YELL @DENVER

PEACE ∘ POWER ∘ VOICE ∘ RESEARCH ∘ CHANGE
LEADERSHIP ∘ REFORM ∘ KNOWLEDGE ∘ HEALTH
ACTION ∘ EDUCATION ∘ JUSTICE ∘ UNITY ∘ SAFETY

GRADUATE SCHOOL OF SOCIAL WORK AND THE BRIDGE PROJECT
UNIVERSITY OF DENVER

YELL

YOUTH ENGAGED IN LEADERSHIP AND LEARNING

AN ADAPTED PROGRAM MANUAL FOR THE BRIDGE PROJECT

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INTRODUCTION

YOUTH ENGAGED IN LEADERSHIP AND LEARNING

BACKGROUND

The *Youth Engaged in Leadership and Learning* (YELL) handbook was first published by the John W. Gardner Center for Youth and their Communities at the Stanford University School of Education.[1] The original program was designed by researchers and educators, then field tested by Gardner Center staff in two Bay Area, California communities as part of a partnership with the university. The resulting curricula was designed to meet the needs of youth from two different developmental stages, school environments and neighborhood contexts: Kennedy Middle School in Redwood City and McClymonds High School in West Oakland. The middle school was designated as a low-performing school by the state and was comprised of largely Latino and working class students from a suburban neighborhood. The high school had among the lowest performance rankings in the state and served predominantly Black youth from a dense urban community characterized by concentrated poverty. The YELL program manual reflects a youth-led action research model (YPAR) with the following seven steps: learn leadership and communication skills, explore issues in the community, choose a topic and define goals, investigate the topic, organize and analyze information, advocate for change, and celebrate. The original handbook consists of 55 lesson plans ranging from 60-120 minutes. Research on YELL and other programs informed by the Gardner Center's curriculum indicates that the intervention promotes participatory behaviors, socio-political awareness, critical thinking, problem solving, and public speaking skills[2] (e.g. Conner & Strobel, 2007; Harden et al., 2015; Ozer & Douglas, 2013).

YELL @ Denver, was adapted from the Gardner Center's original curriculum by students, faculty, and staff from the Graduate School of Social Work and The Bridge Project at the University of Denver. Bridge is an after-school program established through a collaboration between the Graduate School of Social Work and Denver Public Housing. The Bridge Project serves children and youth between the ages 5 and 18 from four public housing neighborhoods: Lincoln Park, Columbine, Quigg Newton, and Westwood. Across all four sites, participants are predominantly Black or Latino, with a growing number of youth who are first generation immigrants or refugees. Bridge's four youth centers have offered educational enrichment and social-emotional learning activities guided by

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1 Anyon, Y., Brink, K., Crawford, M., Fernandez, M., Hofstedt, M., Osberg, J., & Strobel, K. (Eds.). (2007). *Youth engaged in leadership and learning: A handbook for program staff, teachers, and community leaders*. Palo Alto, CA: Stanford University, John W. Gardner Center for Youth and Their Communities.

2 Conner, J. O., & Strobel, K. (2007). Leadership development: An examination of individual and programmatic growth. *Journal of Adolescent Research, 22(3), 275-297*.
Harden, T., Kenemore, T., Mann, K., Edwards, M., List, C., & Martinson, K. J. (2015). The Truth N'Trauma Project: Addressing community violence through a youth-led, trauma-informed and restorative framework. Child and Adolescent Social Work Journal, 32(1), 65-79.
Ozer, E. J., & Douglas, L. (2013). The impact of participatory research on urban teens: An experimental evaluation. American Journal of Community Psychology, 51(1-2), 66-75.

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a Positive Youth Development framework since 1991. In 2013, Bridge began to offer the YELL program to middle school students at all Bridge sites. Master's level social work students who were completing their required field placement at the Bridge project facilitated lesson plans from the original YELL handbook. To strengthen research-practice feedback loops and fidelity to principles of youth-led action research, interns participated in a weekly, hour-long "program coaching" seminar facilitated by faculty and doctoral students to guide intern's adaptation of the original curriculum to local organizational and community context. Drawing on three years of implementation fidelity and adaptation data, the original handbook was consolidated into 20 sessions that are 90 minutes each. The program model was abbreviated to five steps: build community and shared norms; explore social determinants of health; investigate a topic of interest; create products to share findings and recommendations; take action to promote social change.

ACKNOWLEDGEMENTS

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A NOTE ON YOUTH LEADERSHIP

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

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

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

PURPOSE OF THE YELL CURRICULUM

This curriculum supports youth to take active roles in their own lives and in their communities. The curriculum is designed for youth to gain knowledge, skills, and then apply those skills in real-world settings. The curriculum is designed to support the following:

KNOWLEDGE OF LEADERSHIP, INCLUDING

- Knowledge of civic and social issues, and how they relate to community contexts
- Knowledge of techniques and methods leaders can use to advance social change

SKILLS THAT FACILITATE LEADERSHIP, INCLUDING

- Ability to work with others collaboratively
- Criteria-based decision-making
- Media literacy
- Research techniques such as interviewing, survey development, and analysis
- Event planning
- Public speaking and presenting
- Self-assessment and reflection on practice

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ATTITUDES AND ORIENTATIONS OF LEADERSHIP, INCLUDING

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

For youth to be effective leaders, adult partners will also need to develop knowledge, attitudes, and skills to be leaders and support leaders. The YELL curriculum provides adults with resources to support youth representation and involvement in meaningful decision-making within their schools and communities. Adults who implement this curriculum are allies who understand that youth bring relevant experience and expertise to the issues and activities at hand. Adults in YELL therefore take on three roles: facilitators, mentors, and partners. Adults guide and support youth in ways that help to draw out their experience and expertise. As a mentor, adults get to know participants on a personal level, learn their goals, and coach them in developing the skills and attitudes needed to fulfill those goals. Adults also model behaviors, approaches, and attitudes in every aspect of their work with youth. As a partner, adults are invested in the outcomes for youth and the program, and use your strengths and capacities.

ADULTS CAN EXPECT TO DEVELOP:

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

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

COMMUNITIES CAN GAIN:

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

HOW TO USE THIS CURRICULUM

The curriculum is designed to be delivered once weekly for ninety minutes over an academic year.

We expect that as adults create relationships with youth in the program, adaptations will be made to lesson plans. We also expect that as youth develop skills, adaptations are a part of fostering authentic youth voice.

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At the start of EVERY session, the facilitator should write the objective on the board AND an outline for the day.

Sessions are broken down in the following ways

- Objective: specifies the goal of the session
- Materials and preparation
- Activities: lists all the activities that make up each session
- Activity steps: specifies specific points or steps to each activity

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SESSIONS

YOUTH ENGAGED IN LEADERSHIP AND LEARNING

YOUTH INTERVIEW & SURVEY ASSESSMENTS

30 MINUTES

OBJECTIVE

YELL facilitator will get to know the participants and learn the participants' individual needs and goals for YELL. The facilitator will begin to explain individually to the students what is YELL.

ACTIVITY 1 (15 MINUTES)

Explain YELL and Youth Interview

ACTIVITY 2 (15 MINUTES)

Administer Middle School Leadership Questionnaire

MATERIALS & PREPARATION

- Find a quiet private room for you and the YELL participant.
- Pencil, interview paper, and a timer or stopwatch.
- Plan on interviewing each participant for 15 minutes.

ACTIVITY 1: EXPLAIN YELL AND INTERVIEW

1. Explain YELL:
    a. YELL is organized so you will learn a bunch of skills to help you accomplish your goals.
    b. YELL is designed to give you (the participant) a voice. The adults (me) are here to support you but this is ultimately your project and you will be the one making the decisions.
    c. The goal of YELL is to complete a project where you advocate, or speak up (YELL!), for change that could improve Bridge, their school, or their neighborhood.
2. Conduct interview with each potential middle school Bridge participant and record responses. "Thank you for spending time with us. You are now eligible to participate in YELL! We will finish all our interviews by the end of the week."

ACTIVITY 2: ADMINISTER THE SURVEY OR READ SURVEY ALOUD AND RECORD RESPONSES

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EXAMPLE YOUTH INTERVIEW FORMAT

APPLICANT NAME: .....

INTERVIEWER NAME: .....

OPENING SCRIPT:

"Thanks for joining me/us. I/we want to take about 15 minutes with you today to get to know you a little better. Do you have any questions before I/we start?"

"During the interview, we will be writing things down, nothing bad. We just want to be able to remember what you said. Also, we want you to let you know there is no right or wrong answer, so please just answer the question however you think."

1. What do you think we can learn by being a part of YELL? What skills would you like to improve? How else do you think you could benefit from being a part of this group?

2. How do you feel about working independently, in other words, being assigned something to do on your own with an adult around to ask questions?

3. What kinds of things upset you the most about working with other people on a team? What do other people do that make you angry, sad or annoyed?

4. How do you usually calm yourself down when you are upset? If I noticed you were sad, angry, or annoyed how could I help you feel better?

5. How do you stay focused when you are trying to get work done and someone distracts you by clowning around, starting a side conversation, or making noises? If I saw that you were distracted by someone else in YELL, how could I help you refocus on the activity?

6. What did you enjoy about YELL last year? What is something that you would like to see us do differently this year?

7. How do you like to be rewarded for working hard and staying on topic?

8. To get us moving please come to the first session with at least one idea/concern about something you have been noticing in your community, which includes at home, at school, and/or at Bridge.

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PROGRAM OVERVIEW & GROUP AGREEMENTS

90 MINUTES

OBJECTIVE

Youth understand the goals of YELL and the work they will be engaged in throughout the year. Youth will understand why agreements are important, and brainstorm, discuss, and decide on rights and responsibilities. Youth will get to know their instructor!

MATERIALS & PREPARATION

- Butcher paper, sharpies, tape, notecards, markers, and pencils.
- Youth Interview Questions.
- Print out steps to YELL and cut along dotted lines.

ACTIVITY 1 (30 MINUTES)
Opener & Introductions

ACTIVITY 2 (20 MINUTES)
Steps to YELL

ACTIVITY 3 (20 MINUTES)
Group Agreements

ACTIVITY 4 (20 MINUTES)
Facilitator Hot seat

ACTIVITY 1: OPENER & PEOPLE BINGO

1. Introduce the activity:
    a. Ask: Who's played Bingo before? Have the person explain the rules. Tell the youth that they are going to interview people in the room and once they find someone who meets the item in the box, the person will sign their name in the square. Give prizes for first to get 5 in a row, then blackout.

ACTIVITY 2: STEPS TO YELL

1. Ask what they've heard or experienced from YELL?
2. Get youth into 9 different groups, and hand out 1 piece or paper (Steps to YELL) to each group (or if 9 or fewer youth distribute 1 or more slips of paper that you cut previously to each person.)
3. Ask the youth to get into order (by standing on a "virtual" time based off of what they think the order to doing a community action project would be).
    a. Check for understanding of each of the words. For example: "Advocate" means to speak up in support of something.
4. While standing, ask youth to read aloud the steps to YELL, check for accuracy.

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PROGRAM OVERVIEW & GROUP AGREEMENTS

90 MINUTES (CONTINUED)

ACTIVITY 3: GROUP AGREEMENTS

1. Describe the purpose of group agreements:
    a. For any group to be successful, you have to have some rules that help everyone feel safe and productive.
    b. Explain to the group that YELL is a collaborative process and we cannot be successful unless every voice is heard and all group members feel included and respected.
2. Brainstorm what they believe the rules and norms should be for YELL this year. Write them down on Butcher paper.
    a. If someone says general things like "respect" ask them "what does respect look like?"
    b. Also bring a couple of agreements (norms) that you wish for the youth to follow and explain that you would never require an agreement that you would not uphold yourself.
3. Ask everyone what the consequences should be the first, second, and third time someone is caught breaking one of your group agreements. Take notes. Make sure the consequences seem appropriate.
4. Ask the youth to commit to the agreements/consequences and have each of them sign the poster!
5. NOTE: Do not leave it at the site unless you can ensure it will stay in a safe place and will not get thrown away. Always refer back to the group agreements, consistently reminding the youth they came up with the rules.

ACTIVITY 4: FACILTATOR HOTSEAT

1. Give each of the youth a note card, have everyone write down one question they would like to know about their instructor.
2. Put chairs in a circle and have the facilitator sit in the middle or "the hot seat."
3. The facilitator should read the questions silently first, omit inappropriate questions, and answer the questions that they feel comfortable sharing with the youth out loud.

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PEOPLE BINGO

Someone who plays basketball	Someone who likes chocolate ice cream	Someone who was born in another country	Someone who will whistle "Mary Had a Little Lamb" for you	Someone who will do 10 jumping jacks for you
Someone who loves to read	Someone who is wearing black socks	Someone who has been to Washington, DC	Someone who has a pet fish	Someone who has at least two sisters or brothers
Someone who plays an instrument	Someone who knows how to skip	FREE	Someone who does not have a phone	Someone who wears glasses
Someone who watched a movie last night	Someone who has been to California	Someone who will sing the "ABC song" for you	Someone who is wearing a necklace	Someone who speaks two or more languages
Someone who likes to cook	Someone who had a sandwich for lunch	Someone who knows how to skateboard	Someone who has painted fingernails	Someone who is wearing a hat

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STEPS TO YELL

Create a sense of group unity and learn about inequality

Explore issues in your community and discuss facts about these issues

Choose a topic and define your project

Investigate your topic using the internet and surveys, photos, or interviews

Organize & analyze the information you've collected

Explore decision-makers in your community

Prepare to educate about your problem to a decision-maker using the information you've collected

Partner (work with) with other youth or adults to get more interested in your problem

Reflect on your experience and celebrate your successes

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STEREOTYPES & INEQUALITY

90 MINUTES

OBJECTIVE

Youth will be able to grasp the concept of inequality and privilege, and explore what that looks like in their community. Youth will begin to grasp how biases and prejudices develop and how we all have them.

ACTIVITY 1 (45 MINUTES)

Exploring Stereotypes

ACTIVITY 2 (35 MINUTES)

Understanding Inequality & Privilege

ACTIVITY 3 (10 MINUTES)

Closer

MATERIALS & PREPARATION

- Two pieces of paper for each student, trash can (without a lid) and chairs.
- Print out pictures—either one set or two (see below) or display digitally so all youth can see.

ACTIVITY 1: EXPLORING STEREOTYPES

1. Have youth split into three or six groups and pass out a different picture to each group.
2. Write the following questions on the whiteboard for youth to discuss in groups:
    a. What is your first reaction to this picture?
    b. How would you describe the people in the photo? What are they doing? Where are they?
    c. What is your best guess about their age, gender, race, other identity aspects, as well as what they are doing and where?
    e. Define a stereotype: A widely held but untrue or oversimplified idea of a group of people. When someone judges you based on how you look or dress, they are making assumptions about you based on stereotypes. Some examples of stereotypes are: "teenagers are irresponsible" or "white people can't dance" or "athletes are dumb."
    f. Where do you think you learned stereotypes about the people in the pictures? For example, they can come from your:
        i. Family member
        ii. Social media
        iii. Television
        iv. Movies
        vi. Books
        vii. Friends
        viii. Teachers

(ACTIVITY CONTINUES ON NEXT PAGE...)

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STEREOTYPES & INEQUALITY

90 MINUTES (CONTINUED)

ACTIVITY 1: EXPLORING STEREOTYPES (CONTINUED)

   g. Have you felt like someone judged you based on a stereotype because of how you look, where you live, or where you go to school? What was that like?
   h. How can we change these stereotypes?

3. Important points to cover:
   a. Judgments happen automatically in our brains. They are often based on some experiences, stories we hear, or the television shows we watch.
   b. Stereotypes are hurtful because they aren't true for everyone in that group, even when they are positive, like "Boys are good at math and science."

ACTIVITY 2: UNDERSTANDING INEQUALITY AND PRIVILEGE

1. Place chairs in 3-4 different rows as if you are in a lecture hall, each row a couple feet apart. Put a trashcan in the front of the group, very close to the first row. You want it to be difficult for the back row to get to the trashcan.
2. Have everyone take a seat somewhere in one of the rows.
3. Hand out 2 pieces of paper to each student. Explain to the youth that they represent people in American society, where everyone in the country has a chance to become wealthy and move into the upper class. To move into the upper class, all you must do is throw your wadded-up paper into the bin while sitting in your seat.
4. The youth in the back of the room will likely pipe up and say it isn't right- the students in the front of the room obviously have a much better chance than they did. Say you're sorry, that's just the way it is. Instruct the students to throw their wadded paper into the trashcan.
5. Debrief: Once everyone has tried to throw their paper to the trashcan, ask:
   a. Was that fair for everyone?
   b. How did it feel to be in the front/back of the room?
   c. Did you think about how the people in front/behind had an advantage/disadvantage? How do you think this relates to our lives? Do you think that people sitting in different rows had judgments about those in other rows? Do you think those judgments are true? Are these judgements hurtful?
      i. If they don't mention these topics on their own, try get them to talk about issues of race, gender, poverty, sexuality, and disability.
   d. How can the youth make changes so people in the back row have an equal opportunity as the people in the front row?

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STEREOTYPES & INEQUALITY

90 MINUTES (CONTINUED)

ACTIVITY 3: CLOSER

1. Have the youth put their chairs in a circle and ask them to finish the sentence: "You wouldn't know by looking at me..." The youth should share something that they want people to know or understand about them, but can't be seen from the outside, and might be the opposite of popular stereotypes. Probe the youth to think back to the pictures from earlier in the YELL session and how it is easy for people to make assumptions about someone upon first glance.

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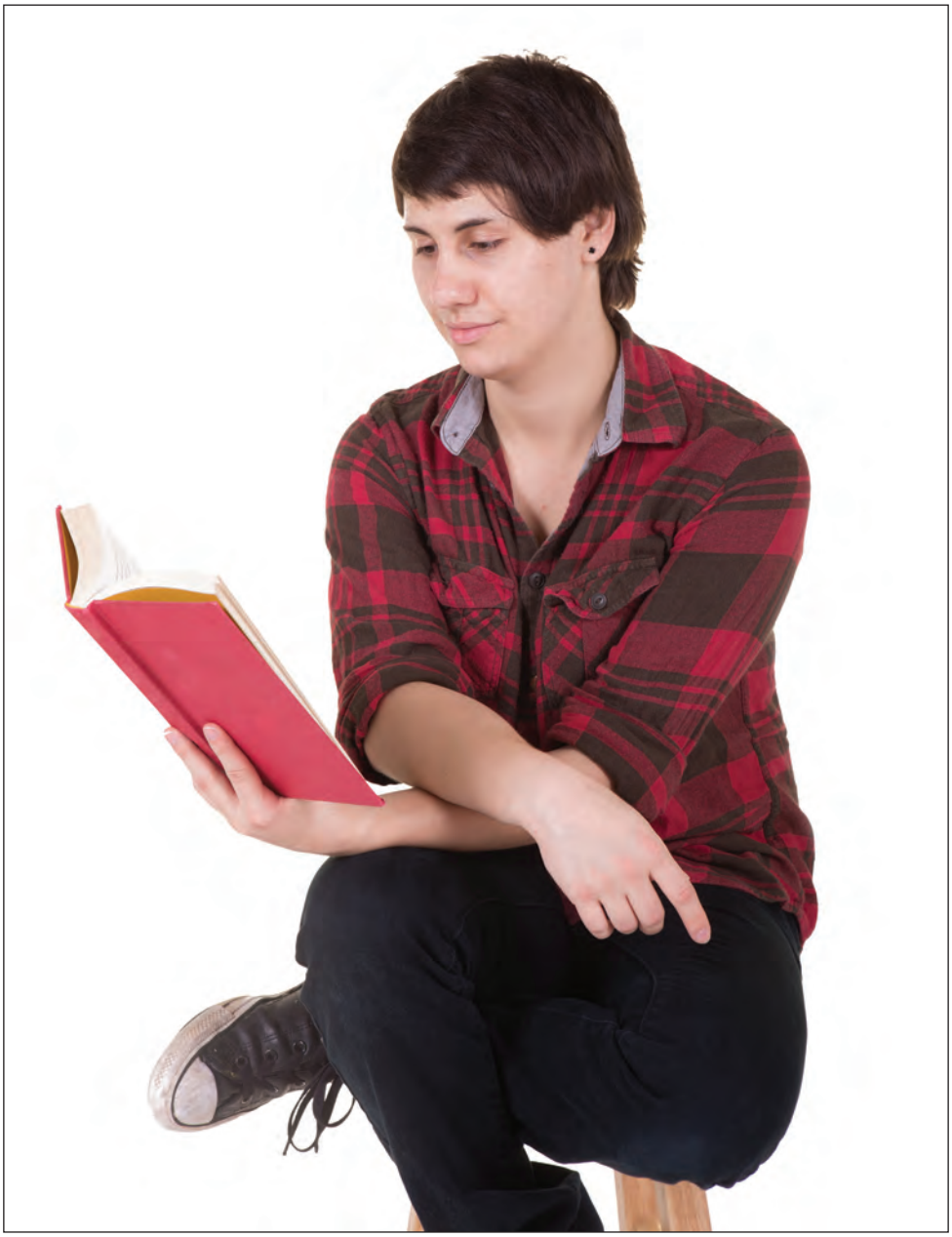
STEREOTYPE PHOTOS



PERSON READING A BOOK

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STEREOTYPE PHOTOS

PERSON MOPPING THE FLOOR

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STEREOTYPE PHOTOS

PEOPLE WATCHING A GRAFFITI ARTIST

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STEREOTYPE PHOTOS

PEOPLE USING TECHNOLOGY

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SOCIAL DETERMINANTS OF HEALTH

65 MINUTES

OBJECTIVE

Youth will understand key social determinants of health.

MATERIALS & PREPARATION

- Copies of pictures (see below) with facts, pencils, whiteboard, and dry-erase markers.

