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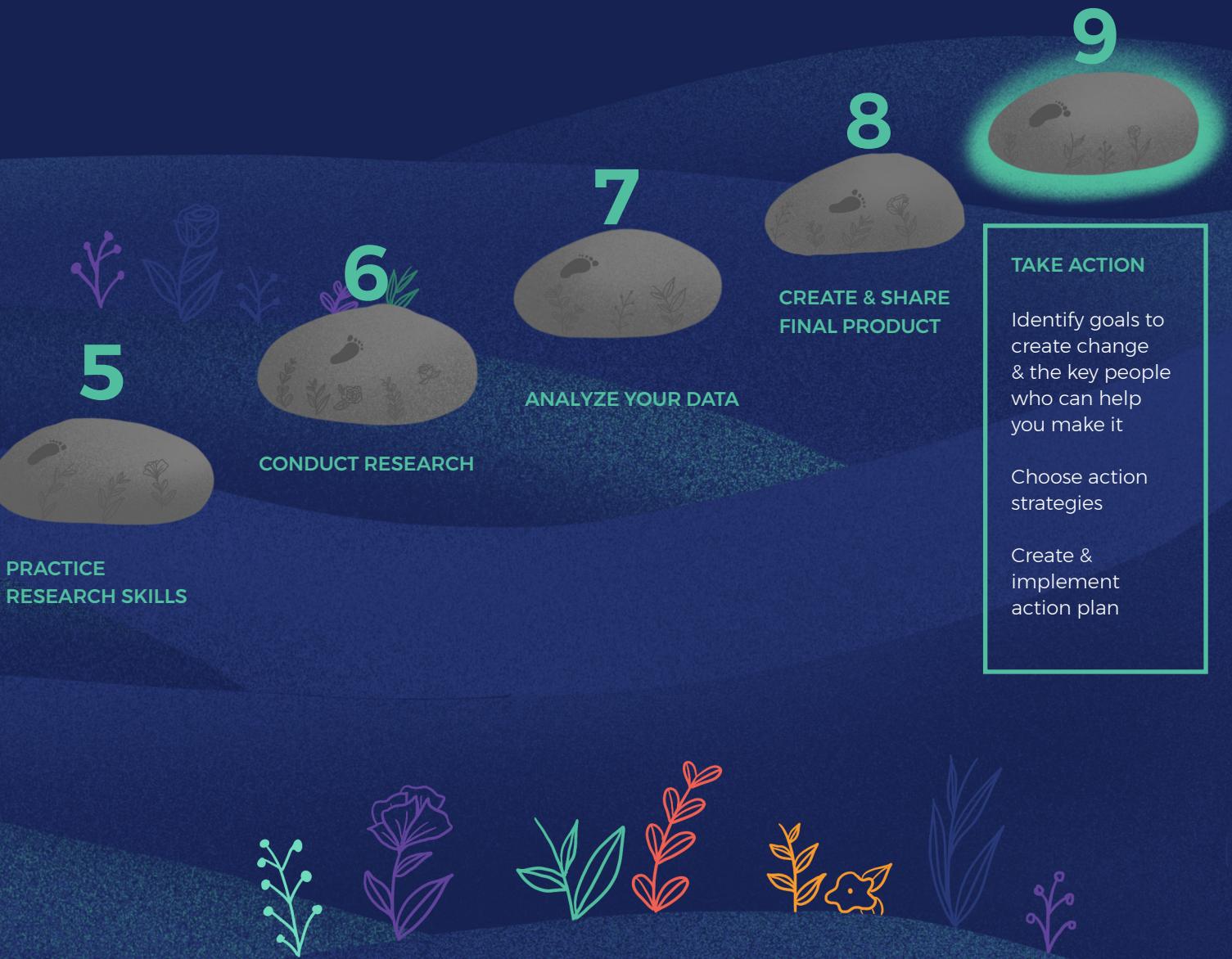
Stepping Stone 9

in the CFCL Youth Participatory Action Research Series

Take Action

Stepping Stones





Stepping Stone 9

Take Action

It's time to make change happen in your community! In this stepping stone, you will create a strategic plan and continue to work with key stakeholders and decision-makers to turn your research results into action.

1



Define your change campaign and its purpose, focus and goals

- » Activity 9.1: Goals for Change (reaffirming what you want to take action on and why)

Stepping Stone Tips

- » Your team may be exhausted by this stage, so do whatever is necessary to refresh and move forward in designing the next phase of your work.
- » Transforming your research into action is a vital part of youth participatory action research! When research ends up on a shelf and action is not taken, it reinforces traditional views of research and leaves your team and your community feeling overworked, discouraged and disempowered.
- » While you may have already shared much of the information generated by your project through presentations and reports, your team will probably need to further develop and promote its findings and recommendations if you want to see real and lasting change.
- » Recognize that your research might have already been an action step. For example, one youth team collected data by creating an installation of a bus stop in a desert area without one and encouraging people to write in it about their experiences of public transit (or lack thereof) as part of their research on transit barriers.

Time Commitment: 3 – 5 sessions



2



Explore different types of action and choose a pathway that best fits your campaign, goals and interests

- » Activity 9.2: Ways We Take Action (evaluating possible options for making change)
- » Resource 9.3: Action Guide (becoming familiar with various action approaches)

3



Develop and carry out an action plan to implement the change you want to see

- » Activity 9.4: Power Mapping (analyzing who can help you make change)
- » Activity 9.5: Action Planning, Making Strategy (identifying clear goals, strategies and timelines to share your findings and make your recommendations a reality)
- » Activity 9.6: Crafting an Elevator Pitch (developing a short speech to introduce and spark interest in your project)
- » Activity 9.7: Power Interview (building key relationships to move your recommendations forward)
- » Activity 9.8: Advocacy Role Play (requesting commitments of support from decision-makers and stakeholders)

9.1 ACTIVITY

Goals for Change



Objectives

- » Reconnect with your project's purpose and ground it in your research results
- » Reflect on the goals of your research and develop new action goals

Time Needed

30 minutes

Materials

- » Our Goals for Change chart (*attached*)
- » Pens
- » Flip chart paper
- » Markers

Introduction

As your team transitions from research to action, it can be helpful to reflect on your project's purpose and why you're doing this work. What are you really trying to accomplish with this project? What kind of change agent do you want to be? Who do you want to impact or influence? This is an opportunity to revisit and reflect on the goals of your research phase and build on what you learned to develop new goals for action.

Instructions

Use the following questions on the Our Goals for Change chart to help your team reflect on your project's purpose and set the tone and direction for your action phase. You can have team members fill out the chart individually or in small groups, or you can brainstorm answers all together as one team. Feel free to write the questions on flip chart paper if you prefer to facilitate the conversation that way.

Debrief

Debrief the activity with the following questions:

- » How have our purpose and goals changed over the course of our project?
- » What are the most important things we should keep in mind as we transition to taking action?



