Power** and **Institutional Power**.

People Power

The power that all of us have to collectively make change in the world.

Institutional Power

The power of government, churches, organizations, and corporations. It is the authority that institutions have to influence society. Institutional power is in the hands of the few but affects many.

c. Ask: **What do you think people need to have in order to have power in the world?**

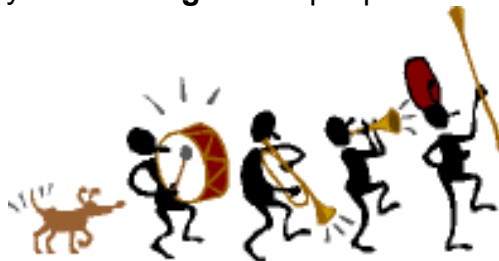
Record the answers on newsprint. Usually youth will name a number of things needed to have power including money, people, respect, teamwork, know a lot of people, etc. (Make sure to add teamwork if it is not mentioned.)

Use the brainstorm to explain that in direct action community organizing people usually need one or more of the following things to have power (and make things happen):

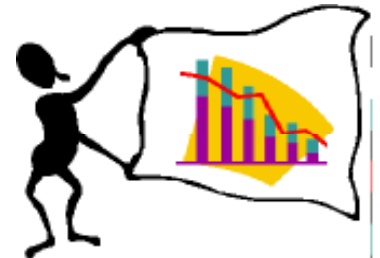
◆Organized money



◆Organized people



◆Organized information



Explain that while all of the things they named are important to have power, in community organizing there are three key elements to building power and that's what we're going to talk about for a few minutes. Circle any of the words or ideas listed above that were named in the brainstorm.

Emphasize that money, people or information alone is not enough to really have power. What also needs to be added to each of those is being organized; that is the strategy part that helps people make the changes they want. Institutions and corporations may have a lot of money, but we can come together to organize ourselves and others to build our people power. Coming together is related to teamwork that was listed in the brainstorm. Finally, as organizers another important part of our role is to tell our story so that people will listen – in other words, know what we're talking about and put the information together so people will understand how the problem affects them. Reinforce that the youth are experts about their own community, and you, the adult, also know resources in the community. Together the group already has most of the basic elements needed to have power, and once you put them together (organize them) your group will be even stronger.



d. Youth Power

Take a moment to ask the youth the following questions. Put their responses on newsprint. The paragraph below each question is a sample response.

1. How do you youth have power?

Youth have energy, especially when they come together, that astounds many adults. Many people do not expect youth to speak out intelligently about a concern. When youth speak in a determined, respectful, and knowledgeable way about an issue, they have incredible moral authority. Their power comes from their ability to surprise adults and their willingness to say what many adults are not comfortable saying.

2. How are youth less powerful than others?

People below the age of eighteen do not have the right to vote. Voting is an important tool for impacting policy. In addition, some adults believe that teenagers are irresponsible, lazy, or dangerous. These misconceptions lead some adults to not take youth seriously.

Use the following as a guide to debrief this exercise with the group:

- Do you think of power differently now based on our discussion? How?
- How can groups of people build their power? What weakens the power of a group?
- What power do you have to make change in your community? How do you want to use that power?
- What do you think is the most important thing you want to remember from this discussion?

Conclusion: Let the youth know that this exercise focused on a shared characteristic of group members - - they are all youth. The following exercises will explore how participants are different from one another and how they may have diverse experiences with power because of those differences. As you facilitate the rest of the exercises in this lesson come back to the shared experience of youth power as a way to bring the group together.

2. How Identity Shapes Our Experiences¹

15 minutes

Materials: bag of 10 marbles for each participant, bucket or box

This activity may bring up strong feelings for participants. Because this exercise asks personal questions it is best used with a group of youth who have already established trust with each other. The facilitator needs to be prepared to help participants understand how identity can shape a person's experiences and how history influences which groups have power.

- a. Have the group gather in a circle. Hand out a bag of marbles to each person.
- b. Let the youth know that you will read out a series of statements. If the statement is true for you, throw a marble in the box/bucket. If it is not true for you, do not throw a marble from your bag. Explain that the exercise is done in silence so people can think and notice how they feel; there will be time to talk afterward.

Statements:

- Throw a marble in the middle if you speak a language other than English.
- Throw a marble in the middle if you or somebody in your family immigrated here from another country.
- Throw a marble in the middle if your parents did not go to college.
- Throw a marble in the middle if your family has struggled with money.
- Throw a marble in the middle if somebody has stereotyped you because of what you look like.
- Throw a marble in the middle if someone has ever underestimated you because of your race/ethnicity, gender, age or sexual identity.
- Throw a marble in the middle if you are a young woman.
- Throw a marble in the middle if you know somebody who is gay, lesbian, bisexual, transgender or queer.
- Throw a marble in the middle if you or somebody you know has a disability.
- Throw a marble in the middle if you are under 18.

- a. Use the following as a guide to debrief:
 - ***Have each person turn to someone next to them and share their thoughts on the exercise.***
 - ***How did this exercise make you feel?***
 - ***Was this a hard or easy exercise to do? Why?***
 - ***Were there any statements that stuck out?***

¹ Adapted from *Political Education Workshop Manual*, SOUL: A School to Build a Movement

Debrief continued...

- ***What are some of the strengths about being a member of one (or several) of the groups in the exercise?***
- ***What does this show about our group? About youth in your community?***
- ***Ask if anyone wants to share out loud.***

Close by talking with the youth about how identity shapes our experiences in the world. Identity is our age, race/ethnicity, gender, community, family, and language -- all of the things that make us who we are. We are going to spend the rest of today exploring how identity and power are connected.



Youth from the Middle College Empowerment Through Action (ETA) group present their concerns about youth access to tobacco and alcohol to the Contra Costa County Board of Supervisors. The group was successful in influencing the Board to adopt a new tobacco retailer licensing policy.

3. Power Chart²

25 minutes

Materials: blank Power Chart on newsprint with categories listed at top, markers

The sensitive material in this activity may challenge the group's communication skills. Because this exercise asks personal questions it is best used with a group of youth who have already established trust with each other. It is important for the facilitator to be prepared to handle strong feelings that may come up and to help participants understand the problem of **systems** of oppression rather than blame individuals.

a. The Power Chart is filled out in three steps. **Step 1** is the "Power Group" and the "Less Powerful Group."

b. Introduce the Power Chart as an activity that looks at which **groups** have institutional power and which **groups** have less power in society. Explain that we are going to do this by filling out what we call the 'power chart.'

Let students know that the information you are presenting is a theory (or an explanation) that describes how power is structured in society and how power can be misused. Let students know that they do not have to agree with it, but ask them to 'try it on.'

Explain that we all have power in society, but some groups have more than others do. As a result, some groups have more privileges than others. For example adults are given the right to vote while people under the age of eighteen are not. If certain groups have more power then they can control circumstances. When one group tries to control another it is called oppression. This is a problem because the systems of oppression make sure that not all groups' needs are met.

Now we are going to try and think of as many **groups** as possible that have power in society and what groups they have power over (less powerful groups). Discuss with youth that this exercise is based on generalizations and that many of us live on different sides of the power chart. (Encourage youth to use their own experiences. Remind youth that the previous exercise included a lot of groups they might belong to. Make sure the groups in the sample chart below are represented on your blank chart.)

c. Emphasize that the reason for doing this exercise is to understand how power is structured in society so we can figure out how to work to build our power and make our lives and communities better. It's not about blame or guilt, it's about working together to build a just society. We need everyone to do that!

² Adapted from *Political Education Workshop Manual*, SOUL: A School to Build a Movement

d. Sometimes this exercise causes a group to become polarized with individuals who identify with the “Power Group” becoming defensive because they feel that they are being blamed for mistreating people who are in the “Less Powerful Group.” Talk with the youth about how feelings like guilt and anger sometimes come up during the exercise and remind them that no one chose to be born into one group or another. Review group agreements and come up with a plan on how to cope with negative feelings that come up. Having a plan can help people use their feelings in a constructive way. One plan may be giving each participant a note card and a marker so that they can write down any feelings they have during the exercise that they do not feel comfortable sharing. The adult facilitator can then take the cards and write up people’s comments on newsprint. The facilitator can then lead a discussion about any thoughts or themes that emerged.

Use these questions as needed:

- Who do you usually see in positions of power?
- Who has more money in society, (insert name of power group) or (insert name of less powerful group)? How do you know?
- Who gets to make more decisions, (insert name of power group) or (insert name of less powerful group)? What groups face discrimination?



STEP 1		STEP 2	STEP 3
Power Group	Less Powerful Group	Examples	System of Oppression
White people	People of color	White people are usually more able to go out into the world without being stopped by the police.	Racism
Men	Women	Women on average get paid less than men for the same work.	Sexism
Rich people	Working class, low-income and poor people	Rich people can often afford better healthcare for their families.	Classism
Heterosexuals	LGBTQQ people	Heterosexuals can kiss their partner in public without fear of being hurt by others.	Heterosexism
Able-bodied	People w/disabilities	Able-bodied people do not have to worry about going up and down stairs the way someone who needs a wheelchair does.	Ableism
Adults	Youth	Adults can walk into a department store and usually get a salesperson to help them.	Ageism

e. **Step 2** of the chart is asking the group to come up with examples of what the oppression of the less powerful group looks like. (e.g., if a person says they are married, others always thinking their partner is the opposite sex; being followed or watched in a store because you are a youth of color; underestimating young women.) Write these under the examples in column three.

f. The last step, **Step 3**, is labeling the kind of power described (the system of oppression column). Use the definitions to explain the following:

Racism	The system that gives white people power and privilege at the expense of people of color. ³
Sexism	The system that gives men/boys power and privilege at the expense of women/girls.
Classism	The system in which wealthy people have privilege and maintain wealth at the expense of working class, low-income and poor people.
Heterosexism	The system that gives heterosexuals power and privilege at the expense of lesbian, gay, bisexual, transgender and queer people.
Ableism	The system that gives power and privilege to able-bodied people at the expense of people with disabilities.
Ageism	The system that gives adults power and privilege at the expense of children and youth, and also younger adults power and privilege at the expense of the elderly.

g. Ask, “What do you think the purpose of this activity is?” Ask, “What different parts of your identity have influenced your experiences with power?” Reinforce that differences in identity – race, religion, sexual orientation, gender – separate us into groups. Some groups have power over others, but this doesn’t mean that all people in that group are bad. In fact many of us live on different sides of the power chart (e.g. we are able-bodied people of color, queer men, etc.). And many of us have used our power to change the system because we want justice for everyone.

You can use this opportunity to show how systems of power intersect and emphasize how eliminating just one of the systems doesn’t make everyone free.

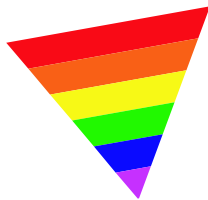
³ The authors distinguish between racism and race prejudice. Race prejudice is stereotypes and assumptions associated with skin color, language, country of origin. All of us – white people and people of color - have been socialized to have race prejudice. Racism is a system in which race prejudice is coupled with power to build institutions that value white people of European descent more than people of color, and gives white people more opportunities to pursue educational and economic advancement.

This exercise shows how power is structured in society, which is important to understand because we are all affected by the power structure. Furthermore, not only is this the power structure we face today, but it has also been the way power has been set up historically. The vast majority of the institutions in society keep the power structure going. It's really important to understand the power structure if we want to make change.

h. Ask for any questions/clarifications before moving forward.

i. Next, make sure to point out that what often happens in struggling communities is that different groups blame each other for the problems, and so the problems keep us divided from each other. For example, when unemployment in the United States rises, some American citizens accuse immigrants of "taking jobs." Ask for other examples of a problem that pits two or more communities against each other. Reinforce that blaming each other and harmful misconceptions keep communities fighting against each other rather than working together to fight for justice in all of our communities.

j. Conclusion: Recognizing and understanding both our power and oppression, and the fact that they can co-exist, is an important step. Another step is to see that some groups have privilege at the expense of other groups because of the systems we live under, not because they are guilty or wrong. Organizing is a tool to fight the systems of injustice. It offers opportunities for those of us who have some of the privileges, and those who do not, to successfully work for justice.



Pyramid of Power⁴

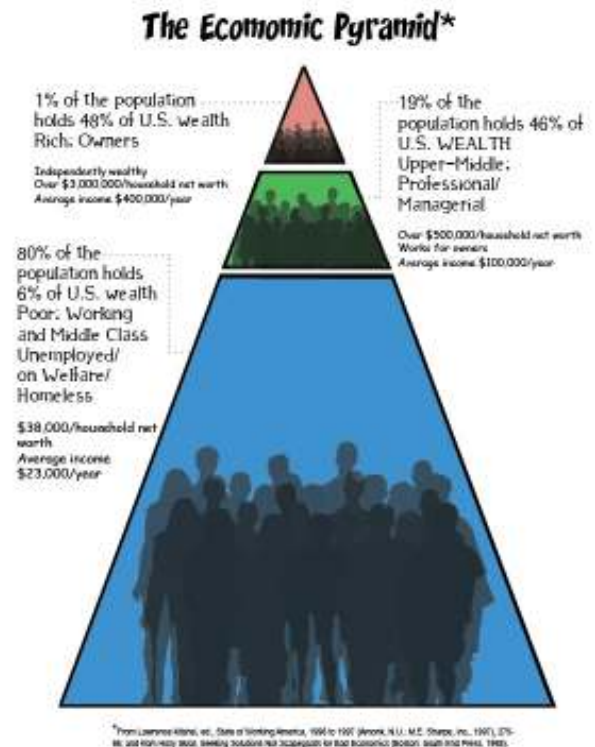
10 minutes

Materials: Pyramid of Pyramid poster

Show the group the Pyramid of Power poster (see *Tools* at the end of this section). Ask participants to explain what they see in the picture.

Ask the following questions to help guide the discussion:

- **How many people are on top?**
- **How many are on the bottom?**
- **How are they connected?**



Process Discussion: Point out the large number of people on the bottom, the smaller number on top and the people at bottom are holding up the people at the top. The people on the bottom are building the pyramid higher for the people at the top.

Ask: **How do you think this relates to our society and what we talked about earlier?**

Ask: **In this society who's mostly on top and who's mostly on bottom?**

Conclusion: The power of the people at the top rests on our shoulders. If we step back and let the bricks fall, those in power fall also. So, even if we're at the bottom, we still have a lot of power.

Explain that next we're going to hear some stories of youth who built their power and used it to make changes for themselves and the people at the top.

⁴ Adapted from *Political Education Workshop Manual*, SOUL: A School to Build a Movement

The Power of Youth Organizing

10 minutes

Materials: stories illustrating victories have achieved in their communities through organizing

Conduct a group brainstorm of victories that youth have had organizing for something good in their communities.

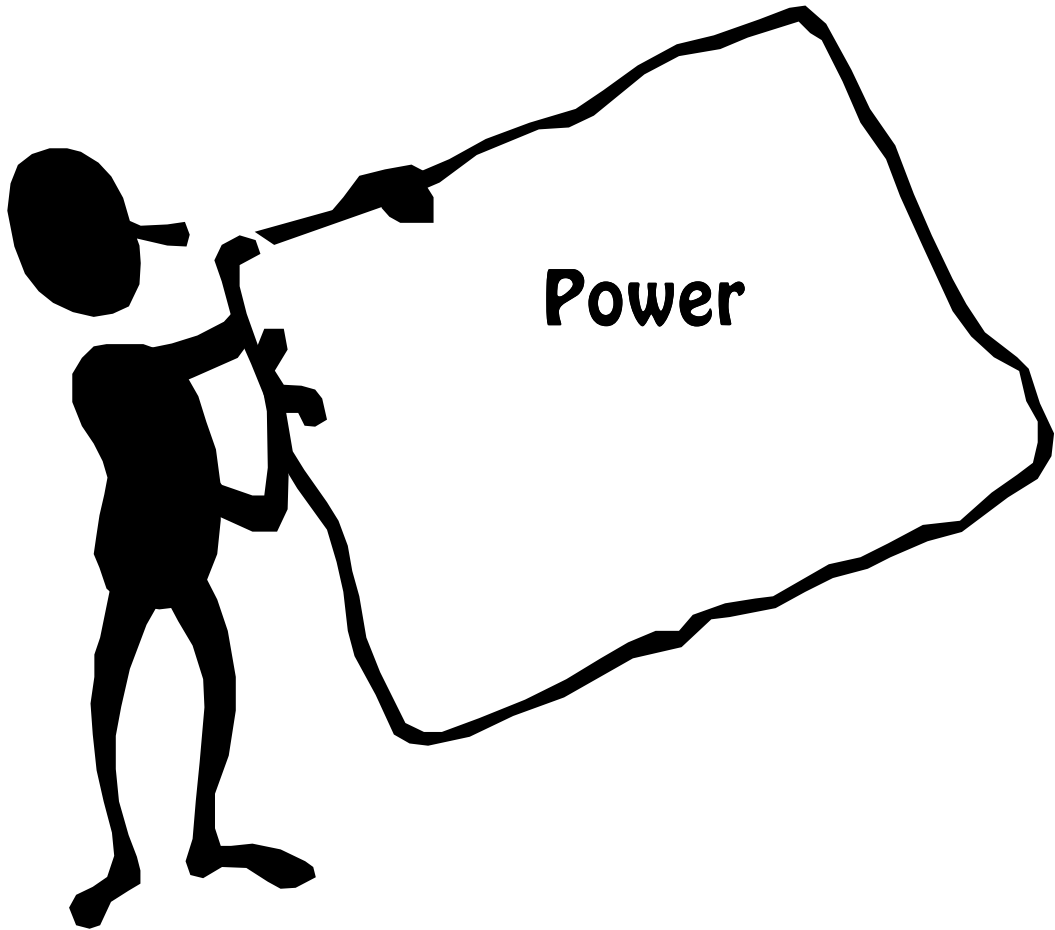
Ask: ***Has anyone heard of any local youth groups that have organized to make positive changes in their communities?***

If no one has heard of any, share a few of the following local (Contra Costa County) victories:

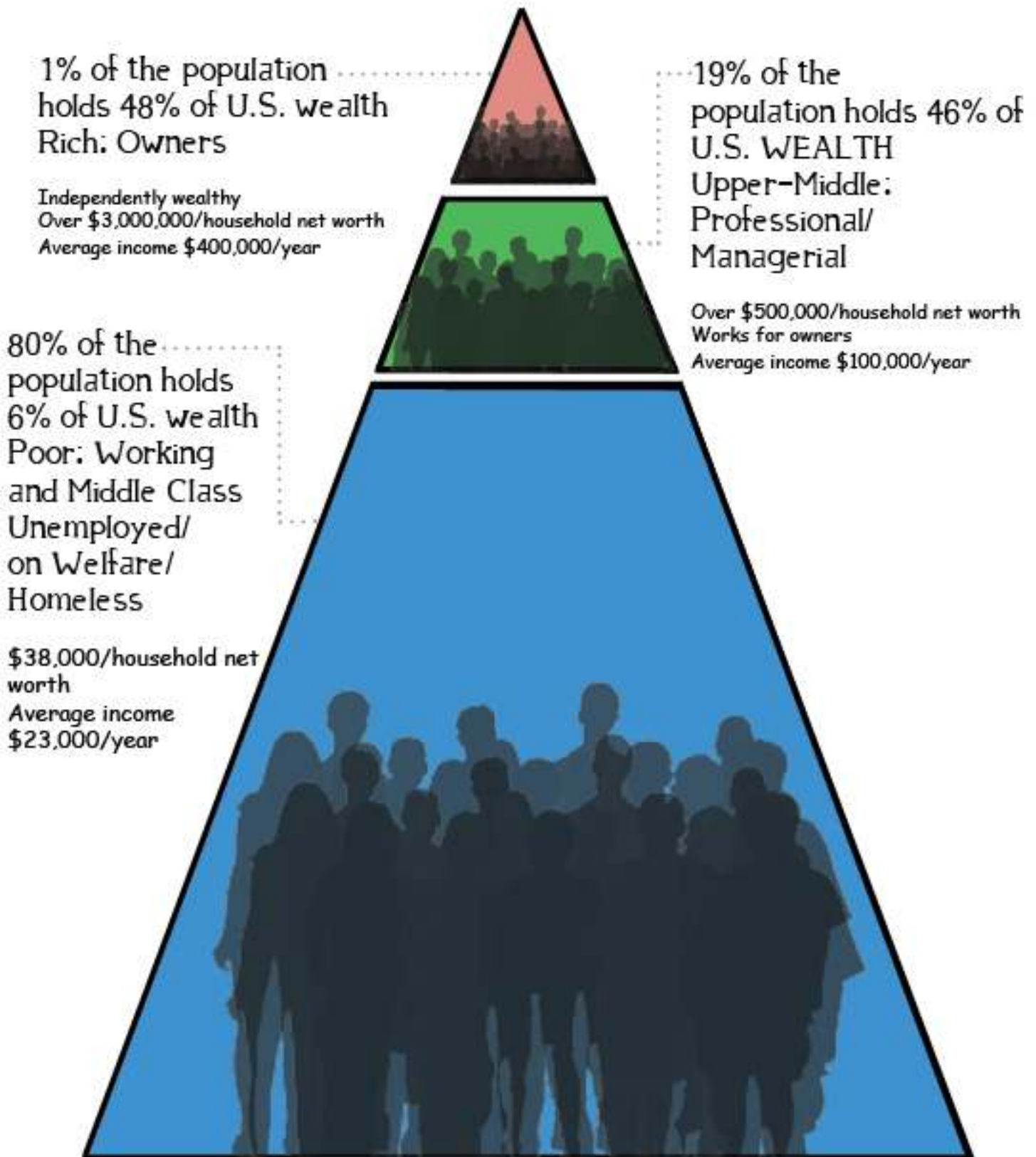
- **TIGHT (Tobacco Industry Gets Hammered by Teens):** The first County youth organizing and youth development initiative, TIGHT succeeded in getting a tobacco free youth ordinance passed in the County and 17 cities. This restricted tobacco advertising and promotions, banned self-service displays of tobacco products and instituted tobacco retailer licensing programs. (Check out ordering information in the Resources Section to get a copy of the TIGHT video “Hear their Voices” illustrating the group’s strategies for success.)
- **East County Youth Connection (ECYC):** ECYC got the Mt. Diablo School District to add an activity bus so youth who live in Bay Point can participate in after-school activities at the high school they attend since there is no high school in their own community.
- **Empowerment Through Action (ETA):** ETA members established a collaboration with the Richmond Police Department that began with an agreement from RPD to enforce local and state tobacco sales laws.
- **Queer Youth Action Team (QYAT):** QYAT mobilized to get the legislature to adopt AB537, a law that ensures safety for students who are, or who are perceived to be Lesbian, Gay, Bi-Sexual or Transgender. QYAT also worked with school districts to implement the law.

You can also ask for volunteers to look into other youth organizing victories and report back at the next meeting.

Tools – Lesson 7



The Economic Pyramid*



*From Lawrence Mishel, ed., *State of Working America, 1996 to 1997* (Amonk, N.U.: M.E. Sharpe, Inc., 1997), 275-86; and from Holly Sklar, *Seeking Solutions Not Scapegoats for Bad Economics* (Boston: South End Press, 1995).

Lesson 8: Introduction to Community Organizing

Goals/Purpose

This lesson introduces participants to key concepts of community organizing. Participants also gain an understanding of how community organizing works, and explore how it is an effective tool for making real improvements in their communities.