ACTIVITY 1 (10 MINUTES)

Opener

ACTIVITY 2 (45 MINUTES)

What's Wrong With This Picture?

ACTIVITY 3 (10 MINUTES)

Closer

ACTIVITY 1: OPENER

1. Ask youth to share one thing that they would change about their school or neighborhood.

ACTIVITY 2: WHAT'S WRONG WITH THIS PICTURE?

1. Have the youth split up into 4 different groups. Pass out the 4 different pictures to each group and have the youth read the facts.
2. Write the following questions on the whiteboard:
   a. Do you think this situation is fair?
   b. Why do you think it is this way?
   c. Does this happen in our neighborhood?
   d. Why do you think these problems happen more in low-income neighborhoods?
   e. Does it have to be this way?
3. After the youth have read the facts, as a group, have them discuss the questions listed above.
4. Have the youth present their photo to the rest of the YELL group explaining the facts they learned as well as answer the questions their group came up with.

ACTIVITY 3: CLOSER

1. What was the most surprising thing that you learned today?
2. If there is extra time, have kids play "Someone Like Me!" or another team builder from the Appendix.

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WHAT'S WRONG WITH THIS PICTURE?

MARIJUANA GROW HOUSE

FACT #1

Marijuana grow houses use a lot of water. Sometimes this causes mold growth inside and outside of the home. Mold is very hazardous to respiratory health.

FACT #2

Denver's inner residential neighborhoods, especially those in lower income areas, have about one growhouse to 91 residents. In April of 2016, the Denver City Council voted to limit the number of marijuana businesses in lower income areas. While this does help, lower income neighborhoods still bear a lot of burden from these businesses.

FACT #3

Grow houses attract crime to the neighborhoods they are in and have a strong smell.

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WHAT'S WRONG WITH THIS PICTURE?

PUBLIC PARK

FACT #1
When parks have a lot of broken glass, broken park equipment, trash, graffiti, and/or dog poop, people think that no-one is looking after the park. When parks appear clean, free of trash and graffiti, people, including criminals, believe the parks are safer and well cared for. When the park is in "disorder," good people are less likely to use it, and this leads to increased crime.

FACT #2
There is a decrease of crime in parks that have a lot of lighting. When park areas are well-lit, families are willing to spend more time outdoors, and the presence of families can deter crime. Criminals often want areas where they cannot be seen.

FACT #3
While trees and shrubs are nice in parks, un-trimmed trees or too many shrubs can create lots of hidden areas where criminals can be undetected from those driving by. Maintaining "sight lines" in parks can help keep the park area safer.

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WHAT'S WRONG WITH THIS PICTURE?

GRAFFITI ON BUILDING

FACT #1
Gang members use graffiti to publicize their gang's power and status, mark territory, send messages, and warn intruders.

FACT #2
To prevent tagging and other graffiti, it's best to remove as fast as possible. Areas with a lot of graffiti are targets for crime because people believe that no one cares about the area. Graffiti removal is expensive, it costs about $1-$3 per taxpayer per year, or about 4 million dollars in Denver alone

FACT #3
Not all graffiti is gang related, but a majority is. People join gangs for a variety of reasons, including for a sense of belonging, or because they lack positive role models or employment.

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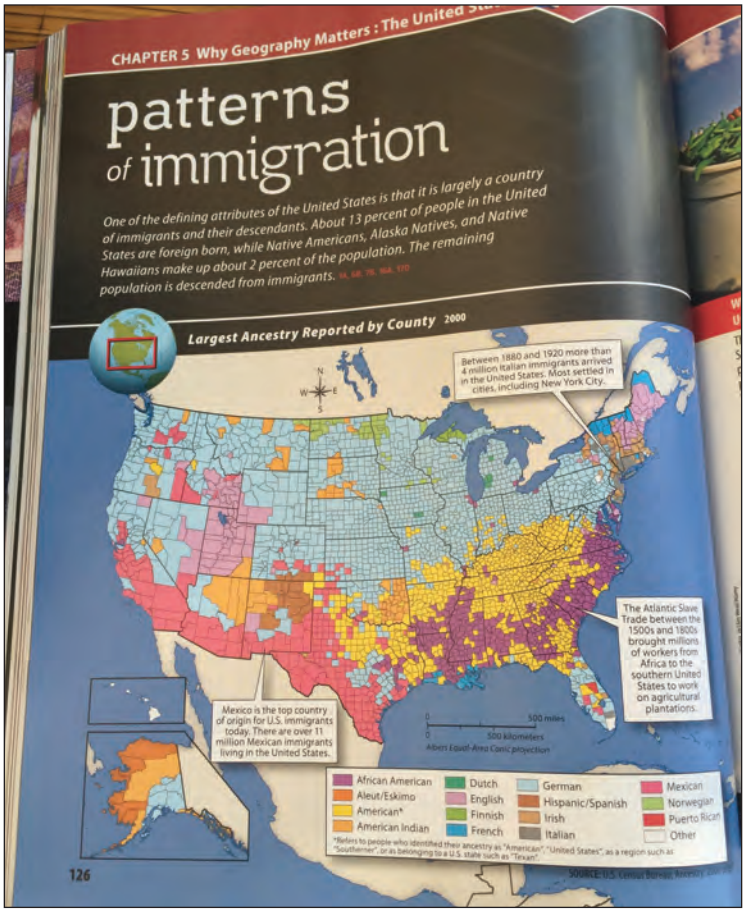
WHAT'S WRONG WITH THIS PICTURE?



TEXTBOOK DISCRIMINATION

FACT #1
The above snapshot was from a 9th grade Geography textbook about migration. Not only are African slaves referred to "workers," but also the title of the section implies that they were immigrants instead of having been captured, enslaved, and held against their will. Textbook authors choose how to convey the history and which information is displayed to students.

FACT #2
While 32% of the US population are people of color, less than 10% of children's books have characters or references to other cultures, races, ethnicities or religious backgrounds.

FACT #3
School districts in Colorado choose which books the students will use. One study of high school textbooks found that many textbooks only offered biased or negative portrayals of non-white people.

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WHAT'S WRONG WITH THIS PICTURE?

photo credit: CBS Denver

LIQUOR STORE

FACT #1
Alcohol is the most widely used drug among African American youth, and contributes to the three leading causes of death among African American 12- to 20-year-olds: homicide, unintentional injuries (including car crashes), and suicide.

FACT #2
There are more alcohol stores with more outside/exterior advertising in lower income neighborhoods. When there are more stores and more outside advertising, there is higher drinking levels in these neighborhoods. When compared to majority White communities, there are 1.5 times more alcohol stores in African American dominated communities, and 2 times as many alcohol stores in Hispanic communities.

FACT #3
Students who live within a ½ mile of an alcohol store are more likely than those who live farther from alcohol stores to binge drink (have more than 5 drinks at one time) and drink and drive.

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PICK A TOPIC

90 MINUTES

OBJECTIVE

Youth will select a topic for their research and action project

MATERIALS & PREPARATION

- Index cards, sticky dots, butcher paper for writing possible topics (include space to write pros and cons).
- List of characteristics of a good research topic that could contribute to social change.
- Copies of "How to Pick a Cell Phone" and the Topic Stars worksheet.

ACTIVITY 1 (20 MINUTES)
Opener: How to Pick a Cell Phone

ACTIVITY 2 (30 MINUTES)
Topic Brainstorm & Vote

ACTIVITY 3 (35 MINUTES)
Topic Criteria-Based Decision Making

ACTIVITY 4 (5 MINUTES)
Closer

ACTIVITY 1: OPENER: HOW TO PICK A CELL PHONE

1. Split youth up into groups and pass out the How to pick a cell phone worksheet to each group.
2. Explain to the youth they have $400 to buy a new cell phone and sign up with a provider. Listed below are the different types of smart phones to choose from. Have the youth come up with 3 different criteria for picking a cell phone. Criteria might include cost, coverage, data plan, or ability to get out of contract. What is important to them?
3. Have the youth use a rating scale of stars, or 1-10, and rate each cell phone based on the criteria they devised.
4. Have each group share what cell phone they chose and what 3 criteria they came up with and why.

ACTIVITY 2: TOPIC BRAINSTORM AND VOTE

1. Briefly explain the characteristics of a good topic for a YELL project. A good topic should be:
    a. Specific and focused
    b. Affects a lot of people in all the communities where Bridge is located (Columbine, Lincoln Park, Westwood and Quigg Newton)
    c. Easy to understand and explain
    d. Has realistic or possible solutions
    e. There are people or organizations who could help us work on this issue

(ACTIVITY CONTINUES ON NEXT PAGE...)

PICK A TOPIC

90 MINUTES (CONTINUED)

ACTIVITY 2: TOPIC BRAINSTORM AND VOTE (CONTINUED)

2. Ask youth to brainstorm possible topics to focus on for their YELL project. Have youth think back to the prior 2 YELL sessions ("Diversity and Inequality" as well as "What's Wrong With This Picture?") and recall what issues they felt strongly about in regard to their community. List all the topics mentioned on a piece of butcher paper.
3. Once the youth have run out of ideas, hand out 3 sticky dots to each person. Have them vote for the issue/problem by placing the sticky dot on the name of the topic of their choice.
4. At the end count up the dots and circle the top 4 winners.

ACTIVITY 3: TOPIC CRITERIA-BASED DECISION MAKING

1. Use the same grid from "How to Pick a Cell Phone," worksheet and write a large grid with your top 4 topics from Activity 3 across the top columns. Create a large grid on a butcher block or on a whiteboard.
2. Write down these two criteria in the first two rows: Criteria 1: Affects a lot of people in the communities where Bridge is located, Criteria 2: We can already think of realistic and possible solutions to the problem.
3. Have the youth choose 1 other criteria they'd like to use in choosing their topic, it could be "we have the time to fix this problem" or something else.
    a. If youth have selected a topic that is a global concern (like global warming or human trafficking), you may want to encourage students to have their third criteria be "This global issue affects our friends and neighbors"
4. Have them assign numbers 1-10 or stars to each of the cells. Total up each of the columns by adding the cells together. The one with the most stars or highest number wins and is your topic.
5. Facilitator note: You could also do this in groups, expect arguments and support students as they discuss their different opinions respectfully.

ACTIVITY 4: CLOSER

1. Ask the youth: If you had a million dollars that you had to give away, what would you do? How would you decide who or what organization you would give it to?

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HOW TO PICK A CELL PHONE

	SAMSUNG	IPHONE	BLACKBERRY
CRITERIA #1			
CRITERIA #2			
CRITERIA #3			
TOTAL (ADD UP THE 3 ABOVE ROWS)			

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LOOKING UPSTREAM: ROOT CAUSES & SOLUTIONS

90 MINUTES

OBJECTIVE

Youth will use critical thinking skills to identify the causes, effects, and potential solutions to their chosen topic. They will brainstorm research questions and potential audiences or decision-makers.

MATERIALS & PREPARATION

- Copies of Upstream/Downstream scripts for each character, or a print out of the story for the facilitator to read.
- Two pieces of tape or a length of rope to indicate a river on the floor.
- Cardboard or construction paper representing a bridge with a hole in it at the top of your river.

ACTIVITY 1 (10 MINUTES)
Opener

ACTIVITY 2 (30 MINUTES)
Workshop: The Upstream/ Downstream Story

ACTIVITY 3 (35 MINUTES)
Apply the Story

ACTIVITY 4 (15 MINUTES)
Closer

ACTIVITY 1: OPENER

1. Introduce the concept of causes and symptoms:
    a. Ask: What is the difference between the cause of a problem and the symptom of a problem?
    b. Use the flu as an example: What causes someone to get the flu? (exposure to germs, weak immune system).
        1. What are its symptoms (runny nose, throwing up)?
        2. Discuss how solutions are different depending on your focus, whether you want to address the cause (vaccines, hand sanitizer) or the symptoms (medicine, rest, water).

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LOOKING UPSTREAM: ROOT CAUSES & SOLUTIONS

90 MINUTES (CONTINUED)

ACTIVITY 2: WORKSHOP: THE UPSTREAM/DOWNSTREAM STORY

1. Explain: Today, we are going to act out a story about how a town responded to the problem of people falling into a river.
    a. Large group: Ask for volunteers to act out the story for everyone.
    b. Small group: Each person could take on a role, including you as the facilitator. Act out the story and ask all youth to respond to the questions at the end of the story.
2. Act out the story: See the Upstream/Downstream script. Alternatively, you could read it as a story, drawing a river on the board.
3. Debrief: The mayor and residents realize that rescuing people from the river is really just treating a symptom of the problem, which is caused by people in Upstream needing to cross a bridge to get to their food, the hole in the bridge, and people not knowing how to swim when they fall in. Ask for their ideas about solutions for the Upstream causes of people falling in the river?
    a. What do you think is the best solution to the problem: People upstream falling into the river while trying to get food?
    b. Example solutions might be: Repair the bridge, build a new one out of stone, teach people to swim, or move the farming land to the other side of the river.
    c. Are any of our solutions easier/harder, cheaper/more expensive than the hospital and lifeguards?

ACTIVITY 3: APPLY THE STORY

1. As a large group discuss:
    a. Can anyone remember the topic we chose last session?
    b. What are the symptoms of our problem (refer to the topic they chose last session)? In this story, the symptoms of the problem were people drowning. Refer back to flu symptoms in opener if youth are still not clear.
    c. What is going on upstream of our problem/topic?
        1. If youth don't get this, it may help to ask "but why"?
    d. What are the root causes of our problem?
    e. What are the potential solutions to the root causes?
    f. Are certain solutions better/cheaper/more lasting than others?
        1. Facilitator: Make sure you connect the type of solutions they come up with to the types of solutions they came up with in the Upstream/Downstream story.

(ACTIVITY CONTINUES ON NEXT PAGE...)

LOOKING UPSTREAM: ROOT CAUSES & SOLUTIONS

90 MINUTES (CONTINUED)

ACTIVITY 3: APPLY THE STORY (CONTINUED)

2. Identify decision-makers who have the power to fix the upstream causes to their problem/issue:
    a. Go through each potential solution and ask: Who has the power to make our solution a reality? Who has the power to change this?
        1. Provide coaching and suggestions to guide them if they are having trouble.
        2. Also, note that the students will return to this question when we do more research in the next session, as we will be identifying decision-makers in our local area that have some authority over local manifestations of these problems.
    b. List their ideas on butcher paper or have one of the youth write up ideas as they are called out. Keep this list, you will use it in the next session.

ACTIVITY 4: CLOSING CIRCLE

1. Explain that the next step will be to gather some information that they can use to learn more about the problem.
    a. Give each group member two index cards.
    b. Ask them to write down two questions they want to know about their problem/root cause of the problem.
    c. Have youth read their questions aloud.
    d. Collect the index cards.

ALTERNATE CLOSER

1. Play a round of "popcorn" or "hot potato," tossing around an object with your group sitting in a circle. Whoever is holding the object has to come up with a question they have about the causes of their problem and potential solutions before they can throw it to the next person. The facilitator or a note taker should record people's questions to use next week

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UPSTREAM / DOWNSTREAM SCRIPT

Youth can either act this out as a play or just read it aloud as a story.

NARRATOR: People in the town of Downstream have been rescuing people in the river for years and are proud of the rescue system they created. They created a new hospital by the edge of the water, boats ready for service at a moment's notice, and a highly trained lifeguard who is always ready to risk her life to save the people who fall into the river. Let's take a look at what's been happening in the town of Downstream:

SWIMMER (floating down the river): Help me! I can't swim! Get me out of here! Help!

LIFEGUARD (paddling out to the swimmer): Here I come to save the day! Okay, I've got you! You're safe now. Let's get you to the emergency room. They'll make sure you're okay and then send you back home.

(Swimmer pretends to get first aid from the lifeguard, then discretely walks to the bridge and falls in again.)

SWIMMER (floating down the river): Oh no! I fell into the river! Please save me! Help!

LIFEGUARD (paddling out to the swimmer, exhausted): Here I come to save the day! Okay, I've got you. Don't worry. We'll get you to the hospital in no time.

NARRATOR: This situation happens every day with hundreds of people. As soon as the lifeguard rescues one person, another person floats downstream and the lifeguard has to rescue that person. The lifeguard is exhausted. One day, after watching a bunch of people get rescued from the river, and noticing how tired the lifeguard is, a resident of Downstream became curious about what was happening upstream.

DOWNSTREAM RESIDENT (to the lifeguard): What is going on upstream? Don't you want to know how these people are falling into the river? We've got to figure this out!

(Resident starts walking towards the bridge.)

LIFEGUARD: I have no idea! I'm too busy rescuing these people...Hey, where are you going?! I'd rather you just help me here. There's so many people that need to be rescued from the river. We need more lifeguards!

DOWNSTREAM RESIDENT: But if we could stop people from falling in the river, we wouldn't need lifeguards at all! I'm going upstream to find out why so many people are falling in the river.

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UPSTREAM / DOWNSTREAM SCRIPT (CONTINUED)

NARRATOR: The resident takes a long two-day walk to Upstream to see what is happening. At the top of the river, there is an old, rickety bridge that is falling apart. Upon careful inspection, the resident finds that there is a well-concealed, yet sizable hole in this bridge that is causing people to fall in.

(Resident should pretend to examine the bridge and look around.)

After looking around, the investigator realizes that the town was built so that all of the houses are on one side of the river and the farm, but where all the people of Upstream get their food, is on the other side of the river.

DOWNSTREAM RESIDENT: Unbelievable! All this time people have been falling in the river because of this hole! Why hasn't someone done anything about this? I'm going to the Upstream Department of Bridges.

(Resident walks to another area where the Mayor is waiting)

RESIDENT: Hello, I'm from Downstream. A bunch of people from Upstream are falling in the river when they are crossing your bridge to get food. They end up in Downstream where we have to rescue them. We've spent all this money on a hospital, boats, and lifeguards to save them. Something needs to be done in Upstream to deal with this problem.

MAYOR: I really don't know what to do about it. Should we teach everyone to swim? Give everyone floating devices? Build a new bridge? Move the farmland? We don't have a lot of money here in Upstream to fix this problem?

RESIDENT: I'm not sure either. Why don't we talk other people in Upstream and Downstream about their ideas?

MAYOR: Good idea. We have this youth leadership program in our town. Let's ask them for help....

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MARKETING YOUR MESSAGE

90 MINUTES

OBJECTIVE

To increase youth awareness of the tactics advertisers use to sell products and apply this knowledge to their topic.

MATERIALS & PREPARATION

- An item for a group of 2-5 students. Some suggestions being: broom, radio, megaphone, backpack, etc.
- Butcher paper, markers, and a piece of loose-leaf paper for each student.
- On butcher paper, before session begins, write out the follow questions:
  - What is the name of your product?
  - What are 3 facts about your product that your audience should know?
  - What is your slogan or tagline?

ACTIVITY 1 (10 MINUTES)
Opener

ACTIVITY 2 (50 MINUTES)
Make an Infomercial

ACTIVITY 3 (25 MINUTES)
Marketing Strategies

ACTIVITY 4 (5 MINUTES)
Closer

ACTIVITY 1: OPENER

1. Get youth into a share circle.
2. Introduce the activity:
   a. Today, we are going to talk about marketing and commercials. We are doing this because we want to focus on how we can "sell" our ideas. Today's teenagers are very smart about marketing.
   b. First, let's start by going around the room and saying as many taglines (from commercials, infomercials, etc.) as possible.
   c. A tagline is a short, catchy phrase marketers use to help people remember a product. Normally, taglines tell you about one important aspect of a product.
      1. For example: "Skittles, taste the rainbow" or "Take exit 225 from I-25 and drive 5 miles west to the tree farm"
3. After the youth have said all the taglines they can think of, ask them follow-up questions:
   a. What do you like about the taglines you remembered?
   b. What are your favorite taglines and why?
   c. What are your least favorite and why?
   d. Do they tell you how the product worked and promise certain results?
   e. Why are these taglines so memorable?

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MARKETING YOUR MESSAGE

90 MINUTES (CONTINUED)

ACTIVITY 2: MAKE AN INFOMERCIAL

1. Introduce the activity:
    a. Explain: Just like commercials try to sell us products by telling us facts (using catch phrases) we need to be sales people to "sell" our topic to people in the community.
    b. Ask: What tactics do marketers use to sell products? For example, some commercials include humor. Think about your favorite commercial. Write all of the "marketing tactics" they come up with on the board/butcher paper.
2. Explain: In a few moments, we are going to break into groups and be marketers. I will hand you an item, and as a group, you will write up a short 30-60 second commercial for that item. You must create a "tagline" for your item. Give it a new name. Be as creative as possible. Name 3 benefits or facts about your item. Finally, I want you to name the price of your item.
3. Split the youth into groups of 2-5 students per group.
4. Give each group the same item and an audience (use list of decision-makers) that they will "sell" to us using their commercial.
5. Give youth time to prepare for their infomercial and walk around to each group offering support and making sure they stay on topic.
6. Give the youth 2-minute warning and be sure to remind them that they are to follow the guidelines posted on the butcher paper.
7. Have youth take turns presenting. Each group should present for no more than 90 seconds. Remind youth that commercials are at most 30-60 seconds.

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MARKETING YOUR MESSAGE

90 MINUTES (CONTINUED)

ACTIVITY 3: MARKETING STRATEGIES

1. Get into a share circle.
2. Discuss:
    a. What group was the most fun to watch? Why?
    b. What did you like about some of the other presentations?
    c. How did the audience they were given change their pitch?
    d. What presentation seemed to be the most organized and easy to understand?
    e. Did the presentation that was the easiest to understand present facts about their products? Do you remember them? If so, which ones?
3. Explain: As marketers, we will have to share information about our topic so that people want to join us or take action. Like this activity, we will have to "sell" them on helping us with our topic.
4. Explain: Having facts about our problem will help people better understand what it is we care about and why.
5. Ask: So, with our YELL topic in mind. List ideas on butcher paper and keep for later:
    a. What kind of information do we need to know about our topic so that we can "sell" it to others so that they take us seriously.
    b. What is the best way to find this information?
    c. What information do we already know about our topic?
    d. What information do we still need to figure out?