Our Goals For Change Chart



Research Question: What's our research question and what did we hope to find out? Why did we choose this question?	
Research Goals: What were our top 3-5 top goals for our research phase?	
Research Results: What did we accomplish with our research? What did we find out?	
Action Goals: What are our top 3-5 top goals for our action phase? What are our recommendations for change?	
Purpose: Why are we doing YPAR? Why are we doing this project? What do we want to remember about why we're doing this work?	
Impact: What impact do we want to have? Ideally, who will this project inspire/move?	

9.2 ACTIVITY

Ways We Take Action



Objectives

- » Understand different ways of taking action/making change
- » Identify actions relevant to your particular issue, findings and recommendations
- » Get engaged and excited in taking action and making change

Time Needed

30 - 60 minutes

Materials

- » Markers
- » Flip chart paper
- » Multimedia pieces representing different forms of action (video, photos, comic book, report, etc.)

Introduction

Not all issues require the same types of action. It is important for your team to define various types of social actions, from service providing to organizing. By understanding the differences in these types of change methods, you can carefully choose the actions that best fit your research, next steps and goals. In this activity, you will learn about different ways we can take action through various multimedia presentations.

Instructions

- » Set up 6 stations around the room:
 - one for service providing
 - another for education
 - a third for organizing
 - a fourth for policy advocacy
 - a fifth for art/cultural activism
 - a sixth for design/planning
- » If you want to integrate other types of action, set up a station for those too. See 9.3 Action Guide to become more familiar with each of these forms of action and prep for this activity.
- » For each station, have markers available and a blank sheet of flip chart paper with that station's name at the top.
- » Also provide a video, piece of artwork, a comic, photos, a reading, a pamphlet, or some other multimedia piece that illustrates that station's action.

- » For example: at the station on service providing, you could show a documentary clip of the Black Panther Party's free breakfast program.

Facilitation

Split your team into 6 small groups (or as many small groups as there are stations). Send one group to each station. At each station, group members should:

- » Interact with the multimedia presentation provided (i.e. watch the video, read the pamphlet, etc.)
- » Write down a definition for the type of action on the flip chart paper
- » Brainstorm and write down activities that could fall under this type of action
- » Brainstorm and write down ways their project could use this type of action to implement their research recommendations

Once groups have had time to learn about a station, they should rotate to the next station and continue to add to what's already written there. When everyone has visited every station, they should return to their original station and share out what's there to the rest of the group:

- » What is the definition you all came up with?
- » What action steps are relevant to your project?
- » How does this type of action fit with your project's goals?
- » How could this type of action impact your school or community?

Debrief

Debrief the activity with the following questions:

- » Why is it important to understand these different ways to make change?
- » Does it make sense to use all of them in our project? Why or why not?
- » Which actions feel really exciting and relevant to you right now? How might they fit into what you're doing? How could they present challenges?

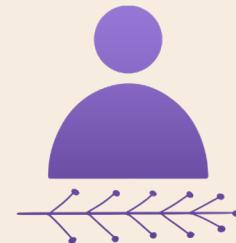


Ways We Take Action Sample Flip Charts

An illustration of two large, open flip charts. The left chart is titled "SERVICE PROVIDING" and the right chart is titled "ORGANIZING". Both charts have sections for "Definition:", "Activities:", and "Ways our project could use this type of action:". A small figure of a person is standing next to the left chart, pointing upwards towards the title.

9.3 ACTION GUIDE

See how you can make change by exploring these different types of action.
Which one—or combination of more than one—is best for your project and goals?



Education

- » **Purpose:** increasing awareness and understanding about a topic
- » **Examples:** organizing a teach-in about a current event, facilitating nutrition classes, developing an anti-vaping social media campaign, creating a physical fitness awareness campaign, developing a radio program to teach families about the dangers of pesticide exposure, filming a documentary
- » **Key people/resources that can support this:** educators, artists, university researchers, nonprofits/activists working on your issue, people with background/experience in media or communications (print media, social media, video, radio, etc.), local public access television or radio station, ethnic media outlets
- » **YPAR example: How can education create change in a community?** Youth leaders with Project 4-H2O in Crockett, CA conducted research and successfully advocated to get new filtered water stations installed on their high school campus. To make sure fellow students knew about these new stations and the importance of drinking water, they developed an educational awareness campaign. The group designed stickers and posters for the campaign that were distributed all over their school. They also made a series of short educational videos on the importance of drinking water, which were shown schoolwide during weekly announcements.

Service

- » **Purpose:** meeting a community need
- » **Examples:** creating a free food distribution, organizing a clothing drive, providing free medical check-ups, volunteering at a food bank, cleaning up a local park, organizing a workshop to help students fill out their financial aid forms
- » **Key people/resources that can support this:** social workers, local business owners, local charities, places of worship, faith-based organizations, food banks, volunteer groups, neighborhood associations, local politicians, nonprofits/activists working on your issue, government departments/agencies focused on your issue
- » **YPAR example: How can service create change in a community?** The Yolo County Children's Alliance Youth Innovators were a team of high school students in West Sacramento, CA concerned about homelessness in their community. After conducting their research and connecting with city staffers, they decided to organize a local resource fair for people dealing with homelessness. They collected donations and partnered with other service providers to provide free food, clothing, medical check-ups, pet support, and bicycles to individuals dealing with homelessness. They also conducted storytelling conversations to learn about peoples' stories and help humanize and raise awareness about the issue in their community.



Organizing

- » **Purpose:** getting people to work together to push collectively for a change, including through direct action campaigns
- » **Examples:** organizing for funds for a community recreation center and gym, advocating to get a stop sign and speed bumps installed on a dangerous road, organizing to defund school resource officers at a school district, protesting the placement of an environmental hazard in your neighborhood, organizing a student walk-out in support of climate change legislation
- » **Key people/resources that can support this:** community organizers, formal and informal community leaders, nonprofits/activists working on your issue, places of worship, faith-based organizations, labor unions, artists, student-run organizations, city/county youth commission, university researchers, people with background/experience in media or communications (print media, social media, video, radio, etc.)
- » **YPAR example: How can organizing create change in a community?** The YUCA (Youth United for Community Action) project focused on environmental justice in East Palo Alto. The youth team used surveys and community mapping to document the factors that made their community healthy and unhealthy, including polluting facilities such as a waste incinerator company called ROMIC. YUCA used the youth report in their campaign to shut down the ROMIC plant, which was successful after many years.



Art/Cultural Activism

- » **Purpose:** creating an artistic/cultural experience in response to an issue
- » **Examples:** painting a mural, creating a photography exhibit, using popular theater to put on an educational play, organizing a cultural celebration, writing and performing a song or poem, creating a book to tell your people's story, hosting a meal serving and celebrating your culture's traditional foods
- » **Key people/resources that can support this:** artists, elders, designers, activists, community spaces/venues, public libraries, local theaters, art studios, ethnic media outlets, local makerspaces, places of worship, people with background/experience in media (print media, social media, video, radio, theater, etc.), faculty and students at art/design schools and universities
- » **YPAR example: How can art/cultural activism create change in a community?** Youth leaders with NC FIELD's Poder Juvenil Campesino in North Carolina conducted photovoice projects to explore their lives as migrant and seasonal farmworkers. They captured images telling their own stories and raising awareness for farmworker advocacy, creating a traveling photography exhibit that was shown throughout their state, in Washington DC and in Mexico. Their photos appeared in newspapers, books, documentaries and television reports, and they also sold them to raise money for future projects.



