



Components Action Guide

Ingredients For A Successful Program

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California Friday Night Live Partnership Introduction

Real youth development is most powerful...when youth can become immersed in a project that gets results, sees change happen, or makes a real difference in people's lives.

Overview of CFNLP's Transition to Youth Development

Research and practical application have proven that programs focusing on the healthy development of young people are more successful at reducing alcohol and drug use than programs and approaches focusing *strictly* on prevention. For many years, however, the paradigm of prevention has consisted mostly of working in the negative, making sure that people (young and old) do NOT drink, do NOT use, or do NOT engage in violence. Research suggests that this paradigm must shift if we truly hope to keep young people from doing all of those things and to contribute to their positive, healthy development.

Youth Development is the ongoing process in which young people are engaged in building the skills, attitudes, knowledge, and experiences that prepare them for the present and the future.¹ Reflecting the growing research and common sense that support a shift in the prevention paradigm, the California Friday Night Live Partnership has embraced youth development as a model for building successful programs and achieving important, measurable outcomes. As many of you know, since 1998, CFNLP has actively broadened its focus to include healthy youth development. Part of this work has meant carefully defining several aspects of FNL programs, which has, among other things, resulted in a new mission statement (April 2000): *Friday Night Live builds partnerships for positive and healthy youth development which engage young people as active leaders and resources in their communities.* In addition, we developed clearly articulated Standards of Practice, defined Operating Principles, and last but not least, defined Program Components. All of these are designed with the goal of assisting counties in the implementation of successful programs that reflect youth development best practices. With this goal in mind, we are proud to introduce newly redesigned definitions for our four program components: Chapters, Outreach, Skill Development, and Opportunities.

Component Definitions and Project Guides

The definitions are two to three page explorations of what each component means, how it is connected to CFNLP Standards of Practice, and the roles of youth, advisors, and coordinators in its implementation. Along with the definitions, there are comprehensive activity guides that are intended to provide you with a wealth of ideas for ensuring that your FNL Program is incorporating the four components into its operations in successful and vibrant ways. We also think that all of the activities – and in particular the [Advertising Action Project](#) – will show you how your group can engage in real community change. It is our hope that this guide will help you and your chapters move beyond your “walls” and bring the contributions of young people into your communities. Real youth development is most powerful when it happens in the real

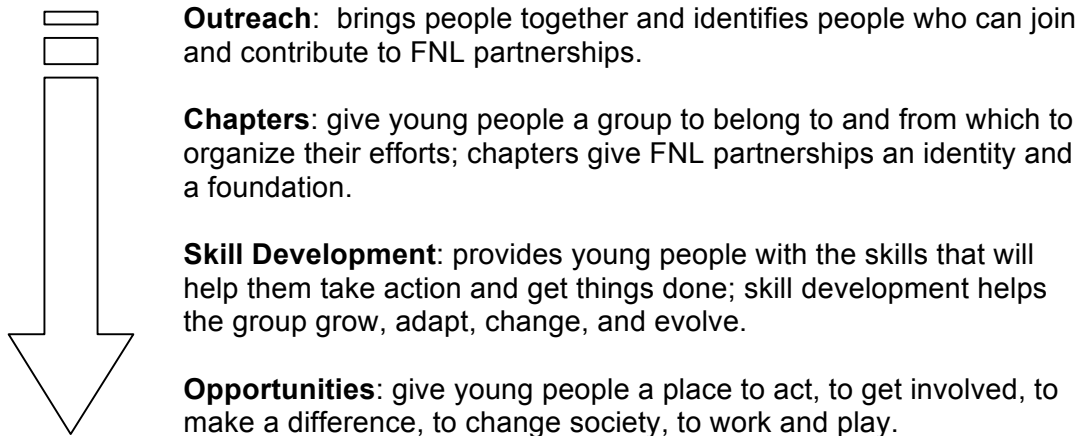
¹ Pittman, Karen & Irby, Merita. *Reflections on a Decade of Promoting Youth Development*. American Youth Policy Forum, 1998, p.5

world, when youth can become immersed in a project that gets results, sees change happen, or makes a real difference in people's lives.

We also hope that you will use these guides in two ways. First, we of course encourage you to use all of the projects and activities in your chapter. But secondly, we hope that the guide will help you generate more ideas for activities and projects that your chapter can do.

Background:

Youth development is an on-going process that includes a full range of experiences, some that FNL programs provide to young people and others that they do not. For example, we don't typically provide tutoring services or health clinic services...but we DO offer a full range of supports and opportunities that contribute profoundly to the lives of young people. We established our four components because we know that **they contribute to youth development in ways we can both demonstrate and measure**. Taken together, they provide a structure and a foundation from which County Staff and Adult Allies can ensure that they achieve CFNLP's five Standards of Practice. Our four program components represent CFNLP's unique way of helping young people become both problem free and fully prepared. CFNLP's components are critical to our mission.



Audience

The audience for these definitions and for the accompanying activity guide is FNL Program Advisors (in FNL, CL, FNL Mentoring, and FNL Kids) and FNL County Staff and Coordinators.

Key Concepts: How To Use This Guide

There are some key concepts that are critical to understanding how this guide is intended to be used. The following bullet points are **AS IMPORTANT** as the definitions themselves. They provide a context that is intended to color your reading and understanding of the definitions and the activities.

- **ASKING THE RIGHT QUESTIONS:** In the definition for Skill Building, you'll find the following excerpt: *"Always ask the questions: 'Which young person can do this? Who might want to learn? How can I actively involve them in this project?'"* While we have included these questions specifically in one definition, this kind of approach will serve you well in ALL of the

components, and in every action that you take in your program operations. The bottom line is that you are always looking for more and deeper ways to involve, include, and promote the ideas and experiences of young people. Remember to ask these questions...remember to listen to and act on the answers. Remember also to think about who is NOT at your table; strive to include as many diverse young people as possible. Don't rely on the same set of dependable youth to do everything – look for youth who have not traditionally been given opportunities to lead and shine.

- IT'S A PARTNERSHIP THING: At its very core, a FNL program should be a true and living partnership between youth and adults. If we think of the ways in which many of our organizations strive to achieve partnerships between staffs (or faculties), then we can translate those same efforts and priorities to the work and projects we do with youth. Our goal is to do things WITH young people, never **for** them or **to** them.

Each definition has a section on the Roles of Youth, Adult Allies, and County Coordinators. This section is fundamentally about the partnerships that are created when each of these players is working together on a team to get things done. It is important to emphasize that each person contributes unique talents, skills, and abilities. While we strive for equal power and responsibility, we also recognize that programs and organizations themselves are often not democratically operated, and that to speak about them as truly equal would not always be accurate. The goal of partnership should be to *as much as possible* share the power and responsibility of all aspects of the chapter, while recognizing the difference between the responsibilities of the young people, adult allies, and county coordinators.

- THIS IS AN ON-GOING PROCESS...not a prescriptive solution. In other words, we hope these definitions and the accompanying project guides provide you with a continuum of choices, a menu of options for implementing the components in your program. We hope they give you ideas about what is possible within a component, and that they expand rather than limit your options. The bottom line is that truly incorporating these components, like youth development itself, is an on-going and organic process that each project or activity will contribute to. Think of these definitions as resources to help you on the road rather than as destinations in and of themselves.
- And one final thought to keep in mind: While reading through these activities, you may come across language, ideas, concepts, or words that are foreign to you. These “different” ideas might tempt you to discredit the content of what you are reading, as not being something your program or county can relate to. We ask that you understand that we have tried to make this whole project relevant to an entire state – and a rather big state at that! We've tried to include ideas that will resonate in rural areas as well as urban ones, for large programs as well as small ones, and for traditional FNL structures as well as non-traditional ones. So if you see something that doesn't fit with your own particular program, we ask that you think about where in the CFNLP system this might actually be true so that you can understand why we have included it. We also ask that you stretch your own ideas of what your program **is**, and think about ways to expand or adapt your current structure to accommodate new and different possibilities for young people.

CHAPTERS

Ingredients For A Successful Program

What is a Chapter?

Activities to Get You Started

Desert Pat

Creating a Chapter Mission

Categories

Serving in Tolerance

Partner Presentations

Long-term Project

Project Planning 101

CHAPTERS

Chapters describe a group of committed young people and at least one adult ally working together. Chapters provide Skill Development, Opportunities, and Outreach through ongoing partnerships at local sites.

Chapter Sites

Chapters provide FNL programs with interactive opportunities to promote youth-led ideas and youth decision-making. Within a chapter, groups can take part in real community change that extends beyond the “chapter walls,” beyond the school or site, and into the community at large. In a chapter, youth experience a sense of belonging to something larger than themselves and establish meaningful connections with their peers and adults. Local chapter sites can be housed at a variety of place, such as:

- Schools
- Community Centers
- Churches
- Juvenile Facilities
- Recreation Centers
- Youth Councils
- Mentoring Programs
- Youth Action Groups
- Foster/Group Homes

How are CHAPTERS linked to CFNLP’s Standards of Practice?

Within each chapter, youth and their adult allies strive to:

SOP Connection	OUTCOME	PRACTICE
	• Provide an emotionally, culturally and physically safe environment...	...by recognizing the diversity of members, establishing group agreements for operations, and engaging groups members in developing group norms, agreements and structures that ensure safety and respect for <i>all</i> types of youth.
	• Make it possible for youth to contribute to their communities and to know about resources and services that are available and accessible to them...	...by promoting other organizations’ services and events and by helping youth seek out information that they need or that they are interested in.
	• Gather input from young people about chapter events, action plans, and policies...	...by preparing youth to be chapter leaders and planners, and by implementing formal and informal “feedback” gathering activities (focus groups, interviews, suggestion cards, etc.).
	• Provide opportunities for youth to gain new skills that are designed and based on what they are interested in...	...by involving youth in identifying individual and group skill development goals and by giving youth chances to <i>LEARN BY DOING</i> skills that they are interested in.
	• Establish meaningful and caring relationships among youth and with adults...	...by being a place where relationships are given time to grow and where adults and youth know each other well, understand what motivates each other, and honor what each person contributes to the chapter.

Youth, Advisor, and Coordinator Roles

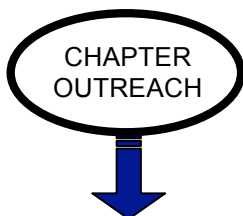
FNL programs are composed of **partnerships** between young people, adult advisors and county coordinators. Every project is a team effort between these three players and every success is a shared one. The relationships between the three team “members” is **dynamic** and **interactive**, with support and benefit flowing from each and to each; each role supports the others and contributes to the team’s overall success. The figures below seek to provide *examples* of the roles played by youth, advisors and coordinators in **CHAPTER** operations.



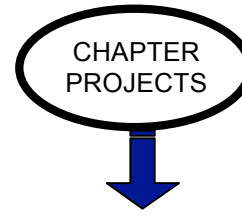
YOUTH LEADERS: Lead chapter discussions and activities to set goals.
ACTIVE MEMBERS: Participate in discussions and activities to help set goals.
ADVISORS: Assist with goal setting and activity implementation; seek ways to reflect FNL Standards of Practice in chapter goals.
COORDINATORS: Ensure that chapter goals and activities coincide with FNL Standards of Practice and Operating Principles; help the advisors implement activities that support this.



YOUTH: Propose ideal times and spaces for meetings and activities.
ADVISORS: Provide adequate times and spaces for meetings and activities.
COORDINATORS: Help advisors identify and secure the best times and spaces for meetings and activities.



YOUTH: Plan and implement outreach to increase and maintain youth membership; look for ways to broaden youth participation.
ADVISORS: Support youth outreach efforts; help youth broaden outreach circles; model positive youth-adult partnerships.
COORDINATORS: Network with other groups and build community partnerships that can support young people by opening doors for youth outreach efforts.



YOUTH LEADERS: Take the lead in developing chapter projects and activities.
ACTIVE MEMBERS: Get involved in projects by serving on committees or by contributing skills (creative, technical, verbal, organizational, etc.).
ADVISORS: Provide training or access to training in areas relevant to projects, such as action planning, community organizing, or public speaking.
COORDINATORS: Provide chapters access to information, tools, resources, and training to help facilitate project implementation; help chapters identify resources for building on projects.

ACTIVITY

Desert Pat¹

Purpose:

To have young people identify the values that are important to them and to translate these values into group norms (agreements to working together)

Link to Component: Chapters

SPECS:

Supplies Needed:

- Flip Chart and markers

of Activity Leaders: 1-2

Ideal Group Size: Any size, the larger the better

Time: 20 minutes

ROLES:

The role of young people:

- **Leader:** To co-lead this activity with an adult ally; to prepare by reading through these instructions and considering how to apply it to the group.
- **Members:** To participate fully in the brainstorming parts of the activity; to commit to the group norms that come from this exercise.

¹ Adapted from an activity by Tim Hensley, Holy Sweat

The role of adult allies:

- To co-lead this activity with a young person; to prepare by reading through these instructions and considering how to apply it to the group.
- To post the Desert Pat poster in a visible place or at each subsequent meeting; to remind the chapter periodically about the values and norms they agreed to in this exercise.
- To communicate the chapter norms to the County Coordinator, or to do this in partnership with a youth.

The role of County Coordinators and Staff:

- To support the chapter by recognizing the norms they establish, to supply the chapter with more activities or ideas for promoting their group values and norms.

Introduction:

Desert Pat is a creative way to introduce the idea of group norms to your chapter. Rather than simply asking members to brainstorm a list of group values, you will take them through a guided narrative that can help them visualize the qualities and values that are important to them. This is an especially effective strategy for new groups, for whom it might be easier to talk about expectations of “Desert Pat” than about expectations of people they have just met.

Steps:

1. Write the CFNLP mission statement on a flip chart for the whole group to see. Draw a large stick figure or silhouette of a person (no gender). This will be Desert Pat.
2. Narrate the following story to the group: Desert Pat (who will be referred to as “she” for the sake of this story) is walking through the desert, dying of thirst when she comes across a dry well. A note is attached to the well that says: “Look under the rock behind you!” She turns around, sees the rock, and underneath it finds a bottle of water with a note. The note says: “DO NOT DRINK THE WATER IN THIS BOTTLE. Use it to wet the leather seal on the well and then pour a small amount into the spigot and start pumping hard and fast; if you do this, you will have all the water you need from the well. Remember to refill the bottle when you are through, attach the note and place it back under the rock for the next person.”
3. Ask the group what they would do if they were Desert Pat:
 - Would you do what the notes told you, pouring the only water you KNOW is available into the well and hoping the trick works?
 - Would you drink the water from the bottle?
4. Next, ask youth to imagine that they are the next person to walk through the desert behind Desert Pat. Ask them what kinds of qualities or values they would want Desert Pat to have, given that they will be the next person to come to the well. Chart their responses on the flip chart, all around the stick figure or silhouette.

If the group has trouble getting started generating a list of qualities or values, have a few suggestions on hand, such as honesty, compassion, respect, dependability, etc.

5. Once the group is done brainstorming Desert Pat’s good qualities, engage everyone in a discussion about why these things are important in a chapter. Explain that the qualities and values that are so desirable in Desert Pat translate into group norms and rules for working together. Discuss ways that members can demonstrate their commitment to group norms in the chapter’s day to day operations.
6. Have all of the participants sign the flip chart of Desert Pat with all of the qualities and values around her – and congratulate them on developing their chapter norms!

7. Keep your Desert Pat Flip Chart for **future** and **frequent** reference! Post it at all chapter meetings, or in a visible place in your office or classroom. If possible, have an artistic group member recreate a letter-size version to hand out to all members.

- [Link to Chapters](#)

Desert Pat helps chapters create a safe environment by engaging members in developing group norms and agreements. Doing so will not only give each member an opportunity to shape the chapter's "personality," but will also increase each person's ownership of and investment in the chapter. Chapters are, ideally, places where young people experience a sense of belonging; Desert Pat helps define that belonging using young people's own values and words.

ACTIVITY

Creating a Chapter Mission

Purpose:

To engage youth in developing the chapter's mission

Link to Component: Chapters

SPECS:

Supplies Needed:

- Flip Chart and markers
- Handouts of the CFNLP mission

of Activity Leaders: 1-2

Ideal group size: Any size, the larger the better

Time: 30 minutes

ROLES:

The role of young people:

- To co-facilitate this activity with an adult ally.
- To co-facilitate a group discussion about the CFNLP mission and its local application to the chapter.
- To contribute their ideas and work with other young people to create their chapter mission statement.

The role of adult allies:

- To co-facilitate this activity with youth.
- To seek ways to connect the youth-created mission with CFNLP's Standards of Practice.
- To encourage youth to be as specific as possible with their mission.

The role of County Coordinators and Staff:

- To help the chapter identify projects and events that will contribute to their mission.

- **Introduction:**

This exercise is designed to introduce youth to the concept of a mission statement and to engage them in developing a local mission that uses CFNLP's mission as a foundation.

- **Facilitator's Notes:**

If the CFNLP mission is brand new to your group, they may have trouble talking about what it means to them personally. If this is so, prepare in advance by thinking of some guiding questions to pose that might help. For example, break down the mission into pieces and say: "Well, the mission says the CFNLP builds partnerships for positive youth development...why do you think 'partnerships' are important for youth? Why would they be important to you?" or "What do you think they mean by 'positive youth development?' Why would this be important to you?" If your group gets really stuck, do a brainstorming activity with the entire group about what YOUTH DEVELOPMENT is. Ask them to identify anything that helps them feel good about themselves, succeed, progress, etc. If they need prompts, suggest: helping youth grow up happy, giving them chances to learn, helping them get to know people who care about them, or similar generic ideas. Basically, you want to help them translate terms like YOUTH DEVELOPMENT into their own, recognizable language.