ACTIVITY 4: CLOSER

1. Get into a share circle.
    a. Ask each youth: What is one rose and one thorn from today? (something they enjoyed/liked) and one thorn (something that frustrated them or that they wish could have been done differently).

NOTE: Make arrangements to reserve the computer lab for the following session! This is important and necessary for next week's research project.

SOCIAL MEDIA, JOURNALISM, & RESEARCH ONLINE

90 MINUTES

OBJECTIVE

Have youth understand the importance of preparedness as well as learning basic research skills and group collaboration.

MATERIALS & PREPARATION

- Pencils
- Type up the facts from Session 7, Activity 5 that youth contributed last week, one fact per piece of paper (each youth will use one fact to research).
- Be sure to remove questions that won't be answerable using the internet.
- Coordinate with Site Director to get use of computer lab

ACTIVITY 1 (5 MINUTES)
Opener

ACTIVITY 2 (45 MINUTES)
Research

ACTIVITY 3 (30 MINUTES)
Follow Up

ACTIVITY 4 (10 MINUTES)
Closer

ACTIVITY 1: OPENER

1. Get into a share circle.
    a. Ask: What is the funniest thing you saw on the internet in the last week?

ACTIVITY 2: RESEARCH

1. Explain: Last time we talked about different audiences. One audience is decision-makers. Decision-makers are people who have power to make changes in the community or at school. They are supposed to make their decisions for the good of the largest number of people, and they need to rely on data to make those decisions.
    a. For example: If our topic was transportation and the challenges of getting to and from school or work, we would now want to brainstorm about different transportation options that are available (e.g., the "facts" of how many buses, light rail, or other options are available and the limits you face within those options), and what you know about organizations that are supposed to address transportation challenges in this area.
2. Hand out one fact (from previous session) to each member of the group and review each fact.
3. Have each student read their fact aloud to ensure they understand the question they will be researching and know what they should be looking for.

(ACTIVITY CONTINUES ON NEXT PAGE...)

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SOCIAL MEDIA, JOURNALISM, & RESEARCH ONLINE

90 MINUTES (CONTINUED)

ACTIVITY 2: RESEARCH (CONTINUED)

4. Ask the youth the following questions:
    a. What are some websites that you can trust?
    b. What makes a website reliable?
    c. What are some websites we should avoid for research? Why?
5. Discuss where students should look to find their facts. For example, suggest that students do specific searches such as:
    a. Search archives of the Denver Post
    b. Search archives of 9 News
    c. Denver.gov
    d. Denver in Encyclopedia.com
6. Explain: Now we are going to use the computers to find more information about our topic. Please be sure to write down the facts or information you find. Also, please write down the name of the website, the author of the information, and the date, if one is given. Also, please copy down the website address so that we can go back to the site if needed. Before you leave the website, please call me over so I can check to make sure it's a website we can trust.
    a. Students could also take a screenshot of the information if they do not want to write information out.
7. Have youth move to the computer lab and research the fact that they were given.
8. Facilitator: Walk around to check the facts BEFORE THE YOUTH LEAVE THE WEBSITES also checking to ensure they aren't on Wikipedia or getting off topic.
9. Go back into the main room.
10. Have youth read the results of their fact-finding mission aloud.

ACTIVITY 3: FOLLOW UP

Ask the following questions:

a. What did you like about doing research like this?
b. What did we discover that was the most interesting/important?
c. What surprised you about doing research?
d. What frustrated you?
e. What do we STILL need to know?

2. Collect all the facts from the youth and keep them in a safe place. Youth can also e-mail you the screenshots.

ACTIVITY 4: CLOSER

Offer to play "someone like me," musical chairs, dance party, or another interactive game from the Appendix.

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FUNDS OF KNOWLEDGE

90 MINUTES

OBJECTIVE

Youth will identify more sources from which they will gather information about their topic. They will learn basic research methods and the pros and cons of each. Youth will decide which research methods they will use for their project. The youth will understand that certain types of people have different types of knowledge.

MATERIALS & PREPARATION

- Index cards (or sticky notes), butcher paper/whiteboard, tape, sticky dots, markers
- Cut up "Find Your Match" activity

ACTIVITY 1 (20 MINUTES)
Find Your Match

ACTIVITY 2 (20 MINUTES)
What People/What Knowledge

ACTIVITY 3 (20 MINUTES)
Our Research Participants

ACTIVITY 4 (20 MINUTES)
Methods of Research

ACTIVITY 5 (10 MINUTES)
Closer

ACTIVITY 1: FIND YOUR MATCH

1. Introduce the activity, explain the following:
    a. Today we will be deciding what type of research method(s) we will be using for our topic and it is important to know where and whom we should get information.
    b. Different people have different types of knowledge. Some people have stories from experience and others have facts and statistics about our problem. both people and statistics can be sources of data.
    c. There are different ways that information can be shared. Some statistics are available online (e.g., census data). Sometimes you have to gather original information to create reports. Other information is best gathered from local experts such as people who can share a story or describe a process, (e.g., how a family experiences the process of migrating, gaining financial assistance and housing, finding work, or learning a new language).
    d. When we want persuade an decision-makers, we have to think about how the research will be shared: in statistics, in interviews, in Photovoice, in video.
2. Hand out a "Find your match" card to each youth.
    a. Explain: Each card has only one match and they need to find their match.

(ACTIVITY CONTINUES ON NEXT PAGE...)

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FUNDS OF KNOWLEDGE

90 MINUTES (CONTINUED)

ACTIVITY 1: FIND YOUR MATCH (CONTINUED)

3. Check to see if the youth found their match, then have them read their matches aloud.
4. Ask: Did everyone find their match? If the group says no, have them determine what would be a better match.
5. Share the correct answers with the youth.

ALTERNATE APPROACH

1. If it is a smaller group, instead of giving each student a card, have the youth play a matching game by spreading the index cards on the table allowing them to pair the matches. The index cards can be from the table below or the facilitator can get creative and come up with their own! Make sure to have some examples of people who would have knowledge from facts and statistics while other people have knowledge because of life experience.

ACTIVITY 2: WHAT PEOPLE, WHAT KNOWLEDGE

1. Have youth get into a discussion circle.
    a. Explain: Certain people in communities offer different types of knowledge about an issue/topic.
2. Write the questions below on the whiteboard/butcher paper—there is more than one answer to each question. Ask and record their answers to the following questions:
    b. Which people/group working in/for a school would have facts and statistics about the school?
    c. Which people would know the standardized testing scores for the entire school?
    d. Which people would know what current problems the school might be experiencing?
    e. Which people would know what is currently happening in social circles among the youth attending the school?
    g. Which people would know if a student was having a bad day?
    h. Which people would know if the students were planning a walk out?
3. Make a table with two headings: 1. People with personal experiences/stories. 2. people that know facts and statistics.

(ACTIVITY CONTINUES ON NEXT PAGE...)

FUNDS OF KNOWLEDGE

90 MINUTES (CONTINUED)

ACTIVITY 2: WHAT PEOPLE, WHAT KNOWLEDGE (CONTINUED)

4. Have the youth place the people that they named under the two categories: People with personal experience/stories; people that know facts and statistics.
    a. Explain: It is possible and helpful when certain people can fit into both categories but some people will only fit into one.

ACTIVITY 3: OUR RESEARCH PARTICIPANTS

1. Record the youths' responses to the following questions on butcher paper/ whiteboard:
    a. Who has personal experience with/about our specific topic (could be an individual or a group)?
    b. Who has facts and statistics about our specific topic (could be an individual or a group)?
2. Ask and record: Who from the list would be the best people/group to find out more information about our topic?
    a. Vote on one group of people (an audience) that you want to get information about your topic from. Use sticky dots for voting.
        i. Here are some examples of sources the facilitator can check out in advance:
            1. School discipline: Denver Public Schools, Padres y Jovenes Unidos
            2. Immigration and deportations: Office of Immigrant and Refugee Affairs Denver, Colorado Progressive Coalition
            3. Immigration and rights: CO Alliance for Immigration Reform
            4. Environmental action: CoPIRG, Conservation CO
            5. Native Americans: Native American College Fund
    b. Record all their final decisions on butcher paper and keep the butcher paper in a safe place (you will need this for other sessions).

(ACTIVITY CONTINUES ON NEXT PAGE...)

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FUNDS OF KNOWLEDGE

90 MINUTES (CONTINUED)

ACTIVITY 4: METHODS OF RESEARCH (CONTINUED)

1. Make a table on the whiteboard/butcher paper listing the three research methods: (or do this ahead of time on butcher paper) surveys, interviews, photovoice.
    a. Ask: Does anyone know what these three types of "research" are? Can someone provide me an example that they've seen of each of these?
    b. Describe any research methods they aren't familiar with. Give an example if possible.
        1. Surveys: Generally 10 to 30 questions long. Surveys are used when people want to gather information from a large number of people. To consider surveys, you want to be able to collect enough information to "generalize" your results. Surveys often include multiple choice and open-ended items. Surveys are great when you are trying to understand people's opinions on a topic or get statistics or numbers of people.
        2. Interviews are generally done face to face with a smaller number of people (10-15) to get in-depth information about a topic. Interviews are generally led by a set of open-ended questions. Typically, interviews are good for research that involves people with experience with a topic.
        3. Photovoice is a technique where people who have experience with a problem take photos of what it feels like to experience the problem. Generally these photos are shared with others during public events.
            a. Digital stories, a form of Photovoice can be used to record video of occurrences, events, or activities. Videos can serve as a form of data that documents what happened. However, video requires skills in editing in order to make the final product persuasive and shareable.
        4. Note: There are other methods related to the online environment that are relatively new, such as "data scraping" (gathering information from websites, e.g. how many people buy a certain product via Amazon or download something on Netflix), web analytics (how many times a site is visited and from where), and social media analytics such as Facebook Insights and Twitter analytics (how many times a tweet shows up in someone else's feed, or how many people engaged with a tweet; which posts resonate the most).

(ACTIVITY CONTINUES ON NEXT PAGE...)

FUNDS OF KNOWLEDGE

90 MINUTES (CONTINUED)

ACTIVITY 4: METHODS OF RESEARCH (CONTINUED)

2. Have the youth take turns discussing the pros and cons to each method (with their topic in mind).
    a. Allow the youth to draw their own conclusions but be sure to look at the table below and fill in the gaps in places the youth might miss.
3. Ask the youth the following questions:
    a. Which methods do you like best? Why?
    b. Do you think you all will enjoy collecting information this way? Why?
    c. What methods do you think are most persuasive for the decision-makers you hope to reach? Why?
4. Hand out sticky dots and have them place the sticky dot on the method of their choice (or decipher a different method for voting) and let the majority rule!

ACTIVITY 5: CLOSER

1. Let the youth play "Sneaky Statues" or another game they enjoy. They did a lot of work using their brains today reward them with some fun!

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FIND YOUR MATCH

Police officer	Knows the law
School counselor	Knows how to help someone who is sad
Drug task force	Knows facts and statistics about drug problems in the area
State representatives	Know the state laws and work to change or create new laws
University professors	Knows how to do research and write papers
Neighbor next to a grow house	Knows about crime in the neighborhood involving marijuana
Your best friend	Knows your deepest darkest secrets
Imam khatib	Knows about Islam/prayer leader
Park ranger	Knows about nature and outdoor activities
School board representatives	Knows about all the rules in the school district

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EXAMPLE OF COMPLETED RESEARCH METHODS PROS & CONS

(include these if students do not bring these up)

METHOD	DO YOU ALREADY KNOW THIS METHOD?	PROS	CONS
Surveys	Ex. We take surveys at Bridge twice a year.	• Easy to understand • Easy to refer back to answers • Can easily see likes and dislikes • If on a computer, get instant results	• Answers might change depending on a persons mood • Question might be understood differently than you planned • People may not complete it • Some might think its too long • Best done on a computer
Interviews	All of you were interviewed at the beginning of YELL	• Get to hear emotions through their voice/ tone • You know exactly what is said • Get to ask follow-up questions • There is room to explain if someone doesn't understand the question	• Might say what they think they should (rather than what they believe) • Might get shy or act silly because its being recorded • Will need to transcribe their words • Takes a lot of time to do each interview
Photovoice	Ex. Instagram, Snapchat, documentaries	• Get to use a camera • You can capture the moment • Camera is portable • Shows people what's going on • Helps people to picture things and get them on your side	• Can only take a picture of one spot in time • Quality of camera might not be good • Need to ask permission to record or take a picture, and some people might say no • Cameras could be expensive. People might think it's real research

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INVESTIGATE YOUR TOPIC

OBJECTIVE

Youth will learn how to gather information about a topic using photography, interviews, or surveys.

Choose the following YELL sessions/pages based on what the youth decided in Session 9: Funds of Knowledge

Each type of investigation is covered in 4 sessions.

MATERIALS AND PREPARATION

See each of the session descriptions

INTERVIEWS (Pages 43 - 58)

PHOTOVOICE (Pages 59 - 67)

SURVEYS (Pages 68 - 80)

INTERVIEWS PART 1: THE WHO, WHAT, WHERE, WHEN & HOW?

90 MINUTES

OBJECTIVE

Youth will distinguish who they want to interview, what their focus should be, where and when they should present their topic as well as how they will go about gathering information.

MATERIALS & PREPARATION

- Paper, pencils, butcher paper/ whiteboard, markers

ACTIVITY 1 (15 MINUTES)
Opener

ACTIVITY 2 (25 MINUTES)
Who and What?

ACTIVITY 3 (25 MINUTES)
Bad Interview Questions

ACTIVITY 4 (15 MINUTES)
Where, When, and How?

ACTIVITY 5 (5 MINUTES)
Closer

ACTIVITY 1: OPENER

1. Have youth get into a share circle.
2. Play the question game:
    a. One person in the circle looks another person in the eye and asks them a question.
    b. The person being asked the question does not give them an answer but instead they are to look at another person and ask them a different question.
    c. You cannot ask incriminating questions (that automatically disqualifies you).
    d. Youth are also disqualified if they laugh.
3. Debrief
    a. What was hard about this game?
    b. What questions did you want to answer but couldn't because of the rules?
    c. What questions did you NOT want to answer and were relieved because of the rules?

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INTERVIEWS PART 1: THE WHO, WHAT, WHERE, WHEN & HOW?

90 MINUTES (CONTINUED)

ACTIVITY 2: WHO AND WHAT?

1. Explain: Since we have chosen to interview people it is important we narrow down our focus and decide WHO we want to interview and what we want to ask them.
2. Ask the following:
    a. Do we want to interview people who are being affected by our topic?
    b. Do we want to interview folks that can provide knowledge about our topic?
    c. Is option A more productive than option B?
    d. Why or why not?
3. Ask: What does the audience of decision-makers that we selected already know about the problem?
4. Have the youth get into groups of 4.
5. Pass out a piece of loose-leaf paper and pencil to each person.
6. Ask them to write down two questions they believe are important to ask in an interview (keeping our topic at the center of the focus).
7. Have the youth share their interview questions in the small group.
8. Pick the three best interview questions in the small group.
9. Have each group share their three best interview questions with the whole group.
10. Write down their questions on the whiteboard.
11. Have youth vote on the best interview questions (no more than 10).

ACTIVITY 3: BAD INTERVIEW QUESTIONS

1. Have youth remain in a large group.
2. Explain: Now that we have a general idea of what we want to ask in our interviews, it is important to distinguish good interview questions from bad interview questions.
3. Ask the following:
    a. Do any of the interview questions we selected that have simple "yes" or "no" answers?
    b. If yes, how many? (Have youth count the questions that have "yes" or "no" answers)
    c. Will this type of question give us enough information from this "informant"?
4. Have youth get into pairs to get youth an interview partner.
5. Have one person in the pair ask a closed-ended question and record their answer on a piece of paper.
6. Have the other person in the pair ask an open-ended question and record their answer on a piece of paper.
    a. Explain: a close-ended question is a question with a simple yes/no answer or another short factual answer. Example: "do you like middle school" or "how long have you lived at your current home?"

(ACTIVITY CONTINUES ON NEXT PAGE...)

INTERVIEWS PART 1: THE WHO, WHAT, WHERE, WHEN & HOW?

90 MINUTES (CONTINUED)

ACTIVITY 3: BAD INTERVIEW QUESTIONS (CONTINUED)

   b. Open ended questions normally require a more descriptive response, or more information, than close-ended questions.
   c. Link for other suggestions of open-ended and close-ended questions: http://examples.yourdictionary.com/examples-of-open-ended-and-closed-ended-questions.html

7. After everyone has recorded their answers, come back to the large group,
   a. Ask the student who was designated to answer the closed-ended questions: What did you discover about your interview partner?
   b. Ask the student who was designated to answer the open-ended questions: What did you discover about your interview partner?
8. Have youth discuss and edit all closed-ended questions, making them open-ended questions instead.

ACTIVITY 4: WHERE, WHEN, AND HOW?

1. Explain: Now we need to organize where, when, and how we will interview the participants we have selected.
   a. First, determine who would like to be part of the interview process and who would be more interested in gathering the information once the interviews are completed.
      i. Encourage the youth that this is their project and they get to decide who gets to interview the participants they selected.
      ii. If all of the youth want to participate in the interviewing process have them decipher how they will team interview their audience(s).
2. Explain: It's best to have no more than two people interviewing one person (so they do not overwhelm the interviewee).
3. Record on loose-leaf paper who each person will be paired with and who would like to do their interviews individually. Also, record who would like to gather the information (if no one steps up to gather the information create an incentive). Save the paper!
4. Note for facilitator: Although there will be a couple more sessions teaching the kids proper interviewing skills (before they begin the actual interviews) it is crucial for the facilitator to get a head start. The interview process will be more of a success if the facilitator can begin reaching out to the chosen audience(s) far in advance in order to ensure the youth are supported, have transportation (if necessary), and know where and when to meet with the audience selected.

ACTIVITY 5: CLOSER

1. Play sneaky statues or another game of their choice! They used their brains a lot today and they deserve some fun!

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INTERVIEWS PART 2: PREPARING FOR INTERVIEWS

90 MINUTES

OBJECTIVE

Youth will learn how to do an effective interview and gain self-confidence as interviewers.

MATERIALS & PREPARATION

- Butcher paper/whiteboard for writing qualities of good and bad interviews
- Paper and pencils

ACTIVITY 1 (10 MINUTES)
Opener

ACTIVITY 2 (20 MINUTES)
Interview Questions

ACTIVITY 3 (35 MINUTES)
Bad Interview/Good Interview

ACTIVITY 4 (25 MINUTES)
Peer Interviews

ACTIVITY 1: OPENER

1. Have youth get into a discussion circle.
2. Ask: If you could interview any famous or historical person in the world, who would it be? Why?

ACTIVITY 2: INTERVIEW QUESTIONS

1. Split youth up into groups no larger than 5.
2. Pass out a piece of paper and pencil to every student.
3. Brainstorm effective interview questions (reminding them what they learned last week.
4. Explain to the youth that each group needs to come up with two more interview questions that are different from the questions from last week.
5. Have the youth share their questions with the whole group.
    a. Which were the questions we found to be the best? Why?
    b. Which questions from this session and last session should be part of the final product for the interview questions?

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INTERVIEWS PART 2: PREPARING FOR INTERVIEWS

90 MINUTES (CONTINUED)

ACTIVITY 3: BAD INTERVIEW / GOOD INTERVIEW

1. Discuss examples. Provide students with examples of different kinds of interviews: entertainment (talk shows), job/employment/admission to something, information (news, radio), etc.
2. Ask: What are the qualities of good interviews and the qualities of bad interviews? Ask for specific examples, and write down the comments on the board or butcher paper.
3. Hand out the "Steps to a Good Interview." Ask for questions and any additions. Go over the worksheet as a large group.

ACTIVITY 4: PEER INTERVIEWS

1. Practice interviews.
2. Explain: The purpose of this activity is to practice interviewing skills by interviewing each other. Brainstorm what questions youth want to ask in order to find out more about each other, and have youth add these questions to their protocol. Remind youth of the "Listen and Respond" activity you did at the beginning of this session. Encourage youth to ask "probing" or follow up questions based on what they hear from the person they are interviewing.
3. Have the youth pair up with one partner.
    a. Take half of the group outside into the hallway while the other half stays in the big room.
    b. Explain to the youth in the hallway that they will be the ones conducting the first interview, and they are purposely going to mess up the interview process.
    c. Explain that during the interview they should begin to spin in their chair, take their phone out, interrupt the person interviewing them, walk away and start talking to another group. Tell them to be creative but to purposely mess up the interview process.
4. Stop the youth after a couple of minutes and debrief:
    a. What was frustrating for the person doing the interview?
    b. What could we do instead to ensure we are respectful of the person we are interviewing?
5. Have the youth redo the interviews (giving each partner a turn to do both).
    a. Explain: We will have to share what they learned from their partners so pay attention!
6. Report back: Share their partner's name and one thing they learned about him or her (no more than 1 minute each for reporting back).
7. As a group, discuss: How was the process of interviewing? (Communicate the idea that they already have lots of experience and skills on which to rely.)

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STEPS TO A GOOD INTERVIEW

1. MAKE SURE THAT YOU ARE PREPARED AND ORGANIZED

- Practice saying the questions.
- Make sure you have...
    - Your interview questions
    - A notepad and a pen/pencil
    - A quiet, private place to do the interview
    - Consent forms
    - A tape recorder (optional)
    - A written description of your project or group (optional)

2. INTRODUCE YOURSELF AND ASK FOR PERMISSION

- Tell them your name, where you are from, and why you are doing the interview. "Hi, my name is _____. I am working on a research project and want to talk to people about (your issue) so my research team and I can think of ways to improve the community."
- Ask for permission to interview the person: "May I have your permission to interview you and use what you say in my project?" (Have interviewees sign a permission form.)
- If the person says no, then you cannot do the interview. Don't hassle them!