Objectives

- List examples of self-interest and community interest, and describe how they relate to community organizing
- Describe how community organizing works and why it is used
- Describe how community organizing is different from other ways of making change

Total Time

90 minutes over 1-2 sessions

Agenda/Activities

- Introductions/Icebreaker (Raffle Ticket)
- Self-Interest
- What is Organizing?
- Ways to Make Change (optional)
- Road Map to Community Organizing
- Closing

Facilitator Preparation

- Icebreaker (as the group forms, youth can take on this role)
- Write Up Agenda
- Definition of community organizing
- Definitions of “service”
- Make large posters outlining a windy road for road map activity (1 per small group) (See Tools for a sample road map)
- Copy & cut community mapping steps on different color cardstock (1 set per group)

Materials Needed

- Newsprint
- Markers
- Tape
- Raining Rocks Story (1 copy per group)
- Raining Rocks questions (1 copy per group)
- Road Map to Community Organizing handout (1 copy per person)

Tools

- Raining Rocks Story
- Raining Rocks questions
- Road Map to Community Organizing



The Basics

Direct action community organizing is one way to fix a problem. The thing that makes this method different from other ways of fixing problems is that it works to challenge the power structure (pyramid of power) that allowed the problem to happen in the first place.

One well-known movement that successfully used direct action community organizing is the United Farm Workers, spearheaded by Cesar Chavez. By building coalitions with faith communities across the country and forging the support of unions, students, and consumers, Chavez built national support for a long-standing boycott of grapes. Non-violent tactics like picketing and a 340-mile march to Sacramento also focused attention on the struggles of farm workers. These combined actions resulted in the first successful U. S. farm workers union and significant benefits for farm workers. Notably, the farm workers movement crossed both racial and class lines, and involved women, such as Dolores Huerta, in strong leadership roles.

Direct action community organizing is when people who are affected by a problem decide on a solution, and with the strength of their numbers put pressure on politicians or whoever can make concrete improvements to the problem to do so. It's about changing who has power; it's about people coming together and building power to get what they want.

Two key concepts in community organizing are **self-interest** and **community interest**. Many people see self-interest as a bad thing but it's not. Self-interest is your concern for your priorities, your health and safety, and those of people that are connected to you (friends, family, neighbors). Community interest is a collective concern for priorities, health, and safety shared by a group of people. Self-interest and community interest motivate people to come together to get power and make change.

In this section youth are asked to think about their self-interest. They are also asked to consider different ways of making change, and the power that a community can have when its members decide to work together to solve a problem.

1. Self Interest

10 minutes

Materials: none

After the raffle ticket icebreaker, have a short discussion about self-interest and community interest, and how they are related to community organizing. Use the following to guide your discussion:

- Ask youth to share their responses from the raffle ticket icebreaker **“Why did you come here today?”** (eg., meet new people, fun, make my school or community better). Explain that these are examples of self-interest.
- Read aloud the definition of self-interest: a concern for your own priorities, your health and safety, and those of people close to you.
- Ask participants: **Do you think self-interest is good?**
- Explain that self-interest can be good because it gets people involved in things that are important to them.
- Next ask: **What if your interest goes against what is good for most others? Is it still ok?**
- Ask participants to complete the following sentence. **If self-interest is what's good and important to one person then community interest is what 's important and good for _____.** (Answer: a number of people.)
- Explain that it is important to balance self-interest with community interest.

Explain the connection to community organizing: People in power often use their power to satisfy their own self-interest. In community organizing, people come together to use their collective power to make sure that community interest is met.



2. What is Organizing?¹

30 minutes

Materials: Raining Rocks Story (1 copy per group), Raining Rocks questions (1 copy per group)

a. Explain that we are going to answer the question, “What is organizing?” The definition we use is **“the process of bringing people together to use their collective power to win improvements in people’s lives and challenge the power structure.”**

Let youth know that you are going to read a short story and then we’re going to answer a few questions that will show what community organizing looks like.

b. Read the Raining Rocks story out loud (see Tools at the end of this section for handout).

c. After the story has been read out loud, divide the group into three small groups corresponding to the three main groups in the story. Group (1) will be the villagers who want to go up the mountain, Group (2) will be the villagers who want to continue the rescue, and Group (3) will be Filthy Richbanks and his friends.

Each group answers the questions for their group (see Tools for handout). Each group should pick a recorder and someone to report back to the whole group.

d. Facilitate report backs of each small group.

e. Ask if anyone wants to comment on what they learned or observed.

f. Then synthesize the activity:

- Point out that the exercise is about how to respond to a problem in the community. Some people want to minimize the damage of the fall and others want to stop the rocks from falling.
- As we can see from Harrison Hotel it is only through the second approach that the boulders would actually stop. This is what organizing looks like -- looking at the root of the problem and getting people together to fight to fix it.

¹ Adapted from *Political Education Manual*, SOUL: A School to Build a Movement.

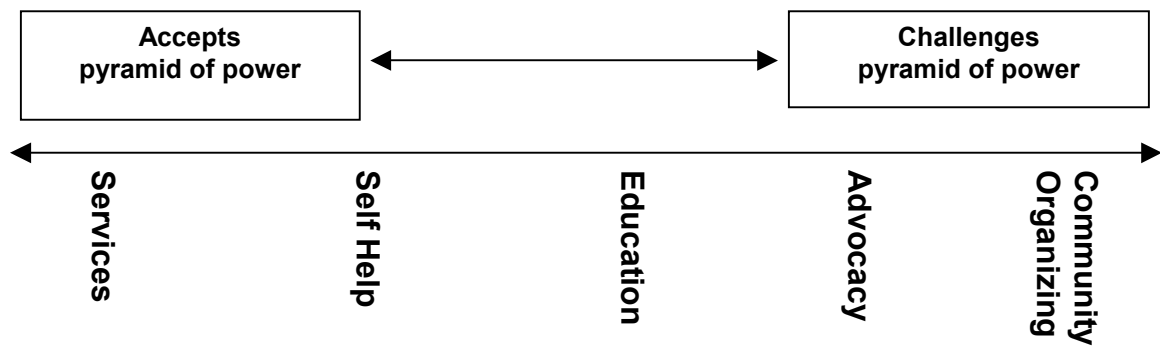
g. Ask, **Does this mean that other ways to make change are not important?**
 (Answer: No. There have to be many ways to fight the problems in our communities and we need to respect all people who are trying to make change and find solutions. However, we believe that organizing is the best way to make lasting change and address the root of the problem. Organizing can bring people together so that they can create and support the solution to a community problem.)

3. Ways to Make Change (optional)²

20 minutes

Materials: chalk and chalkboard or poster of ways to make change

Draw the diagram below on the board to use as a guide for discussing different ways to make change.



a. Explain that there are different ways to make change and the major ones are listed here on this graph. We're going to go through an example to see different ways to fix a problem.

The problem we're going to look at is "there is nothing for young people to do." Young people could go about getting things to do in many different ways.

² Adapted from *Organizing for Social Change*, Midwest Academy.

b. Go through each way to make change. Define each method for participants; write a one-to-two word explanation below each method as a guide for participants. Then **ask the group to come up with an example of how to fix the problem using that method.** Add the example next to that method on the graph. Repeat for each method of change.

- **Providing Service:** Supply basic services to people who need them, often to meet basic needs such as food, health care, etc.

What it looks like: An organization like the boys and girls club could provide recreational activities for teens and charge membership to cover the costs.

- **Self Help:** People affected by a problem do something to help each other.

What it looks like: Teens plan and host weekly or monthly activities like dances, picnics, and sporting events.

- **Education:** Letting people know about issues so that people affected by the issue can understand the problem.

What it looks like: A group of youth survey other teens about the lack of activities for young people. They get an article published in the newspaper to let other teens and parents know about the problem. They also include a list of resources about the few teen activities going on in their community.

- **Advocacy:** A group or organization that cares about a problem pleads the cause on behalf of the group affected by the problem.

What it looks like: The PTA or residents association could give testimony to the mayor that the city should fund after-school activities for youth.

- **(Direct Action) Community Organizing:** Bringing people together to use their collective power to win improvements in people's lives and challenge the pyramid of power.

What it looks like: Teens organize. They come together and agree on a solution that meets their needs. With their strength -- and the support of parents and other teens -- they pressure the politicians and officials responsible to provide more teen activities.

c. Discussion:

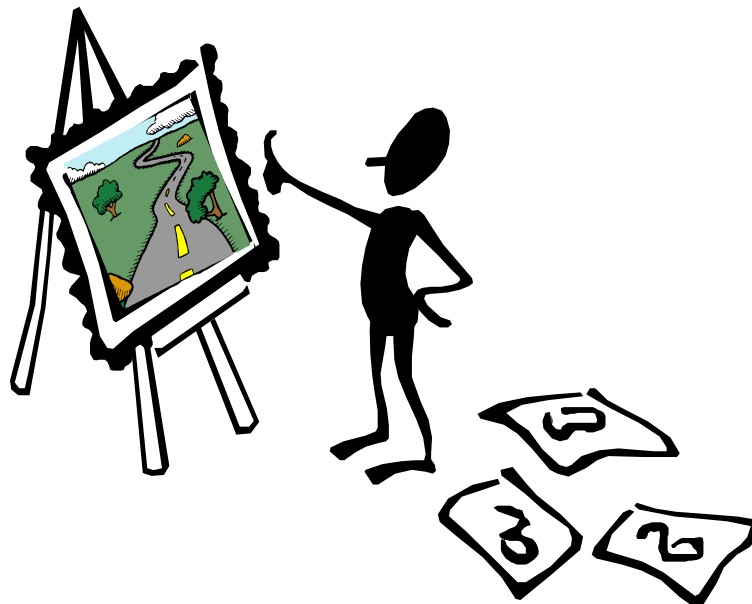
- Point out that each way of making change is connected differently to the pyramid of power challenging the pyramid of power. Services do not challenge the pyramid of power, community organizing is based on
- Reinforce that community organizing is the approach we're going to use because it (1) builds power within the community (2) lets you (the community) come up with the best solution for yourself and (3) seeks long-term solutions to the problem.

4. Road Map to Community Organizing

30 minutes

Materials: blank road maps on newsprint (1 per group), a set of 'pit stops' (1 per group)

- a. Remind the group that when we talked about power we went over some victories won through community organizing (eg, TIGHT, ECYC, and ETA). Now, we are going to get down to the specifics about how community organizing works and the different steps to successful organizing.
- b. Explain that this activity is going to be like a road map. Each group is going to get a road map and a set of pit stops. It is your job to decide together where the stops belong on the road map. Each map has 'road signs' on it – these are guides to help you figure out where the different pit stops belong.



c. Use the following road map as a guide:

Road Map to Community Organizing



d. Divide the large group into smaller groups of 3-5 people. Ask each group to identify a reporter and a timekeeper for the group. Give the groups 10 minutes to complete their road map.

e. Once completed, post the road maps where everyone can see them. Give each group 3 minutes to report back to the large group about their roadmap.

Compare the different ways groups mapped their route. Groups might want to make some changes after discussing together.

Acknowledge that there is a general order to how community organizing works but that often making change takes a long time. So, sometimes changes happen while you are working to fix the problem and you might make changes along the way or repeat some steps.

f. Emphasize that the action planning is critical to success! It might take some time to research the issue and build relationships with the people on your side (allies), but it is worth it – because this will help you WIN.

Tools – Lesson 8



Road Map to Community Organizing



Action Planning:

The Key to Success!
Strategize! Ask ourselves,
"How can we win?"

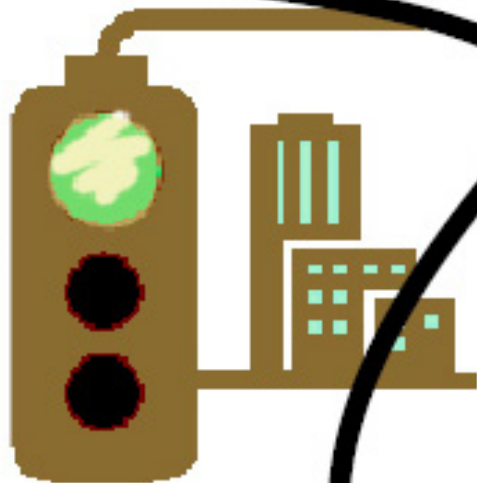
3. Research the issue! Find out about the issue
4. Decide what do we want
5. Figure out who can give us what we want -- this person is the target
6. Ask what resources do we have? And what do we need?
7. Build Allies (These are people who can and are willing to help us)



Getting Started:

Learn about your Community

1. Identify Problems and Assets (strengths & resources) in the community (Maybe do a walk-around to see for yourself what is going on)
2. Pick One Issue to work on that is important to us & to others (An issue is the solution to the problem. It is the smaller piece we can do to solve the bigger problem.)



Take Action:

8. Organize Actions & Events (tactics)
9. Use the Media (Speak out to let others know about your issue and your solution)
10. Get others involved.

RAINING ROCKS STORY: A PARABLE³

Once upon a time there was a little town in the mountains called Swisstown. One winter, a villager taking a walk in the hills finds a man lying in the snow – he has been hit by a falling rock. The villager, being a very caring person, uses her jacket to bandage the injured man and carries him back down to the village.

The next day two more people are hit by falling rocks, and they are rescued by other villagers. The next day, four people are hurt, then eight, then twenty. Life becomes dangerous for all villagers, because rocks keep falling down. A couple of villagers sneak up the mountain and discover that the rocks are being thrown by a millionaire, Harrison Hotel, and his friends who hope to build a luxurious hotel and golf course in Swisstown. They are throwing the rocks hoping to get rid of the villagers so they can take over the land.

The Disaster Relief Agency shows up in town. They set up a huge rescue operation. They set up a clinic to heal the injured, send dogs to find injured people who are lost outside, a shelter for those whose homes are destroyed, and social workers to help people deal with the traumatic effects of the falling rocks. Finally, The Disaster Relief Agency makes a giant net to place over Swisstown to stop the rocks from falling.

One day, the net breaks and rocks fall on the village, injuring hundreds and destroying homes, schools, and stores. The Disaster Relief Agency is working furiously to heal and provide shelter. From then on, rescue work becomes an important part of the villagers' lives. Everyone becomes involved in helping those hurt by the falling rocks.

Three months later, at a town meeting, a group of villagers get together to make a proposal. They are sick and tired of the falling rocks, of their people being hurt, and they want to change the situation. They propose that the villagers unite and go up the mountain to demand that Harrison Hotel stop dropping the rocks.

Some disagree, saying that Swisstown's rescue and relief efforts can't afford it. If anyone leaves, there won't be enough people power to rescue and tend to the injured.

The town is split in two groups – those who want to stay and keep up the rescue effort going, and those who want to march up the mountain and confront Harrison Hotel.

³ Adapted from *Political Education Manual*, SOUL: A School to Build a Movement

RAINING ROCKS QUESTIONS⁴

GROUP ONE: Villagers who want to go up the mountain

- Discuss the questions and pick one spokesperson who can explain your answers to the larger group.
 - In the story, what is your strategy in dealing with the falling rocks problem?
 - Do you think your strategy is successful? Why or why not?
 - How would the scenario end if your strategy is used?
-

GROUP TWO: Villagers who want to keep up the rescue effort

- Discuss the questions and pick one spokesperson who can explain your answers to the larger group.
 - In the story, what is your strategy in dealing with the falling rocks problem?
 - Do you think your strategy is successful? Why or why not?
 - How would the scenario end if your strategy is used?
-

GROUP THREE: The Millionaire and his friends

- Discuss the questions and pick one spokesperson who can explain your answers to the larger group.
- Which of the two groups do you think you could work with more closely to achieve your goal?
- Which of the two groups is more threatening to you and your goal to build a golf course and luxurious hotel?
- What is your strategy in dealing with the two groups in order to achieve your goal of building the golf course and luxurious hotel?

⁴ Adapted from *Political Education Workshop Manual*, SOUL: A School to Build A Movement

Lesson 9: Assessment

Goals/Purpose

This lesson provides the group with hands-on experience planning and conducting their own community assessment. Youth are guided through a step-by-step process, which will help them identify the assets and problems in their community. Ultimately, the group will use this information to define their main community organizing project.

Objectives

- Introduce young people to different ways to assess their community
- Plan and implement a community assessment that identifies the strengths and problems of a community

Total Time

90 minutes over 2 meetings plus a separate small group planning meeting and the 3-hour community mapping event

Agenda/Activities

- Introductions/Icebreaker
- Community Mapping: Round Robin Brainstorm
- Getting Ready
- Planning the Walk Around
- Community Mapping Event
- Closing

Facilitator Preparation

- Make posters for mapping brainstorm (institutions, organizations, media, parks..)
- Map out travel route and follow (if time allows, do with a small group of youth)
- Divide group into mapping teams
- Identify extra adults as support for community mapping event
- Get parent/guardian permission for community mapping event

Materials Needed

- Newsprint
- Markers
- Observation logs (1 copy per person)
- Community questionnaire (10-15 copies per group)
- Clip boards with pens/pencils
- Disposable cameras with flash
- Map with travel route highlighted
- Water and/or snack

Tools

- Sample community questionnaire
- Community Mapping Observation Checklist
- Sample community maps



The Basics

Assessment is the process of learning about a community in an organized way. There are different ways of learning about a community that are creative and youth friendly –e.g. take pictures, walk around, surveys, and interviews. This process will help ensure that the problem is something your group members really care about and are willing to spend time working on. Finally, assessment is a chance for the youth to have fun doing some ‘detective work’ in their own community and to build shared experiences.

Through an assessment, you want to find out and document both community problems and assets (resources). This will help your group decide the main thing to work on. Community organizing often focuses on the problems in a community – since that is what we want to fix. However, for participants to experience their own power, which will lead to their success, they must also identify the strengths and resources that exist in their community as well as in the people who live there. Furthermore, it is important to know the community resources so you have an idea of who can help your group fix the problem.

How you define ‘community’ will impact your assessment. For example, your group may want to focus on their neighborhood or school, or they may define community as a group of people who share a particular interest (such as music), or a characteristic (like being young women). In any case, talking to other community members is essential. Doing so will help your group (1) determine if others share your concerns (2) gauge the community interest and (3) let you know who might be motivated to get involved in your future efforts. Finally, being able to show that your interests represent those of the broader community builds your power when working with community leaders and elected officials.

Tips for a successful assessment:

- **Planning ahead is key!** Allow plenty of time, map out your travel route, and make sure you have adequate adult support. A drink or snack is always welcome when walking around.
- **Be a guide.** The adult leader(s) may need to help the youth examine their community in a different way and draw out their every day experiences that can be used in organizing. Use the youth’s experiences to drive the process, but include other views as well.
- **Practice interview skills.** Providing opportunities for youth to practice talking to people from the community allows them the chance to assess their readiness for the real thing.
- **Be prepared to address stereotypes.** Youth may have experienced many stereotypes about where they live, different racial groups, speaking a language other than English, and may also need support to challenge their own prejudices.

1. Community Mapping: Round Robin Brainstorm 30 minutes

Materials: newspapers with asset categories, newspaper labeled PROBLEMS, markers

a. The round robin brainstorm is completed in 3 steps. First, list the community assets. Next, discuss how the assets can be resources and identify existing relationships between group members and assets. Last, list community problems. The chart below provides the facilitator with information to guide the process. However, the activity works best with each asset listed on a separate piece of newspaper so participants can rotate to each one.

b. Before the meeting, post the community mapping questions around the room (Assets column below). Have a separate, blank newspaper labeled PROBLEMS at the top to use when processing the brainstorm.

c. Introduce the idea of community mapping. Let youth know that community mapping is fun! Explain that it's like detective work – you walk around, talk to people, ask questions, collect information & write down what you see in detail. The objective is to learn about our community by collecting and recording (map) information. This will help us pick a project to work on by helping us find out about **resources/strengths** as well as **problems**.



Facilitator Guide to Community Mapping Brainstorm		
Step 1	Step 2a	Step 2b
Assets What are the ...	How each can be a potential resource?	Who do we know there?
Institutions? (schools, hospitals, community colleges, libraries, or health centers...)	Institutions have information, networking, services, meeting space	
Government (chamber of commerce, social services, health department, hospital, police, board of supervisors, mayor, fire department)	Government organizations have authority, information, networking, services	
Community Based Organizations, also known as CBOs (Boys and Girls clubs, religious organizations, neighborhood or citizen associations, cultural groups)	CBOs have services, meeting space, authority, sponsorship, networking, experts, information	
Businesses (large and small)	Small businesses want the community to thrive because that also helps their business (their self interest) plus they are more likely to be locally owned and so they may also share larger community interests. Large businesses may have grants or other funds or experts.	
Media (Newspapers, billboards, local cable TV, movie theatres)	Media can help get the word out about projects, events, problems	
Parks, vacant lots and unused building space	Parks and vacant lots can be gathering places for events (may also be source of problems or projects)	
Individual talents or gifts of community leaders:	E.g., cultural diversity, energetic youth, strong family ties, close to neighbors, strong neighborhood identities	

Step 1: List Assets.

d. Tell the group that first we are going to focus on assets. Explain that an asset is a strength or a resource. Remind participants that earlier with the fish activity, we learned what our individual and group strengths are. Tell them that now we are going to focus on strengths of the **community**.

e. Explain that we're going to do a brainstorm about the different resources in this community/school. Give some examples. Remind participants that they all are the experts about their community, and today we're going to see how much they know. Explain that we will use this information to decide where to go on our community mapping event. Also, when we pick our project it is important to know what our resources are.

f. Divide the participants into small groups of 3-4. Have groups rotate to each poster and spend 2 minutes at each listing the assets in their community for each category.

Step 2: Discuss how assets can be resources and if group members know anyone at the community or government organizations

g. As a large group, review each asset category. Ask for a volunteer to read each piece of newsprint.

h. After each, remind youth that each of the assets can be a resource to help our group because of what they have to offer like services, information or space or because of the people who work there. Brainstorm how each can be a potential resource. (Use information on the chart above as a guide.)

i. As you go along, ask:

- **Who has been to any of the places?** What do you know about them? (This will help you decide where to go on your community mapping event)
- **Does anyone have any connections to community or government officials?** Record the name of anyone in the group who belongs to any of the organizations or knows someone who does (friend or family member) on that poster.

Take a minute to reflect on the resources in the community. Emphasize to the group how their power plus the power of the group combined with community strengths will lead to positive change for them and the community! (Like the fish poster we made!)

Step 3: List Community Problems

j. Explain that now we are going to spend a few minutes focusing on some problems in the community. **Ask, what are the problems in your neighborhood? What do other people say about this community? Is it true?** (If youth can not think of any responses, ask them if any of the following exist in the community and if so, to what degree? Drug dealing? Unsafe motorists? Gangs? Other violence? Graffiti? Homelessness? Not enough activities for youth? Inadequate jobs? Police harrassment?) Record the brainstorm on the PROBLEMS newsprint you reserved at the beginning of the meeting).

k. Then ask **what kind of facilities are there at the parks?** Do people feel safe there? If not, why don't they feel safe? Where do they feel safe? (Add any problems to the problem brainstorm from above.)