- **Steps:**

1. Write the CFNLP mission statement on a flip chart for the whole group to see:

FNL builds partnerships for positive and healthy youth development, which engage youth as active leaders and resources in their communities.

2. On other flip charts, post other sample mission statements, such as:

- *Our group's mission is to promote positive hip-hop music to youth.*
- *We exist to make our neighborhood safer for youth.*
- *Our group is about improving the youth voice in City Government.*
- *Our mission is to increase Latino Youth's knowledge of their history and cultural accomplishments.*
- Look up the mission statements of organizations you know and work with and consider posting these as examples as well.

After everyone has read each of the mission statements, introduce the concept of a mission statement by explaining the following (in your own words, of course!):

"Developing a mission or purpose is [an] important step in group work . . . Getting clarity about why you have come together makes it possible to move forward to more specific projects."¹

A mission statement answers the basic question: Why does our group exist? A clear mission statement can really help a group be effective. It takes some time to develop, but without one, group members might have really different ideas about what the main purpose of the group is. When everyone is on the same page, it's a lot easier to get things accomplished.²

3. Form teams of two (if you have a really large group, you can make this team bigger and adapt the paraphrasing work below). Give each team a sheet of paper with the CFNLP mission statement printed on it. Explain that CFNLP's mission statement is the foundation for everything that will follow for the year – all the projects, activities, events, meetings, work and fun rest on the solid base of the mission. Have each team member explain what the mission means personally to him or her. While the first team member speaks, the person listening should paraphrase back what he or she heard and ask any questions to clarify. After the first person has spoken for two minutes, switch.
4. Ask the teams to write a chapter mission statement in their own words. Explain that while the CFNLP mission is the foundation for the statewide program, it's important for **this** chapter to come up with its

¹ Youth Leadership Institute, *Planning For Action: A Youth Initiated Projects Manual* (2001), p. 5

² *ibid.*, p. 9

own mission statement, one that is in line with CFNLP's but that uses the words and voices of this chapter's members. Have them write their completed mission on a flip chart to share with the larger group.

5. Post all of the team mission statements for everyone to see. Ask everyone to take a "gallery tour" to walk by and read each one to themselves. Take about 5-10 minutes for this step.
6. As a group, decide how to synthesize all of the team mission statements into one chapter mission statement...maybe everyone likes this key word or that key phrase, or two of the statements combined really say what they want to say. Ask a volunteer to write possible group mission statements on a flip chart. Work with them until they have identified two or three possible mission statements.
7. Take a vote! Now you've got your chapter mission statement for the year!

- [Link to Chapters](#)

By engaging youth in developing the chapter mission, you will be promoting youth-led ideas and involving youth in chapter operations. A youth-created mission will have more relevance and resonance with other young people and can be a powerful tool for increasing a sense of ownership among your members.

- **Other component links:**

Skill Development

ACTIVITY

Categories¹

Purpose:

*To build the sense of belonging
and trust in the group*

Link to Component: *Chapters*

SPECS:

Supplies Needed:

- Flip Chart and markers

of Activity Leaders: 1-2

Ideal Group Size: Any size, the larger the better

Time: 20-40 minutes; can be used as an icebreaker or lead-in to a larger group discussion (or any activity)

ROLES:

The role of young people:

- Leader: To co-lead this activity with an adult ally or another young person; to prepare by reading through the instructions and considering how to apply it; ***prepare the categories and questions beforehand.***
- Members: To participate fully in the exercise.

The role of adult allies:

- To co-lead this activity with a young person if appropriate; this activity can easily be led by two youth; to prepare by reading through the instructions and considering how to apply it; ***prepare the categories and questions beforehand.***

The role of County Coordinators and Staff:

- Encourage newly-formed chapters to implement this activity as a trust-building exercise.

¹ Adapted from Project Adventure's Youth Leadership in Action, written by and for Youth leaders, P.O. Box 100 Hamilton, MA 01936; phone: (508) 468-7981

- **Introduction:**
Categories is based on two ideas. First, we wanted an activity that helps people develop a sense of belonging. This activity does that in a goofy way by picking fairly random or unimportant “categories” and showing young people how they already belong to various groupings. It helps group members get a sense of what they have in common. But developing a sense of belonging also happens when people feel respected, or when they feel like what is important to them is honored by the group. So the second part of this activity engages young people in talking together about things that are important to them or things they have strong opinions about. By giving youth a structured way to share their opinions, you are giving them the opportunity to develop trust within their group and learn to respect each other.
- **Facilitator’s Notes:**
 The most important part of facilitating this exercise is preparing the list of questions **in advance**. If there is a current issue facing the chapter, their school, or their community, consider posing a related question to the group in order to get their ideas out. Or if there is something big in the media, ask them to say what they think of that thing. For example, after the shootings at Columbine High School, the papers were full of stories about school violence. If your chapter had done this activity at that time, you could have asked: “The media is reporting that isolation and ‘bullying’ are big causes of violence on school campuses. Do you think these things are problems at your school?”

 Make sure that youth and adults develop the list of questions together.

 While the point of this activity is to create a sense of belonging among the chapter members, you can also use this same idea to do a creative and fun-brainstorming session for a project the chapter wants to do. After doing steps one and two, instead of giving the small groups a question like the ones we’ve suggested, have them brainstorm about the project they want to do with topics like: Who can we get involved? What resources do we need to do this project? Where should we look for more information?
- **Steps:**
 1. Explain to the group that you will call out a category and as quickly as possible, each person needs to find everyone else who belongs in the same category. (For example, everyone with the same color eyes).
 2. Once they have found everyone who belongs together, tell them to join hands, raise them in the air and shout “**WE BELONG TOGETHER.**” Once each group has gathered and shouted, give them a few minutes to meet each other or recognize who is part of their group and who is not.
 3. Next, pose a question for them to discuss in their small groups. Depending on your group and what they are interested in, the questions will change. When deciding what to ask, think about how well the group knows each other, what kinds of things they care about, etc. Ask them to spend 5-10 minutes talking about the question and listening to each other respectfully. Emphasize that there are no right answers to these questions; there are as many perspectives and ideas as there are people in the room, and we can learn from the broad range of opinions that might be present.
 4. After each group has discussed their question for 5-10 minutes, call out another category and start the steps over. The idea is to create a space where people belong together and where ideas and issues can be discussed. You are not trying to go into great detail about each issue or to plan projects – you are trying to make chapter discussions a norm.
- **[Link to Chapters](#)**
 This activity helps young people build a sense of community together, develop a sense of belonging, and establish meaningful connections with their peers and adults. By establishing discussion as a group norm, this exercise also develops the group’s ability to communicate with each other, which will help them work together more effectively on projects in the future.

ACTIVITY

Serving in Tolerance

Purpose:

To define tolerance and compassion; to simulate the experience of being ridiculed; to help youth recognize what they have in common with others.

Link to Component: Chapters

SPECS:

Supplies Needed:

- Two sets of phrases (see attached handouts) affixed to index cards
- Blank index cards

of Activity Leaders: 1-2

Ideal Group Size: Medium

Time: 40 minutes

Note: this activity is most effective with high school aged youth

ROLES:

The role of young people:

- Leader: To co-lead this activity with an adult ally; to prepare by reading through these instructions and considering how to apply it to the group.
- Members: To participate fully in the activity and to keep it in mind as the chapter develops and grows; to think about ways to bring the outcomes of this activity into the chapter's operations, maybe by adding some of the concepts of compassion and tolerance to the chapter charter or group agreements

The role of adult allies:

- To co-lead this activity with a young person; to prepare by reading through these instructions and considering how to apply it to the group.
- To share the outcomes of this activity with county staff.

The role of County Coordinators and Staff:

- To recognize the list of similarities generated by the group and encourage them to focus on these as their chapter develops and grows.
- **Introduction/further explanation of purpose:**
This is an activity to help youth consider the importance of tolerance and compassion in interpersonal relationships and to have youth think of ways to develop these qualities in themselves. It can be an effective exercise to prepare youth to work with people who are considerably different from themselves.

- **Steps:**

1. Explain that this activity is designed to get participants thinking about how people are different and how we sometimes treat people differently.
2. Divide participants into two groups, one that will receive index cards and one that will respond to what is written on the index cards. Set up a circle of chairs in the middle of the room and have participants with index cards sit in the circle with the card pinned or taped to their clothing. Ask them not to read or make reference to their own or others' cards. Have the second group create a second circle around the outside of the "cardholders."

Explain the tasks to each group. Instruct the cardholders to pin or tape their cards to their clothing without reading them. And instruct the 2nd group in the outer circle to read the cards and act or treat the cardholder accordingly. Cards read: Laugh at me, Whisper a Secret, I am Homeless, Hold Your Nose, etc.

3. Next, you want to give the group a discussion topic or a role-play for them to do. You can have them talk about an issue that is pertinent to the school or community, role-play a school social activity, talk about an upcoming school event or a current school policy.

As they interact with each other, tell the 'viewers' to read and react to the 'cardholders' based on what their index cards say.

4. When the discussion or role play is finished – you can monitor the group to see when the focus starts to wane – lead a discussion of their reactions by asking the following questions:

*How did you feel when you were a cardholder?
How did you feel as the viewer?*

5. Have the groups switch places. Use a different set of cards when switching places (which will probably mean creating cards than we have provided!). Repeat steps 2-4.
6. Ask youth to define the terms *tolerance* and *compassion*. You might start by giving an example of tolerance such as "live and let live" and compassion such as "walk a mile in my shoes." Invite youth to give examples from their own lives – personal experiences, things they have seen or read about. Encourage the group to talk about the presence of tolerance and compassion within the groups or community with the following questions:
 - Is there a lot of tolerance in our school/community/organization? A little? None?
 - Do you hear people speak out about intolerance?
 - What are some of the reasons given for being intolerant of others?
 - Do you have any concerns about how particular members of you school are getting along?
7. Next, ask youth to describe their own feelings regarding tolerance and compassion using such questions as:
 - How much contact have you had with people who are different from you?
 - How tolerant and compassionate is our school in general?

- Have you been in situations where you were in the minority? How did you feel?
 - What reasons might we have for reacting badly to people who are different from us?
8. Ask youth to think about the similarities among the young people in the school/organization/community. Begin to list features that transcend race, disability, religion, and so forth. For example, age, hobbies, involvement in events, either historical or local, feelings, interests, and the weather are all things that affect us or that we share. Record these on NEW index cards to complete the next step.
 9. After the discussion of commonalities, divide the group again and distribute the second set of cards. Do a second role-play using the same scenario. This time, the viewers will react to the card-holders based on the new list of similarities generated by the group. Again, allow the groups to switch so all have an opportunity to play both sides.
 10. Finally, ask the group to reflect on how this experience differed from the first. Ask: Could the cardholders tell what their cards read from the conversation with others? Once the cardholders and viewers found common ground, did the differences between them matter?

Follow-up Ideas: End the session or begin the next session with a role playing of the possible situations the youth will be faced with that address the specific differences of the group with whom they will be working. For example, helpers working in a soup kitchen can role-play their first interaction with the people they'll be feeding.

In the second card situation, choose phrases that are most relevant to the group the youth will be serving. For example, if they are working with the disabled, you might include such phrases as: I am spastic, I drool, I am cross-eyed.

- [Link to Chapters](#)
Serving In Tolerance helps young people begin to think about what makes a safe environment for young people of all backgrounds, cultures, and communities. Through this exercise, youth can see how we can inadvertently judge someone and how it feels to be stereotyped. It also engages youth in taking a stand against this kind of treatment by having them think of things that connect us to each other rather than things that divide us. It helps young people begin to see similarities and possibilities in everyone they meet.

LAUGH AT ME	STARE AT ME
WHISPER A SECRET	POINT AT ME AND SNICKER
HOLD YOUR NOSE	I AM HOMELESS
LOOK DOWN AT MY LEGS	I AM OLD
LOOK AT ME FUNNY	I CAN'T WALK
TURN AWAY	I AM SHY
TALK TO ME LOUDLY	I AM HUNGRY
TALK TO ME SLOWLY	I AM AN IMMIGRANT

ACTIVITY

Partner Presentation

Purpose:

To have the youth, advisor, and coordinator present to each other about chapter progress and goals and county support.
Link to Component: *Chapters*

SPECS:

Supplies Needed:

- Flip Chart and markers

of Activity Leaders: 2-4 or more, depending on how many 'topics' you will have in your presentation (see step 3)

Ideal Group Size: Any size, as many as possible

Time: 2 hours to prepare; 30-45 minutes to give presentation, try breaking up the steps and spreading them across more meetings.

ROLES:

The role of young people:

- To co-facilitate this activity with an adult ally.
- To take on presentation topics and prepare pieces of the presentation.
- To make a presentation appointment for the chapter with the County Coordinator.

The role of adult allies:

- To co-facilitate this activity with young people.
- To help the chapter think of ways to expand their relationship with the County Coordinator.

The role of County Coordinators and Staff:

- To attend the Partner Presentation at the chapter site.
- To prepare for the presentation by identifying specific ways the County program can support the chapter and its project.

- **Introduction:**

Partner Presentations provides an opportunity for the three “arms” of every FNL partnership to find ways to work together on the goals and projects of the chapter. All of our component definitions contain the following paragraph:

“FNL programs are composed of **partnerships** between young people, adult allies, and county coordinators. Every project is a team effort between these three players and every success is a shared one. The relationships between the three team “members” is **dynamic** and **interactive**, with support and benefit flowing from each and to each; each role supports the others and contributes to the team’s overall success.”

While this is true, it doesn’t happen automatically. Partnerships are about relationships, and relationships, like all things, need time and attention to grow. **Partner Presentations** is a simple but essential way to help the relationships between youth, adult allies, and county coordinators grow.

- **Facilitator’s Notes**

This activity is all about building the relationship between the chapter and the County Coordinator, so we encourage you to place this activity into a context that includes all kinds of other ways of connecting your chapter to the County FNL Program. Look for ways to stay in touch, including weekly updates from the chapter to the coordinator, written or verbal, chapter visits to the coordinator’s offices, invitations from the chapter to the coordinator for any event or meeting, etc. Use this activity as a starting place for a great relationship, one that will need time and attention to maintain and flourish.

- **Steps:**

Note: You are ready to start this exercise when your chapter has planned a project and is ready to implement it. The chapter will build its presentation to the County Coordinator around their project, and the County Coordinator will present the ways in which the County program can support the chapter in implementing its project. This activity is spread over at least two chapter meetings. At the first chapter meeting, the group follows steps 1 – 5 to prepare for the presentation; at the second one, the presentation is actually given to the County Coordinator.

1. Make an appointment with the County Coordinator to come out to your chapter site for a **Partner Presentation**. Have one (or more) of the youth members contact the Coordinator to introduce themselves and make the appointment. *County Coordinators: Brenda Armstrong of Santa Cruz FNL uses this exercise and DOES NOT take calls from the Advisor to set up the appointment; she will only set an appointment if a youth member contacts her. We recommend following this strategy!*
2. Prepare for the presentation by having your chapter create flip charts that outline the project’s or event’s goals, the timeline of tasks or steps, and any other pertinent information, such as attendance targets, needed supplies, etc. Take particular time to think about what your chapter might need or want from the County Coordinator, as well as how your project might benefit the County.

See the activity [Putting Outreach Into Words](#), in the OUTREACH section; this is an activity to help young people prepare to make a presentation to potential community partners who do not yet know about FNL. You can adapt it or get ideas from it to prepare your Partner Presentation.

3. Assign different topics to various groups of youth: Goals, Why We Chose This Project, What We Need From Our County Coordinator, etc. Give each group 15-20 minutes (or longer, depending on needs) to come up with a way to present their topic to the Coordinator.
4. Have each group practice their pieces in front of the other groups. After each practice, have everyone generate a list of “What Worked” and “What Could Be Improved” in each piece. Practice again if there is time.

5. Encourage your entire membership to attend the Partner Presentation!
 6. Make your presentation to your County Coordinator Partner!
- [Link to Chapters](#)
Partner Presentations will help your chapter develop a sense of group identity and will solidify their cooperation around a project they want to implement. The first step towards the success of your project will be to inform and involve your County Coordinator. And ideally, your project idea came from your youth members, so that making this presentation also gives them the chance to express and promote their ideas.
 - **Other Component Links**
Skill Development

PROJECT

Project Planning 101¹

Purpose:

To help groups identify an issue they care enough about to develop an action plan that they want to implement.
Link to Component: *Chapters*

SPECS:

Supplies Needed:

- Flip Chart and markers

of Activity Leaders: 1-2

ROLES:

The role of young people:

- Leader: To co-facilitate this project with an adult ally; prepare for the project by reading through the project description and identifying needed supplies (flip charts, markers, etc.) and tasks to complete before beginning the project.
- Members: To participate actively in all of the brainstorming and activities; to build personal investment in the chapter and its goals by contributing ideas and fully engaging in the process; to conduct research activities as assigned in order to learn as much as possible about identified issues.

¹ Adapted from the Youth Leadership Institute's Planning for Action: A Youth Initiated Projects Manual, 2001.

The role of adult allies:

- To co-facilitate this project with a young person; prepare for the project by reading through the project description and identifying needed supplies (flip charts, markers, etc.) and tasks to complete before beginning the project.
- To follow-up with youth on specific commitments that come from doing this project, such as tasks assigned to do additional research.

The role of County Coordinators and Staff:

- To help the chapter gather information about particular issues by providing them with research resources and contacts.