3. DO THE INTERVIEW

- Make eye contact.
- Listen to the person you are interviewing. Don't interrupt.
- Don't give your own opinion.
- Try repeating back what is said to make sure you understood the point. Ask subjects to speak for themselves and express their own opinion.
- Ask follow-up questions! Don't accept yes or no answers.
    - Ask "why?", or "could you explain?"
    - "Can you say more about what you mean by that?"
    - "Can you tell me about a time when you experienced that?"
    - If they are nervous, give them some time to answer. Sometimes people need time to think — allow for some silence.

4. END THE INTERVIEW

- Ask them if they have anything else to say or add about the topic.
- Thank them for their time and shake their hand! Example: "Thank you very much for being interviewed. What you've said is very helpful for us."

5. RESPECT CONFIDENTIALITY!

- Tell the person you are interviewing that what they said was just between the two of you. (While the information they give you will be analyzed and shared, their names will not be connected with anything they say.)
- Do not tell anyone else what the person said. Only speak about the interview anonymously, without naming names.

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INTERVIEWS PART 3: FINALIZING QUESTIONS & PRACTICING

90 MINUTES

OBJECTIVE

Youth will create interview questions for their research project, and interview each other for the purpose of practicing, testing, and revising their protocol.

MATERIALS & PREPARATION

- Project calendar and/or butcher paper that lists decisions made up to this point (topic, root causes, knowledge sources, methods, research questions).
- Pick up candy or chips as a reward for the opening activity.
- Chalk board or butcher paper, markers, pens, paper, (optional: tape recorders with batteries).
- Post-it notes, clipboards, list of any previously brainstormed interview questions.
- Copies of the Interview Protocol Components page and the blank Designing Your Interview Protocol worksheet.

ACTIVITY 1 (10 MINUTES)
Opener

ACTIVITY 2 (40 MINUTES)
Interview Planning Workshop

ACTIVITY 3 (30 MINUTES)
Peer Interview Practice and Question Revision

ACTIVITY 4 (10 MINUTES)
Closer

ACTIVITY 1: OPENER

1. Have youth get into a share circle.
2. Explain: We will be playing telephone for the opening exercise:
    a. Ask: What skills are required for playing telephone?
    b. Ask: What typically goes wrong during telephone?
    c. Ask: Does anyone have a strategy for making this telephone activity work?
3. Before the telephone game begins, share with the youth that they will be rewarded for having a successful game of telephone.
    a. If they listen and are successful, they will get candy (or other reward).
    b. If someone purposely messes up telephone, then no one will be rewarded.
4. Play telephone.
    a. Make sure the facilitator is the one that starts the game so they can decide by the end if the youth took it seriously or mess up the game.

(ACTIVITY CONTINUES ON NEXT PAGE...)

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INTERVIEWS PART 3: FINALIZING QUESTIONS & PRACTICING

90 MINUTES (CONTINUED)

ACTIVITY 1: OPENER (CONTINUED)

5. Debrief, ask the following:
    a. Why it is important to listen to one another?
    b. How does it feel when you know someone is not listening to you?
    c. Explain: All of this will tie into our next exercise because it is important to listen but it is also important to ensure we are asking engaging questions that we WANT to know the answers to and that people would be interested in answering.

ACTIVITY 2: INTERVIEW PLANNING WORKSHOP

1. Ask the following:
    a. Who specifically do we want to interview? (e.g. if they said "youth in the community" would be their knowledge source, are they going to interview kids in other after-school programs and/or their peers at school?). Why are the people we've chosen to interview the right ones to be interviewed? GET SPECIFIC
2. Introduce interview protocol. Explain: Interview protocol is just guide for how you will talk to the people you are interviewing, including a list of questions you will ask.
3. Hand out and review the "Components of an Interview" handout.
    a. Ask youth for more examples for each question category. Highlight the importance of using the same set and order of basic questions to get consistent data.
4. In pairs, have youth create interview questions for their research project.
    a. Facilitator note: If youth decided that several different sets of questions are needed for different participants, assign an equal number of pairs to each participant. Remind the students to write open-ended questions.
5. Use another blank Designing Your Interview Questions worksheet to support students in structuring their interview questions.
    a. As a group, have youth share their questions under each category. Ask for additions or revisions.
6. Finalize your interview protocol(s) (draft one).
    a. Explain: After practicing this protocol, we may see that they need to make changes.

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INTERVIEWS PART 3: FINALIZING QUESTIONS & PRACTICING

90 MINUTES (CONTINUED)

ACTIVITY 3: PEER INTERVIEW PRACTICE & QUESTION REVISION

1. Practice interviews with new questions.
    a. Inform the participants that they will be practicing their interviewing skills by interviewing each other using the questions they just finalized.
    b. Encourage them to think about what it means to be a good listener when they are conducting the interviews. Think back to the telephone game!
2. Before starting, review the Steps to a Good Interview handout from the last session. Highlight the importance of getting consent – either as a written form or as a statement on audio tape.
3. Split the group into pairs (different partners than before).
4. Ask the youth to take turns interviewing each other using the questions on which they've agreed. If you aren't planning to use a tape recorder, youth will have to take detailed notes on what the other person says in their interview (see the Sample Interview Note Taking Sheet following this session).
5. Discuss the importance of taking clear notes, in a consistent format.
6. Get back into a large group, debrief the following:
    a. How comfortable did youth feel conducting the interview?
    b. Did they get the answers they hoped?
    c. How can the group improve the questions? Make sure there is agreement on any changes made to the protocol.

ACTIVITY 4: CLOSER

1. Have each youth give a prop (compliments, praise, thanks for their work today, etc.) to the person on their right.

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COMPONENTS OF AN INTERVIEW

PARTS OF AN INTERVIEW	PURPOSE	EXAMPLES
Introduction	The interviewee understands the purpose of your project, how the information will be used, and what to expect from the interview.	Hi, my name is _____, and I am from the YELL project. We are trying to find out X and your experience and thoughts will help. This is confidential which means no one will know you actually said this but me. Please answer honestly and you don't have to answer anything you don't want to answer.
BODY: INTERVIEW QUESTIONS		
1. Ice-Breaker questions	The interviewee feels comfortable. You get basic information you need and a sense of the person's mood.	What is your name? How long have you lived here? What is your favorite band?
2. "Grand Tour" question	Allow interviewee to tell you a "story" about the topic in their words.	Tell me about a typical day in your community/family/country of origin
3. Survey questions	Get answers to specific questions related to your area of interest.	What sorts of after-school programs would you like to see at your school? Why?
4. Hypothetical question	Gives you insight into what people would want if they didn't have to think within what could be "real."	If you could have 3 wishes that would come true, and you had to make them about your school, what would they be?
Conclusion	Wrap-up and let the person know that their time and opinions are appreciated. Allow the person to say anything else they haven't said.	That is my last question. Is there anything you would like to add? Thank you for your time.

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DESIGNING YOUR INTERVIEW PROTOCOL

Research Topic:

Introduction	
Ice-Breaker questions (2-3)	1. 2. 3.
"Grand Tour" question (1)	1.
Survey questions (5-7)	1. 2. 3. 4. 5. 6. 7.
Hypothetical question (1)	1.
Conclusion	

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HELPFUL HINTS

SUCCESSFUL TAPE RECORDING DURING AN INTERVIEW

1. Make sure the tape recorder is on a solid surface (like a table) and is placed right between you and the person(s) being interviewed.

2. Make sure that the interview space is free from noise. Check that radios, fans, outside noise, or anything that will make it harder to hear the recorded voice, are off if it is at all possible. Record indoors to avoid wind and traffic noise. It is amazing how much background noise a recorder will pick up.

3. Before starting the interview, record yourself saying "Testing 1, 2, 3," then replay and verify that the recorder is working properly.

4. Start recording. State the date, time, location and a summary of who is involved in the interview (without using names).

5. During the interview, try to speak clearly. If you notice that the person being interviewed is speaking very softly, please ask the person to speak up.

6. Try not to have both persons speaking at the same time. If you perceive that there might be some confusion because of two people speaking at the same time, repeat the question.

7. Be aware. Notice if someone is tapping the table with a pencil, or fidgeting with paper, or anything else that will interfere with the sound quality.

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INTERVIEW NOTE TAKING SHEET

Date: _____ Start Time: _____ End Time: _____

Research Topic: _____

Interviewer: _____

Person Interviewed: _____ Grade/Age: _____

ICE BREAKER NOTES:

Question #1:

Answer #1:

FOLLOW UP QUESTIONS AND ANSWERS:

Question #2:

Answer #2:

Note: This is a sample structure. The important thing is for youth to have a clear and consistent format for taking detailed notes during focus groups. This will help with coding and analysis.

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INTERVIEW CONSENT FORM

— SAMPLE —

I am willing to be interviewed as part of the Youth Engaged in Leadership & Learning Project research study. I understand that the purpose of this project is to learn how youth feel about our neighborhoods and schools.

Participation in this interview will take about 20 minutes. Participation is voluntary. There is no payment for participation. A possible benefit of being part of this study is that the information can help us to make our school and community better for youth. There are no risks associated with participating in this study. I know that all answers will be kept confidential, which means that they won't be shared with anyone who is not part of the Project. I also know that I can refuse to answer any question at any time, and I can stop the interview at any point. If I have any questions, I can ask the Director of the project. If I have any further questions or concerns, I can tell my parents or a teacher,

I give permission for this interview to be audio tape-recorded.
_____ I understand that this interview will be audio tape-recorded. (please initial)

If videotape is being used, I give permission to be videotaped.
_____ The videotape may be used in presentations. (please initial)

Name (please print): _____

Signature: _____

Date: _____ My Age: _____

THE EXTRA COPY OF THIS CONSENT FORM IS FOR YOU TO KEEP.

INTERVIEWS PART 4: ORGANIZING RESULTS

90 MINUTES

OBJECTIVE

Youth will organize interview data and prepare to identify interview themes and findings.

MATERIALS & PREPARATION

- Interview notes from ALL interviews
- Scissors
- Tape
- 1 small bag Starburst, 1 bag colored Tootsie rolls, 1 small bag Dum Dums (or a large bag of similar objects that can be grouped)
- Project calendar and/or butcher paper that lists decisions made up to this point (topic, root causes, knowledge sources, methods, research questions).

ACTIVITY 1 (15 MINUTES)
Intro to Coding

ACTIVITY 2 (65 MINUTES)
Coding and Sorting Workshop

ACTIVITY 3 (10 MINUTES)
Closer

ACTIVITY 1: INTRO TO CODING

1. Have youth either get into groups of 6 or make 1 large group.
2. Pour out all of the candy onto a few large plates (or give some candy from each type to each group).
3. Ask the youth to group the candy and come up with a system that they can describe for how they grouped the candy.
4. Ask the groups to report out how they grouped the candy.
5. Now ask the youth to come up with a different grouping system than any of the other groups.
6. Finally, ask them to create a coding system that allows them to explore differences and similarities between and across groups.
7. Allow everyone 1 piece of candy.
8. Collect remaining candy.
9. Explain: This is how we are going to group the information we gathered from our interviews. We are going to group them. But first, we need to read everything and create a few different categories.

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INTERVIEWS PART 4: ORGANIZING RESULTS

90 MINUTES (CONTINUED)

ACTIVITY 2: CODING AND SORTING WORKSHOP

1. Explain: After interviews are conducted, researchers must review what people said and sift and sort the information acquired.
2. Ask: How would you try to figure out how many people felt one way or another from all the interviews? Discuss and list their responses.
3. Explain: Coding is a process used by professional researchers to group information, to explore similarities and differences and to identify patterns in the data collected.
4. Pass out 1-2 interviews per person or group of students (interviewers should keep their own notes sheet so they can read their writing if not typed). Ask them to read the notes one time through.
5. Ask: What types of things came up in your interviews? Write their reflections on butcher paper/whiteboard. Write things that are similar near one another.
6. Ask: Can we "condense" or group any of these responses? Create a grouping of types of responses?
7. Go over the new categories.
8. Give each person/group scissors and ask them to cut up their note sheets/ transcripts and tape the responses under the group names for each response on the whiteboard/butcher paper. They should cut up their ENTIRE sheet by the end.
9. Before anyone throws any scraps away, make sure they've cut up all the notes from it and placed them on the correct categories on the board.
10. After everyone is done, count the number of responses under each category.
11. Also, count up the total number of people that you interviewed, and the demographics of the group you interviewed (age, gender, where you interviewed them, etc).
12. Keep the butcher paper with all the taped quotes on it and the code counts.

ACTIVITY 3: CLOSER

1. Ask youth to complete this sentence: Something that surprised me today was . . .

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PHOTOVOICE PART 1: EXAMPLES & EXCURSIONS

90 MINUTES

OBJECTIVE

Youth will learn how photos can be used to gather information about a topic. Youth will have the opportunity to explore their community and take pictures that relate to their chosen topic.

MATERIALS & PREPARATION

- Butcher paper that lists decisions made up to this point (topic, root causes, knowledge sources, methods, research questions)
- Cameras (one per group of four)

ACTIVITY 1 (20 MINUTES)
Opener

ACTIVITY 2 (15 MINUTES)
Intro to Photovoice

ACTIVITY 3 (45 MINUTES)
Photo Excursion

ACTIVITY 4 (10 MINUTES)
Debrief/Closer

ACTIVITY 1: OPENER

1. Have group get into a discussion circle.
2. Ask: What is the funniest yearbook photo you have ever seen?
3. Ask: What does "a picture is worth a 1000 words" mean to you?

ACTIVITY 2: INTRO TO PHOTOVOICE

1. Explain: Photovoice involves gathering information through images, like a documentary. It allows people to have a voice through taking pictures and to use the pictures of a social problem to try to create change.
2. On butcher paper, list different types of images that influence change and empower people (magazines, newspapers, social media, etc.).
    a. Ask: What is your experience in taking photos? Be specific. Both positive and negative experiences are encouraged.
    b. Show youth examples of PhotoVoice that you looked up online. Or look them up together.

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PHOTOVOICE PART 1: EXAMPLES & EXCURSIONS

90 MINUTES (CONTINUED)

ACTIVITY 3: PHOTO EXCURSION

1. Explain: The purpose of this activity is for you to gain experience and confidence taking pictures based on a list of situations (photo hunt list).
2. Have youth get in groups of 2-3.
3. Explain: As a group you will take pictures using the photo excursion worksheet as a guide. You will receive a list of situations and techniques to get you thinking and understanding differences between the objective and subjective in photography.
    a. Groups can walk around the neighborhood with their facilitator and take pictures that relate to the "photo hunt" list. They will work together in their groups to take pictures. Make sure each youth gets the opportunity to use the camera and to take at least a few pictures. (If there are enough cameras, then the youth can work more independently).

ACTIVITY 4: DEBRIEF / CLOSER

1. Have the youth get back into a discussion circle.
2. Ask the following:
    a. How was this experience taking pictures?
    b. What images did you try to capture?
    c. Why? What challenges came up?
    d. What successes did you have?
    e. What will you try differently next time?

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PHOTOVOICE PART 2: PHOTO PLANNING

90 MINUTES

OBJECTIVE

Youth will identify the topics (who, what, where) that will be the focus of their photographs.

MATERIALS & PREPARATION

- Project calendar and/or butcher paper that lists decisions made up to this point (topic, root causes, knowledge sources, methods, research questions).
- Printed photos from the last session.
- Butcher paper with the headings "who" "what" and "where".
- A cloud-based service or other virtual storage account for youth to upload their images (if using digital cameras/phones).
- Cameras for each youth or group — if you choose disposable cameras, make sure you know where and how long it will take to get the photos printed.

ACTIVITY 1 (10 MINUTES)
Opener

ACTIVITY 2 (35 MINUTES)
Photo Planning Workshop

ACTIVITY 3 (35 MINUTES)
Take & Log Photos

ACTIVITY 4 (10 MINUTES)
Closer

ACTIVITY 1: OPENER

1. Have youth get into groups of two.
2. Have youth share one photo from their phone, or a photo they've seen recently, with a neighbor.
3. Share any excellent phone photos

ACTIVITY 2: PHOTO PLANNING WORKSHOP

1. Debrief photos from last week.
    a. Facilitator, you should share a photo that you've taken recently.
    b. Ask youth about their experience taking pictures.
2. Ask youth to volunteer a photo or two to share with the group that they feel is most important or that they like the best.
3. Have youth share:
    a. What they like about this photo?
    b. What they see in it?
    c. What images did you try to capture? Why?
    d. Did you have technical problems?

(ACTIVITY CONTINUES ON NEXT PAGE...)

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PHOTOVOICE PART 2: PHOTO PLANNING

90 MINUTES (CONTINUED)

ACTIVITY 2: PHOTO PLANNING WORKSHOP (CONTINUED)

4. Explain: Now we are going to start taking photos for our research project. An interview protocol is just guide for what types of things they would like to take pictures of, and what photographs will best relate to their research question.
5. Using butcher paper with the headings "who" "what" and "where" answer the following questions:
    a. Who or what is impacted by your issue or topic?
    b. Who or what could help you better understand your issue?
    c. Where in your community could you explore to help gain a better understanding of your topic or issue?
6. Create a timeline of where you will go in your community, when and what types of pictures you will try to take (people, places, things, buildings, parks, graffiti, etc).
    a. Decide if everyone will take pictures across all the categories, or if you want to divide them up amongst the team.

ACTIVITY 3: TAKE & LOG PHOTOS

1. Hand out "Photo Log."
2. Youth will take photos with the goal of bringing in 5 photos each that represent the who, what, or where of their topic.
3. When returning with their photo, number the picture and briefly write notes about where they were, why they took this photo, and what it means to them. The idea is that they remember their rationale for the photo.
4. For digital photos, youth should upload their top 5 photos to a cloud-based service at least 24 hours before the next group.
5. Demonstrate how to upload to a cloud-based service using practice photos from today's session. Make sure all youth are invited to a cloud-based service and can access their assigned folder.
6. If you are comfortable, students could also text you the photos if not using digital cameras.

ACTIVITY 4: CLOSER

1. Dance party. Play a song that the youth vote on. Have them dance to the song.

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PHOTO LOG

Name(s): _____

Research Topic: _____

Photo Assignment: _____

PHOTO #	NOTES: Where were you when you took this photo? Why did you take it? What does it mean to you?
1.	
2.	
3.	
4.	
5.	

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PHOTOVOICE PART 3: SELECT & ORGANIZE PHOTOS

90 MINUTES

OBJECTIVE

Youth will select key images that illustrate their topic and create captions that describe the photo and how they relate to their research topic/issue.

MATERIALS & PREPARATION

- Project calendar and/or butcher paper that lists decisions made up to this point (topic, root causes, knowledge sources, methods, research questions).
- Butcher paper
- Cameras
- Index cards
- Projector (or consider printing selected photos for youth prior to session)
- Poster on butcher paper of SHOWeD (Wang 1999) questions for analyzing photos.
    - What do we see here?
    - What is really happening here? How does this relate to our lives?
    - Why does this situation, concern or strength Exist?
    - What can we do about it?

ACTIVITY 1 (10 MINUTES)
Opener

ACTIVITY 2 (40 MINUTES)
Photo Analysis

ACTIVITY 3 (30 MINUTES)
Captioning

ACTIVITY 4 (10 MINUTES)
Closer

ACTIVITY 1: OPENER

1. Have youth get into a share circle, and finish this sentence: One positive thing about the person to my right is . . .

ACTIVITY 2: PHOTO ANALYSIS

1. Describe and discuss photos.
    a. Have each youth look over their top photos and select up to five photos they like best or they feel are most important.
    b. Name or label these with a number so you can connect them to their captions developed later.

(ACTIVITY CONTINUES ON NEXT PAGE...)

PHOTOVOICE PART 3: SELECT & ORGANIZE PHOTOS

90 MINUTES (CONTINUED)

ACTIVITY 2: PHOTO ANALYSIS (CONTINUED)

1. Select a photo you (facilitator) have taken and share it with a group.
    a. Talk aloud about the photo as if you were writing your ideas in a journal to model how you might answer the SHOWeD questions below.
        i. What do we see here?
        ii. What is really happening here?
        iii. How does this relate to our lives?
        iv. Why does this situation, concern or strength Exist?
        v. What can we do about it?"
3. Going around the room ask each youth to answer the questions about their selected photos.
    a. Take notes on butcher paper of words, ideas, and phrases that come up during the discussion. Note similarities and differences.

ACTIVITY 3: CAPTIONING

1. Ask: What might make a good caption. Emphasize the importance of using descriptive words, or adjectives.
2. Discuss how words can convey negative or positive emotions or feelings.
3. Youth should select a title and write a caption to describe each of their photos.
4. Write the youth's name, title, caption and number assigned to the photo on an index card.

ACTIVITY 4: CLOSER

1. What was a rose, bud, and thorn for you this week in YELL?
    a. Rose = something that went really well
    b. Thorn = something that was disappointing
    c. Bud = something we can improve next time

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PHOTOVOICE PART 4: ANALYZE PHOTOS

90 MINUTES

OBJECTIVE

Youth will learn how photos can be used to gather information about a topic. Youth will have the opportunity to explore their community and take pictures that relate to their chosen topic.

MATERIALS & PREPARATION

- Project calendar and/or butcher paper that lists decisions made up to this point (topic, root causes, knowledge sources, methods, research questions).
- Cameras
- Computers

ACTIVITY 1 (10 MINUTES)
Opener

ACTIVITY 2 (40 MINUTES)
Group Analysis

ACTIVITY 3 (20 MINUTES)
Theme Generation

ACTIVITY 4 (10 MINUTES)
Photo Editing (optional)

ACTIVITY 5 (10 MINUTES)
Closer

ACTIVITY 1: OPENER

1. Get youth into a share circle, and ask them to complete the following statement: If I had a photographic memory, I would use it to . . .