Conclusion:

l. Tell participants they obviously know their community very well! We will use this to decide where to go in our community mapping event and see some of the community for ourselves.

m. If the event will take place outside your regular meeting time, discuss possible dates and times when most people can attend.

n. Ask for 4-5 volunteers to help plan the details of the community mapping event.

o. If time allows, ask for a volunteer to type up your brainstorm lists for future reference. If you have some computer savvy folks in your group, ask them to work with you to make an impressive community map (see Tools). Keep in mind that given the timeframe involved and skills of group members, the adult leader may need to assume responsibility for typing up the brainstorm lists.

2. Next Steps:

Planning the Community Mapping Event

45 minutes

Materials: newsprint, markers, lists from community mapping brainstorm, large copy of a map of the community, copies of street map of the community for each youth leader

This works best done with a small group at a separate meeting time.

a. Use the information from your community mapping brainstorm to prioritize where to go and who to talk to. Considering how much time you have as well as what knowledge and experience group members already have, make a list of places to visit.

Try to include a mix of people and places such as neighborhoods, parks, storeowners, service providers, religious organizations, and residents (both young and older).

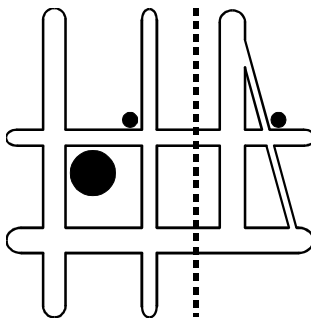
b. Divide the group into teams of 6-10 youth per adult. You could break your group into teams and choose different topics or even different neighborhoods to cover. Ask each member of the planning group to help lead a different team.

c. Give each youth leader a copy of the street map to outline the travel route for their group.

d. Before the event the adult leader needs to arrange for:

- Written parent/guardian permission
- Transportation (optional, depending on the size of the area you will cover.)
If you are covering a large area on foot, you may want to have an extra adult available in a car to help as needed.
- Additional adults to come with the group (check with your organization about appropriate adult-youth ratios).
- During the event, it helps for each group to have a cell phone with them and a list of the contact information for the group leaders.

Sample
Neighborhood
Map



3. Getting Ready

Materials: blank permission forms, poster describing roles for walk-around, copies of community questionnaire, newsprint

This is best done the week prior to the community mapping event to prepare the youth for what to do and expect.

a. Remind youth that we are going to be doing a community mapping event where we go around the community and see for ourselves what the problems and assets are! So, now we are going to discuss the logistics of the event so everyone will know what is going to happen and how we will each participate.

b. Facilitate a large group discussion to include the following topics:

- **Explain what to look for.** Everyone's job at each site is to look around and take notice of exactly what you see. You will have an observation log that has specific suggestions of what to look for. Let the recorder for that topic know of any important things you notice. **You will review the observation log and roles in your teams.**
- **Review Roles.** Each team will have a youth leader and adult leader to guide the group and read the travel route. Team members will have the following roles:

Spokesperson (2-3): Introduce yourself and the group to community members and service providers. Also, explain what your group is about, ask them the questions on the community questionnaire, and write down their responses.

Recorders: Everyone should take a turn writing down the important details for 1-2 topic areas they are most interested in. Ask for a volunteer to record responses from the community questionnaire onto large newsprint after the walk around.

Photographer: Take lots of pictures of what you see – both good things and problems.

- **Explain the supplies the youth will have.** Disposable cameras, clipboard and pens, observation log, map of area with travel route, water.
- **Talking with community members.** Go over the interview questionnaire (see Tools for sample). Ask if there are any questions. Advise the group that if they want to take a picture of someone or their property, to ask permission first and respect their right to say, "No." Remind youth that

they represent the group and we want to promote a positive image of youth (plus we may want to work together in the future).

- **Review safety guidelines.** Everyone needs to stay with the group at all times. Review any consequences for misbehavior.

c. Practice Skill Building.

- Ask for a volunteer to role play with you a mock interview with a community member for the whole group. After, go over what each person did well and places to improve.
- Divide the group into pairs to practice interviewing each other as if they were on the community mapping event. Give each person a copy of the questionnaire that will be used during the event. Suggest that participants role play interviewing different community members (e.g. another youth, a senior citizen, a storeowner, a police officer...). Each person should practice being both the interviewer and interviewee.
- Afterward, debrief using the questions below:
 1. What was it like? Was it hard to start out?
 2. What roles did people play? How did this change how the interview went?
 3. What challenges came up? How did you handle them? (Be sure to talk about difficult or uninterested people. Tell the youth that their role is to thank the person and walk away rather than engage in conflict.)
 4. Is there any other feedback?



4. Community Mapping Event

2.5 - 3 hours

Materials: signed permission forms, disposable cameras, clipboards, pens/pencils, copies of questionnaire, copies of observation log, map of area with travel route, water, snack (optional), and transportation (optional, depending on size of group)

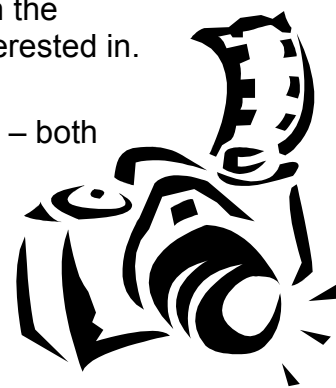
- a. Let the group know that today is the day of our community mapping event – we are going to have fun visiting different parts of the community, talking to people and recording what we see.
- b. As a large group, review:
 - How to keep yourself safe.
 - How to talk with community members.
- c. In your teams:
 - Go over your travel route. The adult or youth team captain will be responsible for the map.
 - Decide the following roles:

Spokesperson (2-3): Introduce yourself and the group to community members and service providers. Explain to them what your group is about and get their ideas about what can and should be done to improve the community.

Recorders: Everyone should take a turn writing down the important details for 1-2 topic areas they are most interested in.

Photographer: Take lots of pictures of what you see – both good things and problems.

Fun camera: Take pictures of your group having fun together.



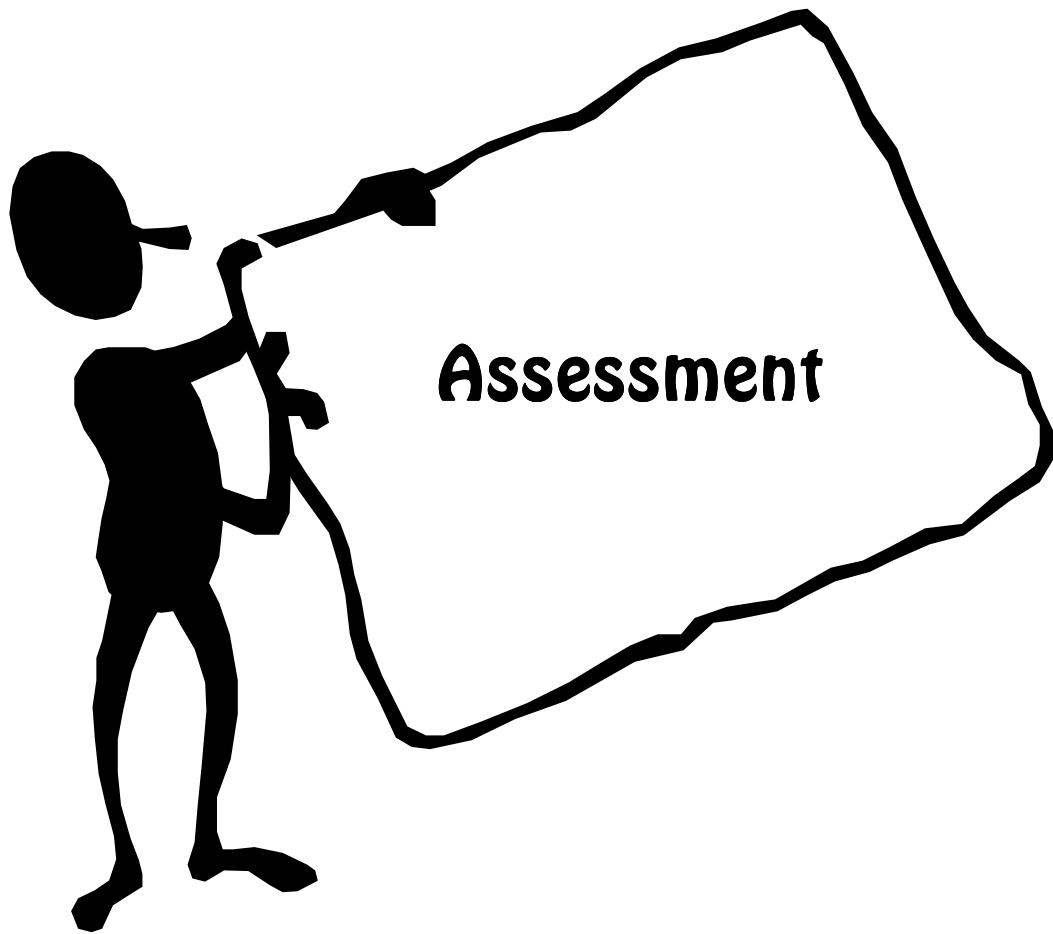
- d. You are ready to GO! Have fun with your detective work! Have a designated time and place for all of the teams to meet up at the end of your event.
- e. At the end of your event, collect any supplies and answer any questions.

Remind participants that we will have more of a chance to talk about our experiences at the next meeting. Use the following questions to check in:

- Who did you talk to? How did it go? What did they have to say?
- What did you see? Was there anything that surprised people?
- What new information did you find out about your community?
- In what areas did you feel safest? Least safe?



Tools – Lesson 9



Community Mapping Brainstorm Questions

What are the...	How each can be a potential asset (resource)?	Contacts/ Connections
Institutions (schools, community colleges, hospitals or health centers, libraries...)	Institutions have information, networking, services, meeting space	
Government (chamber of commerce, social services, health department, hospital, police, board of supervisors, mayor, fire department)	Government organizations have authority, information, networking, services.	
Community Based Organizations (Boys and Girls clubs, YMCA/YWCA, religious organizations, neighborhood or citizen associations, cultural groups)	CBOs have services, meeting space, authority, sponsorship, networking, experts, information	
Businesses (large and small)	Businesses. Small businesses want the community to thrive because that also helps their business (appeals to their self interest) plus they are more likely to be locally owned and for so they may also share larger community interests. Large businesses may have grants or other funds or experts	
Media (Newspapers, billboards, local cable TV, movie theatres)	Media can help get the word out about projects, events, problems	
Parks, vacant lots and unused building space	Parks and vacant lots can be gathering places for events (may also be source of problems or projects)	
Public Transportation		
Individual talents or gifts of community leaders: cultural diversity, energetic youth, strong family ties, close to neighbors, strong neighborhood identities		

SAMPLE

Community Mapping Questionnaire

Instructions for Participants: During the community mapping event, some of you will be asking other people for their opinions about the community. Use this as a guide.

Introduction:

Hi, we are teens from a youth group here in _____ (insert name of community). We are not selling anything. But we are trying to better understand the needs of _____. If you have about 5 minutes, we'd like to ask you a few questions to get your ideas.

1. What do you think are the three (3) best things about this community?
2. What do you think are the three (3) greatest problems or needs of this community?
3. We are deciding a project for our youth group. Can you think of one or two **specific things** that we – and other teens -- could do to make our community better?
4. Do you know of other people or groups working on the same things? Who? What do you know about what they've done so far? Do you know how we could contact them?

Closing: *Those are some great ideas! Thanks so much for your time. We will share your opinions with the rest of our group. If you have any other questions, you can call our group leader – we have a card with the phone # if you'd like one. (Give out cards to those interested.)*

Sample Community Mapping Observation Log

Observer's Name: _____ Date: _____

Asset	Describe (what is there)	Location	Contact Info	Comments
Grocery Stores What kinds of food stores are there? Small? Big? Farmer's market? Produce stands?				
Fast Food What kinds of fast food? What kinds of other restaurants?				
Recreation facilities Are there recreation centers? sports clubs?				
Public Parks Are there public parks? What kinds of facilities are there? What can you do there? Do you feel safe there?				
What kind of billboards are there? Are they positive, negative or neutral?				
Health Care facilities What kinds? Health center? Hospital?				
Social Services What kinds of social services are there?				
Churches What kinds of churches are there? Are they active?				

Sample Community Mapping Observation Log

Observer's Name: _____

Date: _____

Asset	Describe (what is there)	Location	Contact Info	Comments
Transportation cars, buses, BART? Do they run on time? on schedule? Often enough?				
Streetlights Are there enough?				
Stop Signs, traffic lights and speed bumps Are there enough?				
Jobs What kinds of jobs are there? For adults? For youth?				
How visible are the police/law enforcement? Is their presence positive or negative?				
Housing Is there single family houses? apartments,? Duplexes? What kind of shape is it?				
Shopping What kinds of stores are there? Where?				

Lesson 10: Choosing a Problem

Goals/Purpose

This lesson will help youth to list all the problems and assets that they have observed in their community and choose one problem to focus on.

Objectives:

- Youth will be able to list the problems and assets that they have seen in the community
- Youth will be able to explain that some of the problems will be easier to make a difference on than others
- Youth will choose a problem to work on

Total Time: 2 – 6 hours (several meetings/weekend retreat) depending on what is happening in the community, whether there is informal consensus about a problem, and the level of group experience with group decision making.

Agenda/Activities

- Introductions/Icebreaker
- Creating a community mural
- Brainstorming problem and asset lists
- Selecting a problem to work on
- Closing

Facilitator Preparation

- Choose a space to do this lesson that has enough space to hang large sheets of paper on the walls
- Remember which youth and adults conducted the community assessment together. Be prepared to divide your large group back into the assessment groups for the small group portion of this lesson
- Remember to be creative and have fun

Materials Needed

- 1 sheet of newsprint at least 4 feet by 3 feet for each small group.
- 3 sheets of easel size paper for each small group
- Plenty of markers
- Masking tape
- Sticker dots

Tools

- Scorecard

The Basics

After youth have done a community assessment it is likely that they will have identified many problems or things that they want to change in their community. They may also have noticed many assets or strengths of the community. This lesson guides youth to list all the problems and assets in their community and pick one or two problems that 1.) they feel strongly about and 2.) they think they can make a difference on in a year. The timeframe of one year is suggested because the lives of youth may change very rapidly, and for many teenagers planning beyond one school year isn't manageable.

In direct action community organizing, problems and issues are different. A problem is a broad area of concern (e.g. pollution). Issues are specific pieces of the problem that have a specific solution (building more windmills on public land).

In your work, the problem may have already been decided, for example teen pregnancy or youth tobacco use. If the problem has already been decided, you can go right to involving youth in picking an issue (see the lesson plan "Picking the Issue"). There are advantages to having a problem area already defined. We have found that groups with a defined problem can move more quickly into action.

If you do not have a problem that you must work on then you need to work with the youth to select a problem that they care about and that impacts the community.

In direct action community organizing, groups usually go right to picking an issue rather than first picking a problem area to focus on. However, we have found that when working with youth it is helpful to create more steps in the process before picking an issue. Picking a problem is one step that has been added. Picking a problem helps youth narrow down the choices and apply criteria that they will use again when they are working on picking an issue.

It is unlikely that everyone in the group will immediately agree on which problem to focus on. As a result, picking a problem can be a difficult group decision. There is a risk that group members may become divided between several compelling community problems. Using a consensus approach will increase communication and help you make a choice that everyone feels good about, because maintaining group cohesion is so important to success of the group. This is discussed here and in the lesson plan "Picking an Issue."

Picking a problem requires youth to talk with adult facilitators as well as their peers. The process of picking a problem should be given plenty of time. We have spent up to 6 hours on this process at both retreats and in meetings. The length of time it takes depends upon what is happening in the community, the

level of group cohesion, experience with group decision making and other factors.

In this lesson, choosing a problem is done in three steps. First, murals and lists are used to discuss the different problems raised in the community assessment. If one problem does not consistently emerge as a priority through discussion, repetition, a sense of group urgency, then the group votes to narrow the focus to the top two problems. Finally, one problem is selected through a consensus or voting process.

Important questions to keep in mind when choosing a problem:

- Does the problem significantly impact the community?
- Do the youth in the group care about the problem?
- Is it likely that other youth in the community will help with the problem?
- Is it likely that adults in the community will help with the problem?
- Can young people make a positive difference on this problem within one year?



1. Create a Group Mural and Brainstorm Lists

60 minutes

Materials: One large piece of newsprint paper for mural, 3 sheets of easel size paper, markers, and stickers

Overview

Describe to the group that they are going to separate into smaller groups (5-10 participants) based on the groups we used for community mapping and create a mural of their community. The mural should represent the way the youth see their community and should include assets and problems that they observed during their community assessment. The mural does not need to be a work of art - content is more important than style. Let youth know that they should feel free to include their individual experiences as well as the experiences they had as a group during the community assessment.

a. Step 1: Ground rules

Guide the full group in coming up with some ground rules that they will use during the mural making and discussion process. You may want to include the following ground rules:

- Respect other group members, their ideas, and their work
- Agree to disagree about how people see the community
- Have fun!

b. Step 2: Mural

Divide the group into the groups that they were in when they did their community assessment. Each group should be with at least one adult facilitator (ideally the adult who was with them when they did the assessment).

DRAW!!

Try the following techniques to help them get started:

1. Remind everyone that stick figures are ok.
2. Remind the youth that they are the experts
3. Ask the youth what they remember from the community assessment- ask them to draw it.
4. Ask the youth to brainstorm a list of things that they want to include in their mural
5. Start drawing something basic like a house you remember from the community assessment
6. Ask youth what they saw when they walked out of their house today.



c. Step 3: Brainstorm Lists of Assets and Problems

When each small group seems about done with their drawing move to the 3 sheets of easel paper. Ask for a volunteer to be the scribe. Then, brainstorm all of the community's assets and problems. The scribe should write assets on one sheet of paper and problems on another. The 3rd piece of paper can be used to list things that the group is uncertain if it is an asset or a problem. More drawings can be added to the mural if there are things in the list that are not included in the mural. Some groups may be more comfortable with the list or with the mural - using both techniques provides youth with two methods for synthesizing information from their lives and the community assessment.

d. Step 4: Report out

Have each small group present their mural and lists to the full group. Make note of similarities and differences between the groups' murals by underlining or circling them. Allow the youth to respond to the work of other groups, being mindful of the ground rules you have established. If you have several small groups, keep the report backs short so as to maintain the young peoples' attention.

2. Break!

30 minutes

Choose a structured or unstructured activity to give young peoples' minds and bodies a break. There are icebreakers and team building exercises listed in this curriculum.

3. Choose a Problem to work on

At least 30 minutes

a. Step 1: Pros/Cons of Problems

Take some time to focus on the problems. Ask the youth to talk about the problems they feel most strongly about. Use the following questions as discussion points.

- What would the group get out of working on this problem?
- Do you think other youth would work on this problem if you asked them to?
- Do you think adults would work on this problem if you asked them to?

After discussing these questions, see if a priority becomes apparent. If a priority emerges and you have a strong sense that it is what the group wants to work on, then make sure the group formally approves it through its agreed upon decision making process.

If there is no clear problem that emerges as a priority, then you and the group will have to take extra steps to select a problem area to work on.

b. Step 2: Make a Decision

Here are two processes your group can use to pick a problem.

Consensus

It is best if the group can select the problem you will work on using a consensus process. That way the group has an opportunity to consider each other's ideas, work through their disagreements and come to a solution that everyone can live with. It may take a few meetings to reach consensus, but it's worth it. (See page 5-8 for consensus model.)

If the group is unable to come to consensus, as one of ours was unable to, then you can try different methods like selecting and rating criteria or voting (although voting is likely to result either in one group feeling defeated or in both feeling frustrated). If your group has successfully made group decisions in the past, then use whatever process works for your group.

Scorecard (optional: If group can't reach consensus.)

Explain that since the group can't come to consensus, there is another way to pick a problem – it is using criteria. We all make decisions using criteria (whether it's if we think something will be fun, or if we have money, or a way to get there). There are criteria that will help us to pick a problem. We're going to review the criteria and if folks agree, we'll use this method to pick the problem to work on.

Distribute the scorecards and review criteria. Advise youth to use the questions under the criteria to help them come up with a score for each criterion.

Explain the point system: 1 is low, 10 is high. Try to avoid 5's.

If the group agrees, complete the scorecards and tally the points. The problem that received the most points is the problem you will focus on.

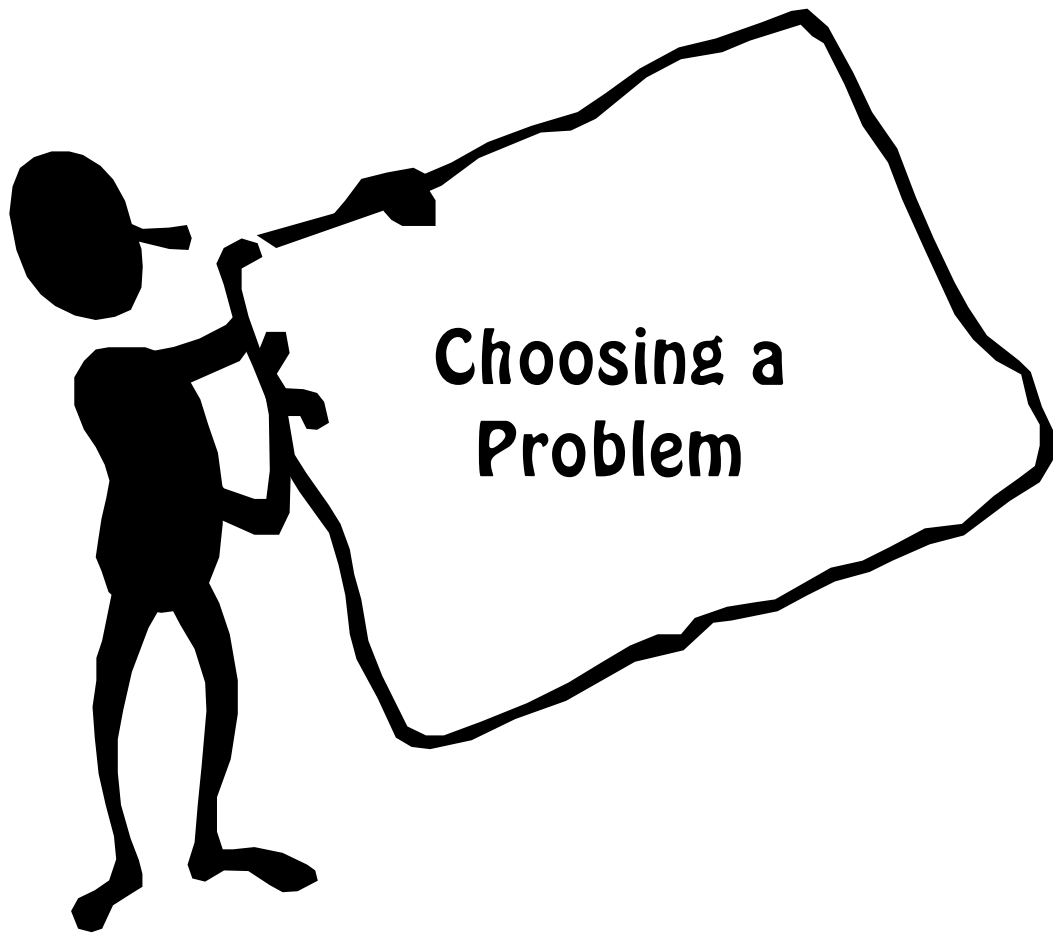
Here's a sample:

Problem Scorecard			
Rank the following problems from 1-10 using the criteria listed below. 1 is low, 10 is high.			
Criteria	Violence	School Improvements	Combining Violence related to school
Other people are interested. ❖ Do other people agree it's a problem? ❖ Are others willing to work with us on it?			
Brings our group together. ❖ Does it help us to work with each other? ❖ Will everyone be able to find something they can do to participate?			
Has an impact in a short amount of time. ❖ Can we accomplish something in 3-6 months?			
Total Points (Total should be between 0 -30)			

Tips for Successfully Choosing a Problem:

1. Rushing the process can lead to group members feeling alienated and may lead to deep divisions in the group. The times given are suggestions and should be adjusted to fit the needs of your group.
2. The closer the group can come to consensus before the vote is taken the better. If your group is not very cohesive or does not seem to agree on the major problems in the community conduct your vote on a different day. List all the problems on one sheet of paper and reintroduce them on a later date.
3. This process can be intellectually draining for both youth and adults. Take plenty of fun breaks (see icebreakers and team building activities).
4. The murals that the group creates are effective visual aides for future presentations the group may do on their issue. Keep them for future use.