- **Introduction:**

“Both tears and sweat are salty, but they render a different result. Tears will get you sympathy, sweat will get you change.”

– Jesse Jackson

“It is our hope that this guide will help you and your chapter move beyond your “walls” and bring the contributions of young people into your communities. Real youth development is most powerful when it happens in the real world, when youth can become immersed in a project that gets results, sees change happen, or makes a real difference in people’s lives.”

– Introduction, Component Implementation Guide

How do people make **real change** happen? Where do we start with a new group, especially one that is just forming its identity or figuring out what they want to do? You probably already know the challenges of standing in front of an FNL chapter and saying something like: “OK, what should we change around here? What project do you want take on? FNL exists to do whatever YOU want to do, so just name it!” While it is true that FNL programs are grounded in the interests and concerns of young people, you know that it’s not that easy to mobilize a group simply by saying “we’ll do whatever you want.” Such an approach is often too general to spark ideas that a group can really sink their teeth into.

A project idea has its origins in the interests, needs and concerns of the group and the community, so before you select a project, you need to uncover all of those interests, needs, and concerns. It’s important for groups to lay a foundation of what is important to them, individually and as a group, and to learn how to sort through the many ideas that can emerge from a diverse group of people. **Project Planning 101** will help you lay this foundation and identify a need, an issue or a problem that your chapter can build a project around.

Project Planning 101 reflects FNL’s belief in and commitment to *participatory processes*. The concrete goals of many of the activities described below could be accomplished by one or two people, or a very small group making quick decisions. But we’ve deliberately designed these activities to be inclusive and participatory. We want chapter members to be involved in these processes and decisions so that they can gain group work skills and increase their personal investment in the goals and projects of the chapter. Engaging in participatory processes like this strengthens youth participation in the life of a chapter or community.

The project description below is broken down into *Steps*, *Activities*, and in some cases, *Information*. The activities offer different ways of accomplishing each step. You can do all of the activities or select the ones that will work best with your membership. For steps 3 and 4, we have also provided some relevant background information, which will be especially helpful for the youth and adult facilitators. The project is organized as follows:

- Step One: Identifying the Issues That are Affecting Your Community
 1. Activity: An Issue Brainstorm
 2. Activity: Problem or Issue Hunting

- Step Two: Select One Issue That Your Whole Group Will Tackle
 1. Activity: Group Discussion – Prioritizing and Choosing an Issue

- Step Three: Develop a Deeper Understanding of Your Chosen Issue
 1. Information On How To Analyze an Issue
 2. Activity: Issue Analysis with Question Guide
 3. Activity: Problem Posing

- Step Four: Develop a Specific Goal and a Project Idea for Addressing the Issue
 1. Information On Coming Up with a Project Idea
 2. Activity: Turning an Issue Into a Goal
 3. Activity: Story with a Gap

- **Steps:**

Step One: Identify the issues that area affecting your community.

The following two activities are ways to identify community issues using the knowledge, experiences, and opinions of the youth in your chapter. Both activities engage the group in participatory processes designed to elicit a wide range of ideas.

ACTIVITY: AN ISSUE BRAINSTORM

1. Tape up a big piece of paper on the wall. Have one of the youth leaders volunteer to stand at the wall and record on the chart paper all of the comments and ideas that come from the following brainstorming session.
2. Ask the group to think about the problems, issues or concerns they have as young people and that they want to do something about. Give everyone about 5 minutes to think about this topic quietly.
3. Invite members to share their ideas with the group and have a youth facilitator record the results on flip chart paper. Ask people to share *all* of their ideas, even if they are repeating what someone else has already said. Also explain that as each member adds ideas to the brainstorm, there will be no discussion or comments from anyone else; this is simply a time to get ideas out, not to judge or debate them.
4. Take about 10 minutes to generate ideas from the group; or continue the brainstorming until people have stopped listing ideas.
5. Ask one person in the group to read aloud the different problems or issues that surfaced.
6. Ask another volunteer to identify the concerns or problems that appear most frequently. Write these on a separate piece of paper or circle them on the chart paper. This process identifies the issues that are most commonly important to the chapter members. Now you are ready to prioritize which of these issues or concerns are most important for the group.

ACTIVITY: PROBLEM OR ISSUE HUNTING

One way to identify issues or problems is to organize a “problem hunt.” This dynamic activity offers a hands-on approach to talking about the problems that affect a community. Explain to the group that although we

look at things everyday in our lives, OBSERVATION involves a more careful examination of the conditions we are interested in noticing.

1. Have the facilitator ask the group to take 15-25 minutes (there is flexibility in time) to go outside – around the block, on the school’s premises, or around the group’s location – to observe, and pick an object that represents a problem, a need, or an issue. For example, an empty bottle of alcohol lying around the premises might represent a problem. If they observe a problem or situation for which they can’t find an object, such as homelessness, ask them to write it down on a slip of paper and use the paper as their object.

Also ask the participants to do some critical thinking about the “object” they pick and the issue it represents. Ask them to think about the following guiding questions:

- What specific issue or problem does the object represent?
- Who is most affected by the issue?
- How widespread is the issue or problem?

How do people in the community react to the problem or issue?

2. Have group members return and re-group.
3. Have each person present his or her object (or slip of paper) and talk about it using the guiding questions from above.
4. The facilitator records the issues or problems and impressions of group members on butcher paper against the wall.
5. After everyone is done, the group can look at the information gathered and identify issues or problems that came up more than once. You have now identified some problems or issues that are important for the group.

Step Two: Select one issue that your whole group will tackle.

ACTIVITY: GROUP DISCUSSION – PRIORITIZING AND CHOOSING AN ISSUE

Let’s say you have come up with two or three concerns that are important to your group, or that have emerged as commonly identified issues in the activities above. Now you need to have another round of discussions to prioritize those concerns and choose the one your chapter will focus on.

1. Put up one piece of flip chart paper for each issue the group wants to consider (you can add more chart paper later, as needed). Have a group discussion by asking the following questions for each issue; have a volunteer record the answers on the flip charts.
 - How familiar are we with the issue?
 - Is it something we want to deal with? Is it something the community wants to deal with?
 - Do we know the facts about this issue?
 - Is it local? Do most people know about the problem?
 - Is it deeply felt? Is it important to other young people? Will it attract other young people?
2. Later, your group can use the following criteria to narrow down which project idea to choose:
 - Which issue is the most realistic for us to take on? Are there concrete steps we can take to address these issues?
 - Are we committed enough to the issue to stay involved for the long haul? Is the issue compelling enough to keep us motivated?
 - Will we (the young people involved) gain skills and knowledge as a result of working on the issue?
 - Is this issue connected to the larger mission of FNL? Are there ways we can make the connection if it’s not immediately obvious? *This may or may not influence your group to take on a particular issue, but we think it’s important to use this as an opportunity to remind group members about the FNL mission and their relationship to it.*

Hopefully, all of this conversation and discussion will naturally help your group choose one issue or problem it wants to focus on. If there is controversy or disagreement in the group, try discussing it as thoroughly as possible to come to some kind of consensus. If a natural “winner” doesn’t seem to be emerging, use your own best judgement about your group. Is it time to simply take a vote and go with

the majority opinion? Would it be possible to commit to doing TWO projects – first one and then the other? Is there some other way to honor the ideas of the fewer people who want to focus on Issue B, while everyone else wants to work on Issue A?

When the group has decided on **one** issue to focus on, write the issue clearly on a flip chart and post it visibly in the chapter's meeting space.

Step Three: Develop a deeper understanding of your chosen issue.

Information on how to analyze an issue:

- **Analyze the issue or problem:** Once the group has chosen the issue it wants to address, the next step is analysis. Analysis will lead you to a fuller understanding of this issue. You will need this information to figure out what type of action you want to take to address the problem. In this section, we are going to learn how to analyze an issue so we can uncover opportunities for change. Analyzing an issue includes the doing the following steps.
- **Break the issues down with questions:** Asking questions among the group is the first way to gain a better understanding of this issue. Each member has important information about the issue, and questions help draw their knowledge out. Youth and adult facilitators should generate a list of questions prior to doing analysis with the entire group. *See the activity below: **ISSUE ANALYSIS WITH QUESTION GUIDE.***
- **Do research:** Research is what we do when we set out on the task of "fact finding." Here are some methods that your group can use to collect facts about your issue.
 - Look at information, documents and other materials available to the public. You can get this type of information at public libraries, on the Internet, and through community resource centers.
 - Do SURVEYS and INTERVIEWS with people to get their knowledge and experiences on the issue. Surveys and interviews use questions to ask people about their views and experiences with an issue. Your group can develop a guide of questions for the interviews; it is recommended to only have a few questions, and spend "quality" time with each question. Interviews allow for a personal, in-depth exploration of a situation. Because they take longer, interviews are carried out with fewer people.

Things to consider:

Research is what we do when we set out on the task of "fact finding." Here are some methods that your group can use to collect facts about your issue.

- **Which is better, a survey or an interview?** It depends on what kind of information you are looking for. Surveys are great if you want basic, concrete information about people's experiences and understanding, and if you need this information from as many people as possible. If you are looking for more in-depth information or for anecdotal information (real-life stories), then interviews will probably be more helpful. Of course, both are excellent tools for gathering information, so whenever possible, DO BOTH!
- **Who do we survey or interview?** This depends on the issue, but generally, focus on the people who are most affected by the issue you are trying to address or on people who know a lot about the issue. You can also target various people who are doing work to address the issue, to see the different approaches they are taking.
- **How do we do surveys and interviews?** For surveys: One way is to ask individuals the questions one-on-one and record the answers yourself. This takes longer but works well over the phone. You can also hand people surveys and ask them to fill them out themselves. For interviews: Schedule appointments with people to allow enough time to answer all the questions. Make sure you have your questions prepared in advance.
- **How many should we do?** AS MANY AS POSSIBLE! The more you do, the better picture you'll have of the situation, and the better prepared you will be to tackle your chosen issue.
- **What should we do with the information when we've collected it?** Once your group has conducted surveys and gathered responses or information (your data), you need to examine the data. You can organize the data, or tally the responses so you can identify trends, similarities or themes. Trends will give you clues about what is common or most important to a lot of people. They can also tell you what

people want to see happening, and in this way give you knowledge about its solution.

Sample Survey Questions:

Student Leaders Against Sexual Harassment (SLASH)—a grassroots effort in San Francisco—did a survey for middle school students in order to find out how widespread sexual harassment was in a particular school. Some of the questions in the survey included:

- What are your age, gender, and ethnicity?
- What grade are you in?
- In which district do you live?
- Have you ever been sexually harassed in middle or high school?
- What kinds of harassment have you experienced?
- How many times have you experienced sexual harassment during 1997?

ACTIVITY: ISSUE ANALYSIS WITH QUESTION GUIDE

1. Put the following questions on big sheets of paper around the room (one question per sheet).
 - What exactly is the problem?
 - Can others describe it in the same way you do?
 - Does the problem feel the same for others?
 - How widespread is the problem?
 - For whom is this a problem or issue?
 - What have people done in the past to address this issue or problem?
 - Is there anyone doing something now?
2. As a group brainstorm answers to each question.
3. Next, identify questions the group could not answer, or did not have enough information about.
4. Write these unanswered or incomplete questions on a separate piece of paper on the wall.
5. As a group, chose which methods the group will use to do research and collect information on these questions.
6. Assign members responsibility to carry out research in the particular areas.
7. Upon completion of research, have group members present and discuss what they have found.

ACTIVITY: PROBLEM POSING [Link to Skill Development Problem Posing exercise](#)

Step Four: Develop a specific goal and project idea for addressing the issue.

Information on coming up with a project idea:

Your group has identified and analyzed an issue to focus on. Now you are ready to convert what you know about the issue into a project idea.

The next thing to do is to decide what you want to achieve in the long run. **This is your GOAL.** A goal leads you in the direction of what you want to accomplish. While it is not something that can be accomplished right away or quickly, a goal is something group members can hold up as “THE PRIZE,” or the finish line; your goal is what you and your group members are committed to and what they will work towards.

Your goal will help you develop a PROJECT IDEA, but they are **not** the same things. A **PROJECT IDEA** is more descriptive of exactly what the group will do in order to achieve their goal. A clear project idea should:

1. Be achievable in a certain amount of time;
2. Describe who will benefit from the project;
3. List the specific activities that will take place;
4. Help you reach your goal.

EXAMPLES OF ISSUES, GOALS AND PROJECT IDEAS

OUR ISSUE: The problem we want to address in our community is that youth have easy access to alcohol from liquor stores. We know – or suspect – that many stores aren't checking ID's; in other stores, adults who hang out outside are offering to buy for underage youth.

OUR GOAL: We want to stop liquor stores in our community from selling alcohol to minors.

OUR PROJECT IDEA: We will get two liquor stores in our neighborhood to stop selling to minors by the end of this year. We will do this by getting these businesses to sign pledges to check ID's and installing video cameras outside to prevent adults from buying from youth. We believe that everyone in our community will benefit from this project.

ACTIVITY: TURNING AN ISSUE INTO A GOAL

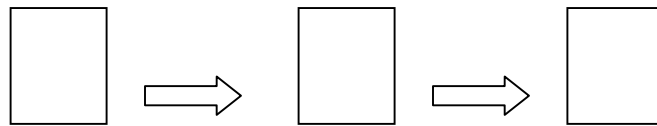
This activity helps a group turn a negatively stated issue into a positive goal for a project idea. While it would be a simple thing for one or two people to do this rather quickly, we encourage you to involve as many members as possible. This is a very simple activity, but it builds participatory processes into your chapter operations, and as such, helps each member contribute to the work of the chapter. This kind of participatory decision-making encourages youth to take ownership and personally invest in the project as a whole.

1. Write up the group's issue on flip chart paper. Post the chart in a visible place.
2. Explain to the group that they are going to turn their issue into a goal. Give an example, such as the one above about stopping community liquor stores from selling alcohol to minors.
3. Give each member a note card and a pen or pencil. Ask them to propose a goal by coming up with the positive answer to the negative issue they have identified, and to write their goal on their note card.
4. Post all the note cards on the wall and go over the answers with the group.
5. As a group, select the goal that most clearly responds to the group's issue.

ACTIVITY: STORY WITH A GAP

Story with a Gap is a visual exercise your group can do to help generate your project idea and the steps involved in planning and carrying out your project idea. In this activity the group uses pictures to illustrate "before" and "after" scenarios in order to help the members develop possible project ideas.

1. Post three pieces of flip chart paper on the wall. Label the one on left "BEFORE" and the one on the right "AFTER." You do not need to label the middle paper. Cut out two big arrows and post them on the wall in between the pieces of chart paper, with the arrows pointing to the right.



2. On the BEFORE chart, have participants in the group draw a picture of their chosen **ISSUE** as a negative situation. Encourage them by telling them that artistic skill does not matter. You are just trying to get ideas on paper in a visual way. Tell them to use as many pictures as possible, but let them know they can use words as well.
3. On the AFTER chart, have participants in the group draw the *opposite* of the negative scene depicted in the BEFORE picture – a picture of the situation turned into a positive. This picture represents the group's **GOAL**. When they are done, the group will have two contrasting pictures on the wall.
4. Next, ask the group to brainstorm what actions need to happen in order for the before picture to become the after picture. Have a facilitator write down everyone's ideas on the middle sheet of flip chart paper. Add more paper if necessary.
5. As a group, discuss the actions that are now listed on the middle flip chart. Which ideas are similar or related? Which one is the most exciting or compelling? Have the participants select one main activity, or one cluster of related activities, that they want to accomplish – and then congratulate them for having identified their **PROJECT IDEA**.

Opportunities

Ingredients For A Successful Program

What are Opportunities?

Activities to Get You Started

Game Show

Sharing Your Story

Spin Doctors

It's a Relationship Thing

Long-term Project

Community Survey

OPPORTUNITIES

Opportunities are any safe environment or avenue in which youth and adults accomplish a project or task in partnership, with shared power and ownership.

Opportunities are critical to FNL programs because through opportunities the other three components “pay off,” or see the fruits of their labors translated into action. This is where things happen, in schools, communities, neighborhoods, and systems. When youth are provided with the right training and support, opportunities give them a place to shine while also having an impact on both individuals and the community at large.

Examples of Opportunities – not an exhaustive list!

