

Youth Engaged in Leadership and Learning

YELL

A Handbook for Program Staff, Teachers, and Community Leaders

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

"I call them the Responsibles."

*– John W. Gardner
American Leadership Forum
Class VIII Graduation, San José 1997*

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ABOUT JGC

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

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

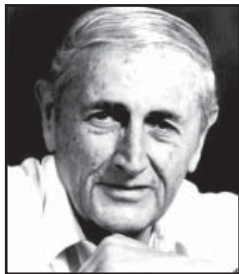
JGC MISSION AND VISION

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

JGC FOUNDERS

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

THE JGC'S NAMESAKE, JOHN W. GARDNER¹, BELIEVED THAT:



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

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

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

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

TABLE OF CONTENTS

INTRODUCTION

Background of YELL	xiv
A Note on Youth Leadership	xv
Youth Leadership in Action	xvi
The Guiding Framework and Applications of YELL	xvii
Purpose of the YELL Curriculum	xviii
Overview of YELL Units	xx
Facilitating YELL Sessions.....	xxi

GETTING STARTED: PLANNING AND IMPLEMENTING YELL

Starting a YELL Project or Program	2
Five Steps for Successful Recruitment	3
Strategies for Retention	6
Engaging Families, Teachers, and Community Members	9
The Role of Adults in YELL: Facilitators, Mentors and Partners	10
Tips for Facilitating Successful Sessions	12
Youth's Advice to YELL Program and Project Leaders	13
YELL Session Strategies	14
YELL Outcomes and Indicators	18
Measurement Tips	19
Program Timeline and Planning Worksheet	20
Suggested Materials for YELL Sessions	24

UNIT 1: COMMUNICATION

Unit 1 Table of Contents	32
--------------------------------	----

ACTIVE LISTENING

Session 1: Introduction to Active Listening	34
Session 2: Active Listening in Group Decision Making	36
Session 3: Active Listening in a Fish Bowl	38

WORKING AS A TEAM

Session 4: Team Work	40
Session 5: Rights and Responsibilities	42
Session 6: Establishing Consequences and Rewards	44
Session 7: Making Decisions	48

SPEAKING AND PRESENTING

Session 8: Speaking in Public and Making Presentations	50
Session 9: Debate	52
Session 10: Debate and Compromise	54
Session 11: Debate and Compromise Role Play	56

TABLE OF CONTENTS

UNIT 1: COMMUNICATION CONTINUED

FACILITATION

Session 12: Introduction to Facilitation	58
Session 13: Murder Mystery Mayhem	62
Session 14: Facilitation Challenges and Solutions	64
Session 15: Exploring Situational Leadership	66
Session 16: Facilitating Productive Meetings	67

UNIT 1: MASTER COPIES FOR GROUP HANDOUTS AND FACILITATOR EXAMPLES	68
---	----

UNIT 2: LEADERSHIP

Unit 2 Table of Contents	104
Session 1: Definitions of Leadership	106
Session 2: Qualities of Leadership	108
Session 3: Leadership in Community Context	110
Session 4: Styles of Leaders	112
Session 5: Responsibilities of Leadership	114
Session 6: Leadership Goals	116
Session 7: Values and Identity	118
Session 8: Value Priorities	120
Session 9: Personal Asset Mapping	122
Session 10: Youth as Leaders and Resources	123
Session 11: Youth-Adult Power in Organizations	124
Session 12: The Power of One	126

UNIT 2: MASTER COPIES FOR GROUP HANDOUTS AND FACILITATOR EXAMPLES	128
---	-----

UNIT 3: RESEARCH AND ACTION

OVERVIEW: KEY STEPS TO THE INQUIRY PROCESS HANDOUT

Unit 3 Table of Contents	148
--------------------------------	-----

STEP 1: UNDERSTAND THE POWER OF RESEARCH

Session 1: Knowledge is Power	152
-------------------------------------	-----

STEP 2: IDENTIFY ISSUE AND ASSETS

Session 2: Community Webs and Maps	154
Session 3: The Ideal Neighborhood	156
Session 4: Identify Issues and Assets	158
Session 5: Pick a Topic	160
Session 6: Getting to the Root of the Problem	162
Session 7: Charity and Change	164