Tools – Lesson 10



Sample Problem Scorecard

**Rank the following problems from 1-10 using the criteria listed below.
1= low, 10 is high. Try to avoid 5's**

Criteria	Addressing Violence in the Community	Improving Mt. Diablo High School
Other people are interested. ▽ Do other people agree it's a problem? ▽ Are others willing to work with us on it?		
Brings our group together. ▽ Does is help us to work with each other? ▽ Will everyone be able to find something they can do to participate?		
Has an impact in a short amount of time. ▽ Can we accomplish something in the next 3-6 months?		
Total Points (Total should be between 0 –30)		

Lesson 11: Researching the Problem

Goals/Purpose

The purpose of this section is to introduce young people to the concepts and methods of research so they can conduct research that can be used to narrow their focus or learn about a problem, and then create a successful strategy for winning the issue.

Objectives

- Describe the concept of research
- Develop research skills among group members
- Conduct research and analyze its results
- Use research to select a problem and strategy

Total Time: 3 –18 hours over 4-6 weeks, including data collection and analysis outside meeting times

Agenda/Activities

- Introductions/Icebreaker
- Informal Research
- Formal Research: A Survey
- Data Collection
- Data Analysis
- Closing

Facilitator Preparation

- Discuss safety guidelines for collecting data with your program staff
- Collect sample surveys
- Bring sample questions for your group's survey
- Get approval for data collection (especially if using a school site)
- Arrange for data analysis
- Create game to review data with group (optional)

Materials Needed

- Sample Surveys
- Disposable cameras (for data collection and observations)
- Survey prizes and/or thank-you's (optional)
- Clipboards and sharpened pencils
- Sign for your data collection central meeting place
- Reminder note and/or parent guardian permission for data collection
- Art supplies for graphs to review findings

Tools

- Sample survey

The Basics

Research is another word for collecting information in an organized, systematic way. Researching the problem is one of the most critical steps in action planning. It shapes how you look at the problem, points you towards solutions and forms the basis for your strategy. Local research and local data are very important in getting local decision-makers to feel like the problem is their responsibility. Statewide or national data is not as compelling as local data will be for most groups.

There are many ways to conduct local research. Informal methods like observation, brief informal interviews with a few people, intuition and personal experiences are used to get an idea of what the problems are in a community. Formal methods such as focus groups, structured interviews and surveys are used to get more specific information from a large number of people about a situation. For example, you may know that the youth are concerned about the quality of their school experience, and some people say it's that the school campus needs to be cleaned up, and others say that it is teachers. You can find out how many people agree with each other using a survey.

Surveys are used to get the opinions of a large number of people by interviewing a sample of them. A sample means a selection of people from a larger population. Everyone answers the same questions and their exact responses are recorded. The best surveys are easy to understand and short enough to encourage participants to complete the survey in one sitting.

It is unlikely that the youth in your group will have much experience planning and conducting surveys – so it will be up to you to show them how much fun it can be. The youth can be involved in any or all aspects of the research – planning the survey, collecting data, data analysis and reporting the findings. Not all of the youth may be as involved with each of the steps. Rather it is an opportunity to build leadership and develop skills based on individual interests of the youth.

Carrying out research activities requires advance preparation and takes several weeks to complete. Generally 1-2 planning meetings are needed plus data collection outside the regular meeting. Analysis also takes a few weeks and should be planned at the same time the survey is designed. If youth will be involved in the analysis, keep in mind that although learning to set up and analyze data can develop skills, the actual data entry can be tedious. The survey findings may be clear or the adult may need to take more of a lead in synthesizing the information so that it is digestible.

The sections on *Working with the Media* and *Meeting with your Target* will help you find ways to let others know what you found out so you can build support for your issue, and to let your target (the decision-maker) know about the problem and your solution.

It is up to the adult leader to plan the logistics of the survey:

- ✎ Get the survey approved (by your program staff and/or school officials).
- ✎ Review safety guidelines if youth will be completing the survey in the community.
- ✎ Arrange for the survey data to be processed and analyzed.



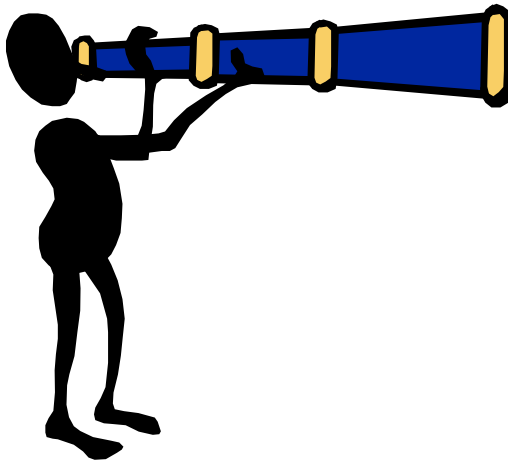
Informal Research

**30 - 60 minutes to plan
1-2 hours to conduct**

Materials: disposable cameras, copies of activity log

- a. Remind the group that when we talked about power, we said that one of the three things needed to build power is organized information -- which is what research is. This will help us learn more about the problem and come up with solutions.
- b. Review the two types of research: **formal** and **informal**. Informal methods present a general understanding of the problems in a community and formal methods provide more specific information. We will start with informal research.
- c. Brainstorm different ways to get some informal information about the problem you want to change: brainstorm of personal experiences, observations, and log activities.

Here are a few ideas of activities other group have used:

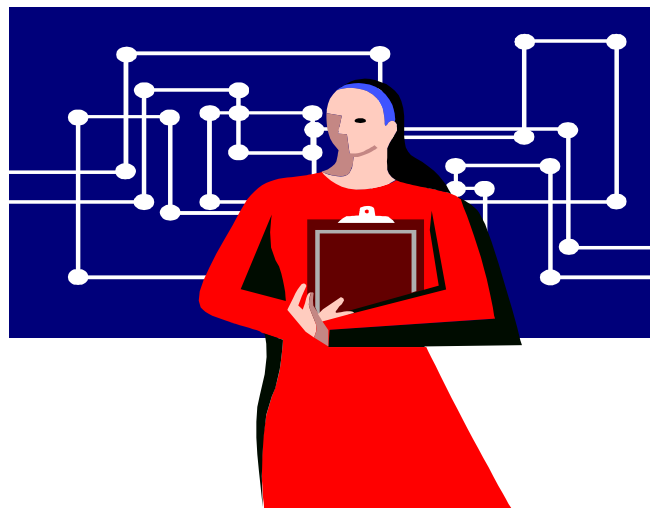


- **Observations:** Look for real-life examples of the problem. Take pictures of what you see -- keep these to back up any formal information that you collect.
- **Activity Log** (late buses, overcrowded buses, bathrooms, length of lines to get lunch): Create a log sheet for group members to collect small pieces of information over a short period of time (about 2 weeks) to learn more about the problem. (Note: Collecting this information on a large scale could be considered formal research.)

Here's a sample activity log:

Bathroom Log			
Observer's Name: _____			
Date	Location	Time	Check if the bathroom is clean or dirty, smells and has supplies
1.			<input type="checkbox"/> clean
			<input type="checkbox"/> smelly
			<input type="checkbox"/> dirty
			<input type="checkbox"/> has needed supplies (toilet paper, soap, towels)
2.			<input type="checkbox"/> clean
			<input type="checkbox"/> smelly
			<input type="checkbox"/> dirty
			<input type="checkbox"/> has needed supplies (toilet paper, soap, towels)
3.			<input type="checkbox"/> clean
			<input type="checkbox"/> smelly
			<input type="checkbox"/> dirty
			<input type="checkbox"/> has needed supplies (toilet paper, soap, towels)

d. Decide which activities you and the youth have enough time and people power to complete effectively.



2. Formal Research: A Survey

**10 - 15 hours for all steps
including data analysis**

a. Explain that now that we have a better understanding of different aspects of the problem, we can use a survey to collect more specific information by asking more specific questions about the problem. This will allow us to get information from a large number of people about the situation. Surveys are especially powerful because they provide numbers that represent a large group of people – e.g. 74% of students surveyed at this school report that the campus needs to be cleaned up. This is really impressive when you're trying to get the interest and support of people in power.

b. Review the different steps involved in conducting a survey:

Planning Decide what questions to ask and how to ask them, how long the survey should take to complete, and how it looks. Also, when to do the survey, how will the results be analyzed and who wants to do what.

**Data
Collection** Group members ask other people to complete the survey.

**Data
Analysis** Add up the results. Hopefully you will have the support of computer program and some data experts.

**Reporting
the
Findings** Let others know what you found out. Maybe find a fun way to let other youth know what you found out and build support for the issue. Then decide how to let the target (the decision-maker) know about the problem and your solution. The sections on media and meeting with your target will guide you through this step.

Step 1: Planning the Survey

Materials: Sample surveys and sample questions related to your problem

Explain that today we are going to plan the survey.

1. **Decide on the questions.** It is a good idea to have some sample questions prepared for the group to respond to. If you have a few more experienced youth, they can help come up with the questions to get the group started.
2. **Have some multiple-choice questions** that ask agree/disagree or yes/no.
3. **Include a few open-ended questions** that ask for people's ideas (e.g. what do you think is needed to make your school or community a better place?)
4. **Revise the questions** to make sure they are clear and easy to understand. This is best done on a separate time after you've had a chance to test the questions.
5. **Pick a time and place** to conduct the survey. Make sure it is a time when most of your group can help. Remember you may also need to get permission from the site, which can take time.

A school, community center, library, mall, are all possible places to conduct your survey – pick the best place to reach other youth. Keep in mind that door-to-door canvassing involves higher risk, so youth should only go door-to-door in small groups and should be accompanied by an adult.

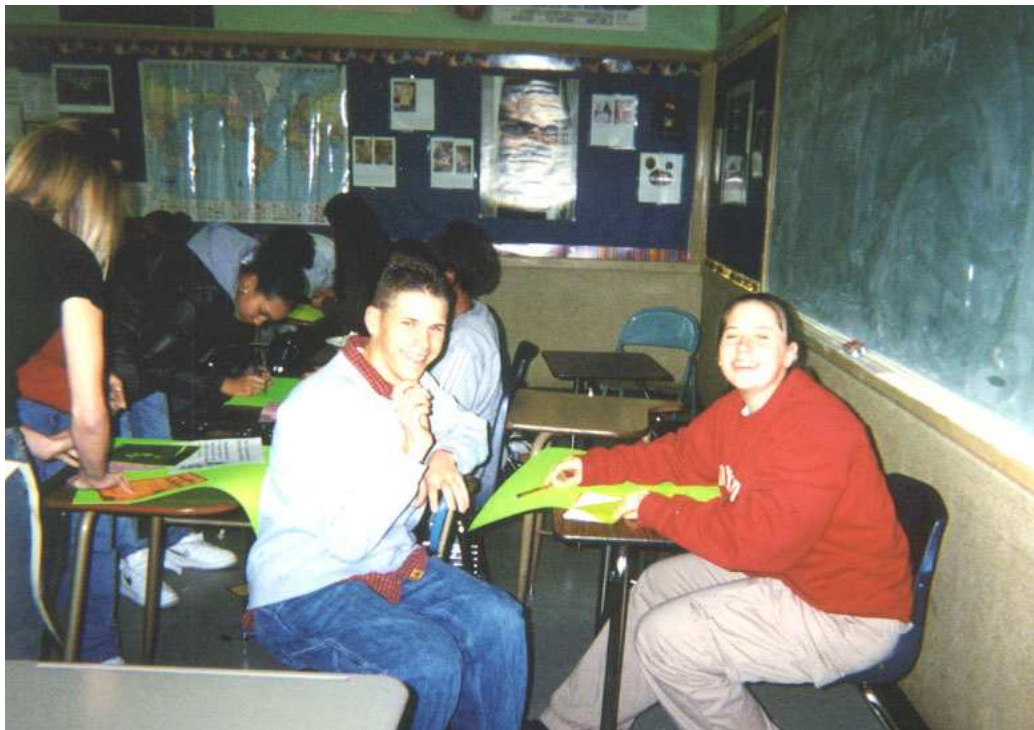
6. **Ask for a volunteer** to type up the questions and add a few graphics. (Identify someone you feel confident would be good at this. You will need to work closely with this person to make sure the survey is clear and easy to understand.)



Follow Up Activity: Test the Survey

To test the actual survey questions you will use, this activity needs to be done separately from the initial survey planning.

- ✓ Explain that now we are going to practice asking people to complete the survey
- ✓ Ask: What kinds of things should you say when asking someone to complete the survey? (Ask the recorder to write answers on newsprint.)
- ✓ Review safety guidelines, especially if youth will be conducting the survey in the community. Remind youth of people's right to say no.
- ✓ Divide the group into pairs and distribute sample surveys to each. Ask each pair to review them together to see if it is confusing or if it takes too long to finish.
- ✓ Then each person takes a turn asking his or her partner to complete a survey. (Give people 3 minutes to practice).
- ✓ Come back together as a large group. Ask: What it was like? What did you say? Do you feel ready?
- ✓ Outside of the meeting, work with experts at your agency or in the community to make sure your survey questions are as clear and easy to understand as possible.
- ✓ Revise the survey as needed to incorporate feedback from the testing.



Step 2: Data Collection

Data collection may take place at a school, community center, library, mall, etc. – depending on the best place to reach other youth. Remember that canvassing door-to-door could be risky, so youth should go door-to-door in small groups and be accompanied by an adult.

Collecting data works best when you have a group of 6-8 people so you can reach a good-sized sample in a reasonable amount of time. Youth may feel more comfortable working in pairs.

Materials Needed:

- ✓ Copies of the survey (have a few extra)
- ✓ Clip boards and sharpened pencils.
- ✓ 1-2 disposable cameras to take pictures of group members conducting the survey
- ✓ Optional: A small thank-you for each person who completes the survey (e.g., a pencil with your group's name and phone number).
- ✓ Optional: If you decided to have prizes, you will need sign-in sheets to collect names for the drawing.



Since the youth will be participating outside of the regular meeting time, it helps to make reminder calls and/or give the youth a reminder note the day before.

The day of, post a sign at your central meeting place so youth know where to come to get supplies and if they need support.

As a group, make sure to review:

- Safety guidelines.
- How to introduce yourself and ask people to participate.
Where to turn in the completed surveys and materials.

Step 3: Data Analysis

Now someone (or a small group) needs to add up the results from the surveys.

Your time frame, the size and capacity of your group will determine how involved the youth will be in analyzing the data from the survey. It is likely that the adult leader will need to take a large leadership role with this aspect of the research. Ideally, there is the time and resources to train a few of the youth to input and analyze the data.

You could also get some technical assistance from a local organization or a department in your agency that specializes in research. The experts may do the analysis for you or work with your group to do it yourselves.

Follow Up Activity: Reviewing the data together.

Materials: game questions, small prizes, art supplies, colored paper

Once the data has been analyzed, you will need to go over the results as a group. Here are some ways to have fun and to make the information real:

- a. Create a game with questions and results from the survey. Give each team a copy of the survey with the results. Alternating teams, answer the questions. You might give the team that answers the most questions correctly a small prize.

Discussion questions (Ask someone to record the discussion points on newsprint):

- Were any of the results surprising?
 - Which findings do you think are most important?
 - Which problems do you think we could do something about?
 - What are possible solutions to some of the problems?
- b. Make graphs to illustrate different points from the survey. Ask each student to take one question and make a graph that shows the response to that question. (The facilitator should come with some samples to give the group some ideas.)

Follow Up Activity: Summarize the Findings

- a. With a small group, summarize the key points of the survey – these are the points that had definite responses on the survey or seemed to emerge as themes. Make a poster to help group members identify the most important findings.
- b. Use the key findings to brainstorm and evaluate possible solutions to the problem. This will help your group pick an issue – that is the solution they want to focus on in their campaign. Complete steps to this process are outlined in the *Picking an Issue* section.

You will want to let others know what you found out to help build support for your issue (your solution for how to fix the problem). See the lessons on *Working with the Media* and *Meeting with Your Target* for the details of how to use the media to build your power and preparing to meet with your target.

Tools – Lesson 11



SPEAK YOUR MIND

And have a chance to win a prize!!!!




A group of students wants to improve your school. It's YOUR school too, so tell us what YOU think...
Your answers are completely anonymous – so no one will know it's you.

About you...

Check one: male female

CIRCLE YOUR AGE: 12 13 14 15 16 17 18 19

◆ Here are questions about the food at your school. ◆

	No 	Yes 	Sometimes 
1. Is there enough food for you to eat at lunch?			
2. When you get to the window, do they still have the food you want?			
3. Are there enough choices of food for you to pick from at lunch?			
4. Do you not eat lunch at least once a week because the line is too long?			
5. Would you be able to do better in school if you had a more filling lunch?			
6. Is there a free lunch program at your school?			-----
7. Can students prepay for their lunch?			-----

8. Circle how good you think the food is at your school.



1

2

3

4

5



9. How long do you usually wait on line to get your lunch? 5-10 minutes 11-15 minutes more than 15 minutes

◆ The next questions ask about your school's campus. ◆

10. Most of the time, the temperature in my classrooms is just right. No Yes

11. When it gets hot in my classrooms, it is hard to concentrate on my schoolwork. No Yes

12. Are the bathrooms (*Check all*)

- usually clean dirty
- smelly have the supplies needed (toilet paper, soap, paper towels)
- too small




13. How does **not** having air conditioning affect your learning in class? _____

14. Is your locker (*check one*): Working Broken I don't have a locker

◆ **The next questions ask about school. Circle the answer to best describe your opinion.** ◆

	1 not true	2 a little true	3 pretty much true	4 very much true
15. I like going to this school.	1	2	3	4
16. My teachers help me until I understand my school work.	1	2	3	4
17. This school is getting me ready me for after I graduate.	1	2	3	4
18. This school teaches me things I want to learn.	1	2	3	4
19. This school has the classes I want.	1	2	3	4
20. I think I am treated fairly and with respect at school.	1	2	3	4
21. My teachers expect me to do good work.	1	2	3	4
22. I can get extra help <u>after school</u> when I need it.	1	2	3	4
23. I think it would help me to have an after-school tutoring program on campus.	1	2	3	4

◆ **Next are questions about the buses.** ◆

	No 	Yes 	Sometimes 
24. I share a seat on the bus with 2 or more people.			
25. The bus driver treats me fairly and with respect.			
26. It is hard for my family to pay for the bus.			
27. I don't take the bus because it costs too much.			-----
28. When the activity bus drops me off I feel safe walking home.			
29. I don't use the activity bus because the bus stop is too far and I don't feel safe walking home.			-----

30. How many times in the last two weeks has the bus been late to bring you to or take you home from school?
 0 1-3 4-5 6-8 8-10

◆ **The last questions ask about putting a high school in our community.** ◆

31. Do you think it's important for our community to have its own high school? No Yes Not sure

32. Why or why not? _____

33. How would having a high school in your community make a difference in your life? (Check as many as you want)

- | | |
|--|--|
| <input type="checkbox"/> I could spend more time in my community | <input type="checkbox"/> It wouldn't |
| <input type="checkbox"/> People would have more pride in our community | <input type="checkbox"/> I could participate in after-school activities |
| <input type="checkbox"/> I could ride my bike to school | <input type="checkbox"/> It could be used for activities like dances, sports, music... |
| <input type="checkbox"/> Not sure | |

Thanks SO much!

Lesson 12: Selecting the Issue

Goals/Purpose

This lesson will lead the group to a decision about what issue to focus on. Engaging in this decision making process will enhance their skills in a number of areas including:

- Analysis
- Creating and applying criteria
- Decision making:
 - Debate
 - Compromise
 - Consensus and voting

Objectives

- Youth will be able to articulate the difference between a problem and an issue
- Youth will decide what specific issue to focus on
- Youth will be able to articulate and apply criteria to a set of issues
- Youth will demonstrate abilities to participate in group problem solving

Total Time: 2 –6 hours depending on what is happening in the community, whether there is informal consensus about a problem, the level of group experience with group decision making

Activities

- Introductions/Icebreaker
- What is a problem and an issue?
- What are criteria?
- Making a list of criteria
- Small group and large group work
- Large group selection process for choosing among several proposed issues

Facilitator Preparation

- Create a poster sized visual showing how an issue is a solution to a problem (see the Tools Section of this lesson)
- List the words Winnable, Deeply Felt, Widely Felt, One Year, and Easy to Understand on newsprint, leaving room for more words
- Create a poster sized criteria grid (see the Tools Section of this lesson)
- It is important to have one adult facilitator per small group

Materials Needed

- Newsprint and markers for each group
- Newsprint and markers for large group report outs
- Stickers for voting, if voting becomes necessary

Tools

- 8.5 X 11 criteria grids, one that is filled in and one that is blank
- Problem/Issue graphic sample
- Problem/Issue graphic blank



The Basics

As described in the lesson “Choosing a Problem,” problems and issues are different things in direct action community organizing. A problem is a broad area of concern (e.g. pollution). Issues are specific pieces of the problem that have a specific solution (building more windmills on public land). Here is another example of a problem and an issue:

Problem: teen pregnancy

Issue: Youth need access to appropriate, comprehensive sexual health education in schools.

In direct action community organizing, “cutting the issue” is the term used to describe a process of breaking down a larger problem into smaller issues that are winnable. A community group cannot solve the problem of teen pregnancy, but they can take on smaller aspects like providing appropriate sex education. When the group picks a smaller piece of the problem to work on they have a good chance of being able to build power to make the change that is needed.

From a youth development perspective, success with an issue contributes to participants’ sense of empowerment and builds their resiliency.

Cutting the issue involves looking at the problems your group has identified and brainstorming the solutions. From there, it is a matter of developing some criteria for selecting an issue and applying the criteria. The three most important criteria for selecting an issue are:

- 1) Is it winnable?
- 2) Is it something that is deeply felt by your group?
- 3) Is it something that is widely felt by a lot of young people and their adult allies?

Additional criteria can include:

- 1) Can your group make a difference in a short period of time (we have defined this as one school year or less)?
- 2) Is it easy to understand?