Community Service Learning and Social Action: Young people, in partnership with adults, develop and implement community projects designed to bring about real change. *Projects might focus on a particular cause, increase awareness of an issue, or bring about real, lasting change in a targeted area.*

Leadership and Advocacy: Youth serve on community boards and hold intern or staff positions within FNL programs or local community programs that understand and support the FNL approach. *Service can be on boards of directors, advisory councils, commissions, or any decision- or policy-making body.*

Youth-Led Projects and Activities: Youth develop projects and activities designed to send a consistent positive message about youth culture. *In addition to providing “safe and sober” activities, the chapter plans innovative, youth-led activities that celebrate young people’s contributions, such as Poetry Slams, Health Olympics, Youth Forums, talent showcases, and teambuilding exercises.*

Relationship Building: Youth interact with their peers and with adults in structured and non-structured environments. *The chapter can host group development activities such as retreats or team building days.*

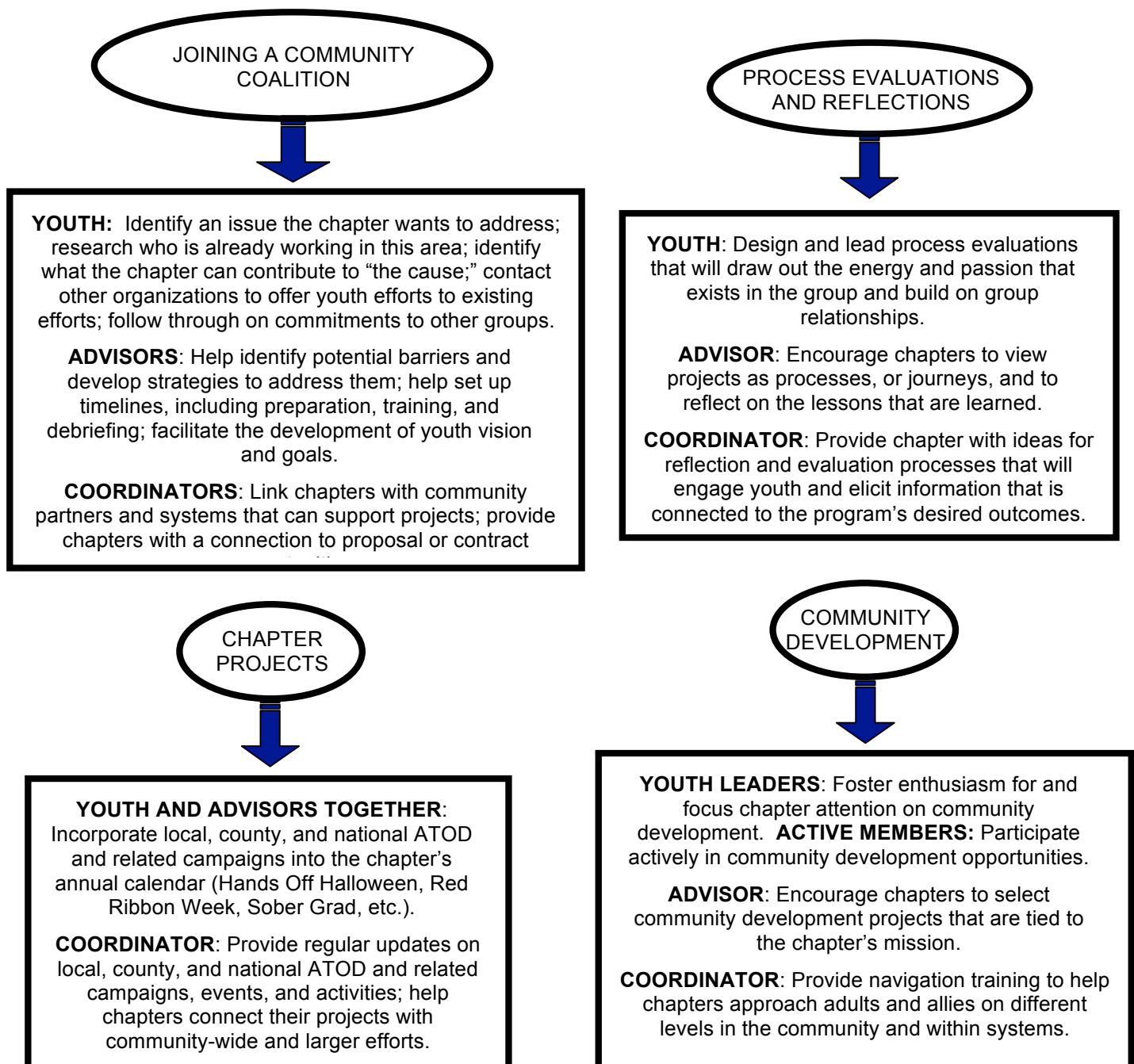
How are OPPORTUNITIES linked to CFNLP's Standards of Practice?

Through opportunities, programs engage youth and adults in projects that:

SOP Connection	OUTCOME	PRACTICE
	<ul style="list-style-type: none"> • Create an emotionally, culturally and physically safe environment... 	... by implementing ongoing group process activities designed to create safe environments; by hosting a community cultural festival to honor a particular culture.
	<ul style="list-style-type: none"> • Create chances for youth to contribute to their community, learn about what's available and accessible to them, and how to navigate systems... 	...by developing service learning projects, joining community coalitions to bring about community change, or making policy recommendations to decision-making bodies.
	<ul style="list-style-type: none"> • Create ways for youth to be leaders and advocates in their communities and to have an impact on chapter and community projects and policies... 	...by including youth in chapter and community development; by establishing a variety of channels for youth to share their ideas; by partnering with youth to turn ideas into reality.
	<ul style="list-style-type: none"> • Practice new skills to enhance chapter action and community development efforts... 	...by providing progressive skill building training that relates directly to a project or action plan, so that youth "learn by doing" each of the steps involved in the project.
	<ul style="list-style-type: none"> • Create meaningful and caring relationships among youth and with adults by... 	...by implementing group and cross-age events such as peer tutoring, team-building days, FNL Mentoring, and long-term processes or projects that deepen relationships; by incorporating group development activities into planned projects.

Youth, Advisor, and Coordinator Roles

FNL programs are composed of partnerships between young people, adult advisors and county coordinators. Every project is a team effort between these three players and every success is a shared one. The figures below seek to provide *examples* of the roles played by youth, advisors and coordinators in **OPPORTUNITIES**. The relationships between the three team “members” are dynamic and interactive, with support and benefit flowing from each and to each.



ACTIVITY

Game Show

Purpose:

*For youth to develop and implement an interactive ATOC education tool for their peers or younger youth.
Link to Component: Opportunities*

SPECS:

Supplies Needed:

- ATOD fact sheets (including info on industry tactics, marketing, and advertising)
- Paper and markers
- Promotional items to give away to participants

of Activity Leaders: 1-2 adults, 4-10 youth

Ideal Group Size: 15-40

Time: 3-7 meetings to put the Game Show together; 45-75 minutes to run the Game Show

ROLES:

The role of young people:

- Leader(s): To research facts to include in the game show; create a Game Board for the show; find an audience to host the show.
- Facilitate the Game Show for as many audiences as possible.

The role of adult allies:

- To help youth find facts for their research and to select ones to include in the game.
- To help youth present their Game Show in front of as many audiences as possible.

The role of County Coordinators and Staff:

- Provide fact sheets to the chapter for conducting this exercise; contact CFNLP to request this resource.
- Help find audiences to participate in the Game Show by linking the chapter with potentially interested groups.

- **Introduction:**

In this activity, young people will spend 3-7 meetings researching facts and information about a given topic – in this case, ATOD issues – in order to develop an education tool. Once they have enough information, they will put together a “game show” using the facts and resources they have gathered, which they can then implement to any interested audiences. The key is that youth are identifying the information that is interesting and compelling to them; they are both *learning* about ATOD as well as *educating others* about them. Adult allies can help young people by providing them with some starting places to do their research and by giving them some examples of questions and answers that can go into their game show. (See attached handouts.)

- **Facilitator’s Notes:**

This game can be adapted to a variety of topics, including juvenile justice and youth rights, health education, campaign or election topics, etc. Once you’ve got the format and have practiced a few times, think about what other directions you can go in with this idea. Think about where else you can present your Game Show – at conferences, for school boards, for city or county governing bodies, etc.

It is also important to keep your facts and statistics CURRENT and RELEVANT. Continue to update the ATOD information (or any other topic information you use); include information on the “drug of choice” in your neighborhood or in the community in which you are presenting the Game Show, which might require a little extra research.

- **Steps:**

1. Research ATOD and violence facts to develop questions for your target audience. You can provide fact sheets or access to the web.
2. Who would you like to share this information with? Have the group brainstorm audiences that they can play the Game Show with once it has been developed. Have group members contact local classes, clubs, and organizations to offer the presentation. Help the group come up with a good way to introduce this opportunity, so that potential audiences will be excited about “hosting” it. Think about why you are choosing each particular group and what your link is to them.
3. Explain to your group that they will be taking the facts they gathered and using them to create a game show, and have them choose a game show format. Encourage them to think about what formats will work best for their intended audience. Popular formats include “Jeopardy” and “Family Feud.” While this exercise is written using the Jeopardy format, it can definitely be adapted to any popular “question and answer” type of game. We encourage chapters to be creative and use the format of their favorite Game Show.
4. Turn the facts and information gathered from their research into questions to be used in the game show. For example, if you discovered during your research that the tobacco industry has known for over 50 years that nicotine is harmful and addictive, you might structure a Jeopardy “question” that looks like this: A: This group has known for over 50 years that nicotine is both harmful to people’s health and addictive. And the question would be: Who is the Tobacco Industry? (or “Who are tobacco companies?”)
5. Create a Game Board on a large piece of poster board or butcher paper. Poster board is better because it will last longer and you can re-use it easily with multiple audiences. See the attached Jeopardy Game Board Example for information on how to create and use a Game Board.
6. Figure out the rules of the game, based on your memory of the television show. Toss a coin to pick a team to go first, and then let each team go until they miss a question. When a team misses a question, it’s the next team’s turn.
7. Develop follow up information to provide additional information to share throughout the game show. This is good especially if an issue or a drug is mentioned for the first time. You’ll also want to provide a definition for unfamiliar terms, or to discuss controversial topics as needed. This goes back to Step One, where you

research facts and information to include in the game; if you don't understand a word, look it up, and bring a list of definitions with you to follow-up with during the show.

8. Rehearse implementing the game show. Run through a few rounds with your group to make sure everyone understands how it works.
9. Take your Game Show on the road! In Step 2, you found some potential audiences for your show; now is the time to implement it with them. The first time you run your Game Show, tell your audience that they are your "inaugural audience."
10. Have prizes for everyone! These can be FNL promotional items, food, candy, sodas, or any other small item that is a token of appreciation for playing and participating.

- **Link to Opportunities**

Game Show is a perfect education tool because it operates on the basis of peer-to-peer education. And we all know that when it comes to controversial topics such as alcohol, tobacco, and drugs, youth are more inclined to listen to other youth than to adults. Through this exercise, youth develop the content to be used in the Game Show, and facilitate the entire process; they have the opportunity to teach their peers using an interactive, fun tool. And when youth run their Game Show with a wider variety of audiences, including different groups of adults, they are also able to send a consistent positive message about youth culture, youth investment, and youth contributions to community wellness.

Fact Sheet

The following list of facts was taken from Join Together's website at www.jointogether.org. Join Together is a national resource for communities fighting substance abuse and gun violence; for more facts, go to their site and search for their **Fact Finder**. If your Game Show covers substance abuse or gun violence, this will be a great place to *start* doing some research – but don't limit yourself to one source! The Join Together website also has lots of information on other resources and places to look for information, and your County Coordinator can help you find information as well.

- Almost 40 percent (36.9) of all high school seniors smoke - this is at a 19-year high.
Source: The Monitoring the Future Study, University of Michigan, 1997
- Each day, more than 3,300 kids become regular smokers. One-third of them will eventually die from a tobacco-related disease.
Source: Center for Disease Control's Morbidity and Mortality Weekly Report, 1996: Volume 45, No. 44
- Since 1991, past-month smoking has increased by 35 percent among eighth graders and 43 percent among tenth graders.
Source: The Monitoring the Future Study, University of Michigan, 1997
- 4.5 million kids age 12-17 are current smokers.
Source: National Household Survey on Drug Abuse: Population Estimates 1997," Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services).
- The tobacco industry spends over \$5 billion on advertising and promotion of its products each year.
Source: U.S. Federal Trade Commission, Report to Congress for 1996 Pursuant to the Federal Cigarette Labeling and Advertising Act, 1998
- By 1996, there were an estimated 78 new daily smokers per 1000 new users, aged 12-17. This is a rate that surpasses those of all other age groups.
Source: National Household Survey on Drug Abuse, 1996. Substance Abuse and Mental Health Services Administration
- 56% of students in grades 5 - 12 say that alcohol advertising encourages them to drink.
Source: Booze News, Center for Science in the Public Interest Alcohol Policies Project; 202-332-9110
- 67% of adults favor a law that would ban the use of cartoons and youth-oriented music materials on alcoholic beverage bottles, cans and packages.
Source: Center for Science in the Public Interest Alcohol Policies Project. Findings from the Robert Wood Johnson Foundation Survey, January, 1999; 202-332-9110
- 79% of adults agree that advertisements for alcoholic beverages should be restricted to make drinking less appealing to kids.
Source: Center for Science in the Public Interest Alcohol Policies Project. Findings from the Robert Wood Johnson Foundation Survey, January, 1999; 202-332-9110

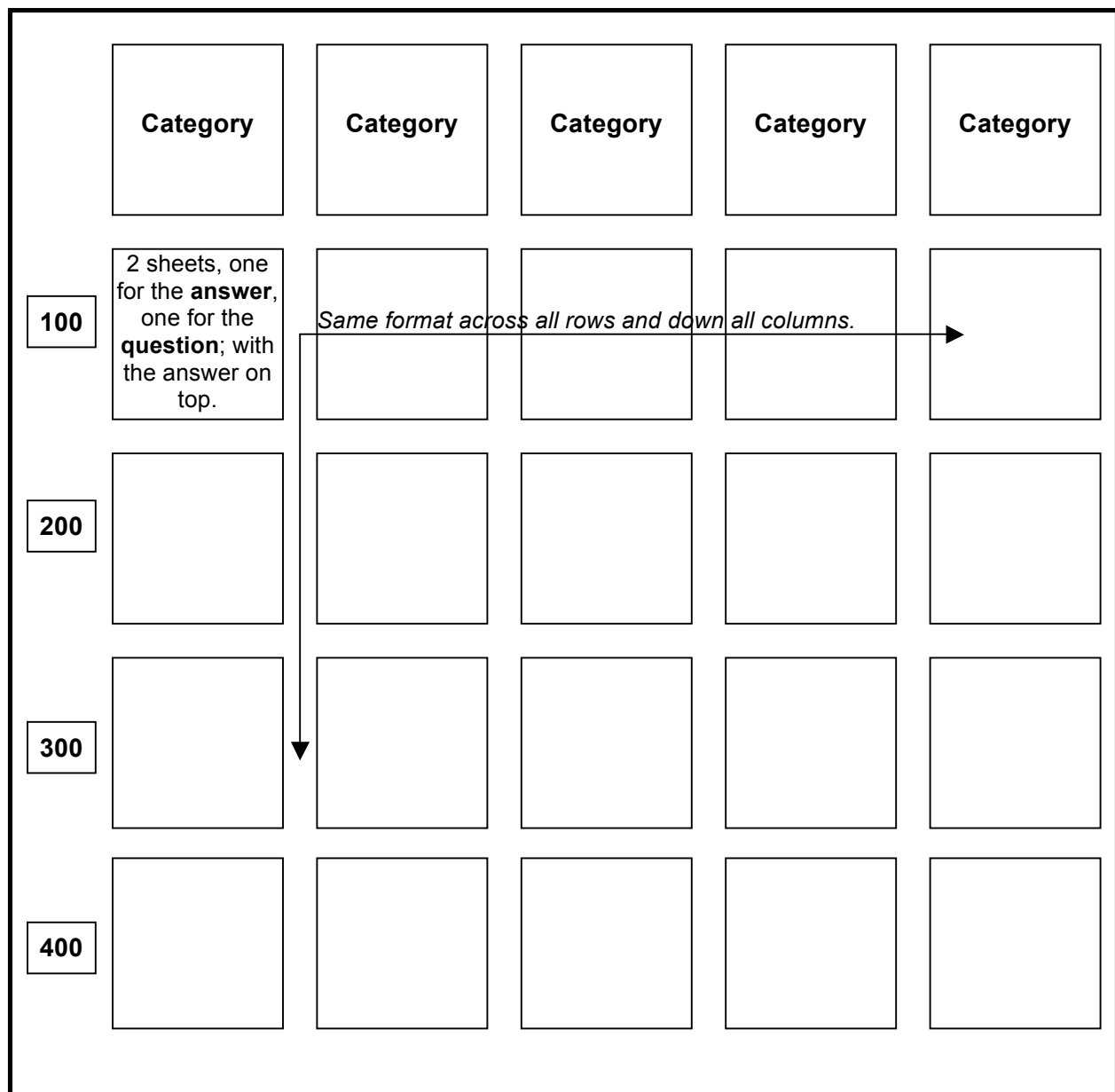
Other websites to look for information –

- www.bradycampaign.org/facts/research/firefacts.asp
- www.tf.org/tf/alcohol/ariv/

And remember, the Internet isn't the only source for facts and information! Try a local library or Public Health Department as well.

Jeopardy Format Game Board: Example

1. Print or write each answer and each question on a separate piece of paper, color coded by category.
2. On your poster board, tape the Answers and Questions onto the board underneath their categories. Arrange them from easiest to hardest, and assign them to corresponding point values (see sample board below). Each Q&A pair will occupy one “square” on the game board, with the questions on top so that the audience sees the Questions, but not the Answers.
3. Divide your audience into two teams, so that everyone gets to play, rather than having two individuals play against each other while everyone else watches.



ACTIVITY

Sharing Your Story

Purpose:

Provide an opportunity for youth to share their experiences through a “youth letter” for their community.
Link to Component: *Opportunities*

SPECS:

Supplies Needed:

- Computers
- Paper, pens, art supplies

of Activity Leaders: 1-2

Ideal Group Size: 4-6

Time: One to several hours, depending on size, scope, and theme of newsletter

ROLES:

The role of young people:

- To contribute submissions for the youth-letter; to plan for the youth-letter by selecting a theme or topic; to design and layout the youth-letter.

The role of adult allies:

- To support youth as they are creating and writing their submissions for the youth-letter; to give clear guidelines about how and why youth work will be edited.
- To distribute the youth-letter to as wide a circulation as possible.
- To help youth think of other ways to use the pieces they write or create, e.g., submitting them to other papers, contests, art shows, etc.