ACTIVITY 2: GROUP ANALYSIS

1. Go around the circle and share 1 of their photos (either have them on a computer or developed with hard copies) with the group. For each photo, the photographer should share the title and caption.
2. Then open up the discussion to the group, using the following questions to guide the discussion. This discussion should be flexible and guided by the group.
    a. What do you notice about the pictures?
    b. What do they represent to you?
    c. What is really happening here?
    d. How does this relate to our lives?
    e. What do they say about our topic?
    f. What emotions do they capture?
    g. Why does this situation, concern, or strength exist?
    h. What can we do about it?
    i. What is your response to the photographer's thoughts and feelings about the photo?
    j. What questions do you have for the photographer?

(ACTIVITY CONTINUES ON NEXT PAGE...)

PHOTOVOICE PART 4: ANALYZE PHOTOS

90 MINUTES (CONTINUED)

ACTIVITY 2: GROUP ANALYSIS (CONTINUED)

3. The goal is to move from individual to shared voice. Allow youth to dialogue about what they see in the photo, their thoughts on what the photographer has shared, how they can relate to that story or how their impressions differ.
    a. During this discussion have a staff member take notes on key ideas on butcher paper. Watch the clock to be sure each youth shares at least 1 photo.

ACTIVITY 3: THEME GENERATION

1. After all photos and stories around a topic have been shared, ask youth to identify themes across photos/stories.
    a. What are the main findings from our photos?
    b. What do we want other people to learn from these photographs?

ACTIVITY 4: PHOTO EDITING

1. Invite a professional photographer to visit the group and view some the photos taken over the past couple weeks or familiarize yourself with some software.
2. Have the professional explain photo editing techniques (cropping, shading, blurring, others) that will help youth enhance their photos. Explain how photographers might choose to use these techniques in editing their photos.
3. Let youth practice these techniques on photos of theirs using the computer during the session.
4. Ask youth to edit their favorite captioned photos from the past month before next session. The group will select photos to display based on these edited photos.

ACTIVITY 5: CLOSER

1. Ask the youth: What is one thing you are excited about?

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SURVEYS PART 1: THE WHO, WHAT, WHERE, WHEN, & HOW?

90 MINUTES

OBJECTIVE

Youth will distinguish who they want to survey, what their focus should be, where they will hand out the surveys, when they should hand out the surveys, and how they will go about organizing the process.

MATERIALS & PREPARATION

- Paper
- Pencils
- List of the bad survey question
- Butcher paper/whiteboard
- Markers

ACTIVITY 1 (15 MINUTES)
Opener

ACTIVITY 2 (25 MINUTES)
Who & What?

ACTIVITY 3 (25 MINUTES)
Bad Survey Questions

ACTIVITY 4 (15 MINUTES)
Where, When, & How many?

ACTIVITY 5 (5 MINUTES)
Closer

ACTIVITY 1: OPENER

1. Have youth get into a share circle.
2. Play the question game:
3. One person in the circle looks another person in the eye and asks them a question.
    a. The person being asked the question does not give them an answer but instead they are to look at another person and ask them a different question.
    b. You cannot to ask incriminating questions (that automatically disqualifies you) and you cannot ask the same person a question (it must be different each time).
4. Debrief, ask the following:
    a. What was hard about this game?
    b. What questions did you want to answer but couldn't because of the rules?
    c. What questions did you NOT want to answer and were relieved because of the rules?

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SURVEYS PART 1: THE WHO, WHAT, WHERE, WHEN, & HOW?

90 MINUTES (CONTINUED)

ACTIVITY 2: WHO & WHAT?

1. Explain: Since we have chosen to use surveys it is important we narrow down our focus and decide WHO we want to give the survey to and what we want to ask them.
    a. Do we want to give the survey to people that are being affected by our topic?
    b. Do we want to hand the surveys out randomly? Or some other way?
    c. Is option A more productive than option B?
    d. Why or why not?
2. Ask: What do we need to ask the population we selected?
3. Have the youth get into groups of 4.
    a. Pass out a piece of loose-leaf paper and pencil to each person.
    b. Ask: Write down two survey questions you believe are important to ask in an interview (keeping our topic at the center of the focus).
4. Have the youth share their survey questions in the small group.
    a. Once all youth have shared ask them to pick the three best survey questions.
    b. Have each group share their three best survey questions with the whole group.
    c. Write down their questions on the whiteboard.
    d. Have youth vote on the large best survey questions.
5. Ask the youth to determine why they picked the questions they did.
    a. What is working well with the questions we selected?
    b. After they have taken time to brainstorm have them come up with five more questions as a large group.
    c. Record all questions on loose-leaf or butcher paper (save the paper).

ACTIVITY 3: BAD SURVEY QUESTIONS

1. Have youth remain in a large group.
    a. Explain they need to decipher if the questions they selected are productive survey questions based on the following criteria:
        1. Are any of the survey questions biased?
        2. What language makes this question biased?
        3. Do any of the survey questions we selected use language that could be biased? If yes, how can we change it to something more neutral?

(ACTIVITY CONTINUES ON NEXT PAGE...)

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SURVEYS PART 1: THE WHO, WHAT, WHERE, WHEN, & HOW?

90 MINUTES (CONTINUED)

ACTIVITY 3: BAD SURVEY QUESTIONS (CONTINUED)

2. Ask: Are any of our survey questions loaded questions? Loaded questions normally guide the survey respondent to a certain answer.
    a. For example: Who is your least favorite teacher?
    b. What language makes this question loaded?
    c. Do any of the survey questions we selected appear to be loaded questions? If yes, how can we change the language to something more neutral?
3. Ask: Are any of our survey questions double-barreled questions? Double-barreled questions use "or" and "and".
    a. For example: How unhappy or happy are you at school and at the Bridge Project?
    b. What language makes this double-barreled?
    c. Do any of the survey questions we selected appear to be double-barreled questions? If yes, how can we change the question into two separate questions?
4. Ask: Are any of our survey questions absolute questions? Absolute questions are those that assume something of the survey respondent.
    a. For example: Lets say that a toothpaste company was trying to promote a rejuvenating toothpaste product. Their absolute question could be: Do you brush your teeth first thing in the morning?
    b. Explain that the question will give a yes or no response but it would be more productive to ask: How often do you brush your teeth first thing in the morning (before doing anything else)? Give room to answer: always, sometimes, hardly ever, never.
    c. Do any of the survey questions we selected appear to be absolute questions? If yes, how can we change the language to create a more specific answer?
5. Ask: Are any of our survey questions unclear/confusing or too specific?
    a. For example: Do you own an Iphone? Really the survey providers want to know if the person owns a smart phone but got too specific.
    b. Do any of the survey questions we selected appear to be unclear? If yes, how can we change the language to be more clear and specific?

(ACTIVITY CONTINUES ON NEXT PAGE...)

SURVEYS PART 1: THE WHO, WHAT, WHERE, WHEN, & HOW?

90 MINUTES (CONTINUED)

ACTIVITY 3: BAD SURVEY QUESTIONS (CONTINUED)

6. Ask: Are any of our survey questions multiple answer questions? Meaning, do any of our questions have many possible answers or our multiple-choice items aren't mutually exclusive?
    a. For example: How often do you exercise? 7-6 days a week, 6-5 days a week, 5-4 days a week, 4-3 days a week, 3-2 days a week, 2-1 days a week, or never.
        1. These type of multiple answer questions do not provide accurate statistics because the same numbers are used for different answers. A better way would be . . .
    b. Do any of our survey questions provide multiple answers? If yes, how can we change the language to be more accurate with our data?

ACTIVITY 4: WHERE, WHEN, & HOW MANY?

1. Explain: Now we need to organize where, when, and how we will hand out the surveys to the audience we have selected.
    a. Who wants to hand out surveys? Who wants to help with the math once we are done?
2. Ask: How many surveys do we need to collect in order to be able to make sure we get enough information? It's recommended that we get at least 100. That's ____ per person in the group. Does that sound reasonable?
3. Record on loose-leaf paper the plan of action as well as deciphering who will gather the information (if no one steps up to gather the information create an incentive). Save the paper!
4. NOTE FOR FACILITATOR: Although there will be a couple more sessions teaching the kids proper survey skills, it is crucial for the facilitator to get a head start. The survey process will be more successful if the facilitator can begin reaching out to the chosen audience(s) far in advance in order to ensure the youth are supported, have transportation (if necessary), and know where and when to meet with the audience selected.

ACTIVITY 5: CLOSER

1. Play sneaky statues or another game of their choice! They used their brains a lot today and they deserve some fun!

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SURVEYS PART 2: SURVEY PRACTICE

90 MINUTES

OBJECTIVE

Youth will learn how to create a survey and develop a draft survey protocol.

MATERIALS & PREPARATION

- Project calendar and/or butcher paper that lists decisions made up to this point (topic, root causes, knowledge sources, methods, research questions).
- Index cards
- Paper and pens
- Copies of Types of Survey Questions (one per student)
- Copies of Survey Protocol Worksheet (at least two copies per student)
- On a piece of butcher paper, write the four categories of survey questions — with room under each category to record sample questions.
    - Yes/No
    - Scale
    - Multiple choice
    - Open-ended

ACTIVITY 1 (5 MINUTES)
Opener

ACTIVITY 2 (20 MINUTES)
Create a Survey

ACTIVITY 3 (30 MINUTES)
Practice Taking Surveys

ACTIVITY 4 (35 MINUTES)
Debrief & Finalize Survey Questions

ACTIVITY 1: OPENER

1. Have youth get into a discussion circle, and ask: What was the best gift you've ever received? Why?

SURVEYS PART 2: SURVEY PRACTICE

90 MINUTES (CONTINUED)

ACTIVITY 2: CREATE A SURVEY

1. Pass out index cards or paper to each youth.
2. Ask: Write down two or three general questions that you could ask someone about (our topic).
3. After youth have had a few minutes to write on their own, have them share out. List question on butcher paper/whiteboard.
4. Pass out the Types of Survey Questions handout and review each question type:
    a. Yes/NO
    b. Scale
    c. Multiple choice
    d. Open-ended
5. Pass out the blank Survey Protocol Worksheet.
6. Divide youth into pairs.
7. Have each pair use a blank survey form to come up with survey questions in at least three of the survey question categories. They can use and/or revise the brainstormed questions, or make up new questions.

ACTIVITY 3: PRACTICE TAKING SURVEYS

1. Using their newly-created survey questions, have youth move about the room and find five different people to "take" their survey.
    a. Encourage students to ask each other questions and give feedback if a survey question is confusing.
    b. Ask them to make sure they first introduce themselves and tell their potential survey taker WHY they should take the survey and WHAT the survey is about.
2. Have youth return to their pair and revise their questions according to the feedback they received, and then add at least one survey question to each category.

ACTIVITY 4: DEBRIEF & FINALIZE SURVEY QUESTIONS

1. As a group, have one pair at a time read their questions (by category).
2. Have youth volunteers write the questions on butcher paper (if possible, have four pieces, one for each type of question).
3. As you go around the room, have people add questions that have not yet been stated by another pair. After everyone has gone, ask if there are any additions.
4. Have someone (or a group) type up the survey if time allows.

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CREATE A SURVEY

— TYPES OF SURVEY QUESTIONS —

There are generally four different ways of asking a survey question. For example, you might want to find out community members' experiences with, or opinions about, homelessness.

1. Have you ever been homeless?
YES NO

2. My family worries about how to pay rent.
Not true Somewhat true Very True

3. It is hard to find an affordable place to live in my community.
Strongly Disagree Disagree Neutral Agree Strongly Agree

4. How often do you worry about whether or not you will have food to eat?
Usually Sometimes Never

5. How much of a problem is homelessness in this community?
Small Medium Big

6. What do you think is the solution to homelessness in your community?
A) Lower rents
B) New public housing
C) More homeless shelters
D) Guaranteed jobs programs
E) Better social services agencies
F) Other: _____

7. Rank the following solutions to homelessness (1 being the best, 5 being the worst):
_____ Lower rents
_____ New public housing
_____ More homeless shelters
_____ Guaranteed jobs programs
_____ Better social services agencies

8. What do you think causes homelessness in your community?

9. What are some solutions to homelessness?

10. What is your age?

11. What is your gender?

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SURVEYS PART 3: ANALYZE SURVEY RESULTS

90 MINUTES (TIME DEPENDS ON NUMBER OF SURVEYS TO BE TALLIED)

OBJECTIVE

Youth will understand how to tally and graph survey results, and generate "findings" from their survey data.

MATERIALS & PREPARATION

- Project calendar and/or butcher paper that lists decisions made up to this point (topic, root causes, knowledge sources, methods, research questions)
- Completed surveys
- Sample survey questions written on the board or butcher paper
- Copies of the Sample Survey Talley Sheet, modified for your survey

ACTIVITY 1 (15 MINUTES)
Opener

ACTIVITY 2 (60 MINUTES)
Tallying Survey Results

ACTIVITY 3 (15 MINUTES)
Closer

ACTIVITY 1: OPENER

1. Ask a young person to review the objective and agenda for the day. If you have youth who were in YELL last year, ask one to lead the opening circle.
2. Ask: How many people in this group (count and mark the "tally" for each):
    a. Wear glasses?
    b. Are in 6th grade?
    c. Want to be a doctor?
    d. Are wearing the color blue?

ACTIVITY 2: TALLYING SURVEY RESULTS

1. Have youth take out all of the completed surveys they have collected and divide the surveys so that each person has the same amount.
2. Hand out a tally sheet to each youth (see the Sample Survey Tally Sheet for ideas) and have each student tally his or her stack of surveys.
3. Collect a final count for each of the survey items
4. Discuss ways they have seen survey results (bar graphs, pie charts, etc.)

ACTIVITY 3: CLOSER

1. Which survey findings are the most interesting to you?
    a. Which findings/graphs do you think are the most important and/or interesting to our target audiences?

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SAMPLE SURVEY TALLY SHEET

QUESTION	YES	NO	NO ANSWER	TOTAL
1. I have been homeless				
2. I know someone who is homeless				
3. I worry about being homeless				

QUESTION	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree	NO ANSWER	TOTAL
4. My family worries about how to pay rent.						
5. It is hard to find an affordable place to live in my community.						
6. I see homeless people where I live.						
7. Homelessness is a problem in this community.						
8. There is support and service for homeless people in my community.						

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SAMPLE SURVEY TALLY SHEET

9. Rank the following solutions to homelessness	1 Worst	2	3	4	5 Best	NO ANSWER	TOTAL
Lower rents							
New public housing							
More homeless shelters							
Guaranteed jobs programs							
Better social services agencies							

10. What do you think causes homelessness in your community? What are some solutions?

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SURVEYS PART 4: USING VISUALS TO TELL A DATA STORY

90 MINUTES (TIME DEPENDS ON NUMBER OF SURVEYS TO BE TALLIED)

OBJECTIVE

Youth will understand how to tally and graph survey results, and generate "findings" from their survey data.

MATERIALS & PREPARATION

- Project calendar and/or butcher paper that lists decisions made up to this point (topic, root causes, knowledge sources, methods, research questions).
- Completed surveys
- Sample survey questions written on the board or butcher paper
- Copies of the Survey Math and Graphing handout

ACTIVITY 1 (10 MINUTES)
Opener

ACTIVITY 2 (60 MINUTES)
Creating Visual Representation of our Survey Data

ACTIVITY 3 (20 MINUTES)
Closer

ACTIVITY 1: OPENER

1. Ask a young person to review the objective and agenda for the day. If you have youth who were in YELL last year, ask one to lead the opening circle.
    a. Opening Circle Statement (Round the World):
    [Have the youth come up with their own]

ACTIVITY 2: CREATING VISUAL REPRESENTATION OF OUR SURVEY DATA

1. Pass out the Survey Math and Graphing handout. Review what a fraction is (a part of a whole), how to turn a fraction to a decimal through the use of division, and how to change a decimal to a percent by moving the decimal two place values to the right.
    a. Remind the students that in surveys the "whole" is the total number of people surveyed and the "part" is the number of people who answered the survey a certain way.
2. Brainstorm and record the youths' answers to the following:
    a. Why it is important to understand the majority opinion?
    b. Why should you pay attention to the minority opinion as well?
    c. Divide youth into pairs and assign each pair one or more survey questions and the tallied results from that question(s). Have each pair find the percent totals for their assigned questions.

(ACTIVITY CONTINUES ON NEXT PAGE...)

SURVEYS PART 4: USING VISUALS TO TELL A DATA STORY

90 MINUTES (CONTINUED)

ACTIVITY 2: CREATING VISUAL REPRESENTATION OF OUR SURVEY DATA (CONTINUED)

3. Share back: While youth are reporting their percent totals, have someone double-check the percentages with a calculator. On a large piece of butcher paper record the main findings under each numbered question.
4. Introduce graphs as used to visually represent percentages and numbers, and have youth return to their assigned pairs and questions to create at least one graph for that question(s).
    a. Have youth make the graph large enough so that it can be posted on the wall (or held up) and easily seen by other youth. Share the graphs for each question's findings.
5. As a group, discuss the graphs and identify findings that are the most striking.
    a. Have youth look for findings that "go together." Are there findings that would be interesting to see next to each other in a graph? (see example below).

ACTIVITY 3: CLOSER

1. Ask the youth: Which survey findings are the most interesting to you? Which findings/graphs do you think are the most important and/or interesting to our target audiences?

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CREATING VISUAL REPRESENTATIONS

— SURVEY MATH AND GRAPHING —

In order to understand survey results, turn tallied answers into percentages, and then put the percentages in a visual graph to show your findings.

FOR EXAMPLE: 24 students were surveyed on homelessness in West Oakland.
Below are the total tallied answers to survey question #3.

QUESTION #3	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree	NO ANSWER	TOTAL
It is hard to find an affordable place to live in my community.	5	2	8	9	0	24

PERCENTAGES:

- In surveys, the "whole" is the total number of people surveyed and the "part" is the number of people who answered the survey a certain way. So if 3 people answered "Yes" and a total of 5 people were surveyed, then the fraction would be 3/5.
- You can turn a fraction to a decimal using division. 3 divided by 5 = 0.60
- You can change a decimal to a percent by moving the decimal two places to the right. 0.60 = 60%

USING THE EXAMPLE ABOVE:

- 5 students chose "1" = 5/24 = 0.20 = 20%
- 2 students chose "2" = 2/24 = 0.08 = 8%
- 8 students chose "3" = 8/24 = 0.33 = 33%
- 9 students chose "4" = 9/24 = 0.37 = 37%

NOTE: Sometimes the numbers don't add up to 100% because of rounding

MAJORITIES:

- You'll want to pay special attention to the answers that most — or least — people chose.
- In this example, "4" or "Strongly Agree" was the most popular response, with 37%
- You could also say that "Agree" was the majority with 70% (33% +37%) and "Disagree" was the minority with 28% (20% + 8%).

BAR GRAPHS:

- The X axis (horizontal) represents the different types of answers people could give.
- The Y axis (vertical) represents the number of people who chose that type of answer.

PIE GRAPHS:

- In a pie graph, each "slice" of the pie represents the number of people who selected a particular survey response.

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AUDIENCES & GOALS

90 MINUTES

OBJECTIVE

Youth will decide who they want their audience to be based on what they discovered from the surveys, Photovoice, interviews, etc. They will decide what their ultimate goal is, and the facilitator will work with the youth to ensure their goals are not too broad or too specific.

MATERIALS & PREPARATION

- Butcher paper, markers, paper, pencils
- Copy of the root causes from Upstream/Downstream (Session 6)

ACTIVITY 1 (5 MINUTES)

Opener

ACTIVITY 2 (20 MINUTES)

Know Your Audience

ACTIVITY 3 (30 MINUTES)

What is Our Goal?

ACTIVITY 4 (15 MINUTES)

MadLib

ACTIVITY 5 (10 MINUTES)

Closer

NOTE

In past YELL projects, the youths' (target) audience and end goal have been too broad and lacking focus. It is important for them to narrow their focus and have achievable goals so they will see results and feel their hard work paid off and truly understand they do have a voice. It is also a good idea for the YELL leader to begin to brainstorm with the YELL team about how to be in contact with the audiences that the youth envision. You will want to schedule this meeting as soon as possible so that the young people will be working toward the goal of completing the products and presentations in time for the meeting with the intended audiences.

ACTIVITY 1: OPENER

1. Have the youth get into a share circle. Ask: What is your personal vision?
    a. Example: My vision is to create a world where all youth are listened to and respected.

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AUDIENCES & GOALS

90 MINUTES (CONTINUED)

ACTIVITY 2: KNOW YOUR AUDIENCE

1. Go over the consensus from Upstream/Downstream (what are the root causes for our topic?).
2. Now that we have gathered all of our research, who do we want to present this information to? Ask the following and write down their thoughts:
    a. Who is the most affected by our topic? (do not accept first answers, allow the youth to discuss and agree and disagree).
    b. Who has the power to make the most effective change? (i.e. who do we need to team up with and present our topic to, in order to create change?)
    c. Who could join us and help us make a change for our topic?
3. Have the youth discuss until it is narrowed down to two target audiences.
4. Have them vote between the two (majority rules).

ACTIVITY 3: WHAT IS OUR GOAL?

1. Explain: Now that we know whom our target audience is we need to have a goal.
    a. An example of a good goal is: By May of 2017, we want to educate 150 adults about how graffiti in parks in our community contributes to crime. Removing graffiti in the parks will reduce crime. We want the city parks and recreation program to remove graffiti in our park.
    b. Ask: What makes this a good goal?
2. The goal should include the following criteria:
    a. We need to have a specific solution or action (a goal) that outlines how change will happen.
    b. The goal cannot be too broad (i.e. "we want to change the world" is not an achievable goal). Be specific.
    c. It needs to be something we can measure. Often, we should use numbers to define our goal.
    d. It must be achievable and realistic. Choose a goal that you can accomplish in the next year.
    e. It needs to be relevant. It should matter to the community and be "rooted" in the work you've done so far.
    f. It must fit within our time constraint. Don't pick a goal that you can't accomplish.