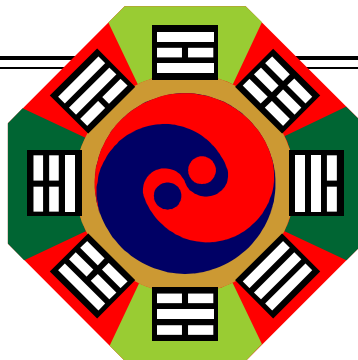
Your group will come up with its own criteria. Resources such as the Midwest Academy’s book and the TIGHT Toolkit can help you develop your own criteria (see the Resource Section at the end of this guide).

Cutting the issue is often a challenging process for young people because it requires them to develop and use analytical skills that may be new to them. It involves knowing something about the community and its politics, getting information from people outside the group, discussing alternate points of view, resolving any conflict that arises, and compromise. Alternately, sometimes an

issue arises that the group can just go with – there is little need to analyze and choose. Whatever the situation, it is important for you to take the time needed to select an issue. Don't rush the process because your group cohesion and the chances of your success depend upon doing this well.

TIPS

- Picking an issue cannot be accomplished in one 2-hour session—it takes a lot of time. Be prepared to use one full day of a retreat or several group meetings to complete the process. Nothing will be gained—and a lot could be lost—from rushing through this lesson.
- This work is intellectually demanding. It is important to pace the group and use fun breaks as a means of reviving members' energy and mental capacity.
- Much of this work mirrors that of picking a problem. Repetition of this process can help build young peoples' analytical and group decision making skills.
- The adult leader(s) has a large role in this process. The leader needs to be part of the conversation to help the youth understand which of the issues is winnable. The adult leader needs to help guide the youth to a project that has a good chance of being successful. At the same time, the adult needs to be careful not to force an adult agenda on the youth.
- Like picking the problem, selecting the issue tests group cohesion, conflict resolution and decision-making skills.



1. What is an issue?

60 minutes

Materials: List of the problem your group is working on for each small group, newsprint and markers.

Step 1: Large group presentation

Talk to the large group about what an issue is. You can tell the group that: An issue is a small piece of the problem with the solution built in. Show them the poster-sized visual you have like the one in the illustration “Problem and Issues” in the Tools section of this lesson. Refer to the examples in the basics section and use the following examples from young peoples’ lives.

Problem: Your social life is not happening.

Issue 1 - Get mom to let you borrow the car. (The solution may be getting transportation to be able to go out.)

Issue 2 – Join extracurricular activities. (The solution may be participating in social activities.)



a. Step 2: Small group work to brainstorm issues.

Divide into small groups of 5 - 8 participants. Review the difference between a problem and an issue, then take the problem the group has selected (in the “Choosing a Problem” lesson number 10) and ask them to brainstorm solutions. You may want to review ground rules for brainstorming (see page 4-17)

b. Step 3: Large group report out.

Have the groups come together and share the list of issues they have brainstormed. Make a note of similar issues the groups have generated either by circling the common issues or writing them up on another piece of newsprint.

2. What are criteria?

60- 90 minutes

Materials: Poster-sized list of criteria words, poster-sized criteria grid, 8.5 x 11 criteria grids (1 per small group), newsprint and markers.

a. Step 1: Large group presentation and discussion

Discuss what criteria are with the large group. You can tell the group that: criteria can help make decisions, especially between difficult choices. Criteria help weed out issues that are unpopular or difficult to implement. They show you what will be most worthwhile for your group to work on. Two examples of criteria are: can the issue be completed in one school year, and; do people really care about the issue?

Talk about the 3 most important criteria in direct action community organizing which you have listed on newsprint. You can tell the group that: in direct action community organizing, there are three criteria that have to be met in order for the group to succeed.

1) The issue must be winnable – that is, you have to know that you can be successful. You as the adult leader may have information that will help them answer this question.

2) The issue must be deeply felt – it must be something that people feel very strongly about such that they will keep working on it when things get hard.

3) The issue must be widely felt – a lot of people, youth and adults, must feel strongly about it. You need a lot of power to win, and people are power.

Add the additional criteria of making a difference in a short period of time (one school year or less) and easy to understand, both of which you have listed.

You can tell them that groups often have additional criteria to help them weed out solutions, like can you make a difference in one year? Ask for suggestions for other criteria and discuss them.

Break

15 minutes

Doing something that involves using your bodies will help the group to revive.

b. Step 2: Small group work at applying criteria.

Divide back into small groups. Take the criteria generated by the large group and review them. Is there anything that shouldn't be there? Have the group members fill in their small criteria grids with their issues and the criteria they have determined to be most helpful. As a group, go through the list of issues and apply the criteria to each one. Discuss this as much as possible and challenge them to think things through e.g. If pressed, they may see something they want as not winnable). Using the criteria grid, select (2) issues to recommend to the group.

c. Step 3: Large group report out.

Each group reports out on the issues they have selected, using the criteria as a reference. Once all the groups have reported, see if there is any overlap to the issues that have been selected. Finally, compile the issues and write them on newsprint.

3. Large group selection process for choosing among several proposed issues.

60 minutes

Materials: List of issues on newsprint, stickers.

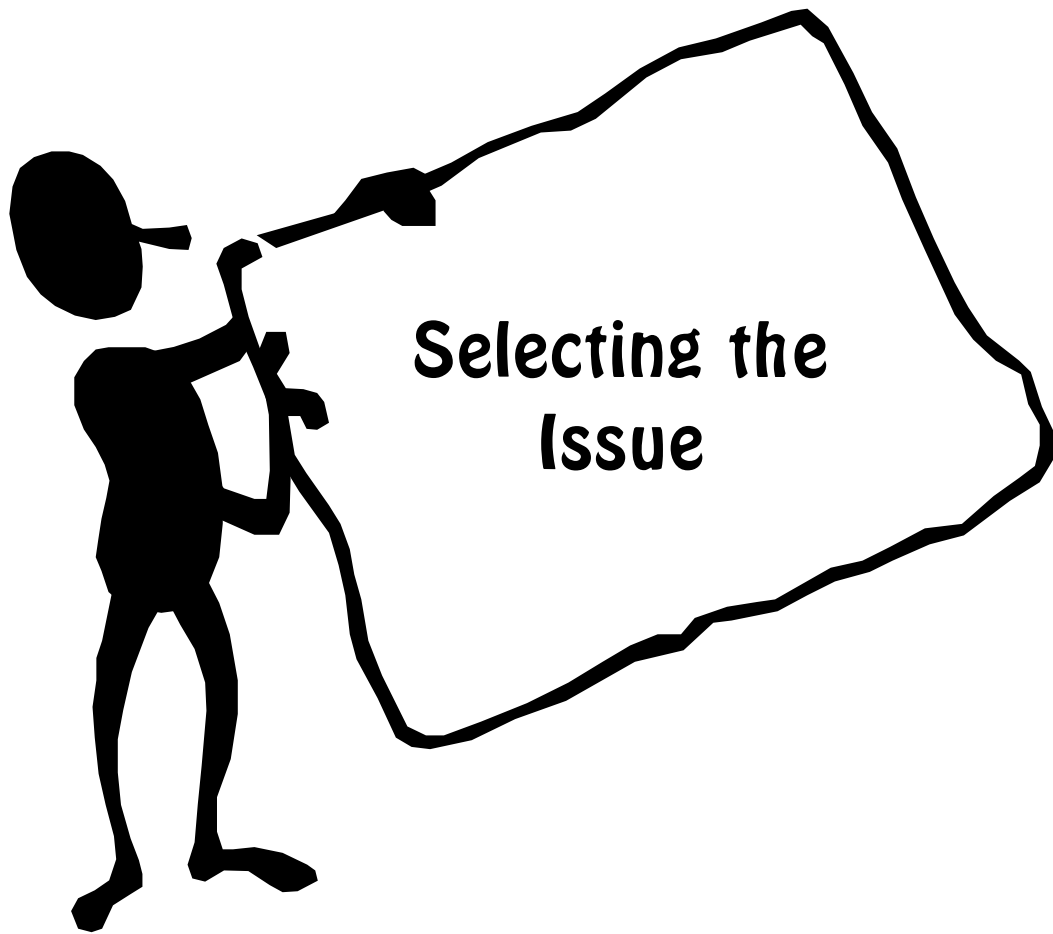
Depending on your group, you can use a consensus process or voting to select the issue that your group will focus on. A suggested consensus process was outlined in the "Choosing a Problem" lesson plan. You may also have your own consensus process developed by the time you select your issue.

Voting. List the proposed issues from each group on a large piece of newsprint. Give everyone one sticker for voting. Have them put their sticker next to the issue they want to work on. The issue that receives the most votes is the one that is selected.

Once the issue is selected, celebrate!



Tools – Lesson 12



Problem and Issues

~Sample~



PROBLEM

Tobacco Industry Targets Youth



Issue:

Restrict
Billboards



Issue:

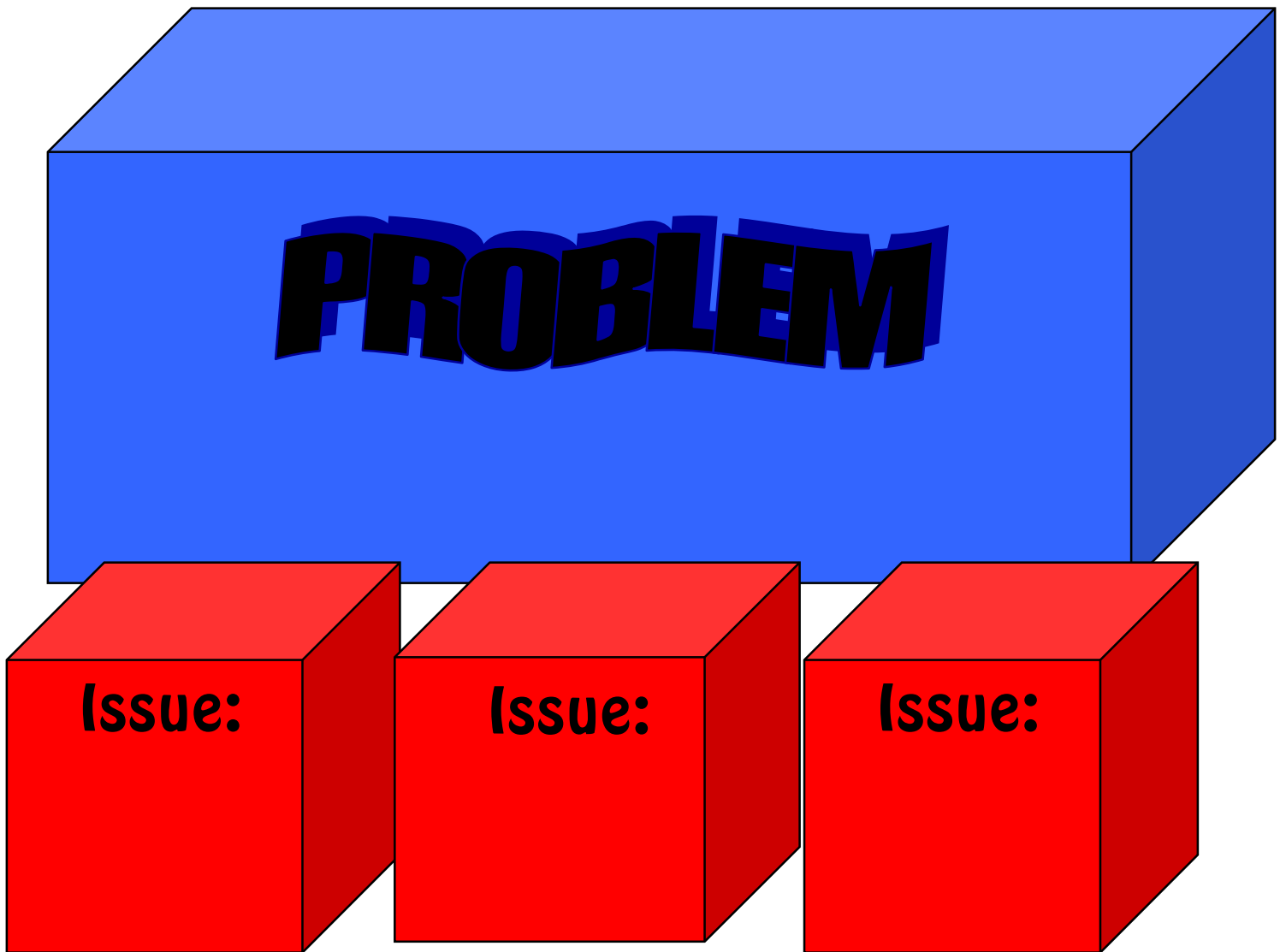
Ban Self-
Service
Displays



Issue:

Enforce
Tobacco
Laws

Problem and Issues



Criteria Grid

Issues

Possible Criteria

	Winnable	We can win within one school year	People feel very strongly about the issue	A lot of people feel very strongly about the issue	We can get adult allies if we work on this issue	The issue is easy to explain and understand	Other
School district provide accurate sexual health education in the classroom	maybe	no	yes	yes	yes	yes	Very controversial in our community
School district provide resources to clean the bathrooms in the high school	yes	yes	yes	yes	yes	yes	How can anyone be against this?
School lunches include food that young people like to eat	maybe	maybe	yes	no	maybe	yes	Are students really going to get behind this?
School district provide extra transportation at night after school events	no	no	yes	no	yes	yes	This affects a minority of students and those who aren't affected won't care

Criteria Grid

Possible Criteria

Issues

	Winnable	We can win within one school year	People feel very strongly about the issue	A lot of people feel very strongly about the issue	We can get adult allies if we work on this issue	The issue is easy to explain and understand	Other

Lesson 13: Creating a Strategy Chart

Goals/Purpose

Through this lesson the group will map out a strategy for winning their issue. Another way of saying it is that they will map out their campaign. This campaign roadmap will help them to decide what steps to take and when, and it will be a guide for the group as they move forward.

Objectives

- Youth will define and identify the targets, allies, constituents, opponents, tactics and goals of their campaign
- Youth will identify the resources they need to conduct their campaign
- Youth will identify the first steps in their campaign
- Youth will have a document that can be used as a guide throughout the campaign

Total Time: One and a half hours

Agenda/Activities

Introductions/Icebreaker
What is strategy?
Strategy Words
Strategy Chart Exercise
Closing



Facilitator Preparation

Make large poster of a blank strategy chart (see the Tools section of this lesson)

Materials Needed

Large newsprint
Markers
Masking Tape

Tools

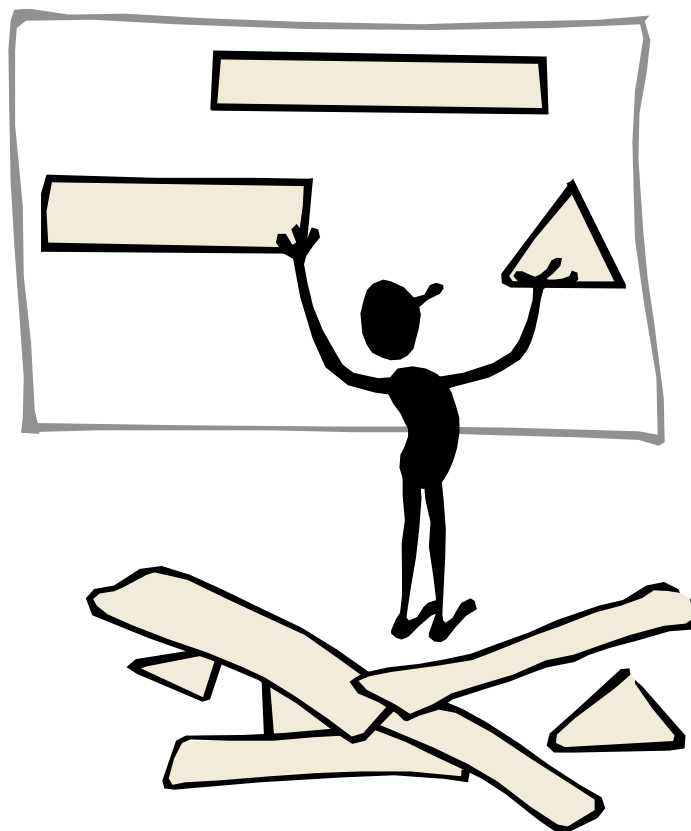
Strategy chart handouts

- strategy chart guide
- sample strategy chart
- blank strategy chart (to use as a template)

The Basics

The strategy chart is a roadmap for your group to win the issue it has selected to work on. It gives the overall design for building the power your group needs to win. It can be completed in one longer session or broken up and completed in smaller segments over a period of time. It is sometimes helpful to ask people who know about the community to help you fill it out since the group may not know enough about the community. For example, we invited two community outreach workers to meetings where we discussed parts of the strategy chart. The outreach workers are local residents with whom the youth could identify, and they were able to convey important information that the group lacked such as a complete list of potential allies. Minimally, it is important to involve the leaders and staff of your group in this exercise.

The strategy chart and its terms were developed by the Midwest Academy, a training organization in Chicago that has worked with hundreds of groups around the country to map out successful campaigns. Information about the Academy and its book, *Organizing for the 21st Century*, are listed in the back of this curriculum. We recommend buying this book and attending one of their training sessions.



1. Introduce the Strategy Chart

30 minutes

Materials: Large, blank strategy chart

Activity: Group Discussion

Tell them that strategy is a roadmap for working on issues. Developing a strategy involves listing the goals that you have, the people you need to get on your side, the people who can give you what you want and the actions you need to take.

There is a vocabulary that we use when we talk about strategy. This vocabulary is composed of strategy words that are derived from the work of the Midwest Academy. Use the blank strategy chart to go over the words.

Issue

The specific solution to a problem.

Example: Ban self-service displays of tobacco products

Target

The person with the power to give you what you want.

Example: City Council member

Constituents

People and/or organizations that agree with your issue and want to win the issue for the very same reasons you do. Their self-interest is the same as yours. Often, they represent the same group of people you are working with (e.g. youth).

Examples: Boys and Girls Club, Friday Night Live, school leadership club

Allies

People and/or organizations that agree with your issue but for reasons that are different. Their self interest is different from yours, but they want the same thing as you.

Example: Neighborhood group that wants fewer students loitering at a corner store

Opponents People and/or organizations that are not on your side of an issue and who stand to lose something if you win your issue.

Example: The statewide grocers' association

Tactic The actions you take to pressure the target into making the decision you want them to make in order to win your issue. Tactics should be within the experience and comfort level of your group, and out of the experience of the target.

Examples: Young people testifying at City Council meetings, merchant education campaign, petitions, rally outside City Hall

Long-term goal This is the long term goal of your efforts. When working with youth, we frame this as something the group can accomplish in over one year.

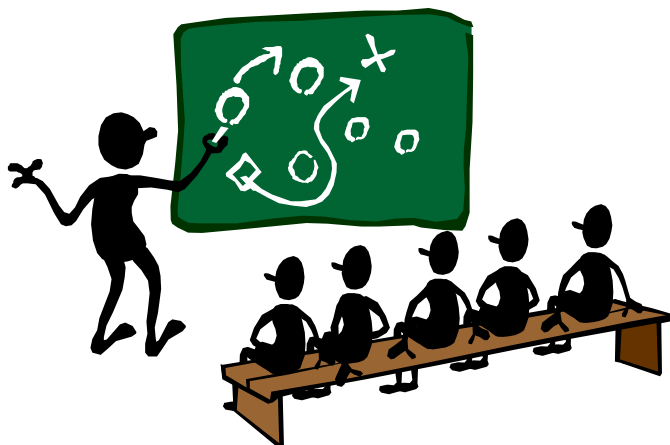
Example: Reduce youth smoking rates

Intermediate goal This is the goal of your campaign. You should choose something that can be accomplished during one school year (see lesson on picking an issue).

Example: Ban self-service displays of tobacco products

Short-term goal This is a first step that your group can take to get to your intermediate goal. It may be a quick victory that the group can win, or it may be something your group has to do before working on the intermediate goal.

Example: Conduct community walkaround of neighborhood stores & publish results



2. Filling Out the Strategy Chart

60 min

Materials: Poster sized strategy chart for the large group and strategy chart handouts for the small groups (see the Tools section of this lesson).



a. Step 1: Small group work

Divide the group into small groups of 5 – 8 participants. Give each member a blank strategy chart and a strategy chart that has the questions to be answered. Have each group fill out a part of the strategy chart to the best of their ability (for example, give one group the allies and constituents section, another group the tactics section, and so on). It is ok if they cannot fill it out entirely. They might need to do some homework to get more information for the chart.

b. Step 2: Large group work

Each group shares its portion of the chart. A scribe from each group fills in sections of the poster-sized chart as the spokesperson reports back. By the end of this large group session, you will have a giant strategy chart. At this point, everyone should look at what is known and what needs to be researched. Come up with a plan for filling the gaps, i.e. asking people in the community, doing a quick survey.

Once the strategy chart has been filled out, the group can discuss the first steps that need to be taken. These will flow from the group's short-term goal. At this point, the group is launching its campaign!

A note about resources

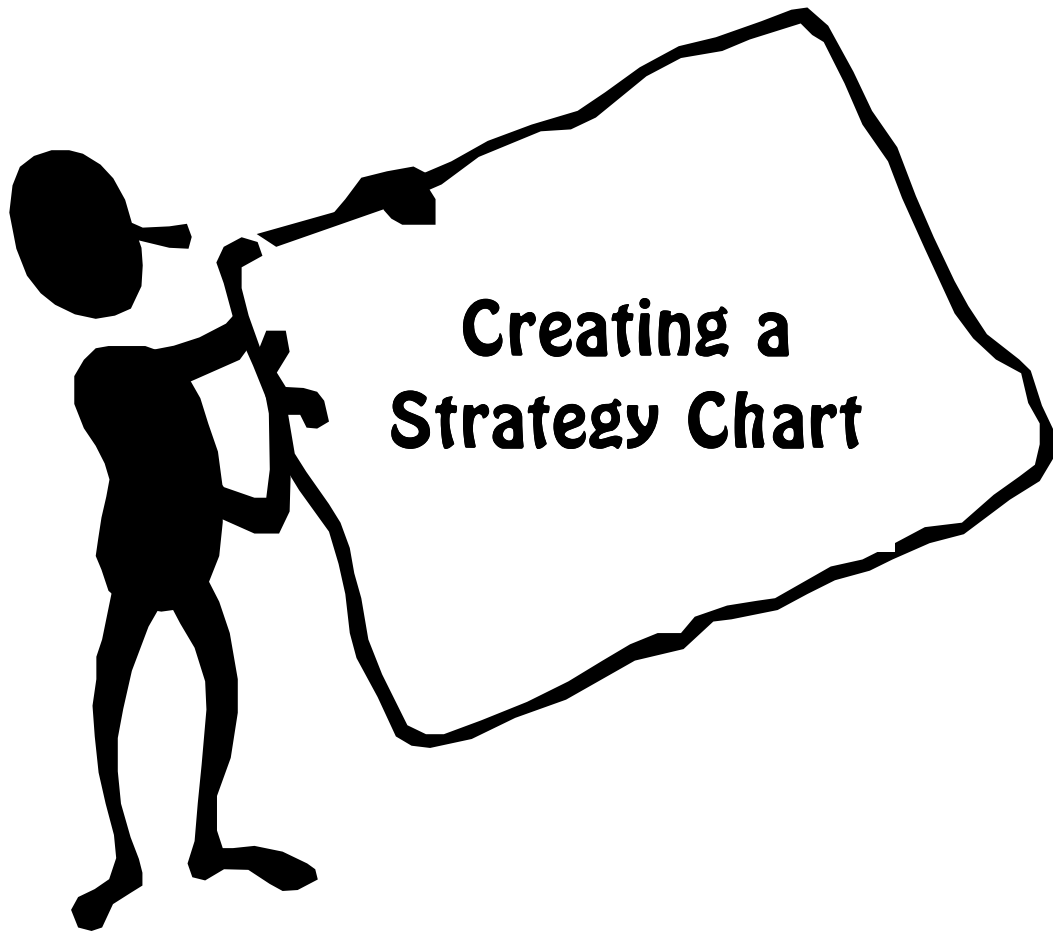
The strategy chart has a column where you can write down what resources you have and what you need to win your issue. It is important to take a serious look at this column so that you can plan to utilize what you have and get what you will need. It also has a place for you to write down what you want to get out of the campaign. This is a very important question to consider. It has to do with what your organization will get out of winning the issue, for example more members, more adult allies, more community support.