The role of County Coordinators and Staff:

- To help distribute the youth-letter and to recognize the young contributors.
- To use the youth-letter in reports and other materials that can promote the FNL program.

- **Introduction:**

“I definitely felt this was a way to get my view and feelings out so people can see how FNL changed my life. It made me feel important that I was asked to submit something that everyone in the county would be reading, especially adults.”

– a young person who participated in *Sharing Your Story*

A “Youthletter” is our made up word for a youth newsletter. This is a document that can contain all kinds of youth expression, including personal essays and stories, original poetry, drawings and other visual art, investigative news articles, and reports on group projects and activities. If it would help them, youth can select a theme to organize the content and help them decide what to include. One of the exciting things about this activity is that once a “youthletter” has been created, the group can use it in all kinds of ways. An opinion piece can become a letter to the editor of a local paper, or be submitted to a local public radio station for their community opinion series. A personal story can be submitted to essay contests or to newspapers that print a community perspective. If the group has chosen a theme, then the entire group can develop a presentation about their youthletter and its theme to give at conferences and trainings, to both youth and adult audiences. Basically, once its created, you can USE IT as a resource for getting youth ideas and creativity out into the community.

Our definition of [Opportunities](#) says that in this component, FNL can send “**consistent, positive messages about youth culture.**” *Sharing Your Story* is one way of creating and promoting these messages, using the real life experiences and perspectives of the youth in your program or chapter. By developing avenues for youth to express themselves, their ideas, and their opinions, adult allies and county staff provide individual youth with the opportunity to share themselves with their communities, which in turn benefits both the young people and the community at large.

- **Facilitator’s Notes**

We recommend implementing this exercise with a small group of youth, ideally a group who has been involved and committed to the program for a significant length of time. This is because you will want to involve youth who are ready to express their ideas and opinions, and a leadership group is likely to be ready for this. However, it’s also likely that you’ll come across young people who are passionate about a topic but have not yet been part of your FNL program or chapter – and this could be just the thing to get them more involved

This activity can be expanded to create a larger project, such as a having a series of panel presentations, or using individual experiences and stories to influence change through media advocacy.

You may find that *Sharing Your Story* is more structured than you and your chapter need. If this is the case, we encourage you to use the ideas in this exercise to find new ways to give young people creative and artistic freedom, and to adapt the steps to your unique situation.

- **Steps:**

1. Work with your group to identify a theme or topic they want their first “youthletter” to be about. This can be a topic of general interest or something that’s a hot topic in the news, or something related to a recent experience of one or two young people. Identify a youth or adult who has design or layout skills and who can take the groups submissions and turn them into a newsletter.
2. As a team, decide on a timeline for producing the youthletter. Allow time for everyone to write or create their submissions, for a designer to lay them out, and for photocopying the final versions.

3. Predetermine the amount and type of editing, as well as any guidelines that the youth must follow. Prepare youth by letting them know who will edit their work and WHY. This is an especially important step! If you are not clear about the goals of the youth letter or about how their topic or message should be conveyed, then you run the risk of setting youth up for failure by having to change their work too much. Be clear up front with them about what they can and can't do. Basically, you want to ensure that the message or information they want to convey is both appropriate and well expressed.
4. Provide an environment where the young people can express themselves freely. Host a special meeting that's exclusively for CREATING – writing their articles, essays, letters to the editor and producing their artistic pieces.
5. Give all of the pieces to the designer (identified in Step 1 above) to be turned into a newsletter. Have a youth or team of youth take responsibility to getting the final version photocopied.
6. Follow through by distributing the youth letter to as wide an audience as possible; send or provide copies to organization mailing lists, school district networks, community partners, parents, students, funders, elected representatives (if applicable to the theme), media networks, etc.
7. Make sure all those who contributed to the youthletter get as many copies as they want of their “published” work.

- **Link to Opportunities**

Sharing Your Story is an opportunity for young people to reflect and see how they have grown. By sharing their experiences, other youth will have the opportunity to relate to them and they won't feel as alone. It provides youth the opportunity to give their peers advice on an issue or talk about ways to get involved. It promotes a positive image of youth, and how youth are contributing to their communities, and serving as productive members of society. This activity provides an opportunity for the individual who is sharing to reflect on the changes they have made for themselves.

- **Other component links:**

Skill Development
Outreach

ACTIVITY

Spin Doctors

Purpose:

To educate young people on how to frame media stories and public information to include a youth voice and/or prevention field concerns.

Link to Component: *Opportunities*

SPECS:

Supplies Needed:

- Flip chart and markers
- Handouts of Sample Articles (can use those in the guide or research your own) 4-6 copies of each article

of Activity Leaders: 4-6 (one per small group)

Ideal Group Size: 25-30

Time: 45 minutes

ROLES:

The role of young people:

- Leadership: To co-facilitate this activity with an adult ally; to facilitate a group discussion about the article topic and how it relates to the chapter, chapter mission and/or ATOD prevention.
- Members: To contribute their ideas and work with other young people to create a spin on the article topic.

The role of adult allies:

- To co-facilitate this activity with youth.
- To seek ways to connect the youth-created “spin” with the chapter’s dynamics.

The role of County Coordinators and Staff:

- To help the chapter connect this activity with the CFNLP’s Standards of Practice.
- To assist developed “spin” in receiving publicity and interest from community leaders.

OPPORTUNITIES: Components *Action Guide*
Developed by the California Friday Night Live Partnership

- **Introduction:**

The Chambers 21st Century Dictionary defines spin-doctor as '*someone, especially in politics, who tries to influence public opinion by putting a favorable bias on information presented to the public or to the media.*'

The modern spin-doctor is more than just a propagandist or publicist. The role of the truly powerful spin-doctor can be as an adviser, counselor, and trusted friend to leaders.

- **Facilitator's Notes**

This activity requires Bureau Chiefs (or facilitators) for each group. It may be necessary to meet with those selected to facilitate ahead of time to read over the articles first, and determine how the small groups will be formed. Also discuss how to coach the group into developing their own headlines (step 5). Have Bureau Chiefs ask open-ended questions like, "Given the nature of the article, how do you think this affects your life or the life of your peers?" Also have some ideas for headlines in case the group gets stuck.

To work with different levels of writing skills, have one or two recorders in the group (volunteers) and then have everyone else share their ideas verbally and allow the recorders to capture what they are saying.

You may also want to consider having music playing during the group work, or voting on favorite headlines at the end and providing small prizes.

- **Steps:**

1. Have the facilitator explain to the group what a spin-doctor is using the definition above. Explain that keeping a finger on what is happening in the news and community around them, they have an opportunity to put a local "spin" on information, and provide a positive and consistent message about youth culture. They have the opportunity to present what youth truly care about including how they spend their time, money, and energy.
2. Break the group up into Affiliates of 3 –4 and not more than 5 per group. Let the groups know that as affiliates, together they make up a powerful network that provides information to leaders and decision-makers throughout the community. You should have a different news article or editorial for each group. (You can make copies of the articles with this exercise or research your own in advance that revolve around a certain subject).
3. Each affiliate has a designated Bureau Chief (or facilitator) to assist them. Bureau Chiefs give each affiliate 15 minutes to read through their article. They can read out loud as a group or individually.
4. After reading the article each affiliate should decide what the article was trying to say: what was the message? Take about 5 minutes to determine this and write it on a piece of flip chart paper.
5. Next determine does the message of the article have a local impact. If so, what is it? Write this on the flip chart paper. Now formulate a headline that concisely captures your message, and be sure to think of something catchy.
6. Each member in the group then uses the headline to develop a short sentence that captures their feelings, knowledge and/or experience on the topic. These sentences will form the article under the headline.
7. Don't forget to recognize the affiliates for their hard work. At the end of the exercise, have each affiliate present the article they read (have them briefly explain what it was about), and the "spin" they created. As each group finishes, give them a big YOU ROCK!
8. Distribution: There are several ways to further use the information the chapter has developed.
 - Create a display with the original article, with the spin articles or just the spin headlines around it. This display can be up in a school or organization where the chapter is housed, or it can be used at news conferences and media events.
 - The chapter can have a media or publicity committee develop a letter to the editor or Op-Ed letter using the information discussed if it is timely or has come from a recent source. They can also use the information for quotes in upcoming press releases.

- **Link to Opportunities**

The media can be a powerful tool. By engaging youth in developing their own thoughts and ideas around a newsworthy issue, they are able to design and send a consistent positive message about youth culture and concerns. In addition to providing “safe and sober” activities, the chapter infuses innovative, youth led ideas that demonstrate and celebrate young people’s contributions. *Spin* that is shared with community leaders offers youth an opportunity to connect with the environment, community, and peers in a real way to begin community change.

- **Other component links:**

Outreach

5 SAMPLE ARTICLES BELOW



For further information:

OPPORTUNITIES: Component: TEENAGE RESEARCH UNLIMITED
Developed by the California Friday Night Michael Wood

Parents Don't Make the Grades, Teens Say

Susan Dodge, *Chicago Sun-Times*

Teens just got the chance to turn the tables on the adults in their lives, giving them a not-so-stellar report card at the end of the school year.

The results might make many parents blush.

In a "national report card" being released today, adults barely passed in many categories, earning a D+ in subjects such as stopping teens from smoking, stopping them from drinking and stopping them from using drugs.

They received a C average on 19 subjects. Adults did better in subjects such as spending quality time with their families (B-), fighting AIDS (B-) and providing a quality education for young people (B-). But they fared worse on getting rid of gangs (C-) and running the government (D+). They got no A's.

"I think the message came across loud and clear: 'If adults listen to us, we'd take them a lot more seriously,'" said Tom Venden Berk, president and executive director of Uhlich Children's Home in Chicago, which sponsored the report card. Adults need to improve their understanding and honesty, teens said. They also should know that "things have gotten worse since the time they were in school," teens said.

Teenage Research Unlimited conducted a national survey of 981 teens earlier this year for the report card.

A group of local teens recently reviewed the report card and said they would have given adults even lower grades in many areas.

"The biggest problem is the example adults show kids today," said Josh Lee, 17, a senior at Wheeling High School. "As far as drinking, smoking and using drugs, adults do the same thing kids are doing. I know adults who smoke pot with their kids and buy liquor for kids."

Buffalo Grove resident Audrey Lee, Josh Lee's mom, thought the low grades were fair.

"The grades don't really surprise me, especially the B- on spending quality time with their families," Audrey Lee said. "With two parents working, it's tough. With drugs and alcohol, parents are doing it, too."

Being honest and clear with teens about drugs and alcohol helps to keep them safer, Audrey Lee said. Lee said she and her husband are realistic about the fact that Josh may drink alcohol at a party and they have encouraged him to call them for a ride if he does, instead of driving himself.

Teens will discuss the report card today at a 10:30 a.m. news conference at the Sheraton Hotel and Towers, 301 E. North Water.

Many teens said parents didn't deserve so much blame.

"I can't say the whole thing is supposed to be the parents' job," said Rodney Harvey, 18, a senior at Evanston Township High School. "When kids get out of the house, they have their own free will, and decisions aren't up to their parents."

Teens who want parents to spend more time with them can help by staying home more themselves, and "saying no to going out with friends," said Erica Schilling, 16, a sophomore at Palatine High School.



Teen Trendsetters

Area students work for research company
Susan Dodge, *Chicago Sun-Times*

For further information:

TEENAGE RESEARCH UNLIMITED
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Baggy cargo pants, pierced tongues and wearing sunglasses inside school are “in.” Used jeans, lots of makeup and high-top athletic shoes are “out.”

By keeping track of trends they see at school, dozens of Chicago area teens are helping dictate new fashions and products being churned out by some of the country's biggest companies.

The teens work for Northbrook-based Teenage Research Unlimited, a private company that sells research on teens to more than 100 corporations, including Levi Strauss, Nike, Gap, Intel and Coca-Cola.

The companies are clamoring to capture teens' disposable income because of their growing population and spending power.

Teens spend an average of \$84 a week, according to **Teenage Research Unlimited**. The population of U.S. teens has grown from 27 million in 1992 to 31 million in 1998 and is projected to rise to 34 million by 2010. Their spending has skyrocketed from \$93 billion in 1992 to \$141 billion in 1998.

Companies are trying to learn more about teens' beliefs and values to better relate to them in advertising and marketing research, said Kate Danaj, a senior analyst with Teenage Research.

“There are a lot of misconceptions about us,” said Stephen Toyoda, 17, a senior at Glenbrook South High School in Glenview. “Some people don't understand us and judge us too harshly on looks alone. They say we're lazy, apathetic and couch potatoes. But that isn't true.”

With her pierced tongue, pager clipped to her jeans and bubbly personality, Dee Perkins is a walking, talking trend report for Teenage Research Unlimited.

“At my school, there's a lot of facial piercing, people getting their eyebrows and noses done,” said Perkins, 17, a senior at Warren High School in Gurnee. “I hid my tongue pierce from my mom for about a month, and she still doesn't like to see it.”

Perkins said students are getting multiple piercings and coloring their hair blue, red and yellow because “everybody's trying to be different.”

Lisa Walsh, 16, a junior at Glenbrook North High School in Northbrook, said the latest trends at her school are wearing sunglasses inside school, straight hair for girls and tight jeans that are flared at the bottom. Many girls also have pierced belly buttons and tongues, and she said she has been begging her mother for permission to get her tongue pierced.

“But she'll never let me,” Walsh said.

Nick Bultinck, 17, a junior at Glenbrook South who wears baggy cargo pants, said he enjoys meeting students from different area schools at the sessions to see how values, role models and clothes sometimes differ.

The students are paid from \$35 to \$50 for each session at **Teenage Research**, where they sit around a conference table talking about trends while they are tape-recorded and watched by researchers on the other side of a one-way mirror.

“When we started the company, in 1982, we found that there was an unfulfilled need there from companies that didn’t understand teens as consumers,” said **Peter Zollo**, the company’s president. “There wasn’t much of a demand then, but now that the echo boom of baby boomers’ kids is getting older, it’s a growing market.”

The company calls many of its teen workers “Influencers” because they are copied by other teens and make the plans for what their group of friends does on Saturday night. Teenage Research selects many of them based on recommendations from friends or parents.

Teens from around the country also participate in the company’s research. They sometimes are asked to give their opinions on television commercials, Internet sites and new products, such as backpacks or jeans.

“These kids are really productive for us because they’re smart, articulate, really active participants,” **Zollo** said



Next Frontiers: Keeping In Touch
By Bret Begun

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IT MIGHT SOUND LIKE YADA, YADA, YADA TO YOU, BUT NOT TO THE TEENAGERS WHO KNOW HOW TO TALK THE TALK. WANT A LESSON? LISTEN UP

Remember those reach-out-and-touch-someone commercials? Hang out with some well-wired teenagers and you'll feel better knowing they never leave each other alone. NEWSWEEK hung out with Short Hills, N.J., 17-year-old Rachel **Fendell** and her friends on Nov. 20, the day before her school of 546 students began Thanksgiving break. Conclusion: teenagers aren't just touched by technology; they're embraced by it. By cell phones, e-mail, the Web, instant messages. According to data from Northbrook, Ill., firm Teenage Research Unlimited, 37 percent of teens have cell phones; 78 percent go online at home. Ninety percent say the Net is "cool"; 84 percent say the same thing about partying. It's not that high school is cooler than it used to be. It's just a lot easier to complain about it now. A day in the life:

2:46 p.m., Newark Academy, Livingston, N.J. Rachel and classmate Stefanie are chatting in the hallway. Stefanie's Nokia rings. It's Mom, just touching base. "Wait, can I call you back?" she asks and hangs up. She turns to Rachel to address a much more pressing matter: what's going on tonight?

2:55, Academy's Interactive Learning Center Rachel logs on to Newark's server (it lets her access documents and programs like Apple Works and PowerPoint) and explains that she's got two AOL names: one for general use, one for colleges that has a less cutesy profile. "I'm paranoid," she says. "What if schools analyze how I described myself?"

4:34, Polymnian yearbook office Rachel's voice mails: (1) Sam, Camp Tapawingo friend from nearby South Orange. She's going to the Short Hills mall for pants. (2) Lindsey, from Houston, friend from a Northwestern University summer program. "She says she misses me so much," Rachel says. (3) Sam again. Bad news: Rachel's favorite candy store has closed. Ugh. Where now to find those low-fat Creamsicle chews?

4:38, en route to Starbucks Dad, who works in Portland, Ore., Monday to Friday, calls. "I talk to him multiple times a day," says Rachel. "If I call him once and don't call back, it's just to say hi. If I call twice, it's important and he'll call back."

4:45, Starbucks Call to friend Michelle to see why she wasn't at school. Reason: she woke up at 5 a.m. to do econ homework, and her left eye was badly swollen. "Omigod, you poor thing!" says Rachel, who hands the phone to Krupa, a friend. Says Krupa, "I don't even know how to turn this thing off."

5:12, Rahul's driveway The sweets that the yearbook staff needs for a fund-raiser are inside Rahul's house. Rachel, Krupa and Rahul are locked out--and it's cold! Rahul borrows a phone to call his brother inside. "Raj, open the garage door *now!*" Rahul's parents rescinded his phone for failure to manage minutes.

5:20, Krupa's foyer Lindsey does miss Rachel and calls again. She's excited about seeing her and their other Northwestern friends at a reunion in New York City in January. "I talked to [summer pal] Dan," Rachel tells her. "No, online... We made up... He's like, 'I feel bad. It was my fault'... Oh, and I got into Michigan."