STEP 3: DEVELOP THE RESEARCH QUESTIONS

Session 8: Decide on Your Research Questions	166
--	-----

TABLE OF CONTENTS

UNIT 3: RESEARCH AND ACTION CONTINUED

STEP 4: IDENTIFY POTENTIAL SOURCES OF INFORMATION

Session 9: Allies, Opponents, and Decision Makers.....	168
--	-----

STEP 5: DECIDE ON RESEARCH METHODS AND DEVELOP RESEARCH TOOLS

Session 10: Research Round Robin	170
Session 11: Choose your Research Methods	172
Session 12: Planning for Data Collection	174
Session 13: How to Do a Good Interview	176
Session 14: Interview Protocol Development	178
Session 15: Focus Group Introduction	180
Session 16: Focus Group Facilitation Practice	182
Session 17: Survey Basics and Protocol Development	184

STEP 6: COLLECT DATA – 2 SESSIONS

STEP 7: ORGANIZE AND ANALYZE DATA

Session 18: Organizing Interview Results	186
Session 19: Identify Interview Themes	188
Session 20: Record and Analyze Survey Results	190

STEP 8: DECIDE ON RECOMMENDATIONS

Session 21: Recommendations	192
Session 22: Goals and Audiences	194

STEP 9: TAKE ACTION: ADVOCACY, ACTIVISM, AND EDUCATION

Session 23: Advocacy, Activism and Education: Round Robin	196
Session 24: Portraits and Skits: Advocate, Activist, and Educator	200
Session 25: Messaging and Marketing	202
Session 26: Products and Presentation Tools: Round Robin	204

STEP 10: CELEBRATE – 2 SESSIONS206

UNIT 3: MASTER COPIES FOR GROUP HANDOUTS AND FACILITATOR EXAMPLES208

TABLE OF CONTENTS

APPENDIXES

APPENDIX 1: SENIOR RESEARCH PROJECT268

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

APPENDIX 2: ADDITIONAL YELL RESOURCES.....286

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

APPENDIX 3: TEAM BUILDERS: ICE-BREAKERS, COMMUNITY BUILDERS AND ENERGIZERS308

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

INTRODUCTION

Youth Engaged in Leadership and Learning (YELL)

NOTES



INTRODUCTION

Background of YELL

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

~John W. Gardner, No Easy Victories

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

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

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

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

INTRODUCTION

A Note on Youth Leadership

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

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

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



Tips from YELL Research Findings:

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

INTRODUCTION

Youth Leadership in Action

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

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

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

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

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

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

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

~ Amalia, 2007



Guiding Framework of YELL: Community Youth Development*

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

COMMUNITY DEVELOPMENT AND YOUTH DEVELOPMENT GO TOGETHER WHEN:

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

Applications for YELL

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

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

Context	Example
Schools	<ul style="list-style-type: none">• Youth leadership program or class.• Student committee to assess school climate.• Classroom activities to support community-based learning.• Classroom activities to support team building and communications.• Part of school site council to inform policy decisions.
Youth Organizations	<ul style="list-style-type: none">• Youth program design and implementation.• Youth advisory or governance in organizations.• Assessment team to identify community needs and strengths.
Government and Community	<ul style="list-style-type: none">• Youth-adult community dialogues.• Formal youth involvement on city boards and commissions.• Youth program design in parks and recreation services.