Tips

- Many people get confused and think that the strategy is the action you take, like a rally or a demonstration. In direct action community organizing, tactics are the actions you take.
- It is helpful to have people who are knowledgeable about the community fill out a strategy chart with your group. These people are in a good position to be able to identify targets and allies in the community.



Tools – Lesson 13



STRATEGY CHART GUIDE

Priority Issue:

GOALS	CONSTITUENTS, ALLIES&OPPONENTS	TARGET	TACTICS	RESOURCES
<p><u>Long-Term Goal:</u> What is your long term goal?</p>	<p><u>Constituents:</u> Who are the people - organized or not -on your side of the issue who share your self interest & will benefit if you win?</p>	<p><u>Primary Target:</u> Who has the power to give you what you want? What power do you have over them?</p>	<p>What are the steps you can take to influence your target?</p>	<p><u>What We Want to Get Out of This:</u> What organizational gains do we want from this campaign (more people, more leaders, other?)</p>
<p><u>Intermediate Goal:</u> What you are seeking to achieve in this campaign</p>	<p><u>Allies:</u> Who are the people and organizations who can align with your issue for reasons that may differ from your own?</p>	<p><u>Secondary Target:</u> Who has the power to influence your primary target? What power do you have over them?</p>	<p>Partial List of Tactics: Community walk-around Media advocacy Community presentations Letter writing campaigns</p>	<p><u>What We Need:</u> What resources, people, money, info, other do you have to carry out the campaign? What problems do we need to solve to move forward?</p>
<p><u>Short-Term Goal:</u> Short term victories on your way to the intermediate goal.</p>	<p><u>Opponents:</u> Who are the people and organizations who oppose you and who will lose if you win? What will they do to oppose you? How strong are they?</p>		<p>Speaking/Performing at public hearings Meetings with elected officials Postcard/letter campaigns Rallies, pickets, letters to the editor.</p>	<p><u>What We Have:</u> What resources, people, money, info, other do you have to carry out the campaign?</p>

Contra Costa Tobacco Prevention Project * 597 Center Avenue Suite 115 * Martinez CA 94553
(925) 313-6214 phone (925) 313-6864 fax

Adapted from Bob, Kim et al. *Organizing for Social Change*. Seven Locks Press. 2001.

SAMPLE TIGHT STRATEGY CHART

Priority Issue: Eliminate Self Service Displays (SSDs)

GOALS	CONSTITUENTS, ALLIES&OPPONENTS	TARGET	TACTICS	RESOURCES
<p><u>Long-Term Goal:</u> Promote a local ordinance that bans self services displays of ALL tobacco products</p>	<p><u>Constituents:</u> Other youth, parents, community groups, local anti-tobacco coalition</p>	<p><u>Primary Target:</u> City Council Board of Supervisors</p>	<p>organize community map tobacco displays document the problem community presentations petitions letters to the editor</p>	<p><u>What We Have:</u> youth power community support media access determination commitment</p>
<p><u>Intermediate Goal:</u> Raise community awareness re: youth buy rate and the large number of SSDs of cigarettes, cigars & chew.</p>	<p><u>Allies:</u> Neighborhood Associations, American Lung Association, American Cancer Society, Police department</p>	<p><u>Secondary Target:</u> Merchants Police Chief</p>	<p>educate elected officials pickets media advocacy press conference speak at public hearings letter-writing campaign youth purchase surveys</p>	<p><u>What We Need:</u> more community partners local maps w/ parks & schls cameras & film help from adults regular meeting location food</p>
<p><u>Short-Term Goal:</u> Map all the self services displays near schools, parks, and playgrounds.</p>	<p><u>Opponents:</u> California Grocers Association, Tobacco Industry, Merchants</p>			<p>project supplies school administration support transportation list of community orgs training</p>

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STRATEGY CHART

Priority Issue:

GOALS	CONSTITUENTS, ALLIES&OPPONENTS	TARGET	TACTICS	RESOURCES
<u>Long-Term Goal:</u>	<u>Constituents:</u>	<u>Primary Target:</u>		<u>What We Want to Get Out of This:</u>
<u>Intermediate Goal:</u>	<u>Allies:</u>	<u>Secondary Target:</u>		<u>What We Need:</u>
<u>Short-Term Goal:</u>	<u>Opponents:</u>			<u>What We Have:</u>

Lesson 14: Meeting with Your Target

Goals/Purpose

The purpose of these lessons is to provide the group with opportunities to plan their meeting with their Target and to rehearse the meeting so that they are fully prepared.

Objectives

- Youth will develop an agenda for the meeting
- Youth will develop talking points for the meeting
- Youth will devise and rehearse roles that people will take on in the meeting
- Youth will practice several different scenarios of what might happen during the meeting with the Target and develop responses

Total Time - 2 hours

Agenda/Activities

- Introductions/Icebreakers
- Create or review an agenda
- Create talking points
- Small group work to think through demands
- Small group work to rehearse roles

Facilitator Preparation

- Write up a proposed agenda for the meeting with the Target on newsprint.
- Develop a list of roles students may take on and an idea of who should assume them

Materials Needed

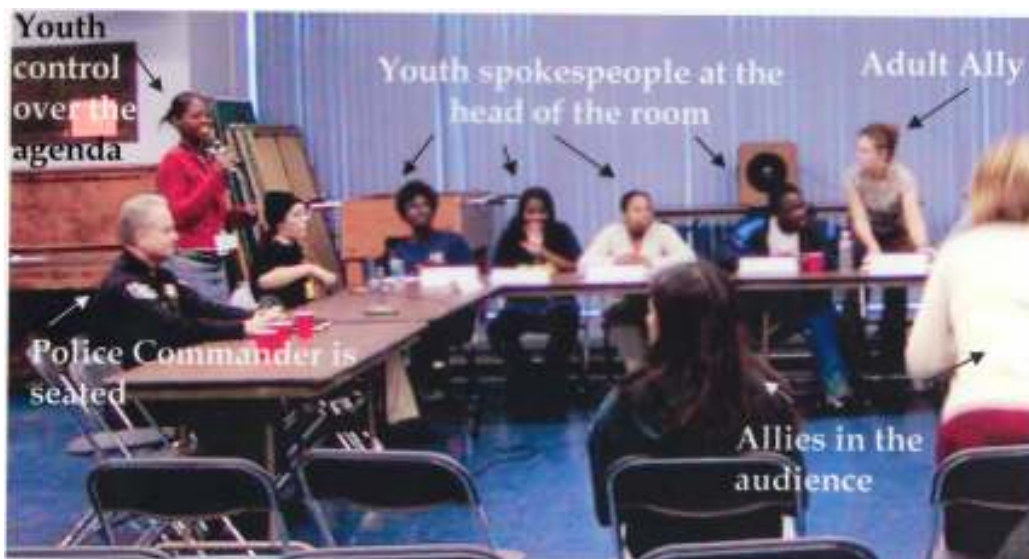
- Newsprint and markers for small group work
- Pictures and other documents for the meeting

The Basics

In the language of direct action community organizing, the Target is the person who has the power to give your group what it is asking for. The meeting with the Target is your group's opportunity to ask the person who has the power to act to do so according to the young peoples' demands. It is a culminating action, one that comes after the group has assessed the community, chosen its problems, crafted its issues, and articulated what it wants. The meeting needn't be hostile in tone, as some people assume when they hear the terms "demand" and "target." The meeting should be upbeat in tone because the young people are, in good faith, making a reasonable request of someone who has the power to do the right thing. The moral authority behind young people who have researched and prepared well is very strong, and difficult for conscientious adults to dismiss.

Preparing for the meeting is essential. Simply stated, the meeting will be successful if your group has prepared itself well, and it won't be if it hasn't. It is important that everything be taken into consideration: the place, time and location of the meeting; the agenda; the roles people will play in the meeting and what they will say; the seating arrangement; the ending time; the scenarios that might play out and fitting conclusions to each possibility. When young people are new to this type of meeting, the adult facilitator's job is to lead them through the preparatory steps. This can feel repetitive and challenging, especially when young people are tired or feel like they are ready before you think they are. Keep at it, and try to make it fun. Your preparation will pay off in the end.

Because this lesson plan includes so many aspects of the meeting with the Target, we recommend that you devote several of your group's meetings to cover it. Our experience is that group members need time to absorb the material and make it their own.



A Note about Logistics:

As the adult leader for this group it is your responsibility to set the time and location for the meeting with the Target. Sometimes setting up these logistics takes time. It is ideal if the Target is willing to come to a place that is familiar and comfortable for the group (e.g., your meeting location). If you need to transport the youth to another place to meet with the Target then give them permission slips.

Details related to logistics that you should consider include:

- Name labels
- Refreshments
- Chairs for everyone to sit in
- Parking Permits
- Directions
- The capacity of your meeting room
- Microphones (if the youth will be speaking to a large group)



1. Introduction to the Meeting

10 minutes

Materials: Newsprint and markers

Explain to the group that good meeting preparation will make the meeting go well. Ask them to brainstorm a list of what needs to be done in order to prepare for the meeting, and write all the ideas up on newsprint. A sample list is below.

- Create Talking Points
- Create an Agenda
- Cover the logistics
- What are the groups demands
- Practice, Practice, Practice

After discussing the list that your group has generated, ask them:

- What are fears or concerns that group members have?
- What are group members looking forward to in relation to this meeting?

Let your group members know that today they are going to create their message for the Target and practice delivering it.

2. Create Talking Points in the Large Group

25 minutes

Materials: newsprint and markers

Explain that talking points are key pieces of information that make a case for a change taking place. At first, you will work on the talking points as a large group. As you continue to refine and practice the talking points, you will create small groups, one for each area of the agenda.

When creating talking points it is helpful for the group to answer the following questions.

- How does your issue impact you and other youth? How does this issue make you feel?
- Why is your issue an important youth issue?
- What have you seen that tells you that a change is necessary? Include information from personal experiences and the community assessment.
- What do you want the Target to do about your issue? How might the Target do this?
- Discuss whether your group thinks these demands are specific. Are they achievable? As the adult leader, you may have information that will help this discussion.

3. Create the Agenda

15 minutes

Materials: Proposed agenda on newsprint, newsprint and markers for each group

a. Step 1: Large group discussion

Work with the large group to create an agenda or review a proposed agenda with the group. A sample agenda that includes the key sections that your agenda should include is found below. After your group has finalized the agenda, break into small groups – one group per agenda item.

Sample Agenda:

1. Introductions
2. Icebreaker
3. The problem and why it is important to young people.
4. Results of the community assessment.
5. What the young people want.
6. Next steps.

b. Step 2: Small group role assignment

Ask the group members to volunteer for each agenda item. These groups will work together to come up with a script and to role play the presentation.

4. Role Play

25 minutes

Materials: Newsprint and markers, 8.5 x 11 paper for note-taking, pens & pencils

a. Activity: Small Group role plays

Each small group needs to decide on one or two spokespeople who will present the content for their agenda item to the Target. The small group, with the help of an adult if possible, needs to create a short script for the spokesperson. The large group can re-iterate the key points that were discussed before, adding more information or points as they wish. The spokespersons may then want to write up their own version of the talking points or script.

You should acknowledge to the group that some people get nervous when they talk to people they don't know, especially people in a power position. Ask the spokespeople what they need to feel comfortable delivering their message. Some youth may be more comfortable looking at bullet points and improvising. This is fine as long as the young person is able to convey his or her points under pressure. It is important to remind the youth that they are the experts on what they are presenting. The talking points are based on their experiences.

Once the group has chosen its spokespersons, explain that they are going to do a role play to practice their presentation. Go through the agenda item one or two times before going back to the large group.

b. Activity: Large group role play

Reconvene the large group and run through the agenda as if you were having the meeting. The spokespeople from each of the small groups will talk when their turn on the agenda comes up. Have a discussion about what questions the Target may ask and come up with the answers.

Do at least two role plays and debrief both of them.

5. De-brief Roleplay

15 minutes

Here are some questions to help you debrief the role play with your group:

- A. How did it feel to speak?
- B. What went well? What could work better?
- C. Where these specific questions answered?
 - How does your issue impact you and other youth? How does this issue make you feel?
 - Why is your issue an important youth issue?
 - What have you seen that tells you that a change is necessary? Include information from personal experiences and the community assessment.
 - What do you want the Target to do about your issue? How might the Target do this? Are these demands achievable, reasonable and specific?
 - Did the presentation stay on track? If not, problem solve.

Tips

1. If you have to transport youth, you will need to work with your organization to develop the permission slip that is right for your group. Ours was developed in collaboration with our risk management group.
2. It is helpful to have key facts and or talking points up on the walls during your meeting with the Target so that the youth can refer to them in a natural way.
3. Talk to the youth about what they are most worried about (i.e. the Target being rude) and help them strategize about how to handle any difficult situations that may come up.
4. Setting up the meeting space is a very important aspect of building and exercising power. Try to have the meeting with the Target in your “turf.” Have the Target sit down and your spokespeople stand-up when they speak. Also have the youth spokespeople sit at the head of the room or head of the table. These arrangements can help youth feel more powerful.



Youth from the Middle College ETA group meet with Contra Costa County Supervisor John Gioia and staff to present findings from their PhotoVoice project focusing on youth access to tobacco and alcohol.

Lesson 15: Getting Out the Message

Goals/Purpose

This lesson and its tips will help you and your youth become more familiar with and comfortable using various forms of media to get your message out in order to build power to win your issue

Objectives

- Define what the media is
- Explain how the media can help the group reach its goal
- Develop sound-bites for your issue
- Describe strategies for engaging the media's interest
- List tips for talking to the media

Total Time: Two and a half hours over several meetings.

Agenda/Activities

- Icebreaker
- Group discussion
- View video
- Create sound-bites
- Role plays

Facilitator Preparation

- Set up VCR and Video
- Prepare poster sized Sound-bite Grid w/examples (a sample chart is in this lesson)

Materials Needed

- Newsprint and markers
- Poster-sized Sound-bite Grid w/examples

Tools

- Sound-bite Grid
- Guidelines for Good Sound-bites
- Getting Your Story Covered

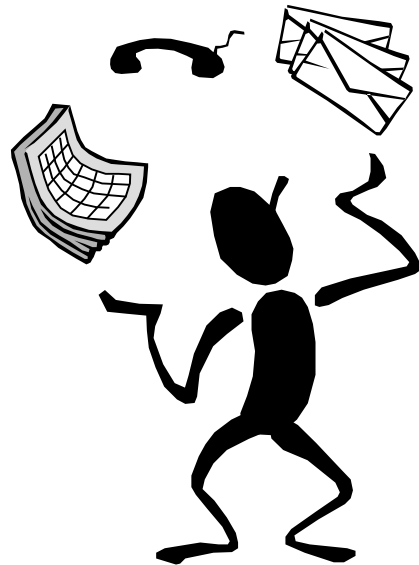
The Basics

The media is a very powerful and essential tool for getting your group's message out to both the people who might support you and to the people you are trying to influence (your targets). Using the media well helps you to build your power to win your issue.

This section contains information and activities that you can use with your group over several meetings. The areas of focus are defining what the media is, creating sound-bites and messages, and talking to the media. There are activities for the large group and for smaller groups of volunteers. As the adult leader, you will be taking a leadership role in working with the media. For that reason, there are several sections that are addressed solely to the adult leader.

This section is not an in-depth guide to working with the media but a guide to helping young people gain knowledge and skills about getting their message out. You will need to supplement it with other information in order to be able to write good press releases, get media coverage for your event, and develop relationships with the press. There are many resources out there to help you. The Midwest Academy's Book *Organizing for Social Change* has a good chapter on media that includes "how to's" and media checklists.

Chances are there is a person in your organization who knows how to work with the media. Work closely with that person when developing your lessons and communicating with the media.



1. What is the Media?

15 minutes

Materials: Newsprint and markers

Media advocacy is a strategy that we use in community organizing to get our message out to our Targets, allies and constituents. It is another way that we can build power to win issues and make changes that improve peoples' lives.

Activity: Discuss “What Is The Media?”

a. Talk with the group about the role of media in the campaign. The media is a means to get their message out and build power. Media can include many different forms of communication. A concept that can help the group define media is that of channels. Channels are paths, and the media can provide a lot of different paths along which information can be communicated. The internet and newspapers are examples.

b. Ask the group what types of media they use. Then ask them what other types of media their friends and family use. Record the responses on newsprint.

In the discussion, bring out:

- Daily papers
- Weekly papers
- Radio
- Major TV networks
- Cable TV
- Public access TV
- Magazines
- Neighborhood and organization newsletters
- The internet



c. To round out this discussion, ask the group to identify the types of media they think the target most likely uses to get his or her information. Underline or circle these on your list.

d. Tell the group that they will most likely get media coverage through articles in the newspaper and interviews on TV or radio. When we create our messages, we will focus on getting this type of coverage.

2. Accessing the Media

45 minutes

Materials: VCR, *Accessing the Media* video

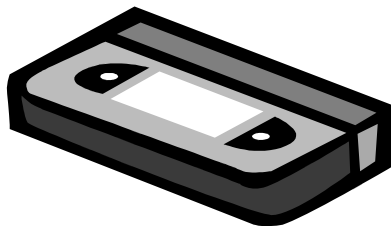
Activity: Discussion about what makes a story interesting

- a. Talk with the group about how there's only so much space or time to cover stories. For a story to get published it has to be news of interest to readers/viewers.
- b. Ask the group what kinds of stories they pay attention to. In the discussion, bring out:
 - Exciting stories about war, crime
 - Heart warming stories about people, pets
 - Stories about young people doing good things

c. View and Discuss Video

Show "Accessing the Media" - A 12-minute video that will help you understand how to get media coverage. The video includes instructions on how to focus your message and pitch your story/event, etc. (Although the clothing styles in the video are out-of-date, the video's message is relevant to today's youth.) The tape also includes a Discussion Guide. \$24.95, ACTA Publications, 1-800-397-2282.

If this video is not available, use the article at the end of this module to discuss the same issue.



The following questions will help lead your discussion of the video:

Ask the group:

In the discussion, bring out:

1. Did this group have a message? What was it?	Broken promises
2. What was so interesting to the media about this story?	Involved real people, talking for themselves
3. What other things did you learn?	How to get to the media
(Note to Leader: Additional questions are provided with the video)	

Youth Tobacco Ordinance Considered by City Council

By Chris Dault
STAFF WRITER

The Jefferson City Council is planning to decide next week on whether or not to pass the "Tobacco-Free Youth Ordinance."

The ordinance, already in effect in places such as schools, is hoped to reduce the youth purchase rate of tobacco products. The bill is being sponsored by several different groups including the youth organization YEMET (Youth Eminent Tobacco Prevention Council), The Center for Disease Prevention Control, and The American Cancer Society among others.

YEMET has been conducting community walk surveys in markets that include merchant who sells. Information is reported documenting the amount of visible tobacco advertising around schools and public parks.

The Tobacco-Free Youth Ordinance would prohibit tobacco advertising within 1000 feet of schools and parks and would require that stores keep cigarettes in locked cabinets. The ordinance also requires licensing of tobacco retailers and bans the marketing and distribution of "tobacco free" to minors.

The Center for Disease Prevention Council officials say that selling cigarettes from "self-service" displays is against the law.

Tobacco

Continued from page 1

said. Center County Public Health Director Vincent Decker said, in a prepared statement, "We know that when tobacco products aren't sold from self-service displays, but are locked up behind the counter and require a clerk to actually hand the cigarettes to the youth, the rate of illegal sales drops. We also know that removing glassware locking advertising from around schools helps. Sign back against tobacco industry advertising."

Current law requires that stores which require ID from anyone who looks to be "under 21" years of age and requires ID for illegal sales.

3. Craft the Message

45 minutes

Materials: Poster-sized Sound-bite Chart with examples, Guidelines for Good Sound-bites handout, Sound-bite handout

For the Adult Leader: Sound-bites

To get coverage in the mainstream media, you will need to create sound-bites. What exactly are sound-bites? They are short quotes that serve as a central, characterizing feature of a broadcast or print news story. Media scholars use the term “bites,” or “memorable moments,” to describe attention-getting statements that evoke an emotional response in the receiver. One media critic has called sound-bites the verbal or printed equivalents of bumper stickers

Your group’s sound-bites are short messages that convey the important points you want to communicate about your issue. When crafting your message, you want to come up with sound-bites that people will listen to and remember. Sound-bites should be three things: simple, single and succinct. Imagine your message on a billboard along the freeway, or try writing it on the back of your business card. If it won’t fit, it is probably too long.

One reason sound-bites are used is because there are extreme time and space limitations on the media. A full-length story on the evening news averages about ninety seconds. Your message must be conveyed in a 10- to 15-second sound-bite if you are to take advantage of the opportunity to frame the issue as a social problem in which the public has a stake. If you are being interviewed, you should create your messages in advance. Using your sound-bites, rather than just answering a reporter’s questions, will promote your cause effectively.



Activity: Creating Sound-bites

a. Tell the group that no matter which part of the media we aim at, before we can approach them with our stories, we have to decide what our overall message is. What kind of messages do we have in mind? To stimulate this discussion, ask the group what they tell their friends and family about the issue they are working on. Write this up on newsprint.

Let them know that their messages need to be able to fit onto a bumper sticker. These media bumper stickers are known as “sound-bites,” short messages that convey the important points the group wants to convey.

b. Let the youth know that we are now going to practice turning the group’s issue into a sound-bite, using the formula shown in the sound-bites chart (below). The chart illustrates the example of getting a city council to pass an ordinance that requires tobacco retailers to have a license. Show this example to the group.

c. Then divide the group into two or three smaller groups. Give each group a blank chart—either poster sized or a handout—and the Guidelines for Good Sound-bites (found at the end of this lesson). Have the groups fill in the grid to the best of their ability.

d. Come back together in a large group, and share the results.

e. Ask for a volunteer to help you further “wordsmith” the sound-bites. You may want to work with someone in your organization as well. Many organizations have staff who are skilled in working with the media.

Guidelines for Good Sound-bites

- 1) Be concrete. Use images that are fresh and surprising.
- 2) Avoid slogans and don’t be judgmental.
- 3) Be brief, and divide longer ideas into short sentences.
- 4) Humor is ok, but don’t make fun of yourself. Biting humor can be effective in conveying a sense of outrage.
- 5) Know that what you say is important. Your expertise in your issue is powerful. Convey your authority.
- 6) Reframe the Target’s message, for example, “People have the right to smoke” could become, “People have the right to breath.”
- 7) Remember, the goal is not to earn yourself applause, but to advance your public awareness goals.