6:29, Rachel's room Rachel has six AOL instant messages (and 12 e-mails) waiting on her laptop. She leaves it online all day. Her away note instructed: "Leave me a message so I can smile when vacation starts. Mwah xoxoxo." Nineteen (of 151) buddies are signed on. Buddies are organized by: SeNiOrS '99 (Camp Tapawingo friends), NeWaRk (friends from school), BeNeLuX 2000 (friends from tennis camp in Europe), PoRtLaNd (friends from when she lived in Oregon), BoLleTtLeRi (friends from tennis camp in Florida), ChErUbS (Northwestern friends)--and FrLeNdS (friends)... She IMs a Northwestern friend, Brian. He says hi, but he's busy multitasking. He's making a fantasy football transaction on the Web to help his ailing Brooklyn Bums, downloading Gnutella, a music file-sharing program, and transferring tracks like Aerosmith's "Just Push Play" to his MP3 player... Sinking into a fluffy love seat, Rachel gets to work on tonight's plans. She IMs Erica (Should I go out?); Becky (You going out?); Sara (You're going out? With?). "I'm on two hours a night"--25 minutes is the average, according to Jupiter Media Metrix--"but you could be on here forever."

8:33, Joe's American Bar & Grill A few pals, one topic: boys. (NEWSWEEK agreed to conceal identities. Luckily, they all ate salad.) "I got an e-mail," says side salad, "that was like, 'I like you. I love your eyes. Eyes are windows to the soul.' I was like, 'What the hell?' No I-like-you stuff online!" "Yeah," says half a Cobb salad, "but it's hard to be like, 'I like you' in real life, so writing helps." Says honey chicken with balsamic: "This kid--he asked me out online. He's like, 'So we're together?' It's just so impersonal." "This one guy," says half a Cobb, "I would never go out with this guy ever. It's easier to say that online. 'You'd never go out with me?' 'No, you're more like a brother'."

9:40, driving Rachel calls Stefanie to see what's happening. Answer: not much. She's watching guys in a basement watching basketball. Sam's on her phone with a buddy. "She's freaking. She had some major decision to make," she tells Rachel after hanging up so they can figure out where to go for ice cream.

10:28, Rachel's room Sam and Rachel call Boston friend Stephanie to confirm weekend plans. While they're talking, Stephanie e-mails Rachel about her love for "That '70s Show"/ "Dude, Where's My Car?" star Ashton Kutcher. Sam (she's the one paying for the call) tells Rachel (she's doing the talking) that "time is money. Rachel, tell Steph we love her and we'll speak to her about Ashton later"... Lucy, a friend from St. Louis, IMs Rachel to tell her about a dream involving a crush. "We went on a date. I think we were in Maine. He was eating clam chowder; I was having a lobster roll." Lucy's also using a senior quote Rachel suggested from Garth Brooks: "So don't you sit upon the shoreline/And say you're satisfied/Choose to chance the rapids/And dare to dance the tide"... Alex, a Portland friend, is online. He's working on college applications, listening to MTV's Internet radio. (For a Colby College essay, he needed Yahoo to remember a character's name from "A Prayer for Owen Meany.") He's also just used a music file-sharing program to download Pink's "Get the Party Started." Which isn't happening in Short Hills tonight. "Everyone is sitting around, watching basketball," Rachel IMs Krupa. "That's our evening."



Events Teaching Teens Valuable, but Painful Lesson

By Lisa Black, Tribune staff reporter. Tribune staff reporter
Amanda Vogt contributed to this report

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September 21, 2001

Teenagers fear they could be drafted for service in a war and worry that another terrorist attack is likely before the year's end. But they give the president--and their parents--high marks for their responses to last week's attacks on the United States.

Teenagers are closely following the news and learning real-life lessons about conflicts in the Middle East, whose countries have suddenly burst alive from dry textbooks, according to interviews and a national survey released Thursday.

"I'm so afraid," said Ana Bicanin, 16, of Wilmette. "I cried for days after Tuesday. I don't want to go to war. How could we be so cocky and arrogant to think this could never happen to us?"

Eighty-five percent of 190 teenagers surveyed said they believe their lives will be different because of the Sept. 11 attacks on the World Trade Center and the Pentagon, according to Teenage Research Unlimited, a Northbrook-based market research firm.

Mostly, the teens' thoughts mirrored those of their parents and other adults. The initial shock and disbelief has transformed into a sort of numbness and has stirred feelings of patriotism.

"It kind of shook my faith in how you just walk around and never feel like anything will happen in America," said Sara Semelka, 17, a senior at Lyons Township High School in La Grange, who added, though, that she feels safe at school.

As editor of her school's newspaper, The Lion, she has been juggling her own feelings while scrambling to assign stories that will be relevant to classmates when the first issue is distributed Oct. 1.

"Whenever I've seen on the news bombing and rubble, it seemed disconnected from me and my life, and I thought I'd never have to face that all," Semelka said. "I'm feeling now like no one is really immune to that. It will always be a little bit in the back of my mind."

Naveen Gidwani, 17, a Glenview resident and a Loyola Academy senior, said that after Tuesday, his view of life changed. His mind keeps returning to the image of a man he saw after school that day at an

intersection, waving an American flag.

"Reality set in," he said. "I still have the SATs, the ACTs and grades to worry about, but something is different. There is so much more to life right now."

Teenagers attending a focus group conducted by the polling firm Thursday night said they would welcome even more classroom discussion about the attacks but had grown tired of the non-stop television coverage.

"It made me sick," said Megan Hill, 17, of Gurnee. "They were showing people jumping out of the building. I don't think they should have showed that. They should have showed some respect."

The teenagers also sensed some hypocrisy in the widespread displays of patriotism.

"If you didn't have a flag in your window before, you shouldn't have one up now," said Terrance Spencer, 17, of Evanston.

According to the survey, 75 percent of teens polled believe another terrorist attack is somewhat or very likely to occur before the year's end. Sixty-eight percent believe President Bush is doing a good or excellent job in responding.

Forty-five percent of the teens awarded their parents an "A" grade in helping them to cope; 26 percent gave their parents a "B;" 16 percent, a "C"; and 6 percent, a "D" or "F."

Amid their normal routines of classes, homework and planning homecoming dances, the teenagers are hashing over U.S. military policy and raising money to help victims.

"In English class, we debated what should be done and it got real emotional," said Josh Rowe, 17, a junior at Grayslake High School. "Some kids said we should leave them alone and they'll leave us alone, and others said we should destroy the Middle East. I think we should go after the terrorists and then see what happens."

Some teens acknowledged that they are of a largely materialistic generation enriched by sophisticated technology but unfamiliar with war.

"The day the Persian Gulf War ended, we were in 3rd grade," said Annie Gilsdorf, 17, a senior at Hinsdale Central High School and editor of the student newspaper, *The Devils' Advocate*.

"Our image of war, if we have one, is sterile bombing," she said. "Everything done is clean. The possibility of sending ground troops scares the living daylights out of my generation."

At Hinsdale Central, the terrorism became frightening reality when it was learned that one student's father, Rev. Jeffrey Mladenik, died while aboard one of the American Airlines flights hijacked.

Gilsdorf has been struck by the different ways her classmates have shown their grief -- or tried not to.

"A problem I think a lot of teenagers are having is not understanding why they have this much grief, why they have so much sadness," Gilsdorf said. "If you haven't lost someone in the tragedy, teenagers are wondering why they are upset."

During a forum with U.S. Rep. Mark Kirk (R-Ill) at New Trier Township High School in Winnetka Monday, one young man asked the question that has loomed heavily in the minds of many: Will the draft be reinstated?

The draft would remain voluntary, Kirk responded, then asked for a show of hands from students who would enlist if asked to do so.

Less than a third raised their hands. New Trier sees 95 percent of its graduating seniors go on to college.

Dan Smith, 17, of Edgewater, a Loyola Academy senior, said that if his country called for it, he'd go to war. Reluctantly.

But he said he has found one good thing out of the horror, and other teens echoed his sentiment. They are surprised, and impressed, with the way their peers have reacted. And they want it known that most young people are not acting apathetic or spoiled as the stereotypes suggest. The teens are learning and conversing about world developments in a big way.

"Before this, the Middle East was one big region to me. I didn't know everything that was going on, or who was who," Smith said.

"This is something that's really struck home with people. I guess it shows as we get older, we do start to care more and do know more about what's going on."

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Stalking the Elusive Teenage Trendsetter

By Michael J. McCarthy, *Wall Street Journal*

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Two researchers peer through a one-way mirror, tapping notes into a computer and observing a most exotic and mysterious subject, the American teenage girl.

Seven of them sit at a table, checking their hair in the mirror, clawing at bowls of M&Ms, firing off opinions. The 44-year-old moderator, **Peter Zollo**, steers the talk to Taco Bell, a unit of Tricon Global Restaurants Inc., and its talking Chihuahua, whose commercials have been a hit in high schools for about a year. What's the latest on the dinky dog? "Way old," declares 16-year-old Lisa Walsh.

Every word is being tape-recorded, every gesture videotaped here at one of the 1,000 focus groups that **Teenage Research Unlimited**, a market-research firm, will hold this year. From its headquarters outside Chicago, where it has pioneered the business of picking the teenage brain, the company divines what's in and what's out for such clients as Coca-Cola Co., Levi Strauss & Co, and Microsoft Corp. Celebrities including Michael Jackson have ordered its reports and services, which cost on average \$10,000 a year.

Teenage Research is closely tracking the popularity of baggy clothes (down), sunglasses (up), and funky nail-polish colors (down). On the way in are kickboxing, girls' snowboarding clothes, and swing music. Headed out, used jeans, coffee houses, video arcades, and "all that."

Prying rich, candid information out of teens isn't easy. In focus groups, they tend to clam up, cut up, or gang up on the moderator. "It always amazes me how much easier this is with adults," says Mr. Zollo, who also is Teenage Research's President.

Marketers hear a demographic drumbeat: The current bulge of 27 million teens is expected to swell 10% by 2010. So companies are rushing to quantify every aspect of the adolescent lifestyle. Teenage Research can tell them teens watch 11.16 hours of TV each week on average, and gab on the phone 6.18 hours—nearly double the time they spend cracking books. They spend about \$84 weekly. Fully 20% carry a beeper, the same proportion wear a class ring.

Working with Teenage Research, ad agency Bates USA is immersed in a year-long study, hoping to probe deep into teens' lives. Says Janice Figuerona, a Bates senior vice president, "We want to understand them from the inside out."

Last spring, Bates sent disposable cameras to 36 teens on a national panel and asked them to document their favorite people, places, and possessions. The kids sent back snapshots of everything, including the kitchen sink. One caption, from a 16-year-old named Jason, reads, "This picture is of my old kitchen sink, which I have to clean every weekend, along with all the other sinks and the bathtub." Another photo shows his toilet. "This is where I go for pure isolation from my family."

Teens, who live and breathe fads, are a precious source of information and inspiration for marketers in corporate America. Bates doesn't flatly ask them which clothes are popular. Instead, it instructs them to be a costume designer for the teen TV hit "Dawson's Creek," and then describe how they would dress characters. To figure out what would prompt teens to chew more gum, they are supposed to play "mad scientist," set loose in a lab to dream up innovations. One 16-year-old boy suggested adding sprinkles or cutting sticks into dinosaur shapes.

With clients including Wendy's International Inc. and Estee Lauder Inc., Bates assembled a panel representing the nation's 13- to 17-year olds, covering cities and suburbs, several ethnic groups, and middle-class and affluent economic groups. Since April, Bates has been sending surveys to its panel every two months or so. It pays the panelists about \$60 each to fill them out.

Bates, a unit of Cordiant Communications Group PLC, wanted to uncover how teens really feel about fast food. It asked its panel to match a list of restaurants with celebrities likely to eat there. One 17-year-old boy said the Spice Girls, Ally McBeal and Puff Daddy would eat at McDonalds, while Martha Stewart and the cast of the TV sitcom "Golden Girls" would go to Wendy's.

The researchers expect to be surprised: In a recent survey, teens' single favorite store turned out to be J.C. Penney (chosen by 16%), followed by Old Navy.

Teenage Research produces a twice-annual report based on its own national teen panel. A search firm recruits teens in malls and by telephone. Teenage Research screens recruits in a second round of phone interviews, looking for "Influencers," or the kids most other kids copy. "Who decides what you and your friends do on a Saturday night," the company asks. Influencers tend to make the plans.

Once they start talking, teens can show detailed knowledge about consumer-product marketing and retailing. When Mr. Zollo asks the girls to list their favorite stores, in a matter of minutes they come up with three dozen retailers, classified into eleven categories.

Unprompted, the girls called one group Trendy, and put Urban Outfitters and Abercrombie & Fitch there. They put T.J. Maxx, Target and Wal-Mart under Discount. Says Dee Perkins, "I like the changing mix of clothes at Express stores."

In another recent panel, a backpack company wanted to get feedback on a new pocket. Several teens immediately pointed out it was too small for a Walkman.

Teenage Research typically conducts separate sessions for boys and girls, to eliminate cross-gender horseplay. Participants come from different high schools, so they won't worry about having what they say repeated in hallways.

At the opening of the recent session with the seven girls, **Mr. Zollo** works to warm them up. "I'm definitely not a teacher," he says. "So just speak up—there are no wrong answers." Before arriving, each girl had been asked to bring a recent purchase they "really liked." Their picks included a Kodak Advantix camera, a ticket to a Phish concert, a Garth Brooks compact disc, and \$65 contact lenses that make eyes a wild blue. "Oh, my gosh!" Lisa Walsh exclaims. "Those are so cool."

In another exercise, each girl fills out a page showing a stick figure, a radio, and a blank magazine cover. Carol Hoffman, 16, draws herself wearing wide-cuff jeans and a Tori Amos T-shirt, listening to the group Soul Coughing and reading Rolling Stone and Sports Illustrated. And as for that commercial with the chatty Chihuahua—the one the group seems to think is getting tedious—Dee spouts off a suggestion: "Taco Bell should give him a friend."

ACTIVITY

It's a Relationship Thing

Purpose:

*To provide a structured environment for positive relationships between youth and adults to flourish.
Link to Component: Opportunities*

SPECS:

Supplies Needed:

- Flip chart paper and markers
- Handouts containing questions for the group to answer (see activity description)
- Snacks and beverages

of Activity Leaders: 1 youth and 1 adult

Ideal Group Size: 15-20 youth and 15-20 adults

Time: 1 and half – 2 hours

ROLES:

The role of young people:

- Leader(s): To co-facilitate this exercise with an adult ally; to prepare for the exercise reading through the description, preparing handouts and flip charts in advance, and adapting the suggested questions as appropriate for your chapter.
- Members: To participate actively in the exercise; to think about how to expand on the relationships and networks that result from this event; to call on the adults who attend for future support of chapter projects.

The role of adult allies:

- To co-facilitate this exercise with a young person; to prepare for the exercise reading through the description, preparing handouts and flip charts in advance, and adapting the suggested questions as appropriate for your chapter.
- To promote the event to community adults and encourage them to attend.

- To think about how to expand on the relationships and networks that result from this event; to call on the adults who attend for future support of chapter projects.

The role of County Coordinators and Staff:

- To promote the event to community adults and encourage them to attend.

- **Introduction:**

We got the idea for this activity at Butte County's 2nd Annual Youth Development Summit on January 30, 2002. At the summit, the young people had the opportunity to meet and interview local adults who represented a wide range of organizations, departments, and professions, from doctors and politicians, to police officers and non-profit Executive Directors. The interviews were organized around the principles of *Appreciative Inquiry*¹, a strategy of assessing a group (a workplace, a community, a school, etc) that looks for the things that are working for the people in the group and then finds ways to increase the frequency and presence of those things. The youth interviewers asked the adults this essential question: "In your experience, when is (or was) this community at its best?" Adults answered from their personal and professional perspectives and experiences.

The interactions that took place during the interviews were impressive. Not only did this process provide young people with a unique and positive vision of their community, it also created an opportunity for youth and adults to build relationships that were (and will be in the future) mutually enlightening and beneficial.

- **Steps:**

Chapters can implement this activity in two different ways. You can host a Community Building event that has no other purpose than to give adults and young people an opportunity to spend time together and learn from each other. Or you can structure the event around a particular issue that your group wants to address. If you choose the second option, you would design interview questions and the small group discussions around your particular topic or issue; in this case, we encourage you to adapt the following activity description to your needs. We've described the activity using the first option as a model.

1. Plan a Community Building event designed to bring together youth and adults who care about their community. During the course of the event, (as described below), provide the youth and adults with a variety of opportunities to share ideas and experiences and to learn from one another.

Invite as many adults to this event as possible. Here are some ideas of adults to invite:

Parents
Teachers and school administrators
Staff at youth-serving organizations
Local elected representatives
Local government department staff

Local college staff and faculty
Foundation representatives
Health Department staff
Staff at local non-profit organizations
County FNL staff

2. Welcome all of the attendees to the event. Introduce them to the purpose of the event, with something like these words – modify these to make them your own:

"We'd like to thank all of the youth and adults for coming here today; your presence shows that we have many people who care about and are committed to our community. The purpose of this event is to give adults and young people an opportunity to spend time together and learn from each other; to learn what is important to each other, to hear about our hopes for the future, to build relationships among us.

¹ Please call the CFNLP for the citation of this article.

In order to do this, we will be doing some one-on-one “interviewing,” some small group work, and some large group discussions. We hope everyone enjoys these activities and we encourage everyone to participate to the fullest!”