Policy Advocacy

- » **Purpose:** convincing decision makers to change or create a new policy or regulation
- » **Examples:** advocating for a later school start time, pushing for reform of the juvenile justice system, meeting with your congressional representative to support a path to citizenship for undocumented youth, advocating for gender-neutral bathrooms in your school district
- » **Key people/resources that can support this:** community organizers, formal and informal community leaders, parents, city/county youth commission, politicians and their staff, legislative analysts, lobbyists, nonprofits/activists working on your issue, places of worship, faith-based organizations, labor unions, student-run organizations, university researchers, people with background/experience in media or communications (print media, social media, video, radio, etc.)
- » **YPAR example: How can policy advocacy create change in a community?** Youth leaders with Sacramento City Unified School District's Student Advisory Council (SAC) conducted a YPAR project to provide recommendations for the district's Local Control and Accountability Plan (LCAP). This plan is a requirement of California law that describes how a district intends to spend its money each year. SAC leaders collected 1,200 surveys from their peers at 6 high schools and conducted focus groups to identify key student concerns across the district. They presented their findings to the district's school board, promoting key policy recommendations like the need for additional mental health counselors and mandated teacher and student training in race and gender topics. Students continued to advocate for these changes the following school year with a strategic social media campaign.

Design/Planning

- » **Purpose:** developing and building something new to resolve an issue
- » **Examples:** designing and creating a community garden, developing a plan for a vacant lot, designing a new park, creating a design for a bus stop shade structure, developing safe routes to your school
- » **Key people/resources that can support this:** artists, designers, architects, city planners, engineers, master gardeners, local makerspaces, community spaces/venues, art studios, faculty/students at design schools and universities, design firms, professional associations
- » **YPAR example: How can design/planning create change in a community?** To address concerns about high obesity rates, neighborhood safety and a lack of public spaces for young people, youth in Salinas, CA came together with local officials and community groups to advocate for improvements to their local skate park. Working with the grassroots advocacy group MILPA (Motivating Individual Leadership for Public Advancement), skate park cultural events were organized and surveys and focus groups were conducted to gather feedback from youth and local residents. The youth identified key features they wanted in a renovated park and helped select a local skate park builder to help them design it. This youth-led design process helped create the vision and secure the funding to update the skate park's equipment, lighting, drinking fountain and seating.

9.4 ACTIVITY

Power Mapping



Objectives

- » Think strategically about your project's supporters and detractors
- » Understand how power operates in your community
- » Analyze who can help you make change and figure out who you should focus on with your action efforts

Time Needed

45 minutes

Materials

- » Markers
- » Flip chart paper
- » Power Mapping Matrix Sample Flip Chart (see attached)
- » Power Mapping Example (see attached)

Introduction

As you and your team decide on the type of action you'd like to take and begin to develop your plan, it's important to think strategically about your key audience. If you haven't done so already, this is a critical time to clarify who can help you make the changes you're recommending and who you need to influence.

With power mapping, you create a visual chart and map out the different stakeholders and decisionmakers in your community and the power relationships between them. This chart can then serve as a planning tool to help your team strategize its next moves.

It can be useful to do this activity at many different stages in the YPAR process, like when you're first brainstorming your final product and your key audience in Stepping Stone 4, or when you're finishing your final product and preparing to present your findings in Stepping Stone 8. Here in Stepping Stone 9, you've been building relationships throughout the course of your project and you've already presented your recommendations to members of the community, so you should have an even clearer sense of who supports you and who doesn't at this point.

Instructions

- » Draw the power mapping matrix on a piece of flip chart paper. (Refer to the Power Mapping Matrix Sample Flip Chart to see how it should look.)
- » Explain to the group how the matrix is organized and how you'll be using it:
 - As you can see, this power map is basically a graph measuring two things:
 - how much a person/organization supports or doesn't support our cause
 - how much power that person/organization has to push our change forward or hold it back
 - Today we will brainstorm all the different people and organizations in our community and place them on our power map based on how much they support us and how much power they have. This will help us figure out who can help us make change and who we should focus on with our action plan.
- » Start by brainstorming a list of people, groups and organizations in your community:
 - Who are the key people who make the decisions related to our issue?
 - Of these people, who is already connected with our project?

- Who are the people who are engaged in our issue area?
 - Who benefits from things staying the way that they are?
 - Who would benefit from the recommendations we are proposing?
- » Place each person, group and organization on the power mapping matrix. As a team, figure out where to locate them on the chart based on their level of support for your effort and their level of influence/power on your issue. (Refer to the Power Mapping Example to see how to fill it in.)
- » Once you've placed everyone, look over your power map as a team. How is everyone distributed between the four sections of the chart? Use the following points as a guide to help you strategize next steps for your action plan:
- **People/organizations that are supportive but not powerful (upper left section of the chart):**
 - Keep them informed about your project and its progress so you can mobilize them when the time comes. Do any of them have powerful allies they can help you connect with? How could they build their power?
 - **People/organizations that are supportive and powerful (upper right section of the chart):**
 - Keep them engaged and make sure you maintain their support. Engage them in taking action when the time is right. Can they help you win over any powerful folks who don't currently support you?

People/organizations that are not supportive and not powerful (lower left section of the chart):

- Keep an eye on them but don't spend too much energy here. Can winning over anyone in this section help you connect with more powerful folks you need on your side?

People/organizations that are not supportive but powerful (lower right section of the chart):

- These may be the main folks standing in your way and blocking your changes from happening. Focus on engaging very closely with people and organizations who are not supportive but you think can be influenced.
- For those who are actively opposing you and you don't think you can convince to support your cause, think about ways to limit their impact instead of wasting time trying to win them over.

» Use these questions as a guide to help you develop your action strategy:

- What's the best way to mobilize our network of supporters?
- Who do we need to energize to take action on our recommendations?
- Who do we know that has a strong relationship with the person and/or organization we need to influence?

Debrief

Debrief the activity with the following questions:

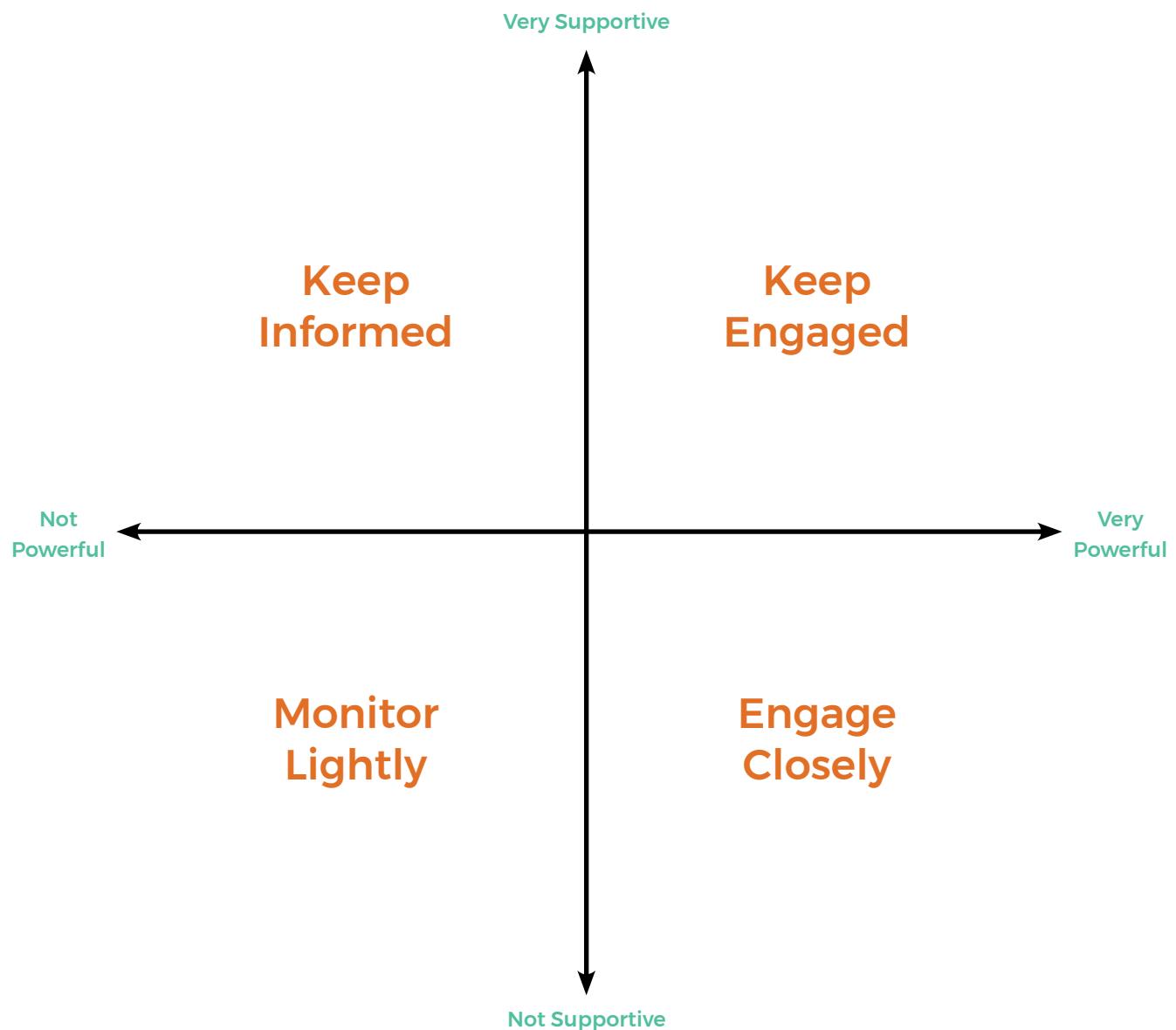
- » How does it feel to see those who support us and those who don't support us laid out like this?
- » Did this activity change your thinking at all about the right action approach for our effort? Why or why not?
- » How can we use this power map to help us develop our action plan?



Power Mapping Matrix Sample Flip Chart

Our Issue: _____

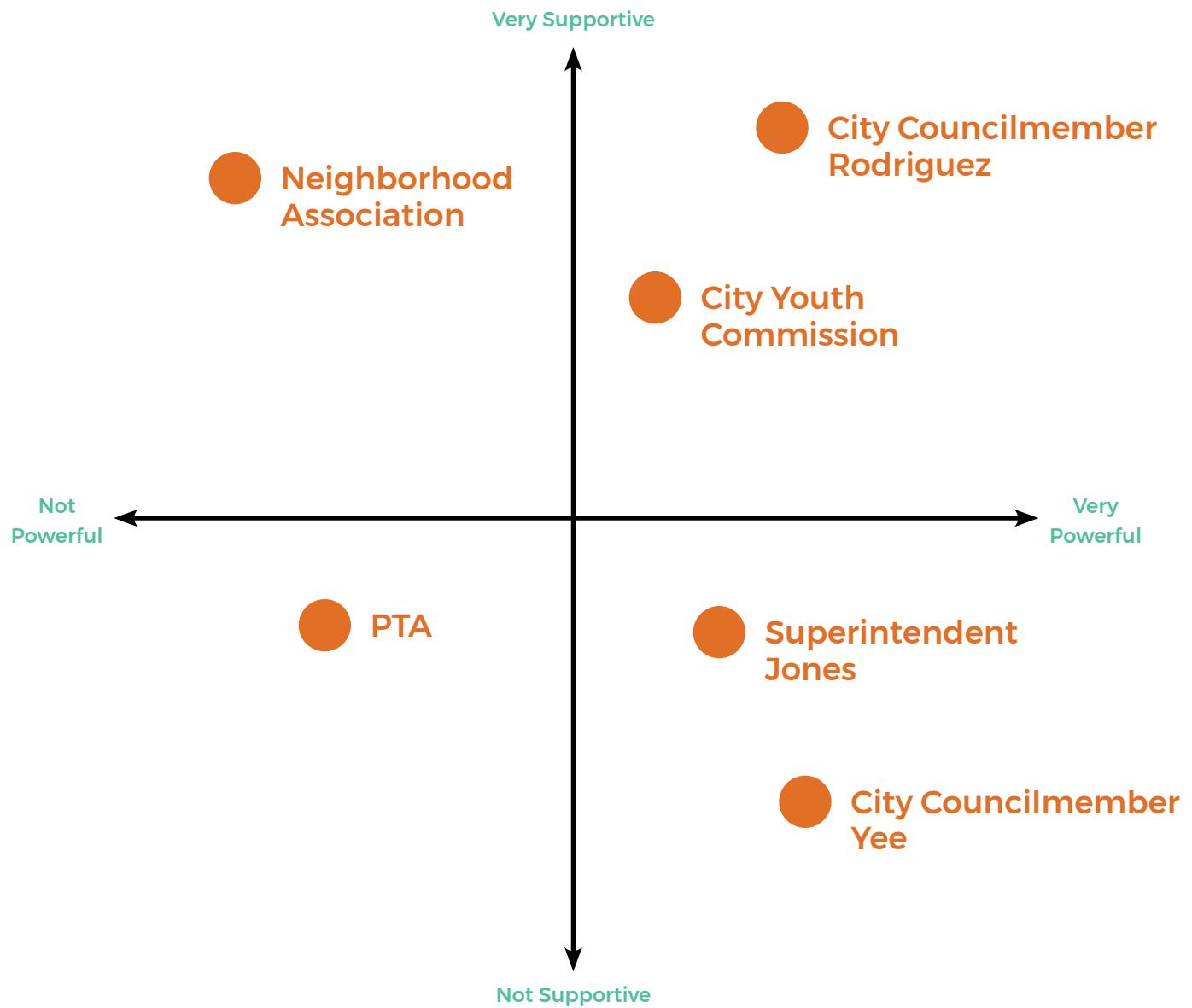
Our Goal: _____



Power Mapping Example

Our Issue: Lack of opportunities, support and services in our city for youth

Our Goal: Create a Children's Fund in the city's budget to support youth services and programs



9.5 ACTIVITY

Action Planning, Making Strategy



Objectives

- » Begin to explore the possible impacts of your research project
- » Examine what you want to change
- » Begin to understand how to make the change you want to see

Time Needed

40 minutes - 2 hours

Materials

- » Strategy Guide (see attached)
- » Strategy Chart (see attached)

Introduction

In this activity, your team will be introduced to action planning and become familiar with strategy charts. With the attached strategy guide and chart, you will explore what kind of change you're really seeking and how you want to get there!