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

Purpose of the YELL Curriculum

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

1. COMMUNICATION AND INTERPERSONAL SKILLS

2. ANALYTIC AND CRITICAL REFLECTION

3. POSITIVE INVOLVEMENT IN SCHOOL AND COMMUNITY AFFAIRS

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

★ KNOWLEDGE OF LEADERSHIP, INCLUDING

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

★ SKILLS THAT FACILITATE LEADERSHIP, INCLUDING

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

★ ATTITUDES AND ORIENTATIONS OF LEADERSHIP, INCLUDING

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

INTRODUCTION

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

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

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

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

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

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

Overview of YELL Units: Using the YELL Curriculum

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

UNIT 1: COMMUNICATION

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

★ WHAT YOUTH WILL DO AND LEARN

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

UNIT 2: LEADERSHIP

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

★ WHAT YOUTH WILL DO AND LEARN

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

UNIT 3: RESEARCH AND ACTION

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

★ WHAT YOUTH WILL DO AND LEARN

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



INTRODUCTION

Facilitating YELL Sessions

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

OBJECTIVE

Describes what youth will do and learn.

MATERIALS AND PREPARATION

Includes supplies and Room Master Copies needed.

SESSION SECTIONS

- I. Opening Circle
- II. Warm Up or Team Builder
- III. Main Activity
- IV. Debrief
- V. Closing Circle

Facilitation Tip:

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

SOME SESSIONS ALSO INCLUDE ONE OR MORE OF THE FOLLOWING:

Facilitation Tips:

Examples from Practice:

Optional Homework Assignments:

Pages with Items to Cut Out

Facilitation Tip:

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

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

GETTING STARTED

Planning and Implementing YELL

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

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

~John W. Gardner, Self-Renewal

NOTES



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

1 ☆ EXAMINE YOUR CONTEXT

Understand the dynamics of the school and the community in which you develop your program or project.

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

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

2 ☆ ASSESS YOUR RESOURCES AND NEEDS

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

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

3 ☆ FOCUS ON QUALITY OVER QUANTITY

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

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

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

A FEW THINGS TO THINK ABOUT:

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

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

Five Steps for Successful Recruitment

1★ DECIDE ON LOGISTICS

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

2★ PREPARE RECRUITMENT MATERIALS

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

3★ INTRODUCE YELL TO STAFF, YOUTH, AND FAMILIES

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

4★ IMPLEMENT YOUR RECRUITMENT STRATEGY

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

PLANNING

5★ SELECT YOUTH:

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

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

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



Tip for Successful Recruitment

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

PLANNING

Example Recruitment Flyer: After-School Program

YELL MEMBERS

Do you want to help make your school and community better for youth?
Would you like to tell adults what you and your friends think and care about?

THEN JOIN **Y**OUTH **E**NGAGED IN **L**EADERSHIP AND **L**EARNING... **YELL!**

YELL MEMBERS...

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

YELL MEMBERS...

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

YELL MEMBERS ARE...

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

FOR MORE INFORMATION talk to Sam in Room 211.

APPLICATIONS ARE DUE on Monday, September 2.

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



Strategies for Retention

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

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

1. REMOVE BARRIERS TO PARTICIPATION

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

2. PROVIDE INCENTIVES

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

★ RECOGNITION

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

★ FIELD TRIPS AND CONFERENCES

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

★ RETREATS

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

PLANNING

★ BIRTHDAYS

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

★ STIPENDS

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

3. INVOLVE YOUTH IN REAL DECISION MAKING AND EVALUATION

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

★ HIRING OF NEW STAFF

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

★ EVALUATION

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

Example from Practice:

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

4. OFFER MULTIPLE ROLES FOR INVOLVEMENT

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

MENTORS OR YOUTH STAFF

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

COMMUNITY AMBASSADORS

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

YOUTH DEVELOPMENT TRAINERS

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



Example from Practice:

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

Engaging Families, Teachers, and Community Members

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

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

CONNECTING WITH CAREGIVERS: WHAT WORKS BEST?

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

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

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

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

1. BE TRANSPARENT

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

2. GET TO KNOW YOUTH PERSONALLY

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

3. CHECK IN REGULARLY

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

Topics can include:

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

IMPLEMENTING

4. SEND REMINDERS

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

5. ENLIST HELP FROM OTHERS

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

6. BE CONSISTENT

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

7. BE RESPONSIVE TO YOUTH DIRECTION AND INPUT

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



Facilitation Tip:

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

Tips for Facilitating Successful Sessions

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

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



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

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

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

Youth's Advice to YELL Program and Project Leaders

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

1. BE A FRIEND AND PARTNER

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

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

~ Former YELL participant, mentor and now college student

2. BE CLEAR

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

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

~ Former YELL participant, mentor and now college student

3. BE INCLUSIVE

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

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

YELL Session Strategies

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

LEARNING STRATEGIES:

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

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

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

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

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

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

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

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

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

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

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



Example from Practice:

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

IMPLEMENTING

REFLECTION STRATEGIES:

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

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

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

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

DECISION-MAKING STRATEGIES:

Fist to Five: A quick “rating” or voting system.