3. Getting the Story to the Media

40 minutes

Materials: Newsprint and markers, Tips for Talking to the Media handout

Activity: Role play with small group

This activity should be conducted with a small group, e.g. 2 or 3 people, who you have selected or who have volunteered to be the group's spokespersons. The role play will prepare them to talk with a reporter – either a newspaper, TV or radio journalist.

- a. Review the sound-bites you have developed, then review tips for talking to the media (see the Tools section of this lesson).
- b. Then have the group brainstorm a list of questions a journalist might ask during an interview. The adult facilitator should add any questions s/he thinks might be asked.
- c. Ask the participants to be either the reporter or the interviewees. If there are three participants, two can be interviewed together. Do two or three role plays, enough for each person to have the experience of playing the two roles or reporter and interviewee.
- d. After the role play, discuss what went well and what could be improved. If you or the group feels the need to do more role plays after this discussion, do them.
- e. At the next meeting, have this small group present a role play to the large group.



Tools – Lesson 15



Sound-Bite Grid

Element	Example
<p>Conclusion. A sound-bite always begins with the conclusion.</p>	<p>Tobacco retailer licenses protect our youth.</p>
<p>Evidence. Offer one or two brief points of explanation, elaboration or support.</p>	<p>Merchants who sell tobacco to youth will face losing the right to sell tobacco and will therefore lose a lot of money.</p>
<p>Action. Explain how it will affect the viewer/reader or what action you want them to take.</p>	<p>Call your city council person and urge them to protect youth by passing the tobacco retailer licensing ordinance.</p>



Guidelines for Good Sound-Bites

You know a good sound-bite when you hear it.

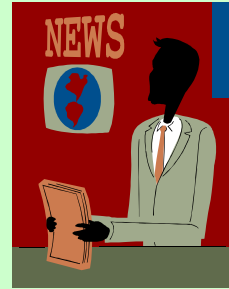
- 1) Be concrete. Use images that are fresh and surprising.
- 2) Avoid slogans and don't be judgmental.
- 3) Be brief, and divide longer ideas into short sentences.
- 4) Humor is ok, but don't make fun of yourself. Biting humor can be effective in conveying a sense of outrage.
- 5) Know that what you say is important. Your expertise in your issue is powerful. Convey your authority.
- 6) Reframe the Target's message. For example
Target says, "Kids are the problem. They are the ones who are buying the cigarettes and breaking the law."

You say, "The tobacco industry targets youth to buy cigarettes."
- 7) Remember, the goal is not to earn yourself applause, but to advance your public awareness goals.

For the Adult Leader: Getting Your Story Covered

There are several ways community groups can get their message out to the media. Once you determine your local media channels and the people who work there, you can pursue several different avenues. Most groups find the following to be the most effective:

- **Press Releases.** You or someone in your organization writes a story and sends it to the media. A good press release will contain your key points, sound-bites, the name of your organization, and the name and phone number of a contact person who a reporter can call for more information.



- **Actions and events.** You can get the media to cover your group's rally, presentation to city council, or other event. Plan good visuals since you may have TV cameras there. You may send out a press advisory or press release to let the media know about it. If the media come to your event, make sure you have designated spokespersons to talk with reporters. Seek out the reporters so that you can get your sound-bites into the story.



- **Interviews and Talk Shows.** You can get invited to participate in local radio and TV shows.

- **Letters to the Editor.** Writing letters to the editor is an excellent way to get extra mileage out of a story and a good way to keep the issue in the public eye.

- **Opinion Pieces and Editorials.** You can meet with the editorial board of your local newspaper and ask them to write an editorial on your issue, or give you space to publish an op ed piece that you or a member of your group writes.

- **Press Conferences.** You can hold a press conference for the media. Your chances of getting it covered are slim unless you include some action, like releasing a report.

Icebreakers, Energizers & Team-building Activities

The Basics

This section includes a variety of icebreakers, energizers and team-building activities for use at your meetings. These are some suggestions on ways to have some fun, establish trust and build shared experiences between group members.

Team building activities and icebreakers are fun ways to start the process of building a strong team based on positive relationships. They can allow group members to get to know each other, practice different styles of communication, make group decisions, solve problems, work with people they wouldn't ordinarily, test leadership skills, and laugh together. Energizers can help renew the group or release tension that may develop.

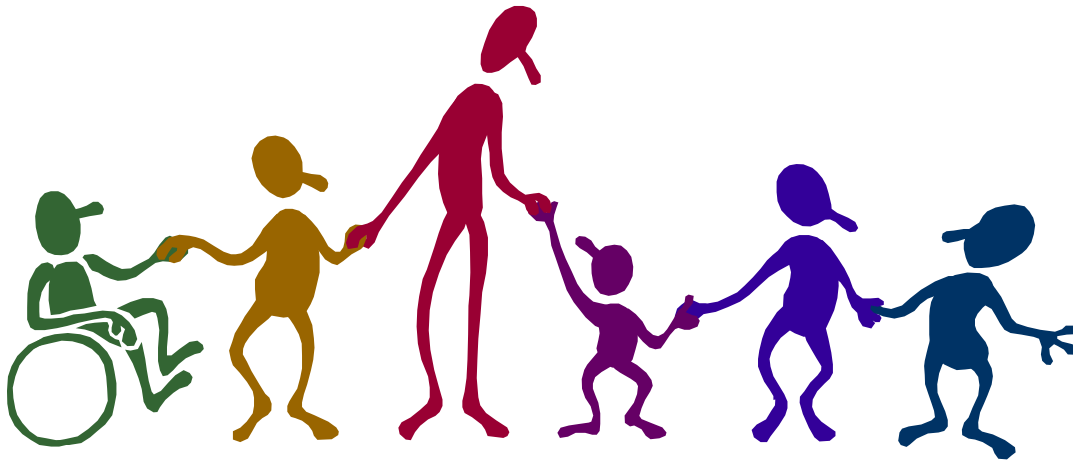
Initially, the adult leader assumes responsibility for creating a safe comfortable group environment, however it is essential that the youth are part of maintaining positive group energy. As the group becomes more established, youth can assume the role of planning and facilitating energizers and team-building activities. This is an excellent way to involve youth in the group and to foster leadership skills. The adult may need to work with the youth to develop skills in assessing the group so they can effectively plan and facilitate activities. The *Awesome Activities* tip sheet included in the *Leadership Development* section is a valuable resource for youth to help plan and facilitate activities successfully.

Some key points to keep in mind when planning team-building activities include:

- **Youth need to feel part of the group.** In order for youth to have a positive experience and remain active in the group, they need to feel like they belong.
- **Establishing trusting relationships between youth takes time and commitment.** Have a variety of on-going opportunities for youth to get to know each other and work together in different ways.
- **It helps to start out with less threatening activities.** Touching each other (eg. holding hands, etc.) can be uncomfortable for some youth. You might try out an activity where the youth select their own partner or use small groups, and advance from there. Of course, youth always have the right to pass.

Additional Resources:

- TRIBES book (See *Community Resources* section)
- Big Book of Icebreakers and Team Building (See the *Community Resources Appendix*)
- Ohio State University Extension: Building Dynamic Groups.
www.ag.ohio-state.edu/~bdg/word_docs/f/C06.doc
- www.residentassistant.com



Icebreakers

Group Profile

Materials: newsprint, markers, tape

Preparation: Trace an outline of the human body on newsprint. List the following topics outside the outline next to the coordinating body part:

Head: dreams or goals we have (for our community)
Ears: things we like to listen to
Eyes: How we like other people to see us
Shoulders: problems young people may have to face.
Hands: things we like to make or do (with our hands)
Stomach: things we like to eat
Heart: things we feel strongly about
Right foot: places we would like to go



Directions:

Post outline of body on the wall. Invite participants to come up to the poster and write things or pictures to represent each area for them. This is done graffiti style, free form.

After everyone has had a chance to participate, ask for volunteers to report to the group on what is listed.

Discuss:

- What are common interests? Shared goals? Dreams?
- Were there any themes?
- What are the things we feel strongly about? How do these relate to our group's work?

Honey, I Love You

The group forms and sits in a circle. Ask for a volunteer to start the game. That player approaches one person and says, "Honey, I love you." That person must respond by saying, "Honey, I love you, but I just can't smile." If that person smiles while speaking these words, he/she becomes "it." If the person does not smile, the player who started out must approach a new person until he/she makes someone smile. "It" is not allowed to touch a player as he/she speaks, but anything else is fair play. This is a funny one, but participants should have worked together first and have some level of comfort with each other for it to work!

Incorporation

Explain that this game is about forming and reforming groups as quickly as possible. Don't worry if you are not even into the first group by the time the next group is called, just head to the next group. The idea is to meet many different groups of people as fast as possible. Get into a group of three...go!

Other suggestions:

- A group of five with everyone having the same color eyes as you.
- With the same last digit in their phone number as yours.
- Wearing the same size shoe as you.
- Get into a group of three people and make the letter "H" with your bodies.
- Find everyone else born in the same month as you
- Think of the first vowel in your first name, find four with the same vowel.

Reference: Martin, R.R.; Weber, P.L.; Henderson, W. E.; Lafontaine, K. R.; Sachs, R. E.; Roth, J.; Cox, K. J.; Schaffner, D. (1987). Incorporation (Section 2 p.9). LASER D.I.S.C. Columbus, OH: Ohio State University Extension.

Name Game

Form a circle with everyone standing up. The first person says their name and makes a motion or Symbol to represent him/herself. The next person repeats the name and symbol of the person before them, then says their names and adds their symbol. The next person repeats the name and symbol of everyone before them and then adds their own. Repeat until everyone in the circle has gone.

Question Game

Each person writes down a question they want answered in the group. Roll up the questions into a ball. Each person throws her/his question to someone else. Take turns answering the questions. You can have more than one round and ask students to ask questions that increase risk. (It's a good idea to briefly discuss positive risk taking and getting to know people in the group).



Raffle Ticket

Preparation: Create and make copies of raffle tickets; get a box to use for the drawing

Distribute raffle tickets. Instruct participants to find their partner based on their answer to first question on their raffle ticket. Participants complete the rest of the raffle ticket with their partner and put it in the drawing box. After everyone has completed their ticket draw a winning pair and give out small prize.

Then each person introduces his or her partner saying the person's name and something he/she is good at. Then the partner introduces the other person and shares their partner's favorite thing to do.

Raffle Ticket*

*Find a partner who has the same zodiac sign as you (i.e. Gemini, Sagittarius...). You fill out one side of this ticket and have your partner fill out the other side. Then put this ticket in the raffle box. If this ticket is chosen you both win a prize!

Name: _____

Birthday: _____

1. What are two things that you have in common with each other?

2. What are two things you are good at?

3. If you had the power to change one thing in your school or community, what would it be?

4. What is the biggest reason you want to participate in Youth Power this summer? Circle one.

- a. TAP is fun
- b. To have something to do this summer
- c. To meet new people
- d. Earn money
- e. Help make Bay Point better for me and other teens
- f. Other _____

Sign Up Here

Materials: 6-10 pieces of large newsprint, tape, and pencils.

Preparation: Put pieces of the newsprint around the room. From the list of topics below, write a different topic of interest on the top of each newsprint. Also include a related question you want people to answer about each topic. (Topics can vary according to the age and interests of group involved):

- I like to speak or perform in public. (What group(s) have you spoken to or performed in front of?)
- I like to work on computers. (What programs do you know?)
- I can speak a language other than English. (Which?)
- I would be excited to travel in the U. S. or abroad. (Where? Where have you been?)
- Making friends is an important part of my life. (Who are your best friends?)
- My family is one of the things that makes me happy. (Something I like about them?)
- There are things that I would like to change in this school. (What?)
- There are things that I would like to change in our community. (What?)
- The voting age should be moved from 18 to 21. (If you could vote, what law would vote to change?)
- I have organized or helped to organize an event, celebration, fund-raiser, meeting, wedding, or conference. (Describe.)

Instruct participants to walk around the room, look at the different topics and sign their name on any of the sheets that represent topics in which they have an interest, and to make a comment answering the question on each sheet.

After everyone has had a chance to sign the sheets, ask one person that has signed each sheet to read the names of the people that have signed that sheet and any comments.

Discussion:

What interests does the group have? How many different interests are represented in the group? Which chart had the greatest interest? Which chart had the least interest? What does this say about the group as a whole? Is there a pattern? What comments are made?

Synthesis: Explain how these skills are important for community organizing and how each of them will contribute their interests and skills making the group stronger.

Two Truths and a Lie

Give the group some time to write down two things about themselves that are true, and one thing that is a "lie." Each group member will then share these facts about themselves and the rest of the group has to figure out which "fact" is actually a "lie."

What's in a Bag?

Materials Needed: 4 bags each with a small treat inside

Directions:

- Display four bags in an area where everyone can see them. Ask for 3 volunteers to participate in activity.
- Each volunteer selects a bag only on the basis of looks.
- Next, each volunteer can take a turn picking up the bag. They can keep their bag, trade with someone else or trade for the extra.
- Third, each volunteer can feel the object to try and figure out what it is. Each can trade with someone else or trade for the extra.
- Finally, each person gets to open the bag and see what's inside. Each has the opportunity to trade with someone else or trade for the extra.

Process questions:

- How did you first decide on the bag?
- How did each new piece of information influence your decision?
- How do you feel about the decision you made?
- How do other people in the group make decisions?
- How does this relate to our group?

Who Am I?

The leader tapes the name of a famous person on the back of each participant. (i.e. Fred Flintstone, Mary Lou Retton, Bill Clinton, etc.) The group member is not to see who is taped to their back. Their task is to find out who they are. The participants go around the room asking others **only** yes or no questions. If the member receives a "yes" answer, they can continue to ask that person questions until they receive a "no" answer. Then they must continue on to ask questions to someone else. When a group member figures out who they are, they take off the tag, put it on the front of their shirt, and write their own name on it. That person can then help others find out who they are. The exercise concludes when everyone has discovered who they are.

Variation: Use names of famous pairs (like Syskell and Ebert, Bert and Ernie) and do a partner activity after the game.

Energizers

Chalkboard Sentences

Tell participants they will be competing to see which team is the first to complete a group sentence. Next, divide participants into two teams. If the group contains an uneven number, one person may compete twice. The leader sets up blackboards or newsprint for each team. The teams then line up 10 feet from their board. After giving the first person in each team's line a piece of chalk or marker, explain the rules of the game. The rules are: Each team member needs to add one word to the sentence. Payers take turns; after they go to the board and write one word, they run back to give the next player the marker, and then go to the end of the line. (The sentence must contain the same number of words as there are members on the team.) A player may not add a word between words that have already been written. After, discuss the value of anticipatory thinking and the importance of individual cooperating in a group task).

String Balloons

Materials: String, 10-12" balloons, and a whistle

Give participants a piece of 12" string and a balloon to blow up. After blowing up the balloon, the string should be tied to the balloon and the other end tied to the right or left ankle. After everyone has completed tying their balloons, instruct participants to stand in a circle with their hands behind their backs, standing on one foot. It can be either foot. When the whistle blows, the group moves and around each person, trying to pop someone else's balloon. Once a balloon is popped, that person sits down. The winner is the last person with the balloon still inflated and attached to the ankle.



The Wave

Form a straight line with people standing behind each other. The leader starts off making an arm motion and the group members follow one at a time immediately following each other to make a wave. See how fast how you can go. The leader can change the motion and the pattern of the wave.

Youth Power Chant

Preparation: Make a poster with words to the following chant: "Ain't No Power like the POWER of the Youth, 'Cause the POWER of the YOUTH DON'T STOP!"

Explain that often when people come together to take on an issue they need to keep up their energy. One way of doing this together is at a rally or event; groups chant to raise energy and send a message (to participants and target.)

Facilitator repeats twice. Ask if any questions. Repeat once more. Then on count of three, everyone repeats together. Ask for volunteer(s) to make their own 'spin' on the chant and teach the group.



Team-Building Activities

Birthday Line Up

Explain to the group that this is a nonverbal exercise. The group is to form a single straight line, according to birthdays. For example, persons with January birthdays will be at the beginning of the line, earliest January dates first followed in order by later dates. The line progresses by months and days with December birthdays at the end. Persons with the same birthday share the same place in line. You must communicate non-verbally (no lip-reading or spelling in the dirt allowed). When the line is completed, each person will shout out his/her birthday, beginning in January.

Group Juggling

Form a circle with everyone standing up facing the inside of the circle. The leader of the group will begin with one object in hand (i.e. a small ball). The leader will ask one group member to repeat their name, and then the leader will gently toss the object to that group member. The group member will reply "Thank you, (the leader's name)!" The leader will reply by saying, "Your welcome, (the individual's name)!" The object will continue around the circle in the same manner, making sure everyone has received the object, until the object ends up in the hands of the original leader. NOTE: During the first round, once a group member has tossed the object, have them cross their arms to prevent repetition. The same pattern will start again with the leader adding more objects. Once an object has been dropped, the pattern starts all over with the first object. NOTE: the leader should mix up sizes and shapes of objects (i.e. a rubber chicken, toilet paper, etc.)

Group Lap Sit

Facilitator Note: This activity can bring up issues about body image and size, although size doesn't matter for the actual activity. It's a good idea to know your group before trying this activity and remind folks they have the right to pass.

The group will start standing in a circle, shoulder to shoulder. Everyone then turns to the right and put their hands on the shoulders of the person in front of you. The group will need to work together to communicate. At the count of 1-2-3 everyone is instructed to sit on the knees/lap of the person behind him or her. If this is done too quickly, group members will fall over.

Once this has been completed, the group may wish to try to walk in this formation. This is a dynamic activity - and one that will make the group feel a great sense of accomplishment when successfully completed!

Human Knot

Participants stand shoulder-to-shoulder in a circle, placing both hands in the center. When the whistle blows everyone grabs the hands of someone else, being careful not to grab both hands of same person or the hands of someone right next to them. Once everyone is connected, the object is to untangle the knot, without releasing the grip, except for permissible pivoting, as long as touch is maintained. One pair will be instructed to release their grip. Try to form a straight line.

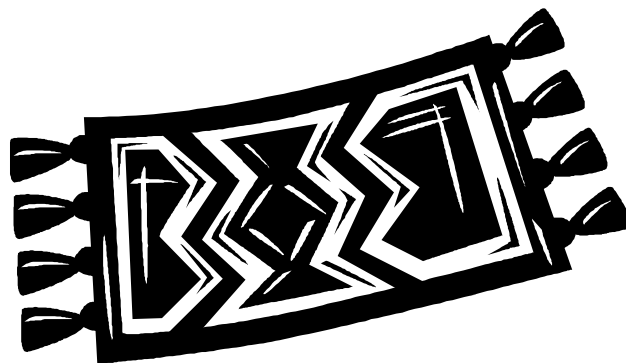
Magic Carpet Ride (This works best with a group of 12-18 people per sheet)
Materials: One double/full-sized bed sheet (a plastic tablecloth can be a good substitute)

Directions: Lay sheet flat on the floor or ground. Ask everyone to stand on the sheet. Now, turn the "Magic Carpet" (old sheet) over without anyone touching the floor or the ground in any way. No one may lift anyone off the sheet at any time.

Processing questions:

- Who had the ideas to overcome the challenge?
- Who was the leader of the group?
- How many different solutions might there be?

Reference: Sachs, B. & zumFelde, P. (1998) Magic carpet ride. Let me grow in peace-team challenge-asset building. (p. 10). (Available from Lutheran Social Services, T793 State Route 66, Archbold, OH 43502)



New Planet Activity (Decision Making)

Time: 25 minutes

Materials: copies of worksheet (1 per student on white); copies of worksheet (1 per group on colored paper). (See Tools at the back of this section for worksheet.)

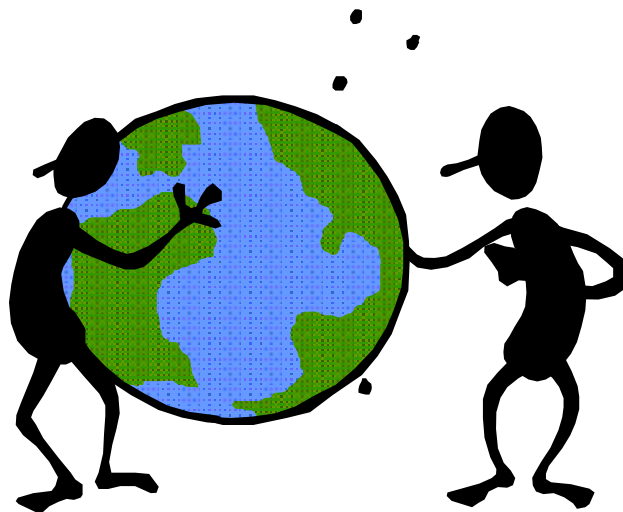


Directions

- Explain that each person will receive a list of 30 people. However, due to air pollution, the earth's ozone is too thin. In a few days, the earth will be too hot for people to survive. NASA going to send rocket to new planet so humans will not become extinct. However, only 10 of the 30 people can go to the new planet. Each person has 5 minutes to decide by themselves who will go.
- Distribute copy of new planet worksheet to each person (copies on white paper).
- Next, divide group into groups of 3-4. Give each group a worksheet on **colored** paper. Each group has 10 minutes to come up with their list of people for the new planet.
- Ask each group to pick a recorder and a reporter.

Group process questions:

- How did you make your decisions individually?
- How did your group make its decisions?
- What were some challenges? How did you handle conflict? Did you have to compromise?
- Did a leader emerge? What was the leader's style? How did she/he lead?
- What values influenced your decisions? Where do our values come from? What can happen when people with different values get together? (Point out any stereotypes that seemed to influence decisions. Reinforce no judgments in this group.)



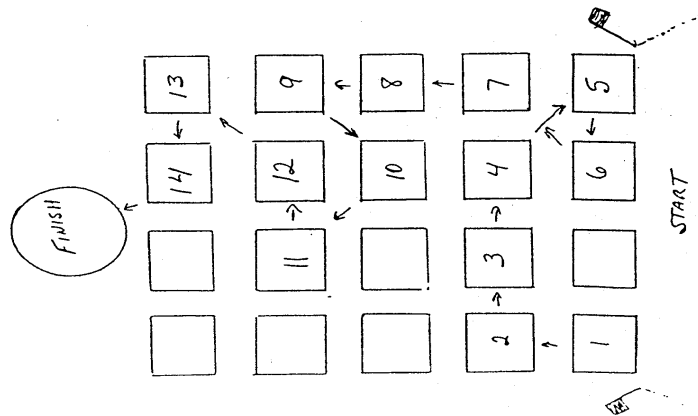
Swamp Island Maze

Materials: 20 8x10 sheets of paper and masking tape, "start" and "finish" boundary markers, Squeaker toy, a map of the "safe" specified route

Objective: To transport the entire team across the quicksand swamp using only the "safe" grass clumps in a specific order to cross the swamp. Referring to the map of the "safe" specified route, the Leader uses "Swampy" (the squeaker toy) to confirm the "safe" island pattern as players each take each step. The team member must return to the back end of the team's line if they step on an "unsafe" island. Team members must rotate turns attempting to discover the safe route across the swamp. There are exactly "14" mandatory safe steps to cross the swamp. Only one person may be crossing the swamp at any one time.