Instructions

Start by using the attached strategy guide chart. As a team, brainstorm answers to the questions and then fill in the strategy chart. This is meant to be a working document so nothing you put down has to feel final right away. You can continue to revise and refine your chart as you collect additional information. Action planning often starts with a brainstorm of ideas. After this phase, the team begins to identify their top priorities.

You may want to offer your group an example before you begin working through your actual plan. One example is given on the attached strategy chart. Your action plan should identify clear goals, strategies, and timelines for advancing your findings and recommendations.

Debrief

Mid-way through the process or at the end, take a look at your chart and review what you've created. Make sure your team recognizes that strategy is HARD. You should all feel proud of the work you've done! Debrief the activity with the following questions:

- » How do you feel about the strategy we've developed?
- » Is there anything missing? Is there anything you want to change right away?
- » What goals are most important to us and why?
- » What goal do we want to start with, and who should we talk to first?



Strategy Guide

Now that we know _____, **what do we want to change?**
(fill in research question here)

What is our vision for change?

Who do we want to influence and change?

What are the actions we can take and the activities we can do to make change? (policy advocacy, public art, performance, rally, education/awareness campaign, etc.)

Strategy Chart

	Research Question & Goals <i>(Short, mid, long-term goals)</i>	Key Audience & Decisionmakers <i>(People with the power to change things. Who needs convincing?)</i>	Your Friends & Allies <i>(Who has our backs? Who's involved with this issue already? Who supports our work?)</i>	Challenges <i>(Who and what are the barriers?)</i>	Tactics <i>(How will we make change? What steps do we need to take?)</i>	Tasks & Resources <i>(Who does what and when? What do we need to take our next steps?)</i>
EXAMPLES	<p>Research question:</p> <ul style="list-style-type: none"> » How can we get youth in Fastfoodville to be more physically active? <p>Goals:</p> <ul style="list-style-type: none"> » Make gym a requirement at school » Improve the park » Build a youth rec center 	<ul style="list-style-type: none"> » School board » City Council (parks and rec dept) » Parents/PTA » Teachers 	<ul style="list-style-type: none"> » Parents » Teachers » Coaches » Jim Smith, School Board member » Youth, especially those who are already athletic 	<ul style="list-style-type: none"> » Getting funding and priority from City Council » Physical space/location » Getting youth engaged 	<ul style="list-style-type: none"> » Present our findings and recommendations to the School Board and City Council » Write proposal of what we want, including what resources we are asking for 	<ul style="list-style-type: none"> » Half the team will talk with Jim the School Board member next week and try to get his buy-in » Half the team will write a proposal about the rec center space they'd like to see (due in 2 weeks)
OUR PROJECT						

9.6 ACTIVITY

Crafting an Elevator Pitch



Objectives

- » Learn how to introduce your project and spark interest in it
- » Develop and practice public speaking skills

Time Needed

30 minutes

Materials

- » Printed copies of Elevator Pitch Guide (see attached)
- » Pens

Introduction

Sometimes you only have a short amount of time to make a lasting first impression. In those instances, it's important to have a well-crafted and rehearsed elevator pitch ready to go.

An elevator pitch is a brief, persuasive speech to get people interested in you, your project and your ideas. A good elevator pitch should last no longer than a short elevator ride: under 30 seconds! It can be an effective way to grab someone's attention in a limited amount of time and open the door to a future meeting or conversation.

When developing an elevator pitch for your project and action campaign, make sure it's interesting and memorable. It's important to get right to the point, explaining what makes you, your project and your ideas unique. Whenever possible, you should also tailor your pitch to fit different audiences.



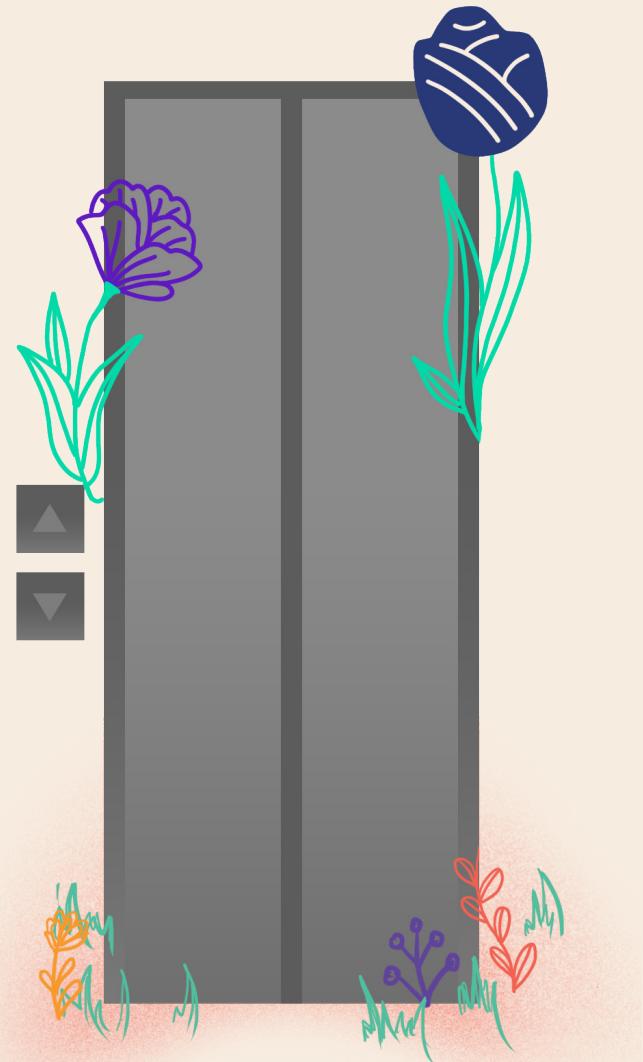
Instructions

Print out enough copies of the Elevator Pitch Guide for all of your team members. Have participants work individually or in small groups to fill in the guide and develop their elevator pitches. Another way to organize this activity is to work together as a team to develop one overall elevator pitch for the whole group that can then be adapted to fit individual team members. To facilitate working on this as an entire group, you may want to write the questions from the Elevator Pitch Guide onto sheets of flip chart paper in order to work on answering them collectively.

Follow these steps to develop, rehearse and refine your elevator pitch:

- » Identify your goal
 - Who's your key audience and what's your objective?
 - What do you hope to get out of this interaction and what's your "Ask"?