(ACTIVITY CONTINUES ON NEXT PAGE...)

AUDIENCES & GOALS

90 MINUTES (CONTINUED)

ACTIVITY 3: WHAT IS OUR GOAL? (CONTINUED)

3. Explain: Now that we know the criteria let's try to apply these criteria with last years YELL topic.
    a. Ex. a topic in the past was Islamophobia. The youths' goal was to educate people in order to reduce prejudices against their community.
    b. Unfortunately, this goal didn't meet our criteria.
    c. What could the group have done better to create a better goal?
    d. How will we go about educating them?
    e. How many people will we educate?
    f. In addition to educating people, is there a specific policy or practice that we could identify as in need of change? E.g. a campaign encouraging people to stand up for Muslims when they see discriminatory actions in person.
    g. How will we know when we have reached our goal?
    h. Keep reminding the youth and going back to the "What is our Goal?" criteria.

ACTIVITY 4: MADLIB

1. Have groups of youth (2 or 3 youth per group) each complete the "Writing a Problem Statement" MadLib.
2. As a group use words and phrases from the different member's problem statement to debrief.
    a. Ask everyone to repeat the problem statement a few times.
3. Keep all the MadLibs and record youths answers on a sheet of paper.

ACTIVITY 5: CLOSER

1. Ask each person to name two people they will share their problem with before the next meeting.

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PROBLEM STATEMENT MADLIB

We, the youth at ___(SITE NAME)___ Bridge site, found that ___(PROBLEM)___ was happening in our ___(WHERE)___. This problem impacts people because ___(IMPACT)___. We found ___(EVIDENCE)___ from our ___survey/photos/interviews ___.
In order to change this problem, we would like to ask ___(WHO)___ to do the following ___(RECOMMENDATION)___.

Now, write your PROBLEM STATEMENT:

We, the youth at _____ Bridge site, found that _____
_____
_____ was happening in _____. We found _____
_____
_____
_____
_____ from our _____
____. In order to change this problem, we would like to ask _____
_____ to do the following _____
_____
_____
_____
_____
_____ .

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TOOLS FOR ACTION & AWARENESS

90 MINUTES

OBJECTIVE

Youth will develop a product that can be used to educate the community about their problem and proposed solution.

MATERIALS & PREPARATION

- Paper and markers
- Newspaper article, if choosing to write a Letter to the Editor
- Sample report/factsheet, if doing website or handout
- Sample presentation, if doing presentation
- Sample of Photovoice and/or digital story, if doing Photovoice or digital story.

ACTIVITY 1 (25 MINUTES)
Opener

ACTIVITY 2 (50 MINUTES)
Choose a Tool for Social Action

ACTIVITY 3 (15 MINUTES)
Closer

ACTIVITY 1: OPENER

1. Have youth get into a share circle to discuss the following:
    a. What is the most memorable presentation/speech/article or class you can remember?
    b. What was good about it?
    c. What made it memorable?
2. Have youth turn to the person to their right and discuss for 5 minutes.
3. After 5 minutes, discuss as a whole group, then ask follow-up questions:
    a. Do you remember a time you saw a presentation or speech that you didn't like?
    b. What did you not enjoy about it?
    c. Why?
4. Record their answers (noting possible themes that arise). Remind them to think back to their infomercial.
    a. What can we do to make a memorable and persuasive presentation/speech, Photovoice, or digital story?
    b. Do you remember a time when someone used poetry, or statistics or other forms of data, or imagery, or metaphors?

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TOOLS FOR ACTION & AWARENESS

90 MINUTES (CONTINUED)

ACTIVITY 2: CHOOSE A TOOL FOR SOCIAL ACTION

1. Remind the youth of the audience they chose from Session 14.
2. Ask: Thinking of our audience _____.
   What is be the best way to provide them with information? A few options include:
   - **a.** A Letter to the Editor. This is an article you write to a local newspaper to tell them about your research and make a point about what you want to see changed. A Letter to the Editor can reach a wide audience. You will want to look at other Letters to the Editor to get some ideas about how to write these effectively.
   - **b.** A news release is an article you write for the audience of a newspaper, television news outlet, or blogger. A news release tells what your group has been working on and can then encourage a journalist to write about your group and your work or feature your group on local television news. You may also want to include a photo of your group with the news release.
   - **c.** A presentation can include both visual (PowerPoint) and audio such as poetry, story sharing, or other methods. The audience is sometimes smaller, but you get to have a conversation and move them to action. This requires effort to find out the best way to make a presentation to the right audience of decision-makers (e.g., do they have meetings that are open to public comments? Is there a community organization that regularly works with the decision-makers and can help you get a meeting with the decision-makers? Is there someone you know who can introduce you to either a possible community partner or the decision-makers themselves?) You will want to write a news release about a scheduled presentation to alert journalists to your planned actions.
   - **d.** A factsheet can be handed out, emailed, or shared online with members of the community. You will want to be sure to include your main findings from YELL. A factsheet can reach a wide audience. A factsheet can be combined with any of the other forms of communication (a presentation, a news release, a Letter to the Editor).
   - **e.** A social media campaign. Once you have decided on how you will present your information, you will want to find people on social media who can help you get the word out about your presentation or action.
     - **i.** Follow people and organizations you're interested in reaching on Twitter, Facebook, and Instagram.
     - **ii.** Post messages and photos about your project as it's coming together and tag or at-reply the people or organizations when you want them to know about your work. Be sure to reply or like any responses you receive from your desired audience.

(ACTIVITY CONTINUES ON NEXT PAGE...)

TOOLS FOR ACTION & AWARENESS

90 MINUTES (CONTINUED)

ACTIVITY 2: CHOOSE A TOOL FOR SOCIAL ACTION (CONTINUED)

iii. Continue to expand your social media network, seeking out people who may be interested in what you are doing and following them. When they post something similar to your project's goals, re-tweet or share their work and also mention your own work.

3. How do you think we should educate our community about the work we've been doing in YELL? Write the different approaches on the board and ask for additional suggestions/ideas.
4. Hand out sticky dots and have youth vote (they can select more than one).
5. Choose one of the instruction sheets from this lesson to create one of the following: products, or if different from any of these 3, create your own next steps.
    a. Writing a Letter to the Editor and creating a news release
    b. Creating a report or factsheet
    c. Creating a presentation/Photovoice/digital story
    d. Creating a social media campaign

ACTIVITY 3: CLOSER

1. Choose a student that participated and stayed on task during YELL.
    a. Ask them to pull up their favorite video on YouTube (making sure it is appropriate).
    b. Let them share it with the whole group.
2. Ask follow up questions:
    a. What was funny/entertaining about the video?
    b. How can we utilize what is working well in the video in our own presentation?

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LETTER TO THE EDITOR & NEWS RELEASES

I. WHAT IS A NEWS ARTICLE?

1. Explain: There are two main types of articles written for newspapers, magazines, and journals. These are 1) news articles and 2) feature articles. News articles deal with a timely event, often characterized by breaking news. Feature articles are meant to inform or teach the reader about a topic.
2. Important elements of a news article:
    a. The Headline: Gets reader's attention and is related to the topic or event.
    b. The Hook: The first line of the article that is meant to grab the reader's attention.
    c. The 1st Paragraph: Tells the who, what, when, where, why, and how.
    d. 2nd paragraph: Describes things in more detail and gives historical or other information.
3. Ask: How do you think that reporters find out about timely events that are going to occur? Brainstorm about possible sources.
4. Explain: Reporters talk with neighbors, politicians, business leaders, and others who would know about what's going to happen. They monitor smaller community and school newsletters, as well as police scanners and government calendars. They follow many people on twitter and Facebook to get story ideas. They also get information about events directly from organizers who seek their attention.
5. Ask: How do you think reporters determine whether or not a story is newsworthy? Discuss how your work relates to the five questions that determine newsworthiness: Is it timely? Is it significant? Is it happening near to us? Does it involve prominent people? Does it evoke an emotional response (humor, sadness, outrage, feel-good)? Not every story includes all five elements, but a good news story usually has to include at least 3 or 4 of them.

II. LEARN ABOUT NEWS ARTICLES

1. Put youth into groups of 3 or 4. Hand out a copy of a news article.
2. Have youth read different news articles that you have collected and identify the important elements that are noted below.
3. Show the young people a news release issued by an organization and an article that was written as well as a TV news story that was created based on the information initially shared through a news release. They can use different colored markers to highlight similarities between a news release and a published news story.
4. Discuss what comes first in the story (the 'hook') and why that was chosen to lead the article.

LETTER TO THE EDITOR & NEWS RELEASES (CONTINUED)

III. WRITE YOUR NEWS ARTICLE

5. Use the sample story below and write about your work with the Bridge Project. Be sure to help students choose a strong hook that addresses one of the five questions that make the story newsworthy.

IV. CHOOSE A PLACE TO PUBLISH YOUR ARTICLE

6. You, as the adult, can help them identify news outlets either in their neighborhood or in a specialized publication related to their topic. You can also publish the article directly on YourHub, which anyone can do in his or her local city. A YourHub story can then be tweeted and you can ask the students to share links to the story on their Facebook and Instagram pages, using the at-reply and tagging to draw attention to the article among those the students would like to reach. It's also a good idea to identify a local journalist who might have covered similar stories in the past, as he or she is likely to be particularly interested in your group's work and would appreciate receiving a well-written news release.

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SAMPLE NEWS ARTICLE

HEADLINE:

_____(BRIDGE SITE NAME)_____ students do _____ (NAME WHAT YOU FOUND OR PROJECT) _____

FIRST SENTENCE (Hook):

_____

_____

_____ .

1ST PARAGRAPH (Describe what you did):

___(NUMBER OF STUDENTS)____ number of students who participate in programming at the _____, an after school/school program at _____(SITE NAME)_____, did research about _____(NAME THE PROBLEM YOU STUDIED) _____. Students collected _____(DATA COLLECTION METHOD)_____ and found that _____ (DESCRIBE RESULTS)_____.

The students at the _____(NAME OF SITE)_____ want _____(NAME YOUR RECOMMENDATION)_____.

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PRESENTATION / PHOTOVOICE / DIGITAL STORY

NOTE

If the students would like to produce a digital story or video, there are people available through the University of Denver who can help with this. You may want to invite one of them to this session so as to guide this discussion. Consult with the YELL team in advance to arrange this.

MATERIALS & PREPARATION

- PowerPoint sample presentation (use one you like or design for this purpose, or download a sample PowerPoint from the Gardner Center website:
  - www.gardnercenter.stanford.edu
- Photovoice example: www.photovoice.org
- Digital storytelling example from the www.storycenter.org/stories/
- Video story example from South High: www.youtube.com/watch?v=wDo2iQ4PNiA

I. DISCUSS THE FOLLOWING

1. Ask youth about their experience with PowerPoint/Photovoice/ digital story telling.
2. Lead a discussion on when to use PowerPoint (presentation, education, visual aid with large groups) and when it is not necessary to use.

II. REVIEW SAMPLES

1. Go through the sample presentation and photo/video samples, and then ask youth to think about the purpose of the presentation, and the probable audience.

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PRESENTATION / PHOTOVOICE / DIGITAL STORY

90 MINUTES (CONTINUED)

III. CREATE AN OUTLINE OF YOUR POWERPOINT

1. Answer the following questions:
    a. What is the name of your group?
    b. Who belongs to your group?
    c. What did you research?
    d. Why did you research this issue?
    e. What did you find from other sources? (Include any data and/or statistics you found from other sources, and be sure to include a citation of where that information came from and when it was produced or published)
    f. How did you do your research? (Mention photos, surveys, etc.)
    g. What did you find?
    h. What would you recommend now that you've learned this information? Provide 2-3 solid ideas.

IV. PHOTOVOICE/DIGITAL STORY/VIDEO

1. A story with an especially strong emotional dimension is best told with photos or video. Consider incorporating a Photovoice or video into a PowerPoint, for this will add a human dimension and a persuasive element. Such pieces are also very shareable in social media, and can therefore draw more attention to your project's goals.
2. Have the students discuss how they could create a video or Photovoice product with strong emotional impact.
3. If students would like to focus on interviews, they will want to choose:
    a. One person's story as focus (see digital storytelling or Photovoice).
    b. A series of short interviews that reinforce the same point.
4. One of the challenges for first-time Photovoice/video producers is the tendency to want to rely on interviews, but a video or Photovoice with a series of "talking heads" is not the most effective use of these media. Have the students brainstorm instead:
    a. How can some of the most important points of your work be illustrated through visuals?
    b. How could you add humor?
    c. How might music enhance the impact of your message?
5. Another challenge is the length of time for the final product and for the producing process. The ideal length of a completed video is no longer than 2 minutes. This will require planning. You will need to devote approximately 1 hour of filming to produce 1 good minute of video, and it will often require filming in several different locations on different occasions to get a variety of images. It generally takes 3 hours of editing for each good minute of video. Watch the video and digital storytelling examples again and count how many images were used. Which were most effective? Could it have been even more effective if it were shorter? How?

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REPORTS & FACTSHEETS

MATERIALS & PREPARATION

- Sample reports and/or factsheets (use your own, or download samples from the Gardner Center website www.gardnercenter.stanford.edu)
- Brochures, health education pamphlets, or annual reports from youth-centered non-profits can also be useful.

I. DISCUSS THE FOLLOWING

1. What makes a "good" factsheet/report?

II. REVIEW SAMPLES & ASK THE FOLLOWING QUESTIONS

1. Which of these items grabs their attention and interest? Why or why not?
2. Who reads these?
3. What audience are they intended for?
4. Do they reach that audience? Why or why not?

III. CREATE AN OUTLINE OF YOUR FACTSHEET

1. "What?"
    a. What did you do and who did it?
2. "So What?"
    b. Why does this matter?
3. "Now what?"
    c. What do you want people to do now that they know your findings?

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WORKING SESSIONS: CREATE YOUR SOCIAL ACTION TOOL

OBJECTIVE

Over the next two weeks, you and your group will work on your tool for disseminating your group's findings and recommendations. In these sessions, be sure to emphasize teamwork and group sharing. The students should be taking the lead. Ask yourself: is this something a student could be doing? Students from all the communities where YELL has been implemented have been responsible for contacting local news outlets, e-mailing prospective professors, or contacting printing companies to get quotes for publishing their product. Don't underestimate your participants or expect perfection! They can also look at resources that are available in template form, such as downloadable PowerPoint presentations, pre-designed flyers available through FedEx online, and easy-to-use video slideshow programs such as Animoto.

Also: be sure to confirm with those invited that they will be able to attend the meeting you've scheduled. Once the key decision-makers have confirmed, send out online invitations (e.g. Evites) and news releases at least two weeks before the event if possible. Be sure that you have a location secured and that those invited have directions to get there.

FADING FACILITATION

Over the next two weeks, facilitators will organize working meetings that have a flexible structure tailored to the unique needs, interests, and stage of the YELL group.

PRACTICE PUBLIC SPEAKING

90 MINUTES

OBJECTIVE

Youth will begin to understand public speaking skills as well as develop a blueprint for how they will share the action or awareness tool they developed on their topic. It's a good idea to be sure that this preparation session takes place before the actual presentation the youth give in front of their intended audiences.

ACTIVITY 1 (15 MINUTES)
Opener

ACTIVITY 2 (45 MINUTES)
Public Speaking Skills

ACTIVITY 3 (25 MINUTES)
Blueprint

ACTIVITY 3 (5 MINUTES)
Closer

MATERIALS & PREPARATION

- Paper, Pencils, Markers
- Butcher paper
- Index cards
- Copies of books the youth can read from (Dr. Seuss books work well)
- Make four signs (for activity 2):
  - Volume/Diction
  - Body language
  - Tone
  - Speed
- Write one emotion per each index card:
  - Happy, sad, scared, terrified, overjoyed, nervous, irritated
- Images of power poses (you will demonstrate these poses to youth in the opener)

ACTIVITY 1: OPENER

1. Have youth get into a share circle, ask the following:
   a. Raise your hand/stand up if you like giving presentations or speaking in front of an audience.
      i. What do you like about public speaking?
   b. Ask the youth that didn't raise their hands: What do you dislike about public speaking?
2. Share with the youth that public speaking is a skill and with practice can be less frightening. It is all about being prepared and being confident.
3. Have youth stand up.

(ACTIVITY CONTINUES ON NEXT PAGE...)

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PRACTICE PUBLIC SPEAKING

90 MINUTES (CONTINUED)

ACTIVITY 1: OPENER (CONTINUED)

4. Explain: an important aspect of public speaking is being confident.
    a. One way to build confidence and take away nervous energy is to do power poses before a speech.
    b. Power poses eliminate tension, boost confidence, they are fun, and lighten the mood in the room before a speech!
5. Demonstrate a power pose and have the youth imitate your pose and hold it.
6. Go through all of the power poses and if you have access to a computer show the youth athletes and celebrities doing the poses.
7. Note: There are images of Michael Jordan, Usain Bolt, Wonder Woman, and Hulk Hogan muscle flex, etc.
8. Debrief, ask the following:
    b. What is your favorite power poses?
    c. Do you feel differently after holding each power pose?

ACTIVITY 2: PUBLIC SPEAKING SKILLS

1. Place a sign at four different tables in the room to create 4 stations.
2. Place books at all stations except the Body Language station.
3. Place the emotion cards at the Tone station.
    a. Explain: Today we are practicing different elements of public speaking. The topic doesn't matter — we are trying to focus on the skills.
4. Divide the group into 4 teams.
5. Each team will spend ten minutes at each station.
    a. His or her job is to make sure everyone gets at least one turn.
    b. At some stations, you will be able to practice many times.

STATION 1: VOLUME/DICTION

1. At this station, everyone should be in two lines, facing each other, about 10 feet apart. Participant #1 says one sentence from their book, loud enough and clear enough that Participant #2 can hear it.
2. Participant #2 has to repeat the phrase back so that participant #1 can hear it.
3. Then each participant goes to the back of the line.

STATION 2: BODY LANGUAGE

1. Everyone at the station pairs up and faces each other.
2. Decide who will speak first.
3. The first person will talk, and the second person will mirror back every detail of their body language (e.g. any facial expressions and movement).
4. First topic: What did you do yesterday? Give us as much detail as possible.
5. Second topic: Describe your day tomorrow. What will it be like? What do you think will happen?

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PRACTICE PUBLIC SPEAKING

90 MINUTES (CONTINUED)

STATION 3: TONE

1. One person takes an emotion card without telling their teammates what the card says. They will read from a book in that emotion. Although they may use non-verbal gestures, try to use your voice as much as possible to convey the emotion. Read for one minute in that emotion.
2. Have the rest of the group guess the emotion.
3. Whoever guesses correctly will be the next person to read with a different emotion card.

STATION 4: SPEED

1. Each person will read for 1-2 minutes.
2. The next person in line will "control" their speed by telling them "faster" or "slower" several times.
3. Give the speaker time to experience each stage before changing the speed. The group will tell the speaker when they have found the right speed where they can easily understand the speaker.
4. Debrief, ask the following:
    a. Which station was the strangest for you?
    b. Which was the easiest?
    c. Which technique do you use already when you speak (i.e., volume, tone, body language, speed)?
    d. Explain: when we speak, most people respond to our body language and how we say our words much more than what we are saying. If we want people to hear what we say, we have to practice and focus on tone, speed, body language, and volume. All of these are tools that you can use to your advantage.

ACTIVITY 3: BLUEPRINT/PLANNING

1. Ask: What is left to be done?
    a. This is time to catch up on last minute things that needs to get done.
    b. Who has contacted the group we will share our product with?
    c. Is there anything left to type or practice?
2. Have the youth make a layout determining exactly how their presentation will be organized.
3. Emphasize that a huge part of producing a successful presentation is being prepared.
    a. Designate who will introduce their product to the audience.
    b. Compile an introduction speech.
4. Have youth practice the presentation/reread the letter.
    a. Practice with peers, friends, friendly others.

ACTIVITY 4: CLOSER

1. Dance party! They've earned it!

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PRESENTATION DAY

OBJECTIVE

Students will share their information with the decision-makers who can change policies or influence practices. This may include as few as two people. Local journalists and interested members of community groups who assisted in the research and who share common concerns should also be invited.

MATERIALS & PREPARATION

- Computer with LCD projector, speakers, and Internet access
- PowerPoint on flash drive or a cloud-based service
- Photovoice/video/digital story on flash drive (then saved to desktop), a cloud-based service, or embedded into PowerPoint (note: sometimes PowerPoints crash with large embedded files, so it is better to practice hitting "ESC" to get out of the PowerPoint so as to show the video either from where it is saved on the desktop or a cloud-based service)
- Factsheets
- Camera to record interactions (if those present give permission for recording)
- Laptop for someone to take notes (if recording is not possible)
- Music (possibly via laptop) so that there is background music when people are entering the room

1. PRIOR TO THE EVENT

- Arrange for two people to serve as the "greeters" who wait to greet guests at the door and point them in the right direction for the presentation.
- Arrange for two people to be the "hosts" who welcome guests to the room and make small talk before the presentation starts: "Are you from Denver? Where did you grow up? What schools did you attend?" "Have you been here before? (If not) Can I tell you a little about the neighborhood you're in now?" If you run out of things to say, introduce the guests to the other people in the room and see if you can find one thing in common.
- Arrange for at least one person to assist in preparing the technology for the presentation.