Variations:

- Do this activity without voice communication, no talking!
- Team members must all stay on the final safe island until all team members cross the swamp.
- Alter the safe clumps/route in some specific pattern (really devious!)
- Allow more than one person crossing the swamp at any one time, probably need a separate squeaker and facilitator for each crosser.



Reference: Fark, J. (1994) Swamp island maze. Team challenge: Introduction to low initiatives training. (Available from Ohio State University Leadership Center, 109 Agricultural Administration Building, 2120 Fyffe Road, Columbus, OH 43210)

Tower Building Activity

Beforehand, construct a structure out of a combination of art and office supplies. Display the structure in a separate room.

Divide participants into groups of 4-5. One at a time, each person in the group has a chance to view the structure for one minute and then report back to the group what it looks like so the group will build.

Debrief questions:

- What was the experience like?
- What was it like to see the structure one time?
- Did any leaders emerge? What traits helped them to lead the group?
- How did your group communicate?
- How did you work out conflict?
- Did it get harder or easier as each person had a chance to look at the structure?



Tools



**Icebreakers,
Energizers &
Team-building
Activities**



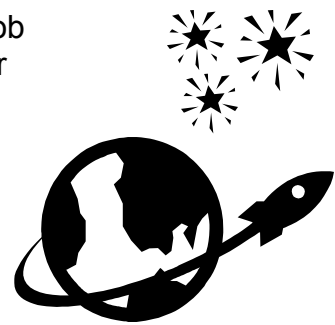
New Planet Activity Sheet



Due to the pollution in the air, the Earth's ozone layer is way too thin. Days are getting hotter and hotter. In a couple of days, the Earth is going to be too hot for humans to survive. NASA has a rocket that will send people to a new planet so that they can repopulate and the human species will not become extinct...the only problem is the rocket can only take 10 people!!!

Talk to your group and decide which 10 people should go to the new planet:

1. 35 year old female, has 3 children, graphic artist
2. 12 year old male, straight A student, wants to be a police officer
3. 59 year old male, computer technician
4. 18 year old male, high school drop out, does not have a job
5. 24 year old female, pregnant and expecting twins, teacher
6. 25 year old female, fashion model
7. 15 year old female, pregnant, high school student
8. 16 year old male, boyfriend of #7, baby's father
9. 30 year old male, garbage collector, has a wife.
10. 21 year old male, photographer, single
11. 70 year old male, retired lawyer
12. 50 year old female, doctor, cannot have children
13. 45 year old male, investment banker, very wealthy
14. 40 year old male, dentist
15. 22 year old female, college student, studying the environment
16. 30 year old male, famous actor, known to use drugs
17. 14 year old female, soccer player, has part-time job as cashier
18. 38 year old male, pilot and astronaut, has the flu
19. 29 year old female, botanist (studies plants/trees)
20. 49 year old male, governor of California
21. 27 year old male, reporter for the local newspaper
22. 30 year old female, cook, owns her own restaurant
23. 10 year old male, farmer
24. 60 year old female, astronomer
25. 52 year old male, fisherman
26. 49 year old female, aircraft repairwoman
27. 22 year old female, singer, dancer, actress, smoker
28. 28 year old male, professional basketball player
29. 33 year old male, carpenter, has the chicken pox
30. 28 year old female, psychologist, counselor, has fear of flying



Appendix 1

Forms

Permission and Health Form

Form 1

Name of student _____ Birth date _____

Address, city & zip _____

Medical Information

Doctor's name _____

Health insurance carrier _____ Group # _____

Does your child regularly take any medications? And if so, which ones? _____

Does your child have any allergies to medications or any other health problems we should know about (ex. Asthma, Diabetes, etc.) _____

Emergency Contact Name ↓

Emergency Contact Phone ↓

()

I give my permission for my daughter/son/ward to participate in (insert name of group). I give my permission for my daughter/son/ward to be driven to and from the training site by program staff.

I understand that other teens will also be involved in the group. As a member of the group, my daughter/son/ward will receive:

- ✓ Information and skills to make positive change in their lives and community;
- ✓ Advocacy skills, such as how to make presentations and talk to policy-makers;
- ✓ And other information and fun activities designed to help youth make safe and healthy choices.

My daughter/son/ward may participate in "Community Walk-Arounds" or Community Action Events with other (name of group) members and adult staff. During these activities, group members and adult staff will host events to involve the community in our efforts to improve the community. My child will receive written notification in advance of these planned activities.

In case of emergency, I authorize your staff to seek medical, surgical, or hospital attention for my daughter/son/ward. I understand that every attempt will be made to contact the parent/guardian prior to taking this action. I am aware that an adult will supervise youth participants, but in the case of an incident or accident, I agree to hold harmless (insert program and agency name) and its employees or agents, from any claims or liabilities arising from these activities.

If I have any questions, I will speak with the adult coordinator or call the office at (area code/phone).

Parent/Guardian Name _____

Parent/Guardian Signature _____ Date _____

()

Phone

()

Pager/Cell

Youth Power

Return to: Contact Person

Organization Name

Address

DUE DATE

Questions? Call contact person @ Area Code/Phone #

We're glad you're interested in participating in Youth Power! The program teaches teens skills to build power to make positive changes for themselves and other teens in their community. Our group meets once a week for 1.5 hours for skills training & to do projects YOU choose. We also have fun events and go on at least one field trip. Participation is a commitment until the end of (*insert date*). You must be ages 14-18.

Please answer the questions below to help us plan activities that are right for YOU.

Name: _____ Age: _____

Address: _____ City/Zip: _____

Phone: _____ School: _____

1. What's one thing you and other teenagers can do to help make your community/school a better place for teens?

2. What makes you want to be a part of the Youth Power program?

3. What is one problem or challenge that you think teens have to face?

4. Describe a time when you helped to make a difference (at school, with a friend, in your family, etc).

5. List three qualities that you would use to describe a good leader.

Authorization and Consent for Photographs/Interviews

The undersigned authorizes _____ (insert organization/group's name) to:

- _____ Interview
- _____ Make an audio recording (tape recording)
- _____ Photograph (still photography in any format)
- _____ Make an audio/visual recording (motion picture, videotape, Video disc, and any other mechanical means of recording and reproducing images) of him/herself or the following other person

The undersigned agrees that the material checked (✓) above may be used to provide information to CCHS staff, and members of the public for informational and public relations purposes involving no payment to Contra Costa Health Services. The undersigned waives any right to compensation for such uses. This authorizes expires _____ (If you want to, you can fill in some **future** date that you chose) and may be cancelled by contacting (area code) XXX-XXXX.

Parent/Guardian Signature* _____ Date _____

Printed Name _____

Youth Signature _____ Date _____

*If parent/guardian, please print the **first and last name** of minor child being interviewed or photographed: _____

Parent/Guardian Letter for New Members

Date

Dear Parent/Guardian:

Your student is a new member of the (insert group name) group, a program of (insert agency name). Teens in the program choose issues important to them and learn how to actively participate to make positive changes in their community and lives.

Here is an idea about the program, so you understand the group your student is involved in:

- Activities focus on skill-building about youth organizing, and projects the teens decide. We also have special events for teens, and will take one trip at the end of the school year.
- The group meets (**insert day**) from (**insert time**) at the (**insert meeting location**) located at (**insert address**) in (**insert city and state**).
- Students are asked to do 2-4 hours of activities for the group outside meetings each month.
- Participation is a commitment until the end of December; students who complete the whole program will earn (**insert amount**).
- Participants must be 14-18 years old.

To allow your student to participate, please sign and return the enclosed permission/emergency contact form. Students must also turn in an application that was given to them today.

Thank you for your support. I look forward to working with your student. If you have any questions or concerns, please call me at (**insert phone number**).

Sincerely,

Adult Leader's Name
Title

Appendix 2

Community Resources

Community Resources

Resources

National Resources

At The Table, The Innovation Center for Community and Youth Development

Advances youth in governance on a national level, and maintains a database of organizations with youth board members and resources related to youth in governance. Provides resources and information on how to involve youth in decision-making.
6930 Carroll Ave., Ste. 502
Takoma Park, MD 20912

Center for Youth as Resources

Provides small grants to youth and supports them as they design and implement issue-related projects. Past youth participants help provide training and technical assistance.
1000 Connecticut Ave. NW, Ste. 1300
Washington, DC 20036
202.261.4131 www.cyar.org

Coalition of Community Foundations for Youth

Network of over 275 community foundations nationwide dedicated to securing improved conditions for children, youth and families.
15639 Leavenworth Road, Basehor, KS 66007
1.800.292.6149 www.ccfy.org

Co/Motion

National program that helps organizations build their capacity to foster youth leadership in the design, implementation, and evaluation of action strategies addressing community problems. Services include: facilitating partnerships, training for young adults 15 to 25 in advocacy and organizing skills, technical assistance, and resources.

West Coast Office:
519 17th St., Ste. 560
Oakland, CA 94612
510.444.6070

National Office: Co/Motion Alliance for Justice
11 Dupont Circle NW, 2nd Floor
Washington, D.C. 20036
202.822.6070 www.comotionmakers.org

Community Partnerships With Youth, Inc.

Provides training to young people about their role as trustees or as partners in governance. Publishes an "Instructors Guide to Youth."
550 E. Jefferson, Ste. 306
Franklin, IN 46131
317.736.7947 www.cpyinc.org

Constitutional Rights Foundation

Educates young people about civic participation.
601 S. Kingsley Drive, Los Angeles, CA 90005
213.487.5590 www.crf-usa.org

Forum for Youth Investment

FYI works in three main areas: (1) to link organizations and individuals in youth fields (2) to provide tools, and training (3) to forge partnerships between organizations and individuals by developing (or contributing to) structured planning and action groups that cross traditional sectors.
The Cady-Lee House, 7064 Eastern Ave. NW
Washington, DC 20012
202.207.3333
www.forumforyouthinvestment.org

Free Child Project

A group of youth advocates working to growing democracy through youth engagement. Their work includes educational programs, workshops, action research, resource development, and program consultation for individuals and organizations around the world.
P.O. Box 6185
Olympia, WA 98507-6185
360.753.2686 www.freechild.org

Funders Collaborative on Youth Organizing

Collective of national, regional and local grant makers and youth organizing practitioners dedicated to advancing youth organizing as a strategy for youth development & social justice.
330 Seventh Ave., Ste. 1401
New York, NY 10001

Community Resources

**212.213.2113 www.fcyo.org
International Youth Foundation**

Funding for children and youth projects worldwide through local agencies, organizes an international network, maintains a "Youth Action Network" database of project information, including selected youth leaders.

410.951.1555 www.iyfnet.org

Midwest Academy

Offers on-site training and consulting as well as five-day training sessions for leaders and staff of citizen and community groups. The Academy is one of the nation's oldest and best-known schools for community organizations, citizen organizations and individuals committed to progressive social change.

28 E. Jackson St. #605

Chicago, IL 60604

312.427.2304 www.midwestacademy.com

National Association for the Advancement of Colored People (NAACP), Youth and College Division

Inspires, motivates, and creates interest in civic activities. Provide young people with an understanding of pertinent issues. Develop organizational skills for implementation of community-related activities; and encourage active participation in these activities.

4805 Mount Hope Dr.

Baltimore, MD 21215

410.358.8900 www.naacp.org

National Youth Leadership Council

Provides training and technical assistance related to youth leadership and service-learning. Trainings are led by at least one adult in partnership with at least one young person.

1667 Snelling Ave.

St. Paul, MN 55113

651.631.2955 www.nylc.org

Resource Center for Youth & Allies (RCYA)

Provides information, training and technical assistance to young people and their allies. RCYA is closely affiliated with Youth on Board.

25 Boylston St.

Jamaica Plain, MA 02130

617.522.5560

Student Environmental Action Coalition

National network of individuals, & student and youth-run organizations that aim to uproot environmental injustice through action & education.

P. O. Box 1168

Chapel Hill, NC 27514

800.700.SEAC www.seac.org

TRIBES

Training & technical assistance on how to build a Tribes learning community, which teaches youth collaborative skills so they can work well together in long-term groups & achieve specific learning goals. Resource book, *TRIBES: A New way of Learning and Being Together* by Jeanne Gibbs, also available.

707.838.1061 www.tribes.com

Youth Action Net

Website that serves as a virtual space where young people can share lessons, stories, information and advice on how to lead effective change.

c/o International Youth Foundation

32 South St., Ste. 500

Baltimore, MD 21202 USA

410.951.1500 www.youthactionnet.org

Youth Activism Project (formerly Activism 2000 Project)

Encourages young people to speak up about issues they care about. Offers books, videos, training, and consulting on youth participation in decision-making. Also provides free materials and technical assistance to young people on how to move their ideas into action.

P.O. Box E

Kensington, MD 20895

800.KID.POWER www.youthactivism.com

Community Resources

YouthBuild USA

Encourages youth to take charge of their lives by gaining construction skills that lead to economic independence, while at the same time finishing their education. Also ensures that policies, practices and laws reflect young people's role as full and valued members of their communities.

P.O. Box 440322

Somerville, MA 02144

617.623.9900 www.youthbuild.org

Youth On Board

Prepares youth to be leaders in their communities and strengthens relationships between youth and adults by providing publications, customized workshops, and technical assistance.

58 Day St.

Somerville, MA 02144

617.623.9900 ext. 1242

www.youthonboard.org

Youth Venture

Youth Venture empowers young people to create and launch their own enterprises, and through these enterprises, to take greater responsibility for their lives and communities. They are initiating a change in the role of youth in society, and are challenging traditional perceptions of young people as they take the initiative to improve their own lives and those of their communities by launching ventures of their own design.

1700 North Moore St., Ste. 2000

Arlington, VA 22209

703.527.4126, ext. 250

www.youthventure.org



Community Resources

Local California and State-Level Resources

Asian and Pacific Islanders Environmental Network (APEN)

APEN's Asian Youth Advocates Organizing Project works with young women of Asian descent on environmental and reproductive health and issues community involvement and cultural identity.

310 8th St., Ste. 309
Oakland, CA 94607

510.834.8920 www.apen4ej.org

California Center for Civic Participation and Youth Development

A project of the Youth Action League. Helps teens get involved in public issues effecting their community, helps track down issues and contacts, provides training and limited funds, publishes "Teens Taking Action."

1220 H St., Ste. 102
Sacramento, CA 95814

916.443.2229 www.californiacenter.org

California Friday Night Live Partnership

Peer programs designed to build partnerships for positive youth development and leadership.

Fosters resiliency through action-oriented youth-run chapters.

2637 W. Burrell, P.O. Box 5091
Visalia, CA 93278-5091

559.733.6496 www.fridaynightlive.org

California Youth Advocacy Network

Works with youth state-wide to promote a youth tobacco prevention movement.

4811 Chippendale Drive, Ste. 300
Sacramento, CA 95841

916.339.3424 www.cyanonline.org

Center for Third World Organizing

Offers trainings for organizers of color.

1218 East 21st St.
Oakland, CA 94606

510.533.7583 www.ctwo.org

Center for Human Development

Trains and supports volunteers who teach alcohol, tobacco, & other drug information; decision making; refusal skills; and conflict resolution skills. See also CA Friday Night Live, Tribes & QYAT.

391 Taylor Blvd, Ste. 120
Pleasant Hill, CA 94523

925.687.8844 www.chd-prevention.org

Center for Young Women's Development

Provides gender specific, peer based opportunities for high-risk, low- and no-income young women to build healthier lives and communities.

1550 Bryant St, Ste. 700
San Francisco, CA 94103

415.703.8800 www.cywd.org

Community Network for Youth Development

Provides support, training and capacity building resources to youth-serving programs.

657 Mission St., Ste. 410
San Francisco, CA 94105

415.495.0622 www.cnyd.org

Diversity Works

Programs for young people, plus consultation and resources for schools, youth groups, and organizations on leadership development, community-building, consciousness-raising, popular education, and taking action.

1629 Telegraph Ave., #500
Oakland, CA 94612

510.763.9300 www.diversityworks.org

Kids First

Oakland-based multi-racial advocacy group sponsoring planning and projects for young people in Oakland. Also takes part in the oversight of Oakland's Measure K.

1625 Broadway
Oakland, CA 94612

510.452.2043 www.kidsfirstoakland.org

Community Resources

Movement Strategy Center

Provides consultation on action planning to groups and individuals, researches effective strategies, and works with funders to increase funding to youth organizing projects.

1611 Telegraph Ave., Ste. 510

Oakland, CA 94612

510.444.0640 www.movementstrategy.org

Queer Youth Action Team (QYAT)

A group of lesbian, gay, bisexual, transgender, and straight allied youth working to make Contra Costa County a safe and more supportive place for queer youth.

925.687.8844 x304 www.qyat.org

School of Unity and Liberation (SOUL)

A training center to develop young organizers, especially young women, youth of color, queer youth & low-income youth, who have the skills & vision needed to struggle for the liberation of all oppressed people. Youth and young adults design political education, deliver organizing trainings and provide technical assistance.

1357 5th St.

Oakland, CA 94607

510.451.5466 www.youthec.org/soul

TIGHT (Tobacco Industry Gets Hammered by Teens)

“Hear Their Voices” (15-minute video) describes how youth successfully mobilized against the tobacco industry in Contra Costa County, California. Cost: \$10 (includes tax & shipping).

Ordering information: 925.313.6214

Youth Leadership Institute

Community-based institute that joins with young people to build communities that value, honor & support youth. Offers an array of programs, all based on a positive youth development philosophy. Also provides grants to teams of students & teachers for youth-initiated projects.

246 First St., Ste. 400

San Francisco, CA 94105

415.836.9160 www.yli.org

Youth Making a Change

Youth-led training and action group that researches problems and develops youth-designed solutions. Also advocate, mobilize & organize youth & their allies to address problems that concern them. Offer training for other youth to help them become community leaders.

459 Vienna St.

San Francisco, CA 94112

415.239.0161

www.colemanadvocates.org/ymac

Youth Media Council

San Francisco Bay Area-based youth organizing, leadership development, media capacity-building and watchdog project dedicated to developing youth-led strategies for media justice.

1611 Telegraph Ave., Ste. 510

Oakland, CA 94612

510.444.0640 ext. 313

www.youthmediacouncil.org

Youth Together

Supports youth to develop as leaders grounded in principles of multiracial unity, justice & peace.

1611 Telegraph Ave., Ste. 203

Oakland, CA 94612

510.645.9209 www.youthtogether.net



Appendix 3

Glossary

Glossary

- Ableism:** The system that gives power and privilege to able-bodied people at the expense of people with disabilities.
- Adulthood:** The set of attitudes and behaviors that flow from the assumption that adults are better than young people, and are entitled to act upon young people in many ways without their agreement.
- Allies:** People and/or organizations that agree with your issue but for reasons that are different. Their self-interest is different from yours, but they want the same thing as you.
- Classism:** The system in which wealthy people have privilege and maintain wealth at the expense of working class, low-income and poor people.
- Community Interest:** A collective concern for priorities, health, and safety shared by a group of people.

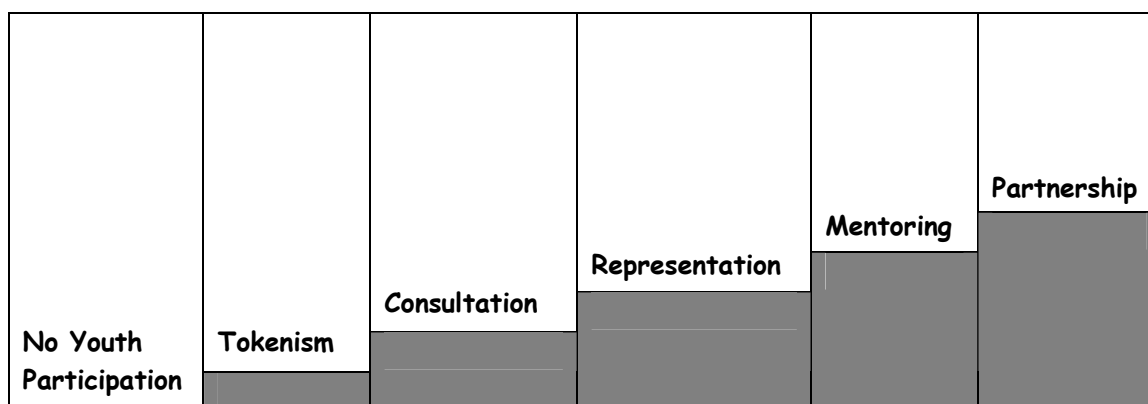
Community Organizing Models:

- **Advocacy:** A group or organization that cares about a problem pleads the cause on behalf of the group affected by the problem.
- **Direct Action Community Organizing:** Bringing people together to use their collective power to win improvements in people's lives and challenge the pyramid of power.
- **Education:** Letting people know about issues so that people affected by the issue can understand the problem.
- **Providing Service:** Supply basic services to people who need them, often to meet basic needs such as food, health care...
- **Self Help:** People affected by a problem do something to help each other.

Constituents: People and/or organizations that agree with your issue and want to win the issue for the very same reasons you do. Their self-interest is the same as yours. Often, they represent the same group of people you are working with (e.g. youth).

Continuum of Youth-Adult Power:

- **No Youth Participation:** Unchallenged authority of adults.
- **Tokenism:** Adults set agenda and make decisions. One or two young people may be included, but often without training and without a promise that their suggestions will be taken.
- **Consultation:** Adults seek advice from young people, but on terms set by the adults.
- **Representation:** A select number of young people are put forward as representing their peers, usually via a committee system and with varying degrees of accountability.
- **Mentoring:** Adults provide encouragement and impart skills/values to help a young person achieve success.
- **Youth-Adult Partnership:** Young people and adults set agenda together, decide on issues and activities, and have joint accountability and shared responsibility.



Decision-making Models

- **Autocratic:** The most powerful person makes the decisions, and that's that. Others participate by doing what they are told.
- **Consensus:** The group explores possibilities and looks for common ground – something everyone can live with. This keeps the group united and strong.
- **Majority Vote:** Each person chooses the decision we like best and votes for it. For a simple majority, the decision with the most votes wins. For some decisions (like changing rules) 75% majority is safer.
- **Representation:** A small group is elected to represent the rest and make decisions for them. Committees can do this for the group.

Heterosexism: The system that gives heterosexuals power and privilege at the expense of lesbian, gay, bisexual, transgender and queer people.

Institutional Power: The power of government, churches and corporations. The authority that institutions have to influence and control society. Institutional power is in the hands of the few but affects all people.

Issue: The specific solution to a problem.

Opponents: People and/or organizations that are not on your side of an issue and who stand to lose something if you win your issue.

People Power: The power that all of us have to **collectively** make change in the world.

Power: The ability to control circumstances or to make things happen.

Problem:	A broad area of concern.
Racism:	The system that gives white people power and privilege at the expense of people of color.
Self-interest:	Your concern for your priorities, your health and safety, and those of people that are connected to you (friends, family, neighbors).
Sexism:	The system that gives men/boys power and privilege at the expense of women/girls.
Strategy:	Strategy is a roadmap for building the power your group needs to win its issue. It involves an analysis of the organization, the political climate, allies and opponents.
Strategy Chart:	A tool developed by the Midwest Academy, which provides a process and visual aid for mapping out a group's strategy. It involves listing the goals that you have, the people you need to get on your side, the people who can give you what you want and the actions you need to take.
Tactic:	The actions you take to pressure the target into making the decision you want them to make in order to win your issue. Tactics should be within the experience and comfort level of your group, and out of the experience of the target.
Target:	The person with the power to give you what you want.