- » Develop your pitch
 - Explain who you are and what you do
 - What's exciting and unique about you and what you do?
 - What do you want your audience to remember most about you and your work?
 - Describe the "Why"
 - Why is this important to you and why should your audience care?
 - Engage them with an open-ended question or request concerning what you hope to get from them
 - Provide a take-away item whenever possible
 - Leave them with a business card, campaign flier, project brochure, research 1-pager, etc.
- » Put it all together and practice!
 - Once you've developed your elevator pitch, it's time to roleplay and practice. This can be done in pairs, small groups, or in front of the whole team depending on how you'd like to organize it. Make it conversational!
 - Be aware of your body language and the pace and clarity of your speech. You want to come across as natural and comfortable, not forced and scripted. Take what you've written down and try to make it your own!



Debrief

Debrief the activity with the following questions

- » How can we use our elevator pitches to help move our action plan forward?
- » What are some different audiences we might want to prepare an elevator pitch for?
- » How comfortable do you feel going out and using your elevator pitch with people in the community? What would help you feel more prepared? How could we make it more natural and conversational?
- » What excites you about using your elevator pitch? What concerns do you still have?

Elevator Pitch Guide

Answer the following questions to help you create your own elevator pitch.



Identify Your Goal

1. Key Audience: _____

2. What do you hope to get from them and what is your “Ask”?

Develop Your Pitch

3. Who are you?

4. What do you do?

5. Why is this important to you and why should they care?

6. What's an item you can leave with them (business card, flier, brochure, 1-pager, etc.)?

Great job! Now it's time to practice and perfect your elevator pitch!

9.7 ACTIVITY

Power Interview

Adapted from PICO California



Objectives

- » Build relationships with people who can help you make change
- » Learn how to flex your collective power and demonstrate your organizing capabilities
- » Develop and practice leadership, facilitation, public speaking and interviewing skills

Time Needed

- » At least 1 hour for prep and practice
- » About 1 hour for the power interview itself

Materials

- » For planning and practice:
 - Flip chart paper
 - Markers
 - Power Interview Agenda Template (see attached)
 - Sample Power Interview Agenda (see attached)
- » For the actual power interview:
 - Printed copies of completed meeting agendas for all participants
 - Flip chart paper and markers (for debrief)

Introduction

This activity is a group-led interview you can conduct with decision makers and other key community members. Use this as a tool to build relationships with them, share your work and gather strategic information that can help move your recommendations forward. The structured format allows your team to plan, run, and evaluate the entire process. It can be a great next step once you've done some power mapping with Activity 9.4 and identified people and organizations you need to connect with.

Having team members run the entire meeting themselves and share a glimpse of their work with the interviewee can be an effective way to demonstrate your collective power. Meetings with people in power usually happen on their terms and in spaces where they feel comfortable. The purpose of a power interview is to put your team in control—you set the agenda, the goals and the location and you run the meeting!

As part of an organizing or advocacy action strategy, power interviews are great for figuring out who you need to influence and how you can move your recommendations forward. While this activity can help you raise awareness about your effort and collect critical information to improve your action strategy, it is generally not the right time to request specific commitments of support from decisionmakers. It's easier for someone to say no to a small group in private, so big "asks" are often best done as part of a large, public action or event where there's more visibility, pressure and accountability.



Instructions

Explain and discuss the purpose and format of a power interview, as described above. The general goals are to:

- » Learn more about your group's target issue and how to move your recommendations forward
- » Gather information from key players that can inform your action strategy
- » Raise awareness about your work and flex your power
- » Build/strengthen a relationship with the interviewee
- » Identify other potential interview subjects through snowball sampling
- » Develop/practice skills and gain experience planning and running a meeting as a team

Once you've identified a decisionmaker or community member you want to do a power interview with, have someone from the group reach out to invite them and schedule it. Be sure to let the potential interviewee know that you already have an agenda for the meeting and your team will be running it, so they have an idea of what to expect.

Create Your Agenda

Participants should draft all of the key agenda items themselves. You can have small groups take on different sections or work together on it as a whole team. Information can be recorded on the attached agenda template or flip chart paper can be used to fill-in a large agenda as a group.

- » **Group Credential:** This is similar to your mission statement: Who is your group and what do you hope to accomplish? What did you research and what are your findings and recommendations? This is also an opportunity to demonstrate your collective power by highlighting how many people your group represents, who you're working with, and generally why you're important and should be taken seriously. If

you've already created an elevator pitch, you should have lots of this information ready to go. Your credential will remain the same from one power interview to the next and will not have to be redrafted every time.

- » **Purpose of the Meeting:** What are your group's goals and objectives for the meeting and what do you hope to get out of it? The purpose of the meeting will also usually be similar from one power interview to the next, although it can vary based on the person you're interviewing.
- » **Testimony:** What's a short, personal story about how the issue you're focusing on has impacted one of your group members and why it's important to them? You can choose whether or not you want to include one or more personal testimonies in the meeting's agenda. This can be an effective method for bringing some humanity and emotion into the meeting to highlight the significance of your work.
- » **Questions:** What does your group want to find out about your interviewee and what do you want to ask them about your research topic? The list of interview questions will usually be different for each power interview, although it's always a good idea to ask for recommendations of other people you should speak with at the end.

Assign Roles

Be sure to thoroughly explain all roles before team members decide how and where they would like to contribute.

- » **Chairperson:** The main facilitator and time keeper for the power interview. Performs the initial introduction to start the meeting and welcome the interviewee, keeps the meeting on track and on time, provides transitions between each section, troubleshoots, and provides the summary and close at the end.

» **Notetaker:** Records responses to all of the group's questions and any other relevant information that is shared during the course of the meeting.

- » **Reader for the Group Credential**

- » **Reader for the Purpose of the Meeting**

» **Testimony:** Writes a personal testimony and reads it during the meeting.

- » **Questions:** Remaining participants should take turns asking the list of interview questions.

Practice Run & Role Play

Once the agenda is finalized and roles are assigned, it's important to do a practice run. This allows team members to get a feel for their roles and how the meeting will run in a safe, supportive space with no pressure. Working through the performance jitters ahead of time through role playing is always an important strategy to become comfortable with new roles, skills and tasks. For this exercise, someone should play the part of the interviewee (this can be an adult ally or someone without an assigned role in the agenda). To save time, the group can just ask their questions in order and skip role playing the answers. As always, it is beneficial to do a quick plus/delta evaluation afterward to learn from and improve upon your practice run.

Conduct the Power Interview

The big day has arrived! You're ready to go, just follow your game plan and make the most of it!

Debrief

Debrief the activity with the following questions

- » How did that feel for everyone?
- » What worked well?
- » What could we improve for next time?
- » What did we learn that can help us with our action strategy?
- » What should be our next steps?

Power Interview Agenda Template



Team Name: _____

Power Interview with: _____

Day, Date & Time: _____

Duration: _____ Minutes

Chairperson: _____

Notetaker: _____

Introductions: (_____ minutes)

Group members introduce themselves

Group Credential: _____ (_____ minutes)
(name)

Purpose of Meeting: _____ (_____ minutes)
(name)

The purpose of today's meeting is to:

Testimony: _____ (_____ minutes)

(name)

Questions: (_____ minutes)

?

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?

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?

?

Who else should we speak with about this issue? Can we use your name when we reach out to them?