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PRESENTATION DAY (CONTINUED)

II. THE PRESENTATION

- Go in the previously arranged order, making presentations and stopping as needed to listen to questions from the guests.
- At the end of the presentation, ask if the guests have questions for you.
- When the guests have finished answering their questions, ask them what they think would be appropriate as next steps to help you move toward achieving your goal. Ask for any additional names of people you should contact, and ask the best way to contact them. Ask the guests if they would like to remain in contact about your project.
- Thank the guests for their input, and for coming to listen to your presentation. At the conclusion of the event, have the greeters walk the guests to the entrance.

III. AFTER THE PRESENTATION

- Tweet and post photos from the event on social media.
- Send thank you notes to those who attended (this will be part of session 20).
- Write a story for your school and community newsletter about the event that took place, and include any anticipated next steps (this may also be part of session 20).

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WORKING SESSION: TAKE ACTION

OBJECTIVE

Groups should take around two weeks to disseminate their findings, share their video or Photovoice or post their news article.

FADING FACILITATION

Over the next two weeks, facilitators will organize working meetings that have a flexible structure tailored to the unique needs, interests, and stage of the YELL group. Youth will set up meetings with community-based organizations and local health coalitions that the leaders of Bridge (the Youth Action Board) has identified as key allies and stakeholders. Participants will then disseminate their products and engage in dialogue with local stakeholders about possible policy solutions.

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REFLECT AND CELEBRATE!

90 MINUTES

OBJECTIVE

Youth will reflect upon their experience, write about their successes, and celebrate each other's contributions.

MATERIALS & PREPARATION

- Paper, pens
- Clipboard
- Chart paper
- Thank you notes

ACTIVITY 1 (20 MINUTES)
Reflection on Process & Group

ACTIVITY 2 (20 MINUTES)
Surveys

ACTIVITY 3 (20 MINUTES)
Thank You Notes

ACTIVITY 4 (15 MINUTES)
News Article

ACTIVITY 5 (10 MINUTES)
Warm Fuzzies

ACTIVITY 1: REFLECTION ON PROCESS & GROUP

1. Ask: what happened this year?
    a. What was the process you took to make change?
2. Ask so what?
    a. What happened as a result of all of your work?
    b. Think about the impact of your project AND the impact it had on each member personally. Try to highlight specific knowledge and skills they've gained (public speaking, knowledge about their community, etc.).
3. Ask: Now what?
    a. Ask each member what they are going to do next.
4. Hand out a blank sheet of paper for each group member. Ask them to write, STOP, START, and CONTINUE.
5. Ask each youth member to think of things that, if YELL was to be done again in another year.
    a. Things that we should STOP doing, something that didn't work well. or something the facilitators could have done better.
    b. Things that we should START doing, stuff that we didn't do enough of, or at all.
    c. Things that worked great that we should CONTINUE doing.

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REFLECT AND CELEBRATE!

90 MINUTES (CONTINUED)

ACTIVITY 2: SURVEYS

1. Pass out surveys.
    a. Explain that in order to get funding and ensure the YELL program exists, it is important to fill out the surveys.
    b. It's important that we have the surveys completed, and that each person takes it seriously. The YELL program is changed each year to better serve students.

ACTIVITY 3: THANK YOU NOTES

1. Write thank you notes to anyone who was instrumental in your project. Thank anyone who met with you, your site director, and your decision-maker.
2. Brainstorm a list of people. Then write their name, one name per Thank You note. Have each youth sign it.
3. Make sure to send them out after YELL.

ACTIVITY 4: WRITE STORIES ABOUT YOUR EVENT

1. Return to the stories you'd written previously and update them (e.g., change posts to past tense, tweet about the event that happened and post any photos from the event, send a note with revised and updated story to any contacts who were unable to attend).

ACTIVITY 5: WARM FUZZIES

1. Have each youth write their name at the top of a blank piece of paper.
2. Have the students sit in a circle, pass the paper around and ask every group member to write one thing about that person, their contributions to the project, or their personality that is great.
    a. Rotate through until each member gets their paper back.

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APPENDIX

OPENERS, CLOSERS, & TEAM BUILDERS

GETTING TO KNOW EACH OTHER

ADJECTIVE NAME GAME (10-15 MINUTES)

In a circle, go around and say an adjective that describes you and starts with the first letter of your name (e.g., Happy Hanna). The next person begins by saying everyone's adjective and name and then adds his or her name and adjective (e.g., Happy Hanna, Jolly Jill, Mysterious María).

SILENT NAME GAME (10 MINUTES)

Ask all the youth to go around and say their names aloud. Then tell them that they are no longer allowed to talk. Ask them to line up in alphabetical order according to their first name. Starting at the front of the line, individuals say their name to determine if the order is correct.

SILENT LINE UP BY BIRTH DATE (10 MINUTES)

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

NAME ORIGINS (10 MINUTES)

Ask all the youth to go around and say how they got their name or what its origin is. Allow one or two follow-up questions to each person if others would like to know a little more.

NAME GAME TOSS (15 MINUTES)

The first person says their name, then someone else's name and throws the ball to that person. That person now has to say the first person's name, his or her own name, and the name of someone else and throw the ball to them. That person says everyone's name that came before them, then his or her name until everyone has gotten the ball. You have to throw it to someone who hasn't had the ball yet, so pay attention! Every time someone messes up, go back to the beginning using the same order. After successfully completing the circle, have the group do the sequence backwards. You can also add additional balls and have a couple of sequences going at the same time.

MOVEMENT NAME GAME (10-15 MINUTES)

Ask each person to think of a movement for him or herself. Ask one youth to say his or her name and do the movement. The next person will do that

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person's movement and say their name and then do one him or herself. Keep going until everyone has had a turn.

BALLOON NAME GAME (10-15 MINUTES)

Stand in a circle and toss a balloon in the air and call someone's name. That person must catch the balloon – or hit it up – before it touches the ground. That person calls out another person's name as soon as the balloon is back up in the air.

GOING DEEPER

COMMONALITIES (5 MINUTES)

Ask youth to get into pairs with someone they do not know very well. Ask them to make a list of things they have in common (e.g., neighborhood, personality trait, experience), ability. After a few minutes, go around the room, and ask them to share with the group their most surprising commonality.

STAND UP IF (5-10 MINUTES)

Ask participants to "Please stand up if you..." (select categories that are interesting or important for that session). You can also ask for volunteers to say a quality about themselves, something they like, or a goal they have, for example, and then everyone who also has that similarity will stand up. This is a good activity to start off a presentation: it can help youth get to know their audience.

BIG WIND BLOWS (10 MINUTES)

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

TWO TRUTHS AND A LIE (10 MINUTES)

Each person has to think of three statements to share with the group about him or herself, two of which are true and one of which is a lie. Everyone else in the group tries to guess which statement is the lie after each person shares the three statements. It may be a good idea to hand out index cards or scrap paper and have youth take a few minutes before beginning the activity to think about what they are going to say. This will keep the truths and lies varied and will help the activity to move more smoothly.

THIS CORNER (15 MINUTES)

Number the corners of the room 1-4, writing each number on a large piece of paper so that it is visible. Let youth know that they are to stand by the number that best fits them. Start by using an example: Ask youth to go to #1 if they are an only child, #2 if they have one sibling, #3 if they have two, and #4 if they have three or more siblings. Repeat this process several times using different categories (e.g., types of pets, neighborhoods, where they were born). Depending on the group, you can also have the students discuss topics in their categories (either general "get to know you" questions, or questions specifically related to the project).

YOU WOULDN'T KNOW BY LOOKING AT ME (15 MINUTES)

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

CANDY GAME (10 MINUTES)

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

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

CLUSTER GAME (10 MINUTES)

The goal of this activity is to form groups quickly based on similarities. Direct youth members to form smaller groups based on criteria you give them. Speed is not essential, but the activity should proceed at a fairly rapid pace, while still allowing individuals to create groups and introduce themselves each time.

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SAMPLE CRITERIA:
People who have the same:
- eye color
- shirt color

Extra-curricular activities:
- birthdays in the same season (within season group, arrange by birth date)
- favorite sport or movie
- last digit of your telephone number
- state where they were born
- neighborhood where they live

Find someone who:
- had the same breakfast as you
- has the same shoe size (or has the same size hand)
- has a different religious belief
- you haven't met yet
- has the same favorite season
- has been to a place you would like to visit

Line up according to:
- Number of siblings
- Introversion/extraversion
- How tired/alert you feel

VARIATION: ROLE CALL
Divide the group into two teams. Ask the teams to line up according to various criteria (birthday, name, hair length, amount of time living in the community, number of siblings, number of cousins, etc). The team that lines up in the correct order the fastest wins that round. Go through the order to make sure they are correct. If one team is winning more frequently than the other, mix up the teams. After you have completed a few rounds of the activity, discuss what strategies helped and hindered their organization process. You can also do this as a full group and time them to see how fast they can complete the tasks. This activity great to do when your group is working on research analysis since they can notice clusters or "trends" within their group.

HUMAN SCAVENGER HUNT (15 MINUTES)

Divide the group in half and send each half to a different side of the room. The facilitator stands in the center and calls out the categories listed below (or others). Each group has to figure out which combination of people in their group fits the category, and then send those people to the center of the room. The group that gets their representatives to the center first wins a point.
SAMPLE CATEGORIES:
- Two people who have the same first and last initial.
- The person who was born the farthest away from here and the person born closest.

- Two people with the same middle name.
- A group whose ages add up to 50.
- A group whose shoe sizes add up to 30.
- A group who have attended school for a total of 38 years.
- Two people with the same birthday (or birthday month).
- A group of people who can spell a word by putting together the first letters of their first names.
- A group of at least three people who all have different colored eyes.

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

LISTEN AND RESPOND (5 MINUTES)

The purpose of this exercise is for youth to practice, as a group, the skill of listening and responding to questions. Pick a volunteer to be "interviewed" by the group, and pick another volunteer to ask an initial question (e.g., "What do you think of your city?" or "What are your hobbies?"). After the first question has been asked and answered, have other youth go around in a circle asking follow-up questions based on the responses of the person being interviewed. Because they don't have a script, this exercise requires participants to listen and respond to what was said. Remind youth to keep questions respectful.

LISTENING LINES (10 MINUTES)

Have each youth silently stand and face a partner. Each partner will have one to two minutes to share an experience of not being listened to. What was the situation? What was it like? How could you tell you were not being heard? While one partner is talking, the other partner is to be silent. Time the youth and tell them when to switch speaker and listener roles. When the activity is complete, ask the youth to name some of the experiences they have had of not being listened to and some of the issues that came up. Variation: When it is time to switch roles, ask the new listener to remain with their back turned as the speaker shares his or her experience. With this variation, ask youth (both listeners and talkers in turn) what it was like to be in that situation.

NAME THAT TUNE/FIND YOUR OTHER HALF

Each person receives an index card with either the title of a well-known song printed on it or the name of its associated artist. The task is to create pairs based on aligning the song with its respective artist. Once the pairs have been made, introductions are done and each individual gives a specific fact about themselves. This can be continued for multiple iterations with new index cards. Other possible pair combinations:

- Book title and author
- Movie title with actors/actresses

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- Countries with leaders
- Cities with professional sports teams

Variation: You can also do this with duos (e.g., Mickey and Minnie, Bonnie and Clyde). In this case, participants have their character taped to their back and must ask yes or no questions to their peers to find out who they are. Once they know who they are, they can find their other half.

TAKING A STAND (15 MINUTES)

(ADAPTED FROM INNOVATION CENTER FOR COMMUNITY & YOUTH DEVELOPMENT)

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

BACK-TO-BACK DRAWING (15 MINUTES)

This activity highlights the importance of clear directions and active listening. Give each person two blank pieces of paper and a marker or pen. Ask everyone to find a partner and sit down back to back. Ask everyone to draw a picture on one of the sheets of paper. After all youth have drawn a picture (make sure they don't let their partner see!), have each pair designate one person as the artist and the other person as the "art director." Sitting back to back (and therefore unable to see the other person's sheet of paper), the artist must follow the art director's verbal directions and try to successfully draw the same picture as their partner. This requires very good directions! Switch roles, so each person in the pair has a chance to be the artist and the art director. Debrief: Discuss their experiences and compare the original drawings with the instructed drawings. What was difficult about this activity?

LIFE LINE (30 MINUTES)

(ADAPTED FROM NATIONAL 4-H COUNCIL)

The purpose of this activity is to share life events; to build trust and empathy; to gain understanding into the events in our life that were beyond our control and how we coped; and to gain insight into those which were within our control and how we problem solved. Materials: paper (one sheet for each participant); colored pencils or pen. Ask participants to draw a horizontal line across the paper, with their birth date at one end and today's date at the other. Instruct them to mark significant life events along the line, to write a brief description

of each, and to note their age at the time (e.g., 3 years/mumps; 4 years/brother born). After each life line is complete, have them write beside each event whether it was within their control or not (N=No Control, C=Control). Take turns sharing life lines. If appropriate, probe to find out how they coped or resolved problems. Point out similarities. If grief is a central theme, discuss what this was like for them.

LABELS (30 MINUTES)

(ADAPTED FROM THE NATIONAL CONFERENCE)

The purpose of this activity is to examine the phenomenon of using labels for ourselves and for others and to consider the meanings labels can acquire in particular cultural contexts. Materials: Create worksheets with the heading "I am..." that contain several labels categorized in groups such as gender, height, eye color, hair color, religion, school clique, ethnicity, and race. You will also need sticky notes and butcher paper sheet titled "The Label Junkyard." Distribute the worksheets and ask participants to circle the labels that apply to them personally. Ask them to use the sticky note to write down one label they never wish to hear used about them again. Have them post their sticky notes on the labeled "The Label Junkyard." Discuss the worksheet and the Junkyard, using such questions as:

- How do you feel about labels?
- What is the advantage of being a person with your labels? What are the disadvantages?
- Why do you think we use labels?
- What harm can be done by labeling?

Read the labels in the Junkyard and then decide what to do with this sheet. Options may include posting it in the room, deciding on a consequence for each time someone uses a label, or giving everyone a turn to tear it up.

GONE FISHING (10 MINUTES)

Prepare for this activity by drawing a fish on each of three sheets of paper. Draw one fish big, one fish small, and one fish a medium size. Have the participants stand in two lines facing one another, with enough space between the two lines for you to walk comfortably between them. Tell participants that this will be a silent exercise until the end. Arrange the fish drawings so that you can walk down the center of the two groups showing one line of participants the biggest fish and the other side the smallest fish (you can tape the papers back to back – but make sure that the lines don't show through). Then walk back down the center of the two lines with the medium size fish drawing so that both sides can see. Tell the group that on the count of three they are going to shout out a description of the second fish they saw. Reflection: What does this exercise show about perception of what you see?

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PICK YOUR NUMBER (15 MINUTES)

Along the wall or on the floor, place the numbers 1 to 10 with enough room for several people to stand at each number. Tell participants that after each statement they should stand next to the number that represents where they think the statement falls on the continuum of youth inclusion: 1 represents youth being completely excluded and 10 represents youth being fully encouraged and welcomed. Ask the participants the following questions: To what extent are young people involved in the planning, operations, and evaluation of programs and organizations that exist to promote their well-being (in other words how much influence do youth have) at the:

- National level?
- State level?
- Community level?
- School level?
- In this program/group?

After each statement has been made and everyone is standing at one of the numbers, ask a few participants what made them choose that number and why. Make sure that participants understand that there is no right or wrong answer—it is their opinion of what truly exists. Ask participants how they would like it to be ideally.

GROUP SCULPTURES (15 MINUTES)

Have participants walk freely in the center of the room until the facilitator says stop. Participants must quickly break into groups of three or four. Each small group then has three minutes to decide on an object and devise a plan to create the object using the bodies of all group members. For example: Youth can make a telephone by having two people on their knees with their hands out as the numbers, another person as the receiver, and final member can "make a call." Each group has a chance to show their object to the other teams. Everyone tries to guess what they are. Repeat the process for two or three rounds as time allows. Alternatives: Participants stay in the same group as the facilitator names specific categories (common household items, appliances, something you would find at an amusement park, a type of food). Debrief: What were the different approaches taken by groups to decide which object to create? How did you decide what role each group member would take? Did the decision-making process change from round to round?

SILENT LINE UP BY TV HOURS (10 MINUTES)

Ask youth to stand up and silently arrange themselves in a line according to the number of hours of TV they watch each week - from fewest of hours of TV watched a day to most (point to where the most and the least). They can make signals and nod, but nothing else. Once they are lined up, have them go down the line and say how many hours they watch. Debrief: Ask the people

that watch the most TV – what do we know about the people who watch the least TV? Then ask the people who watch the least what they know about the people who watch the most. Have them generate as many ideas as they can. Then ask the group,"What do we know about the people in the middle?" After the group has named their assumptions about each of the groups based on the amount of TV watched per week, ask "What do we really know about anyone based on the amount of TV they watch? Can we really know anything about someone for sure based on the amount of TV they watch? What else would you need to know?" This is a great opportunity to talk about how the mind likes to categorize and make meaning even when all of the facts aren't present, and about how we make assumptions about people and things based on limited information. Tie this to the importance of evidence and inquiry!

MEDICINE WHEEL (15 MINUTES)

Have youth pick partners and form two interfacing circles – with one partner in the inner circle and one in the outer circle (facing each other). The people in the outer circle are sculptors, and the people in the inner circle are clay. The sculptor's job is to silently mold the clay into a particular shape. Before you begin, have the sculptors check if it is OK to physically touch the people being sculpted, or if they prefer to be told quietly how to move. Begin by asking the sculptors to mold their clay into someone who just opened the best present ever – something they have always wanted (give them about one minute). Once everyone is done, ask the sculptures to freeze in place, while the sculptors all walk around the outside of the circle to see the other creations. Then have the sculptures turn in to face the center of the circle so they can see each other. Now have partners switch places (and roles). Have the new sculptors shape their partners into the form of someone without any power. Repeat the "freeze" and viewing process outlined above. Finally, have partners switch one more time and then sculpt their partner in the form of a leader. Debrief: While youth are still in the circle, ask them what qualities they saw in the different sculptures. What was it like to be shaped by someone else? What was it like to shape someone into the different forms?

LEADERSHIP STYLE (30 MINUTES)

Materials: Sticky notes and butcher paper with two columns labeled "Leadership" and "Teamwork." Activity: Ask everyone to close their eyes and think about his or her best quality. Ask them to write their quality on a sticky note. Next, ask them to think of an action that would demonstrate or represent this quality. Once they've thought of this action, they may open their eyes, stand, and form a circle. Everyone in the circle will say his or her name while making a gesture or motion. Begin with the facilitator. After the facilitator performs the motion, the person to his or her right repeats both the facilitator's name and the gesture he or she created, and then says his

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or her own name and gesture. Each person to the right must repeat until the last person has to do them all. Have the group return to their seats and ask them to reflect on the qualities of leaders and team players. Ask them to determine whether or not the quality they chose for themselves is suited for leadership or teamwork. Ask them to post their sticky note on the appropriate side of the butcher paper allocated for this activity. If it applies to both, they can put it on the dividing line, and if it applies to neither, they should hand it to the facilitator. Read the lists for the two columns and ask the students if they think any of the qualities should be moved from one column to the other. Debrief: Where possible, try to connect their thinking with real world examples of leaders. Also, ask them if there are any fundamental leadership qualities or team-player qualities that should be added.

OBJECT OF INTEREST (15 MINUTES)

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

TEAM BUILDING AND TRUST

BLOWING OFF STEAM (10 MINUTES)

Materials: Each table needs a cup, grocery bag, and tape. Have 6-8 students sit around the table. Place the cup at one end of the table, and tape the grocery bag at the other end. On command, the group must attempt to blow the cup into the grocery bag with no physical touching—only air power. Before they blow, they have to say one situation that often leads them to get in a conflict with others. Have them do it several times, until they've worked out a technique to do it quickly, and with much less frustration. When finished, ask them why they think this game was chosen. Ask them if they were frustrated at all and if so, how did they go beyond that feeling. Debrief: Were you ever frustrated? How did you go beyond that feeling of frustration? Did you find yourself blowing harder when you were frustrated? If yes, how might this add to conflict rather than settling it?

WORKING TOGETHER: HELIUM HOOP (30 MINUTES) (GROUPS OF 8)

(ADAPTED FROM LASER, J., LONGENECKER, M., & SKOGMAN, H., 2014)

Tell the group you filled this hoop with helium and as a group you must defy gravity and put it on the ground. Everyone places the one finger on the underside of the hoop. As a group they need to lower the hoop to the ground. If anyone's finger stops touching the hula hoop at any time they must start over. If it becomes too challenging, slowly pull one person off at a time and then debrief why having lesser people could complete the challenge but a larger group could not.

Debriefing questions:

- Who thought this would be easy?
- What do you do when something you thought would take five minutes takes as hour?
- Were you more or less patient that you thought?
- Did you want to give up? How many of you wanted to blame someone else in the group?
- Can be debriefed on stress level, conflict resolution, problem solving, etc.

Depending on how much time you have left in this part of the lesson plan, do a more extensive debrief of their team's preparedness, leadership roles, and teamwork. Using the debriefing questions below. (Adapted from The Innovation Center for Community and Youth Development).

- What was helpful?
- What did I need that I didn't get from my team mates?
- What assumptions did I make about others on my team?
- What was my responsibility?
- Did I carry out my responsibilities?
- What were the group's responsibilities?
- How were we successful?
- How did we do as a team?
- What worked well?
- Where did we struggle?

PUSH ME-PULL ME'S (10 MINUTES)

(ADAPTED FROM NATIONAL 4-H COUNCIL)

The purpose of this activity is to promote trust in the group and to demonstrate how cooperation can be used to achieve a goal. Have the group form a circle and hook elbows. Ask one person at a time to keep his or her feet in the same spot and remain still while learning forward. Instruct the people to each side of this person to lower themselves slowly, each placing their knee closest to the person on the floor, while they lower the middle person until his or her nose touches the floor. Next have them raise him or her to a standing position. The whole group will feel the weight and therefore will need to

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assist at all times. Debrief: Ask participants to identify how the group worked together during this activity.