3. Present the first activity, which will be personal interviews between youth and adults. Explain that you will be pairing up youth and adults and having them spend 30 minutes interviewing each other. For the first 15 minutes the youth will interview the adult; they will switch roles for the second 15 minutes.
4. Go over the questions you want everyone to use in their interviews. Have these posted visibly on flip chart paper, and pass them out to everyone at this time as well. These are some suggested questions:
 - When have you been most proud to be a member of this community, a member of your profession, or a student at your school?
 - What community issues are important to you, personally or professionally?
 - Who has had a great impact on you, and why?
5. Figure out a way to pair up each youth with an adult. If you don't have equal numbers of youth and adults (which is very likely!), you can combine people in groups of three, such as two youth and one adult. When everyone is in their pairs (or groups), tell them to begin the first 15 minute interview session, with the youth interviewing the adults.
6. At the end of 15 minutes, announce that it's time to switch, and have the adults interview the youth for the second session.
 - *What do youth and adults each contribute to community life?*
 - *What can youth and adults learn from each other?*
 - *What would help youth and adults feel more like partners and less like adversaries?*
 - *Youth: what advice do you have for adults? Adults: what advice do you have for youth?*
7. Cluster people into small groups of 6-8 people by having them combine with the pairs that are nearest to them. When the small groups have clustered, ask them to discuss the topics given. Give them 20 minutes for this piece; if everyone is still going strong at the end of 20 minutes, extend it by 5 or 10 minutes to give them a chance to say more.
8. At the end of the discussion, bring the entire group back together. Explain that the next activity will be to report back some of the learning and discovery that occurred in the interviews and in the small group discussions. Invite both youth and adults to share any responses they may have to the following questions. Again, go over the questions once before you begin and have them posted visibly on flip chart paper; you don't need to pass them out to everyone this time:
 - *What did you learn from the adults and young people you talked with?*
 - *What surprised you?*
 - *What inspired you?*
 - *What do you take away from these conversations? For example, is there something you want to learn more about, a commitment you want to make, or a change (small or big) you'd like to make, because of the conversations you had?*

Allow 15-20 minutes for the report backs. Have someone record the responses on flip chart.

9. After 15-20 minutes, close the discussion, or provide more time if people are still sharing.
10. After the large group discussion is over, give everyone a chance to mingle and socialize; provide snacks and drinks, and have a “reception” to wrap things up.

Link to Opportunities

Youth and adults both benefit when given the chance to get to know each other, learn from each other, and establish positive relationships with each other. This activity lays the foundation for those types of interactions and relationships between the two age groups. These relationships can provide numerous opportunities in the future: The adults will be more likely to support a chapter project in the future, since they know and have had a good experience with the young people; both “groups” can contact each other when they are looking for particular information or resources, since they have learned a little bit about what they each have to offer and share; the relationships built through this process create a network which can be especially useful to young people as they move out of school and into the work place; adults can give youth informational interviews about their professions and connect them with employment, intern, and volunteer opportunities.

We said in the Introduction to this guide that at its very core, FNL programs should be true and living partnerships between youth and adults. Those partnerships begin with good relationships, and this activity gives chapters a concrete way to build youth-adult relationships that can grow into partnerships with the potential for making real change and real progress.

PROJECT

Community Survey

Purpose:

*To give youth a hands-on way of learning
as much as possible about their communities.*
Link to Component: *Opportunities*

SPECS:

Supplies Needed:

- Community maps
- Survey handouts
- Disposable cameras
- Flip chart paper and markers
- Clipboards, pens/pencils

of Activity Leaders: 1 leader per team

Ideal Group Size: minimum 3 teams of 4-5 members each

ROLES:

The role of young people:

- **Leader(s):** To co-lead this project with an adult ally; to prepare by reading through these instructions, dividing all of the pieces into meeting sessions, planning who will do each piece, and figuring out how to apply it to your group; to develop tools and questions as suggested in the project description.
- **Members:** To participate actively on one of the survey teams and to engage in the discussions to promote their own learning and understanding of their community.

The role of adult allies:

- To co-lead this project with youth; to prepare by reading through these instructions, dividing all of the pieces into meeting sessions, planning who will do each piece, and figuring out how to apply it to your group; to develop tools and questions as suggested in the project description.
- To help project planners find resources that will be helpful to them in doing this project (see Step 3).
- To coordinate the entire project, keeping track of the group's progress and helping them complete each step.

The role of County Coordinators and Staff:

- To help project planners find resources that will be helpful to them in doing this project (see Step 3).
- To help set up meetings between the youth and public health officials, community activists, and others who can help prepare the group for their surveys.

Introduction:

This project is designed to provide youth with an outline of the necessary skills to effectively survey their communities and get to know what kinds of health risks exist in their communities. The Community Survey is a *pre-cursor* to developing an action plan to address any particular problem; it gives participants a hands-on way of getting to know their community in ways they may never have thought about before.

Because this project focuses on *community*, it is important for both the leaders and participants of the project – both youth and adults – to have a clear understanding of what they mean by *community*. Since community can mean many different things to many different people, we can't simply start talking about it as if we all mean the same thing. And group members can benefit from being exposed to the diverse ideas and opinions of their peers.

Steps:

1. As a group, discuss the scope of your project. Define the geographic area or community the group will canvass. Talk about what particular issues or topics you want to survey or learn more about. Develop a list of locations (playgrounds, stores, community centers, government offices, etc.) to be surveyed.

Set aside some time for a discussion about the concept of COMMUNITY. Have the group engage in a general dialogue about community, using questions (and others as you think of them).

Brenda Armstrong, of Santa Cruz County FNL, provided the following list of questions, along with an entire process for engaging in an interactive discussion over two meetings. You may want to follow her lead, which will result in an in-depth and complete exploration of *community*. You may also have a less structured discussion as a group, using the questions as a general guide, as a way to simply introduce participants to the complexity and nuances of *community*. If you choose the first option, contact Brenda for more information about planning this structured dialogue about community. If you choose the second option, be sure to give this step **plenty of time** – at least 30-45 minutes – and step in to move the conversation along if your participants get stuck at any point.

- Who lives here? Who spends time here?
- What ethnic backgrounds are represented?
- How would you classify the socio-economic status? Is wealthy, middle class, under-resourced, mixed?
- Does your neighborhood interact with the neighborhoods around you?
- Have you been in each of the neighborhoods within a 5-mile radius of your own? Why or why not?
- What types of services, education and social opportunities are provided in your area?
- Do you think your area is provided the same type of services as the other communities?
- What is missing in your community?
- What would you change about your community? Why?
- What wouldn't you change about your community? Why? (What do you like best?)

As we said in the introduction, it is important for everyone involved in the project to have a common understanding of the complexities of *community*. This doesn't necessarily mean that the group has to **agree** on one definition of community – but it does mean that we hope a discussion will introduce everyone to the

various aspects of community that are important to people and give them food for thought about what might become important to them.

2. Research and gather information that can help you conduct your surveys:
 - Community maps
 - Listing of local non-profit organizations, resident associations, youth programs, etc.
 - Crime statistics for the area to be surveyed
 - Contact information
 - ABC listing of alcohol outlets
 - Look at the list of Survey Topics (listed in Step 5) and brainstorm other resources that would be helpful to you.
3. MAKE CONTACT! In order to prepare for your surveying work, you'll want to meet with as many different people and groups as possible. The goal here is to find out from as wide a spectrum of stakeholders as possible what people think of their community, what they like and don't like, what is important to them, etc. Give this step a significant amount of time, since this will provide the youth with a context for going out and conducting their surveys. This step is **as important** as the actual survey work. The main questions to ask these people are: What do you think are the positive and negative things about your community? What do you think is the most important issue facing the community?

Also, before meeting with any of your contacts, look at the survey topics (listed under Step 5) and develop a list of additional questions you can ask your contacts that pertain to each topic. Ask *every contact* as many questions as possible. For example, you might be meeting with a Neighborhood Crime Watch association to find out about crime in the community, but chances are that there are parents in such an association, so ask them about the local playgrounds. Most people have strong opinions about many different aspects of their communities; often, just asking additional questions reveals strong ideas that you might not expect, so don't limit yourself to topics that you expect them to care about.

Below is a list of ideas for contacts to make, but don't limit yourself to these ideas. Since you know your community better than we do, think of contacts that are unique to your area that you can add to this list. Ideas for MAKING CONTACT:

- Contact a community professional, such as a public health official, who can educate the group about what to look for while surveying. Invite them to a group meeting and ask them to help prepare the group for going out into the community and understanding public health and safety issues. *This is a good way to involve your County Coordinator in this project: ask them to help you contact the public health department and find a good representative to meet with your group.*
- Meet with the local resident associations, such as Neighborhood Crime Watch groups, Homeowners' Associations, faith-based committees and associations, etc.
- Find out what community-based organizations are in the community and learn what the mission of each one is; ask to meet with any that sound interesting or that could be helpful to your survey.
- Find out what "causes" are important to your community and then find the activists or community organizers who are working on these causes; meet with these people to get their ideas and perspectives.
- Find out if your community has a Community Policing Officer, and if it does, meet with that person.
- Contact the local ABC office; ask them what they think are the important things to look for when conducting surveys of alcohol outlets. Ask them what kinds of safety risks they look for when they do their inspections.

Action

4. Assign each team one of the following survey topics. There are survey tools included in this project for the first FIVE topics on the list; we have provided these as samples, to be used, adapted, and personalized by your group. For the other topics, we have not included a survey tool, so that your group can develop their own, or spend some time looking around for other tools that may exist or are used by other organizations. *IF YOU USE A TOOL CREATED BY ANY ORGANIZATION, remember to GIVE THEM CREDIT in any materials you write or create that describes the work you did with their tool.*

Survey Topics (tools included):

- Off Sale Alcohol Outlets (liquor, grocery, and convenience stores)
- On Sale Alcohol Outlets (restaurants and bars)
- Parks and Playgrounds
- Graffiti, Billboards, Law Enforcement
- Community: General Environment

Survey Topics (tools not included):

- Youth Friendly Resources (including youth organizations, youth employment, free stuff, etc.)
- Recreational Outlets
- Transportation Resources
- Learning Opportunities and Resources
- School-Based Opportunities – survey your school to learn how extensive their extra-curricular activities are, what kinds of projects or services are offered, how students can get involved, etc.

Special note: *We recommend that the project leaders review the Survey Tools prior to implementing this project and adapt it to your group's specific needs. You may find that some of the questions are not relevant to your group or the area you are surveying – delete these! Add other questions that should be there. You can also use the sample survey tools to help develop ones that address other topics.*

5. Send each group out into the community with their survey tool and with disposable cameras so they can take pictures of the things they find. There are few important ideas to keep in mind when taking pictures.

First, discuss the risks associated with photographing unwilling subjects. Be aware of and sensitive to the desires of anyone you want to photograph. Whenever possible, get their permission.

Second, pictures tend to be fairly useless unless some thought has been given to their purpose and future use, and unless they are documented as they are being taken. Make it a distinct job for someone on each team to be the “photo documentarian.” This person (or pair of people) will write down and describe each picture that is taken, why the group decided to take it, and what they hope to use it for later. The documentarians should also give each photo a number that can be written on the back of the actual photos once they are developed. He or she should also write down EXACTLY where each picture is taken, especially if the group thinks they may want to use the photos for **before** and **after** projects (e.g., this is the playground before the community clean up and here it is, from the same vantage point, after the community clean up).

6. As a group, have a general discussion about what everyone learned through the survey process. This is *not* an evaluation of the project – that part comes later. The idea is to give everyone a chance to reflect on what they discovered, think about how their discoveries change their understanding of their community, and what might be important to them to think about in the future. Talk about what surprised them in the process, or what really got them either angry or excited, frustrated or inspired. Give the teams a chance to share their findings with each other by presenting their photographs and describing their survey experiences.

Application

7. Prioritize your findings and analyze the data. Use some of the community and public health professionals you contacted for this project to help with the analysis. Get feedback from them about any conclusions you come to or questions you have about what some of your findings might mean.
8. From all of the information you have collected, think about one issue the group wants to address. Brainstorm ideas about how to address the issue and bring about change in the community.
9. When you are finished with this project, go on to [Action Planning 101](#) in this guide – it's the next natural step!

Afterwards:

10. Have the group complete the Community Survey Evaluation, so you can learn what you did well and what you can improve the next time you do this project with a group.

Additional Notes:

If you have the time, and are interested in having young people think about the how socio-economics relates to community health and safety, have the group conduct the exact same surveys in two different neighborhoods or areas – one that is economically advantaged and one that is economically disadvantaged.

- **Link to Opportunities:**

In our definitions of Opportunities, we say:

“When youth are provided with the right training and support, opportunities give them a place to shine while also having an impact on both individuals and the community at large.”

This project helps young people **get involved** in the community around them, **learn** about it, **gain skills** for thinking critically about it, and then **do something to make real change** within it. The Community Survey will help youth feel a sense of ownership in their community and develop a sense of accountability to the larger society. These are all pretty major benefits, both for the youth themselves and for the community. And there are plenty of practical benefits as well. Youth will **gain confidence** in their ability to survey a topic, **establish connections** to community professionals and networks, **learn applicable skills** for their future, and **get experience** working with a group on a long-term project.

- **Other Component Links:**

Skill Development

Outreach

Ingredients For A Successful Program

What is Outreach?

Activities to Get You Started

Idea Wall

Putting Outreach Into Words

Talking FNL

Who Do You Know

Long-term Project

Getting Good News In The News



OUTREACH

Outreach engages youth, adults, and systems in building the partnerships that create positive and healthy youth development

Through outreach, FNL seeks to involve as many young people, from as many different backgrounds, communities, and environments as possible. The goal is to be intentional about engaging **all** young people – from non-traditional leaders to youth in recovery, from multiple ethnic and cultural communities, and beyond. Outreach also extends to adults and community partners that can contribute to and participate in FNL partnerships. Outreach is more than simply increasing membership numbers; it's about enhancing the quality of FNL partnerships by making efforts to be as inclusive and complete as possible.

Facets of Outreach

- **Building Relationships:** seeking ways to bring more and more people into FNL partnerships.
- **Opening Doors:** making FNL opportunities available to the widest range of youth and adults.
- **Understanding Other Cultures:** working to be inclusive and welcoming of all young people.
- **Educating Partners and Systems:** getting the word out about positive youth development.
- **Articulating Our Mission:** learning to effectively communicate the ideas and purpose of all FNL programs.

How is OUTREACH linked to CFNLP's Standards of Practice?

Through OUTREACH, youth, adult allies and county staff will:

SOP Connection	OUTCOME	PRACTICE
	<ul style="list-style-type: none"> • Develop and participate in an emotionally, culturally and physically safe environment... 	...by intentionally seeking diverse new partners to become part of the program and to help shape its environment and by actively promoting the understanding of different cultures and experiences.
	<ul style="list-style-type: none"> • Develop opportunities for youth to get involved in their community and establish connections with resources that are available to them... 	...by teaming up with a local service organization to implement projects that will benefit the community, educate the young people, and create a partnership between the organization and the FNL program.
	<ul style="list-style-type: none"> • Participate in opportunities to be leaders and advocates for themselves, within their chapters and schools, as well as in the larger arena of their communities... 	...by establishing ways for youth members to “take the pulse” of other members and their peers in general so that they can effectively design projects and policies that truly appeal to young people.
	<ul style="list-style-type: none"> • Develop and practice new skills for conducting outreach activities designed to engage the widest possible range of youth and adults... 	...by being intentional about how the program is presented and promoted and by ensuring that youth are able to articulate FNL’s mission, goals, and vision.
	<ul style="list-style-type: none"> • Develop meaningful and caring relationships with a wide range of youth and adults... 	...by seeking ways to broaden the “circle of partners” that comprise the program.

Youth, Advisor, and Coordinator Roles

FNL programs are composed of partnerships between young people, adult advisors and county coordinators. Every project is a team effort between these three players and every success is a shared one. The figures below seek to provide *examples* of the roles played by youth, advisors and coordinators in **OUTREACH**. The relationships between the three team “members” are dynamic and interactive, with support and benefit flowing from each and to each.

SHARING THE FNL APPROACH WITH OTHERS

YOUTH: Develop skills to articulate the true experience of CFNLP programs in their own voices, with the support of CFNLP’s Standards of Practice; develop an understanding of how the SOP’s translate into real life and how to talk about this with others.

ADVISORS: Role model the Standards of Practice, components, and youth/adult partnerships; encourage young people to explore the ideas and concepts in CFNLP materials; help youth develop projects for doing this.

COORDINATORS: Provide training on incorporating the SOP’s into outreach strategies; educate partners and systems about the link between positive youth development with problem prevention outcomes.

MEMBERSHIP OUTREACH

YOUTH: Connect with culturally specific organizations and clubs; seek members from youth across ages and community sectors; identify who is not “at the table” and develop strategies for including them.

ADVISORS: Respect and address diversity, age, experience, sexual orientation, gender, and ethnic background (as well as other forms of diversity).

COORDINATORS: Build partnerships with a wide range of cultural communities; link with community partners outside of FNL, and focus on integrating youth systems.

“TAKING THE PULSE” OF THE COMMUNITY

YOUTH: Look for ways to find out what other youth think about issues; test their own ideas with others to see if they appeal to larger groups; design projects that are important to as many people as possible.

ADVISORS: Help youth find ways to “test” their ideas with larger groups; test chapter ideas with colleagues and peers in the community, give feedback to the chapters.

COORDINATORS: Provide access to other arenas for youth to test their ideas or to elicit ideas from other community members.

EXPANDING THE CIRCLE OF PARTNERS

YOUTH: Identify potential partners and think of ways to contact them; think of all the possible sectors of a community to include.