Summary & Close: CHAIRPERSON (_____ minutes)

Meeting Debrief & Evaluation (immediately after the person leaves)

Sample Power Interview Agenda



Team Name: Yolo County Children's Alliance Youth Promotores

Power Interview with: Yolo County Homeless Coordinator

Day, Date & Time: Tuesday, April 12th at 1:30pm

Duration: 50 Minutes

Chairperson: Shabnam

Notetaker: Nicole

Introductions: (5 minutes)

Youth Promotores introduce themselves

Group Credential: Magda (5 minutes)

We are the Youth Promotores from the Yolo County Children's Alliance based here at River City High School. We represent many different neighborhoods and communities here in the city. Since we all live in West Sacramento, we have come together to identify and solve some problems we see in our community. This year our main focus has been people dealing with homelessness.

Purpose of Meeting: Eric (2.5 minutes)

The purpose of today's meeting is to:

- » Understand how the city approaches the issue of homelessness.
- » Gain knowledge of different perspectives and ideas of things we can do.
- » Form a relationship with the city to establish a connection between youth and city officials.

Testimony: Robert (5 minutes)

Questions (30 minutes)

- » Can you give us an overview of your role in the community?
- » What is the city doing and what are their future plans to deal with this issue?
- » From your perspective, what are the biggest causes of homelessness in our community and how do you think they should be approached?
- » Do you know of any leaders within the homeless community who we should speak with?
- » Is there anything else you would like to share with us before we end this meeting?

Summary & Close: Shabnam (5 minutes)

Meeting Debrief & Evaluation: (after Homeless Coordinator leaves)

9.8 ACTIVITY

Advocacy Role Play

Adapted from the UC Davis Center for Regional Change's Making Youth Data Matter Curriculum:
<https://interact.regionalchange.ucdavis.edu/youth/resources/curriculum/Making%20Youth%20Data%20Matter%20Curriculum.pdf>



Objectives

- » Learn how to request commitments of support from key people in your community
- » Practice meeting with and presenting to decisionmakers
- » Learn how to develop a compelling argument for change
- » Develop and practice advocacy and public speaking skills

Time Needed

30-60 minutes
(depending on how many rounds of role playing you do)

Materials

- » Role Play Scenarios and Roles sheet (see attached)
- » Role Play Research Findings (see attached)
- » Any props or items you might want to use for role playing

Introduction

It's time to bring all the pieces of your project together and explore how we can turn our data, recommendations and stories into action with decisionmakers, community members and our peers. Let's take our argument for change to the people and gain support for our cause!

With this activity, we'll use role playing to develop and practice our advocacy skills in a safe, supportive environment. Doing practice runs like this can improve our actual presentations and meetings by helping us refine our message, our strategy, and our use of data and supporting materials. This way, we can feel more comfortable when the time comes to actually speak in front of people.

Instructions

- » Have enough copies of the "Role Play Scenarios and Roles" and "Role Play Research Findings" printed, cut out and ready to go for your group members.
- » Choose Scenario A or B depending on the type of advocacy interaction you want to practice, or do them both.
- » Pass out the handouts and give participants time to prep their roles. Then have them act out their role play and have both participants and observers reflect on the experience and debrief afterward.

You can organize this activity in a variety of ways to fit your needs:

- » You can have one group role play in front of the rest of the team or have small groups role play simultaneously amongst themselves. If time permits, you can also have multiple rounds of role playing to allow people to try various roles. When doing multiple rounds, be sure to debrief with participants after every round to capture important observations and feedback.

Feel free to also change the practice scenarios to fit your particular situation and issue:

- » Potential adaptations include a formal vs. informal meeting (or elevator pitch), meeting with a staff member vs. the actual elected official, and focusing on different audiences (community leader, city council member, county supervisor, state or federal legislator, etc.). You can also practice role playing with a decisionmaker who is supportive of your cause, neutral, or opposed to it.

Debrief

Debrief the activity with the following questions:

- » For the role play actors:
 - How did it feel to do this role play?
 - What did you notice while you were doing it?
 - What do you think went well?
 - What do you think could have been improved?
- » For the observers:
 - What did you notice about this interaction?
 - What seemed to be effective and what could be improved?
- » For everyone:
 - How were data used in the conversation/presentation? How effective was it? If they weren't used, where could they have had the greatest impact?
 - If you did both scenarios, what were the different strategies people used for the meeting vs. the public comment presentation?
 - Why might it be important to share our message through in-person meetings and presentations? What are some advantages and disadvantages compared to sharing it on social media and other platforms?
 - How can we use the lessons we learned from our role play and apply them to the conversations and presentations we're planning to do in real life?



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cutouts on next pages



Roleplay Scenarios and Roles

SCENARIO A: Formal Meeting with a Decisionmaker

Choose one person to be the Advocate, one person to be the School Board Member, and one person as the Timekeeper. The other group members will quietly observe the interaction and provide feedback during the debrief. The timekeeper should look to bring the role play to a close at around 10 minutes, although it's okay if it ends early or goes over a little bit if participants are really engaged in the exchange.



Advocate:

Your YPAR team, Teens for a Healthier Tomorrow, is concerned about physical fitness and health issues in your community. After months of hard work and research, you've come up with some powerful data and developed strong arguments for change.

Today you're meeting with your School Board member and you want to get their support for your recommended change. Your group is advocating to create an "open use policy" at your school to increase opportunities for recreation and physical activity. Open use policies within a school district can let all community members have access to school facilities during afterschool hours.

You've analyzed high local obesity rates and very low physical fitness rates and found that there are no options for safe and affordable outdoor recreation in your community. You've also discovered that there's no funding or space to build a brand new park. A majority of the local students and parents you surveyed said they'd love to have access to your school's playgrounds, sports field, swimming pool, basketball courts and running track. All of these spaces are currently closed afterschool and on weekends and are totally off-limits to the public. You know that this School Board member recently attended a health fair at your school, but you do not know whether or not they are supportive of your cause.

It's time to make a strong argument for your case. Be sure to provide some background information about the issue you're concerned about, and use your research to support your argument (see *attached Role Play Research Findings*). Think about organizing your conversation around these questions: 1) Who are you? 2) What's your issue and why is it important? 3) Based on your research, what is your proposed solution and why is it the right option? 4) What do you want them to do and what's in it for them?



School Board Member:

You are a district School Board member representing the area where the advocate lives and where their school is located. You are very concerned about shrinking budgets for your district and you are worried about any additional programs that might require funding. When it comes to new programs or policies, you are also concerned about who will be responsible for liability, insurance, maintenance, and staffing. You recently attended and supported a health fair at one of the district's schools and you're concerned about increasing levels of childhood obesity in your community.



SCENARIO B: Public Comment to a Decision-making Body

Choose one person to be the Advocate and one person as the Timekeeper. The other group members will act as the School Board Members and will sit together in a row at the front of the room and quietly observe the speaker as he/she presents to them. (If you have a very large group, you might want to choose 7 or so people to act as board members and then the rest can be the audience). The speaker will only have 3 uninterrupted minutes to give their presentation. Once the 3 minutes are up, the timekeeper should have the speaker stop. After the presentation, the School Board Members can ask the Advocate any clarifying questions if they like.