THE HUMAN KNOT (10 MINUTES)

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

TEAM-TRAIL ACTIVITY (35 MINUTES)

Using masking tape, construct a grid on the floor. It should have at least 36 boxes (6x6). The facilitator should have a piece of paper with a similar grid and a trail marked out on that grid to refer to during the activity. Ask the students to break into two lines and stand at one end of the grid, across from the facilitator. Explain the goal of this activity: To find the trail from one side of the grid to the other side. No one is allowed to talk or help each other out in any way. A person from one line will guess which box begins the trail by stepping into a box in the first row. If he or she finds the box that begins the trail, the facilitator remains silent and the student can try to find the next box in the trail. If at any point the student steps into a box that is not the next box on the trail, the facilitator will say a phrase that signals that the person's turn is over. A member of the other line will then have a turn. The order of the boxes in the trail must be followed. Once the correct trail is discovered, ask every student to use it to make his or her way across. Debrief: Encourage them to think about such things as the experiences of working together as a team and making and learning from mistakes. How did you feel while doing this activity? What do you think the lesson of the game is? How is this game similar to and different from the YELL processes of group work and problem solving?

MIRROR IMAGE (15 MINUTES)

(WWW.WILDERDOM.COM/GAMES/INITIATIVEGAMES.HTML)

Start with a demonstration. Invite a volunteer to stand facing you about two to three feet away. Instruct the volunteer to "mirror" as exactly as possible, everything that you do as if a real reflection. Make your movements interesting and slow enough for the other person to follow. Be silly, or include a task like brushing your teeth. The demonstration helps to loosen up conceptions and inhibitions. After youth understand the activity, ask them to get into pairs and take turns mirroring the actions and movements of the other person.

FOLLOW THE LEADER (10 MINUTES)

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

TRUST WALK (10 MINUTES)

This activity focuses on understanding aspects of effective communication. Before session, prepare a clear, safe area for this activity and gather objects for youth to collect (lollypops, pencils, or water bottles work well). Place youth in pairs or small groups and have one member put on a blindfold. Once a member of every pair or group is blindfolded, place the objects randomly around the area. The blindfolded person must gather as many objects as possible, solely based on the verbal instructions provided by his or her partner(s). "Seeing" partners cannot touch the blindfolded person or the objects and can only communicate verbally. Variation: Take away the verbal communication – the seeing partners can no longer talk but can make sounds. Debrief: Stress the importance of safety while also taking positive risks. After youth complete the activity, discuss why students did or did not trust their partner when they were being led. What would have made them trust each other more? What communication methods worked and what didn't for the group? What was difficult for the individual who had to complete the task? What was difficult for the group? What aspects of communication did this exercise demonstrate?

SCRIBBLE DRAWING (10 MINUTES)

Give participants a piece of paper and marker and tell them to scribble until you say to stop (about 5-10 seconds). Next, have them trade papers and try to create a picture out of someone else's scribble. Debrief by discussing how each one of them used their own perspectives and creativity to create a positive change. Stress the need for creative thinking and how something that

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is initially nothing special (or a problem) can be transformed into something interesting, useful, or even beautiful.

THE HIGHEST TOWER (30 MINUTES)

Materials: Several sheets of newspaper, sheets of 8x11 paper, paperclips, masking tape, envelope, Pieces of cardboard Hand out materials. These need to be exactly the same for all teams. Instruct each group to try to build the highest standing tower using only the materials available. The tower must stand on its own. Allot five minutes to plan (they can touch the materials only to explain their ideas) and 10 minutes to construct. When they are done, measure the towers to see who won. Debrief: Within each small group, have a short discussion about how they made decisions and worked together. How do you think we worked together as a team? What helped us work well together? Did anyone assume a leadership role? What could we have done better?

ISLAND PARADISE? (1-2 HOURS)

At least 16 people

Materials: Clay, paper, and pens

Divide into groups of about eight, creating at least two but preferably three or more groups. Give each group a football size lump of potter clay with the task of creating an island that all would inhabit. Proceed through the exercise as follows: The first part of the exercise will be done silently. In this portion, each member of the group will silently construct their idea of the island on paper, complete with geographical features and shelter for themselves. Allow about 10 minutes.

Have the group members talk amongst themselves and determine a concept for a community island. Elements to discuss include how their island will operate, such as health care, education, commerce, defense, food production, transportation, and governing structure. Though all of these cannot be modeled in clay, discussion can still occur and be facilitated by advisors. Allow about 40 minutes.

Once group islands have been established, inform the groups that other islands exist (the other groups) and that if they want, they can interact with them. The groups have to figure out how interactions will occur —attack, commerce, trade rules? Allow about 20 minutes.

Debrief: Facilitate an assessment of the activity and issues that arose. Allow up to 20 minutes or as much time as is available/or needed. Topics to direct conversation include:

- Leadership – did someone take charge in each group?
- Decision making – did any systematic decision-making process occur? Was it effective?
- Communication – what methods were used within groups and between groups?
- Planning – what was good planning and what was not?

- Morality and Integrity – did these issues arise? If so, how and what was the outcome?
- Culture – did islands create their own culture? If so, what was it? When allowed to interact with other islands, did an island's original culture change? If so, how?

WIDGET ASSEMBLY (1 HOUR)

The goal of this activity is to appreciate the challenges of articulating one's vision and goals to others. A widget assembly line is used to convey this idea. Materials: A large roll of craft paper and an additional empty roll. On a medium-sized table, set up the roll of craft paper on one end and affix the end of the paper to the empty roll on the other end. Affix in such a way that the paper can be rolled from the full roll to the empty one. This will become the assembly line. A collection of assorted LEGOs is needed as the building components for the assembly line along with small containers at the various assembly station points. Divide into groups of five to seven people. Prior to briefing the group on the activity, have one person designated as the leader or manager. This person will receive the actual briefing from the facilitator regarding the specifics of the activity and what widget the assembly line must make. This is the only person who is aware of the entire scope of the task. Ideally, he or she does not see the layout of the assembly line, but does receive an explicit schematic and a list of the component LEGOs available. This individual is provided with a sample of the widget to make and must organize the group and convey to them what needs to be accomplished. A box at the end of the assembly line and a partition would be useful so that the leader/manager can see only the end product and make adjustments from there. They cannot go onto the assembly line and show the rest of the group how they want the final product to look; they can only affect change verbally. Once the leader/manager has given instructions to the group, the facilitator will turn on the assembly line by beginning to roll the paper from the full roll to the empty roll. The widgets need to be complicated, and details of organization and sequencing should be left to whomever is designated as the leader/manager. A number of aspects will need to be considered, which can drive discussion at the end of the activity. Given the final product, the manager must decide how it should be constructed on the assembly line and inform the builders what components are needed, along with other organization issues. Have multiple widgets available for construction so that all members in the group have an opportunity to be the leader/manager. Time the task to see how long it takes the group to successfully complete a widget or to make a specified number of correct widgets. Depending on site capabilities, another way of doing this activity is to have the assembly line and builders in one room and the leader/manager able to view the proceeding through a window. Based on observation, the manager can then relay messages to the group on how to fix any issues.

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This may be an easier task for the group to start with and then proceed to the format where the leader/manager is completely blind to the assembly line. This can depict the evolution of trust and confidence that the leader/manager has in the group as they begin to understand his/her way of conveying information. Many adaptations and extensions are possible with this activity, so be creative as the group begins to master the basics of working together and effectively conveying their widget vision. Debrief: Ensure that time is left at the end so the group can discuss what worked and what didn't regarding how the leader/manager conveyed information. Also have them reflect on whether the task became easier after several iterations and why this may or may not be so.

ALL ABOARD! (15 MINUTES)

This activity requires working together in close physical proximity to solve a practical problem. It tends to emphasize group communication, cooperation, patience, and problem-solving strategy, as well as issues related to physical self and physical proximity. Basic method: Ask the whole group to try to fit inside a small area which can be marked by a tarp, a small platform, or a circle of rope, or a blanket. When the group succeeds, decrease the area (e.g., changing platforms, shrinking the circle, or folding the tarp) and challenge the group again. How far can the group go? Cautions: Obviously people are going to need to feel physically comfortable in order to get physically close and be supportive of one another. Make sure people are warmed up and preferably have removed excessive jewelry, watches, and other loose objects. Variation: Tarp Flip Over: With a group standing on a tarp, challenge them to turn the tarp over without anyone touching the ground in the process.

NEWSPAPER DOG (10 MINUTES)

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

- What was your group dynamic like?
- Was there a dominant leadership style within the group?
- What are your strengths as a group?
- What does each of you bring or contribute to the group?

DO YOU LOOK LIKE A SUPERHERO? (15 MINUTES)

Have each participant draw a "community superhero" suit that a hero would wear. What objects would a superhero in your community need in his or her tool belt? What image would a hero present? Does your hero stand out in a crowd with bright colors or does your hero look like someone in your school, your neighborhood, your religious community? Have each participant explain to the group the reasons behind each detail of his or her drawing.

QUESTION WHEEL (5 MINUTES)

Create a circle on the floor with tape or chalk, and divide into quadrants labeled with the numbers 1 through 4. Make sure there is enough room for everyone to stand on the wheel. Ask a series of questions, each with four possible responses. Instruct youth to stand on the number that best fits with their answer. You can also ask questions that help to evaluate how youth are feeling about the program or their accomplishments. After they have chosen where to stand, ask the group what they see in terms of distribution: Where are most people standing? Where are the least people standing? Why do they think this pattern exists? Example Question: It is hard to find an affordable place to live in this community.
Stand on #1 if you strongly disagree, #2 if you disagree, #3 if you agree, #4 if you strongly agree.

FOUR CORNERS (15 MINUTES)

Write the words Agree, Disagree, Somewhat Agree, and Somewhat Disagree on four pieces of paper and post each at a different corner of the room. Ask youth and adult staff and volunteers to listen to the following statements and stand under the sign that best reflects how they feel. Debrief by discussing that different people respond to differently depending on their interests, personal perspectives, and experiences. Use the following statements, or pick your own:

- I think people are born with equal opportunities to succeed.
- I think everyone should go to college.
- I think that adults generally respect youth.
- I like to share what I know and think with others.
- I like taking action!
- I like to try to persuade other people to see things my way.

SWIMMING TO FLYING (10 MINUTES)

The goal of the game is to become a bird. All participants start as fish and should "swim" around the room. When a fish finds another fish they stop and play rock/paper/scissors once. The winner becomes a frog and jumps away. The fish swims away looking for another fish to play with. A frog must find another frog to play rock/paper/scissors with. The winner of a game between two frogs becomes a bird and flies around watching the rest of the games. When there is only one fish, one frog, and a group of birds the game is over. Debrief: What did you think of the game? Is playing a game where most will win more fun or less fun than a game with one winner? How is this type of game different?

WACKY SPEECH (20 MINUTES)

In a circle, have each youth write down something they expect from adults,

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then pass their paper or index card to the person on their left. Below what is already written on the paper they have received, have youth write their favorite animal or song, and again, pass the paper to the left. Next, have youth write what they would wish for if they had one wish. Pass the paper one more time. Now each youth should have a piece of paper with three things on it. One at a time, have youth create an argument or "case" from the statements on their card or paper. The argument must meet two criteria: It must be expressed with real concern or passion, and it must ask for the group to do or think about something specific that includes all three items. Encourage youth to be as creative and silly as possible. Their argument does not need to make sense!

BASIC ENERGIZERS

4 UP (15 MINUTES)

Materials: An open space, timer, and one chair for each participant (if desired). Arrange group members in a circle. The participants can sit on the ground or on a chair. State the following prompt, "I am taking you to a strange planet with a very strange atmosphere. In this atmosphere you cannot speak, as sound does not travel. The planet also has a very weird gravity system. Only four people can stand up at once. It is also impossible to stand for more than ten seconds. The challenge for survival on this planet is for the group to keep four people standing up all of the time, for not more than ten seconds each. The group will need to cooperate using non-verbal communication." Tell the group they will succeed the challenge once the timer goes off at 2 minutes. The timer will stop and restart every time a rule is broken. If more than four people stand at once or a person stands for longer than 10 seconds, the timer will restart. There can be no planning ahead of time.

If this proves to be an easy task for the group, challenge the group by changing the rules (i.e. the 4 people standing cannot be next to each other, there must be a person standing with a blue shirt at all times, etc.), or create a competition by splitting the group into 2 teams.

Debriefing questions:

- What did you have to do in order to accomplish this activity as a group?
- Was there a strategy to accomplishing this task?
- What were strengths of the group?
- What were areas of improvement?
- What did it feel like to have to start the time over?
- What did it feel like to not be able to communicate with your teammates through speech?
- What role did you play (i.e. were you the first person to stand or did you wait longer)? What did cooperation look like in this activity?

- Have you ever been in a situation where communication and/or cooperation lacked?
- What are the rewards of cooperating with people at home or at work/school?

LOOK UP AND SCREAM! (5 MINUTES)

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

QUESTION GAME (5 MINUTES)

The group must sit or stand in a circle. The first person can ask a question (any question, just not personal or derogatory) to the person to their left or right. The person DOES NOT ANSWER, but asks another question. Whoever is asked a question must then ask the person to their left or right another question. If you repeat a question or hesitate, you are disqualified. The goal is to keep going with new questions!

FOCUS AND COUNT (10 MINUTES)

The facilitator starts out by saying the number 1. Then without saying anything or making a gesture, someone else has to say 2, then someone else says 3 and so on until 10. The object of the game is to count to 10 without people saying the same number at the same time. Also, you can't say a number two times in a row.

TELEPHONE CHARADES (10 MINUTES)

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

STORY (10 MINUTES)

Ask everyone to sit in a circle. In this activity, the group will tell a story – but each person can only add one word at a time! Ask for a volunteer to start the story by saying one word. The next person has to continue building on the sentence by saying another word. Continue until the group has formed at least a sentence or two. Debrief: How does this activity relate to teamwork?

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STORY TELLER (10 MINUTES)

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

BIPPITY BIPPITY BOP (10-15 MINUTES)

Everyone sits or stands in a circle. Ask for a volunteer to stand in the middle of the circle. That person spins quickly as they count up to 10. When they get to 10, they stop and point to someone in the circle. That person then sticks their arm out in front of their face and dangles it like an elephant truck. The people on either side of the person have to make the ears of the elephant with their arms. While this is going on, the person in the circle has to say Bippity Bippity and by the time they say Bop, all three elephant parts must be in place. The person who did not finish their part of the elephant in time trades places with the person in the center and the game continues. Ties are decided by someone from the circle.

PICTIONARY RACE (10 MINUTES)

Divide the group into two teams and have each team go to a different part of the room. Each team should have a few sheets of butcher paper to draw on. Have someone stand in the middle of the room with a set of cards, each with a secret word that the teams will have to guess. When the facilitator says go, each team will send a representative to see the secret word. The representative then returns to the group, draws (without talking), and the team has to guess the word. Once they guess it, they send another team member to read and draw the next word. If you are using the same sets of words for both teams, remind the teams to be quiet if they don't want the other team to hear their answers! Whoever finishes first wins. (Sample words: leader, community, student, activist, principal, park, friend.)

LOOP-DE-LOOP (10 MINUTES)

Have the youth stand in a circle and hold hands. Start one hula hoop (or innertube, long loop of rope) hanging over one pair of joined hands. Each person in the circle must pass the hoop/loop over him/herself and on to the next person – WITHOUT letting go of hands. This activity could be timed or done with two or three hoops/loops going at the same time in different directions.

BUILDING A PEANUT BUTTER AND JELLY SANDWICH (10 MINUTES)

Pretend to be an alien who doesn't know how to make a peanut butter and jelly sandwich. Have the participants instruct the alien step by step on how to do so. Take every suggestion as literally as possible ("put hand on jar lid

and twist") to illustrate the importance of being specific and thorough. Have a brief recap discussion to clarify the points and to allow students to express frustration at not being able to communicate with the alien.

FREE ASSOCIATION (5 MINUTES)

In a circle, have someone start by saying a word and go around with each person saying the first thing that comes to their mind (remind them to keep it appropriate!).

ROSE, THORN, BUD SNOWBALL ACTIVITY (15 MINUTES)

(ADAPTED FROM DAVID P. WEIKART CENTER FOR YOUTH PROGRAM QUALITY, 2011)

Have students write down on a blank piece of paper:

- Rose = something you're excited about
- Thorn = something you're worried about
- Bud = something you're looking forward to

Then, have them crumple them up and have a "snowball fight" for 30 seconds. After the time is up, have each student pick up 2-4 pieces of paper and go around sharing their rose, thorns and buds.

PROPS AND VALIDATIONS

PROPS

"Props" can refer to good things people do or say, or to qualities they bring to the group. After the first couple of sessions, give participants a sheet of sticker labels, and have them write a prop for each person in the group. After everyone has written a prop for everyone, have youth put the stickers on each other. At the end of the session, give students a piece of paper for all their props so they can keep them. Another option is a "props bags" – brown paper lunch bags that youth decorate with their names. Keep these bags in the room, next to a stack of paper and pens. Encourage youth to share props by writing down the positive qualities or actions of others and placing those notes in the bags. Make sure everyone writes at least one prop for every person in the group (so that no one ends up with an empty bag and youth have to find the good and positives in everyone), and make sure to include staff and adult leaders! Youth can choose to sign their props or make them anonymous.

SWEET THANKS

Pass out five candies to everyone in the group. Set a time limit of about 30 minutes for everyone to pass out their candies to each other. Each person should pass out one candy for each person they want to show appreciation to. Once someone receives, they must sit down until everyone else gets five.

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THANKS AND APOLOGIES

Go around the circle and have each person give thanks to the group and/or apologies. This is a great process to use when there have been some conflicts that have been resolved, and you want to give youth the opportunity to acknowledge personal regret or gratitude in the group setting.

WORDS OF APPRECIATION

With everyone seated in a circle, pass out a piece of paper and pen or pencil to each youth and staff. Ask everyone to write their name at the top of the paper. Once everyone is done, pass the papers to the left. Each person should write one quality or trait that they appreciate about the person whose name is at the top of the paper. Once they have written something, pass the paper to the next person. Keep the papers going until everyone has added something to every person's sheet, and everyone has their own. Ask youth to avoid focusing on physical traits and to stay positive. Encourage people to be as specific as possible. Specifics will make it more meaningful.

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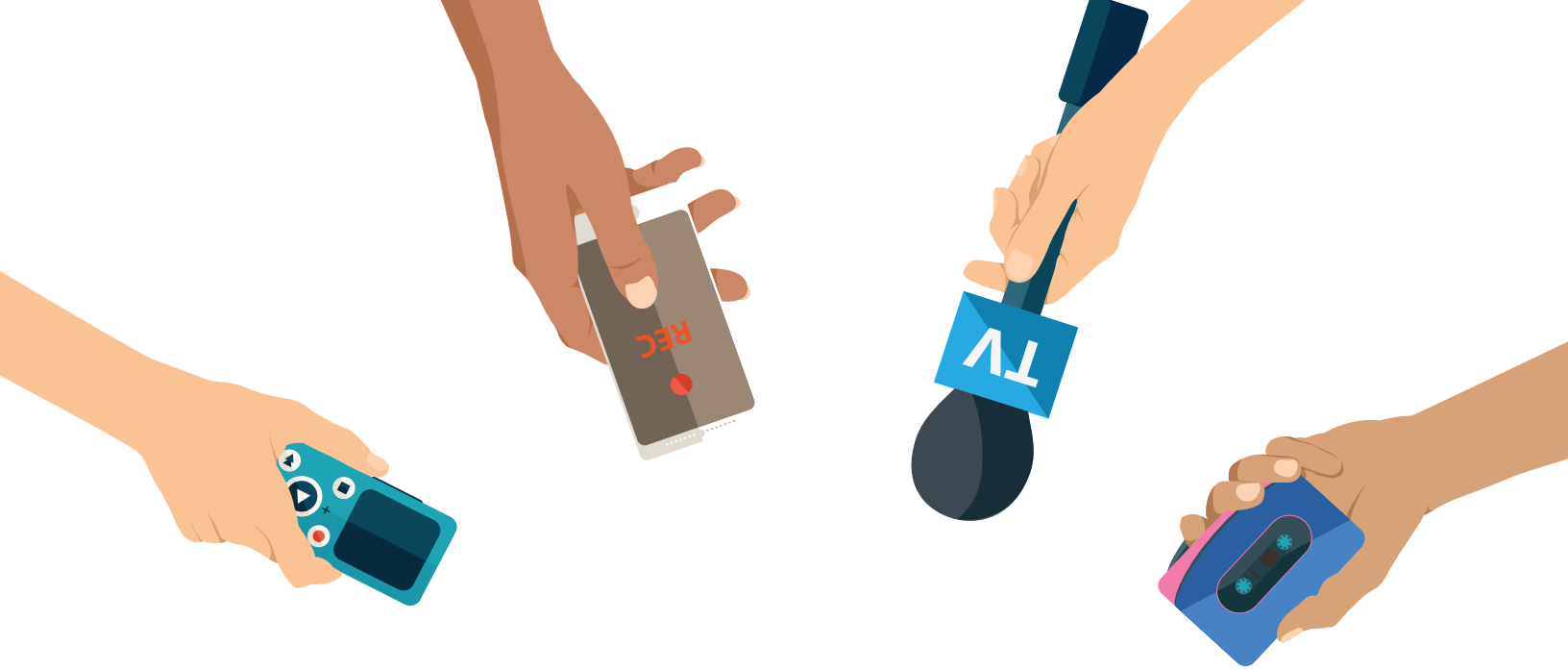

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YOUTH ENGAGED IN LEADERSHIP AND LEARNING

AN ADAPTED PROGRAM MANUAL FOR THE BRIDGE PROJECT