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

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

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

IMPLEMENTING

BRAINSTORM STRATEGIES:

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

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

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

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

ENERGIZING AND RE-FOCUSING STRATEGIES:

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

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

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

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



Example from practice:

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

NOTES

IMPLEMENTING

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

Outcomes	Indicators
Youth will develop...	Youth will demonstrate this by...
Communication and intrapersonal skills	<ul style="list-style-type: none"> • Listening to others and respecting diverse viewpoints. • Sharing information and ideas in sessions, meetings, and public forums. • Presenting material in clear and effective ways. • Collaborating with peers and adults in the pursuit of a shared goal. • Communicating ideas and recommendations. • Facilitating a group discussion or panel.
Critical thinking and reflective analysis	<ul style="list-style-type: none"> • Creating a personal definition of leadership. • Identifying goals, needs, and areas for growth. • Connecting community issues to personal experience. • Assessing personal, programmatic, and community strengths. • Identifying root causes of community issues. • Using research techniques such as interviewing, survey development, and analysis. • Developing recommendations based on data analysis.
Skills that support positive involvement in the community	<ul style="list-style-type: none"> • Using data to advocate for social change. • Participating in leadership roles. • Attending community dialogues, events, or forums. • Participating in program evaluation and goal setting.
Positive attitudes and beliefs about their capacity to contribute and make a difference	<ul style="list-style-type: none"> • Attending the program consistently and on time. • Participating in session activities. • Expressing a commitment to ongoing involvement in social change. • Developing personal goals for the future. • Taking positive risks to try new things. • Expressing a sense that they can contribute to change.
Adults will develop...	Adults will demonstrate this by...
Youth development attitudes and orientations	<ul style="list-style-type: none"> • Using youth-generated data to inform policy. • Advocating for youth engagement in city and school decision-making processes. • Modeling positive youth development and engagement principles in meetings and settings. • Inviting youth to participate in these settings. • Providing meaningful and authentic opportunities to participate in these settings.
The program will...	The program will demonstrate this by...
Model youth development practices and principles	<ul style="list-style-type: none"> • Youth and adults achieving the desired outcomes. • High youth and staff retention rates. • Youth involvement in authentic social change efforts within the program, and in the larger community. • Offering leadership roles for youth. • Have quality youth development design features and practices which engage and motivate youth.

Measurement Tips

- ★ Track attendance, session participation, presentations, community activities, products, and presentations.
- ★ Involve youth in setting and tracking goals for your program or project. Invite youth to participate in program planning sessions and to review evaluation data. Use retreats and regular sessions to reflect on your collective efforts to meet program goals and brainstorm ideas for improvement. Make sure you are prepared to use these suggestions if you are going to solicit them or give a rationale for why they may not be feasible.
- ★ Document adult outcomes, adult interactions with youth, adult requests for youth input or data, and any use of youth recommendations by adult decision makers.
- ★ **USE A "360° EVALUATION" APPROACH**
 - Staff self evaluation.
 - Director evaluation of staff.
 - Youth evaluation of staff and director.
 - Youth self evaluation – including goal setting.
 - Staff and director evaluation of youth.

Successful Program Evaluation Tip

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

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

IMPLEMENTING

YELL Timeline and Planning Worksheet

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

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

IMPLEMENTING

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

IMPLEMENTING

Planning Worksheet

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

IMPLEMENTING

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

IMPLEMENTING

Materials for YELL Sessions

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

IMPLEMENTING

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

IMPLEMENTING

Special Materials Needed

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

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