Advocate:

Your YPAR team, Teens for a Healthier Tomorrow, is concerned about physical fitness and health issues in your community. After months of hard work and research, you've come up with some powerful data and developed strong arguments for change.

You are attending a district School Board meeting and you want to get their support for your recommended change. One of the agenda items being discussed and considered by the board members is an "open use policy" for your school. This policy would let all community members have access to school facilities during afterschool hours to increase opportunities for recreation and physical activity.

You've analyzed high local obesity rates and very low physical fitness rates and found that there are no options for safe and affordable outdoor recreation in your community. You've also discovered that there's no funding or space to build a brand new park. A majority of the local students and parents you surveyed said they'd love to have access to your school's playgrounds, sports field, swimming pool, basketball courts and running track. All of these spaces are currently closed afterschool and on weekends and are totally off-limits to the public. You know that this School Board member recently attended a health fair at your school, but you do not know whether or not they are supportive of your cause. You strongly support establishing the open use policy at your school and you want the board to approve this solution.

In the 3 minutes you get for public comment, please introduce yourself, your group and the work you've done, and use your research findings to deliver a strong argument for why School Board members should support this policy change (see attached Role Play Research Findings). Think about organizing your very brief presentation using these questions: 1) Who are you? 2) What's your issue and why is it important? 3) Based on your research, what is your proposed solution and why is it the right option? 4) What do you want them to do and what's in it for them?

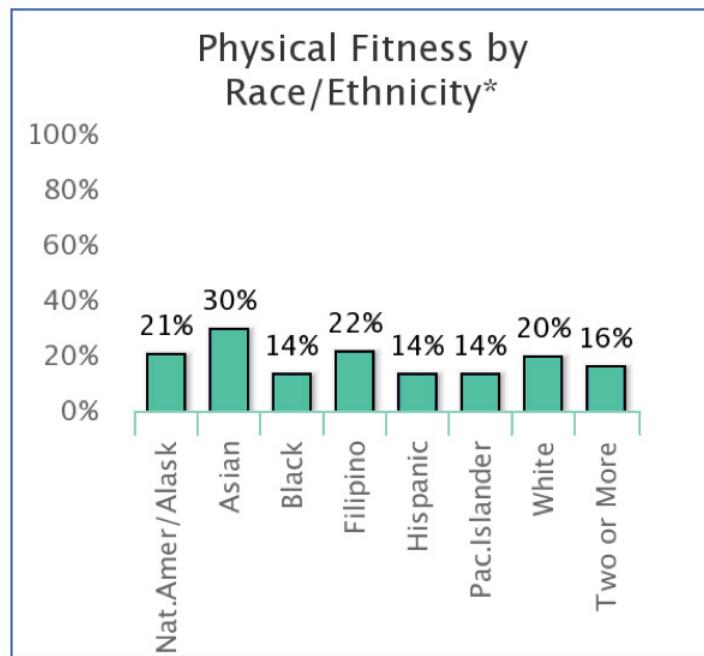
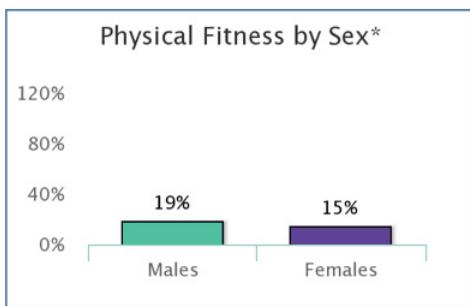
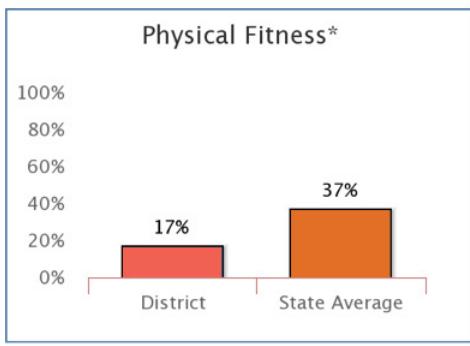


Role Play Research Findings (for Scenarios A & B)

- » Percent of students who are overweight or obese in your school district, by grade:
 - 5th grade: 52.7%
 - 7th grade: 47.1%
 - 9th grade: 44.5%
- » Your school district's physical fitness rates:



% of 9th graders in the school district meeting minimum levels of fitness

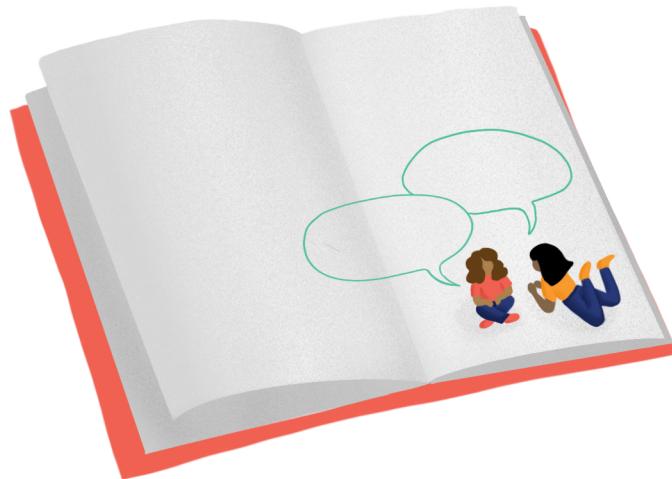


- » Your survey results:
 - 313 parents responded to your survey
 - 85% of them want a park or access to other recreation facilities in the community
 - 754 students at your school responded to your survey (out of a total student population of 1,300, a 58% response rate)
 - 76% of them want a park or access to other recreation facilities in the community

Additional Talking Points

- » Making better use of existing public spaces is much cheaper than building new facilities and can help reduce crime
- » An open use policy can create a deeper connection between the school and the community
- » To help with funding, management and maintenance of the facilities, you plan to help them form an Open Use Committee that will include youth representatives

Congratulations, you made it through your YPAR project!



Hopefully this effort has allowed you to learn about and impact a critical issue in your community while building important relationships and skills that will benefit you for the rest of your life!

Perhaps you're ready to move on to other adventures and endeavors at this point. But for those teams looking to continue and build upon the momentum they've created, remember that YPAR is really a cyclical process. It's more of a forward-moving spiral than a straight line, and the ending of one YPAR project can feed right back into the generation of new questions, new research and new action. Whether you're returning to Stepping Stones 1 and 2 to recruit additional members, moving right into a fresh issue or research question in Stepping Stones 3 and 4, or carrying what you've gained into something completely different, this isn't really the end of your YPAR journey.



About Community Futures, Community Lore

STEPPING STONE GUIDES



The CFCL Stepping Stone guides were developed based on the original work of the Intercultural Oral History Project/Tibet, the Intercultural Oral History Project/Nepal, Community LORE, Youth In Focus and the Putting Youth on the Map program at the UC Davis Center for Regional Change. Many, many individuals, communities and projects contributed over a period of more than twenty years to CFCL's approach to YPAR (youth participatory action research). For the full set of Stepping Stone guides, YPAR stories, background on the CFCL approach, and a list of project credits visit the website: ypar.cfcl.ucdavis.edu

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