ADVISORS: Help young people think of ways to contact potential partners; provide time and space for youth to practice contacting potential partners and soliciting their help.

COORDINATORS: Help youth make contact with potential partners by introducing them to people in various local systems.

ACTIVITY

Idea Wall

Purpose:

To “take the pulse” of youth and/or the community at large; to find out what they think about a topic or question in order to help the chapter plan projects.

Link to Component: *Outreach*

SPECS:

Supplies Needed:

- Butcher paper
- Markers
- Tape
- Wall space

of Activity Leaders: 1-2 (1 for approx. every 10 ft. of the Idea Wall)

Ideal Group Size: 20 minimum, up to hundreds, depending on the setting

Time: 15 minutes to several hours, depending on the setting

ROLES:

The role of young people:

- Leader: To lead the activity by stationing themselves along the idea wall, inviting people to add to it, and “coaching” people through their questions.
- Members: To contribute to the idea wall and encourage other people to do the same.
- To use the ideas generated by the idea wall in future planning.

The role of adult allies:

- To help set up the idea wall; to station themselves at the idea wall to answer any questions.
- To keep the idea poster for future reference and to use the ideas for chapter and project planning.

The role of County Coordinators and Staff:

- To contribute to the idea wall and encourage other adults to contribute also (if the setting allows for this).
- To support young people in selecting an issue from the idea wall to build a project around, by providing additional resources or project ideas.

- **Introduction:**

This activity is meant to be done at a chapter meeting, a health fair, or some other type of event where there is time to mingle and walk around. This is a creative way to find out about the interests and concerns of chapter members as well as of the “general” target population. We encourage groups to use it to elicit ideas within the chapter, but also, and perhaps more powerfully, to learn what the greater community thinks, so that you can align chapter activities, projects, or goals to concerns that have support in the community. By allowing young people and adults to contribute to your “idea wall,” you’ll give them an outlet to express themselves and learn what is important to them at the same time.

- **Steps:**

1. Define the place and time for the idea wall to be put up. Examples include at a chapter meeting, during a conference or training, at a school orientation, at a community health fair or something similar.
2. Have your chapter come up with a topic or question they want to learn about from the people who will be at the meeting, conference, orientation or other event. Here are some possible ideas, but your group will probably have plenty of their own!
 - What does community mean to you?
 - If you could change one thing about your (school/community/city), what would it be?
 - What are young people facing today?
 - What do young people give to their communities?
 - What would you like to learn more about?
3. Place butcher paper up on one wall; 5'x7' is a good dimension. The larger the group, the more paper you should put up. On the top of the paper in big bold letters, write the question or topic you want people to address. Make markers available. If you are working with a really large group, only hand out a certain number of markers at a time (10 – 12) so you won't run out!
4. At the beginning of the meeting, have activity leaders introduce the question or topic and invite everyone to respond on the idea wall. Explain that additions to the wall can be words, pictures, poems or other ways to visually express ideas on the butcher paper. If you are doing this at a health fair, orientation or someplace where the audience fluctuates, have an activity leader explaining the premise of the wall as small groups come up to the table or booth.
5. Continue to invite participants to write or draw on the wall, answering the question posed at the top of the butcher paper.
6. Have one or more leaders floating around the idea wall to help answer anyone's questions, to coach them through their responses, and to get the ball rolling if people are shy. If you find that no one wants to be the first or second person to add to the wall, have some of your chapter members ready to contribute something.
7. Once the meeting is over, or time allotted for the wall ends, take down the paper. Post it at future team meetings to assist in planning activities and projects or have the items typed up and distribute the list to your group members.

- **Link to Outreach**

The Idea Wall is a way for chapters to “take the pulse” of other members, their peers in general, and supportive adults so that they can effectively design projects and policies that truly appeal to young people and to the community at large. This is an especially useful project to do at the beginning of the year, or just after the group has finished one project or campaign and is looking for another project idea. It’s also an excellent way to build partners and membership – if you are asking the community to address your question or topic, then you will naturally make connections with people who are interested in what you are doing. Use this opportunity to invite people to participate more fully!

ACTIVITY

Putting Outreach Into Words

Purpose:

Youth learn to give a FNL outreach presentation.
Link to Component: *Outreach*

SPECS:

Supplies Needed:

- Paper and pens
- Flip chart and markers

of Activity Leaders: 1-2

Ideal Group Size: 5-10

Time: Various

ROLES:

The role of young people:

- Leader: To co-lead the DO THIS sections of this activity with an adult ally; to read through these materials and pick which Key Points the group will work on at which chapter meetings.
- Members: To participate in this activity and to follow-up by scheduling and giving a presentation to some other group.

The role of adult allies:

- To co-lead this activity with a young person; to help youth leaders select Key Points to work on at chapter meetings; to provide helpful, positive and constructive feedback to the “presenters” as they develop and practice their presentation.

The role of County Coordinators and Staff:

- To act as a “practice audience” for the chapter and give them feedback and ideas for making their presentation stronger.

- **Introduction:**

“It was awesome to see the ‘before’ and ‘after’ of the youth presenting. [This exercise] gives youth a chance to build and improve Public Speaking skills, but also to ‘see’ how much work it takes to prepare a presentation.”

- *an adult ally, on working with a group to implement Putting Outreach Into Words*

This activity is designed to introduce youth to key aspects of making a good presentation. It is organized around Key Points: there is a brief paragraph about each point, followed by an action for the young people to take. Some of this may take longer than one chapter meeting, so in preparation, move the Key Points around to accommodate the time you have.

- **Facilitator’s Notes:**

This is a long activity, requiring lots of work, thought, and preparation to put together. Each piece is important and adds to the quality of your chapter’s outreach. However, if you need to, and in the interest of time, you can look through the exercise to select the most relevant steps for your group, and start with these. You can always return to the other steps at another time. Our preference, of course, is that this activity be done in its entirety, but we understand the time constraints that exist in the world!

To prepare for each presentation and to debrief each one after it is given, use the following bullet point questions and have a round-table discussion with your group:

Before:

- What expectations do you have for the presentation? (positive and negative)
- What was the most helpful way you prepared for the presentation?
- What do you think needs more preparation?
- What have you learned, about FNL, yourself, or in general, by preparing for this presentation?

After:

- How did you feel about the presentation?
- Did the audience respond the way you thought they would?
- Did you feel prepared enough to get your point across?
- Were there questions you weren’t prepared for? How did you handle this?
- I noticed [insert something here] happened. Why do you think this happened?
- This is what I saw: _____ What do you think?
- Was this what you expected?

- **KEY POINTS:**

1. Prepare your materials: Nothing enables you to make a better presentation than knowing your material. A little research goes a long way before speaking and will give you the confidence necessary to be the master of the situation. Remember, the audience assumes that you know what you are talking about and that you are the expert. Take time to assemble the necessary facts and figures you think you might need for your discussion or to answer any questions you might get. Small touches of professionalism such as handouts and posters will contribute greatly to your overall presentation.

- **DO THIS:** As a group, come up with an outline for the presentation itself. Make sure you have an introduction, a middle, and a conclusion. There will probably be other pieces as well: if you are presenting about FNL, then you might want to have a section on each of the four components. Assign one part to groups or pairs to work on together. Have the teams write a draft of their piece of the presentation. Bring the group back together to share their drafts and put them all together. *This is the step that will take the longest time, and we are not providing step by step instructions for completing it. You might want to assign one person to be the “writer” who will take all of the work done by the teams and turn it into a single “speech” or presentation, and who will then bring it back to the group to practice.*

- 2. Know your audience:** Once you've assembled all the materials necessary, be sure you're presenting them in a manner acceptable to your audience. Are you speaking to other students? Business people? School administrators? What kind of group will you be facing? Dress appropriately – be yourself, of course, but give a thought to your audience as well.

Knowing your audience enables you to anticipate questions and information that will be necessary for them. If you're asking for money from a group, be prepared to address how the money will be spent and what benefit there will be to them. If it's other students, be prepared to tell them why they would love to get involved, learn more, give their time, etc.

- **DO THIS:** Have a group discussion about your target audience. Find out how much the group knows about the audience; also find out what the group does NOT know about the audience, and try to come up with ways to fill these gaps. Brainstorm a list of interests that are particular to your audience and then build these into your presentation

- 3. Relax:** Remember, you're the expert. You've been asked to give this presentation because you know something that the audience doesn't. Nothing enables you to give an effective performance more than having done your homework, feeling confident that you will make a good presentation, and relaxing in the process. Your confidence will show through and your presentation will be a success.

- **DO THIS:** As a group, come up with a relaxation exercise that you will do together before every practice and before the presentation itself. Here's a very simple idea, but we encourage you to ask the group if they have ideas as well: Have everyone stand in a circle, and if appropriate, hold hands. Tell everyone to take three slow, deep breaths. Then ask everyone to take a turn saying something positive or encouraging to the group. This can be simply a WORD ("power," "peace," "confidence," "awesome," etc.) or it can be longer, like a piece of advice. Close by asking everyone to again take three slow, deep breaths.

Emphasize the importance of setting aside time to relax, compose yourself, center yourself, situate yourself, etc.

- 4. Use of other materials:** Often slides, overheads, posters, or other graphics will enhance a presentation. Use them to your benefit. When referring to a graphic that is on the wall or someplace near you, face the audience when talking. Turn, touch whatever the graphic is to emphasize it and talk to your audience. It is very difficult to understand someone who has his or her back turned to the audience and is talking into a chalkboard while writing. If using video of any sort, be certain you have the proper equipment and know how to use it.

- **DO THIS:** Create posters, pictures, slides, overheads, and/or handouts to enhance the presentation. Get the whole group involved! For example, if your presentation will include statistical information about your school's student body, create a chart that will show the same information. If you are talking about an event, create a flip chart that bullets the essential purposes of the event or outlines the steps involved. Always create or bring a handout that includes information on how people can contact you in the future – a program brochure or business card will do, or you can create something new for this purpose. Some chapters have member business cards, and if you have a chapter member who is good at maneuvering through word processing programs, he or she can probably figure out how to create these.

- 5. Handling questions:** Before you finish your presentation, ask your audience if they have any questions. If they do, repeat each question to the entire audience. This serves two purposes. It ensures that the entire audience knows the question and it gives you time to think about an answer while you are repeating the question. If you are asked a question that you don't know the answer to, don't worry! You can always say something like, "That's a really good question, and one that our chapter should think about. I'd like to talk it over with the other members of our chapter – can I follow-up with you in the next couple of days or weeks?" (If you do this, be SURE to get their name and phone number.) Or you could

say: “Actually, this is something we are aware of, but we haven’t had time to make any final decision or do enough research to know about, but we plan to do this very soon. Do you have any information we should consider?” Basically, it’s really OK to say, “I don’t know,” or “I’m not sure,” as long as you can show your interest in discovering an answer and including your audience in possible solutions.

- **DO THIS:** As a group, brainstorm as many questions as you can think of that might come from your particular audience. Put them up on Flip Chart paper. Think of a way to randomly assign a question to each group member – put numbers in a hat that correspond to the questions on the Flip Chart and pass the hat around the room. Each group member will come up with an “on your feet” answer to the question they get. This will give them practice having no notice about a question and having to answer it right away. Emphasize the tips above about responding to a question you don’t know the answer to. After all of the questions have been answered, have a group discussion about how it felt to answer a question on the spot and what they learned about doing this.

6. Practice! The more you practice your presentation, the better it will become. Use anyone and everyone as “guinea pig” audiences – your family at dinner time, your friends during lunch, your chapter at meetings, your mirror! You can audio tape and video tape yourself, and review the tapes for more ideas on how to improve.

- **DO THIS:** Schedule practice presentations and invite lots of people to attend! Be sure to invite your County Coordinator. Other people you can invite: chapter membership, teachers, friends, parents, siblings, community partners, etc. After the presentation, have a session with your practice audience in which you ask them: “What worked? What could be improved?” Ask someone to video tape the practice presentation so the group can review it afterwards.

7. Establish Eye Contact: Many professional speakers recommend you maintain about four seconds of eye contact with members of your audience while speaking. Work across the room. Don’t focus on any particular person during your speech or presentation. Even when asked questions, let your eyes move around the room, lighting on someone, moving to another, then another. This eliminates the impression of a dialogue with only one person and draws the entire audience into your presentation.

- **DO THIS:** Practice doing this in your PRACTICE PRESENTATION. Watch the video afterwards to look for how well you maintained eye contact with the audience – where you did it well and how you can do more of that.

8. Speak Clearly: Whatever you have to say is only as effective as your ability to communicate it to others. Speak clearly, slowly, and in a voice that can be heard throughout your audience. Adjust your voice to the size of the area in which you are speaking. If your audience and area is larger than you alone can reach, ask for a microphone. Also, keep in mind that we almost always talk faster than we realize, so speak **deliberately slowly**.

- **DO THIS:** Practice doing this in your PRACTICE PRESENTATION. Watch the video afterwards to look for how clearly you spoke – where you did it well and how you can do more of that.

If your group isn’t able to videotape your practice presentation, assign a reviewer or note taker, and give them specific things to look for, including eye contact and speech clarity.

- **Link to Outreach:**
Putting Outreach Into Words (POIW) puts the power of outreach into the hands of young people. This activity is especially relevant for the kind of outreach that extends beyond youth and to adults and community partners that can contribute to and participate in FNL partnerships. Many young people are already comfortable talking with and to their peers, but have less experience talking with and to adults, especially in a formal presentation. **POIW** gives them concrete ways to practice this kind of presentation. When young people give an outreach presentation to any group, they will be building relationships with their audiences, educating others about FNL, and articulating the FNL mission. And if youth-adult teams give the

presentations – as we highly recommend – then they will also be active, dynamic examples of how youth-adult partnerships share power and work together.

- **Other Component Links:**
Skill Development

ACTIVITY

Talking FNL

Purpose:

To prepare youth and staff to talk about FNL/CL Programs to different audiences.

Link to Component: *Outreach*

SPECS:

Supplies Needed:

- Talking FNL Sheets
- Scenarios (see attached)
- Flip chart paper, markers
- Tape
- Paper, pens

of Activity Leaders: 1-2

Ideal Group Size: 20-30 people, broken up into 4-6 groups of 3-5 members each

Time: 45 minutes-1.5 hours, plus follow-up assignments

ROLES:

The role of young people:

- **Leader:** To co-lead this activity with an adult ally; to prepare by reading through these instructions and considering how to apply it to the group.
- **Members:** To fully participate in the activity and contribute their thoughts and ideas; to take what they practice in this activity and apply it to a real life situation.

The role of adult allies:

- To co-lead this activity with a young person; to prepare by reading through these instructions and considering how to apply it to the group.
- To give youth access to phones and computers to assist them in contacting potential partners.

The role of County Coordinators and Staff:

- To provide Talking FNL Sheets to the adult allies.
- To help the adult and youth facilitators identify target audiences/potential partners to use in the activity.
- To assist, if needed, in gaining access to potential partners.

Introduction:

Through Outreach, youth and adults together can spread the word about Friday Night Live and about positive [youth development](#) – and if its truly done in partnership, outreach will carry with it more legitimacy, more credibility, and more appeal than if its done only by adults. In order to help young people and adults spread a **consistent yet personal** message about what FNL is and what it does, it is important to give youth and adults tools and preparation for talking to a variety of audiences about the program. The purpose of Talking FNL is to have your group practice [articulating](#) what FNL is to other audiences, so that they can promote their program in any arena.

Facilitator’s Notes:

We advise facilitators of this activity to avoid an “anything goes” message when helping young people prepare to talk about Friday Night Live. While we want youth to find their own words and ideas, we also want to help them say the right things to the right audiences. Doing so will contribute to their ability to navigate various systems and gain access to them. And we do a disservice to young people if we do not prepare them for talking to people with different interests and perspectives. You can steer the group away from ideas that could prevent them from reaching others by saying things like: *“That’s a perfect description for a group of your peers, but imagine we are talking to a school board official. How might we describe FNL to that person in a way that will get them interested in supporting our efforts? How can we make FNL applicable to that person?”*

Steps:

1. Break people up into groups of equal size. You can do this by numbering off or by splitting the room into the desired number of groups, or in any way that works for your group. Give each group paper, pens, flip charts, markers, and tape.
2. Ask each group to spend some time talking about FNL. Have each individual tell their group why they joined FNL, what they like about it, and how they currently describe it to their friends, family, and other interested people. Give them the following “prompt” question: Why does FNL matter to you personally? Have each group write down key phrases or ideas from every person on a flip chart.
3. Give groups a “Talking FNL” Sheet and assign each group a target audience. Include as many of the following target audiences as possible:
 - youth
 - teachers/school administrators
 - community partners (other community-based organizations, youth-serving or not)
 - potential funders
 - business contacts
 - city or county lawmakers
4. Ask each group to create a 3-5 sentence definition of FNL aimed at their target audience. Allow ten minutes for this step.
5. Give each group a scenario that involves their target audience. Use the attached scenarios, or think of others that are more applicable for your group. Ask each group to create a 3-5 minute role-play using their scenarios and applying the definitions they wrote. Allow 10 minutes for this step.
6. Ask each group to present their role-play. This will take anywhere from 15 – 35 minutes, assuming you have six groups.

7. After each group has given their role-play, have a large group discussion guided by the following starting questions:
 - What was it like to be constrained by time to develop your scenario?
 - While you were **doing your role-play**, did you think of other ideas to include in your definition that you hadn't thought of before?
 - While you were **watching the role-plays**, did you think of other ideas to include in the definitions that you think would have been good?
8. If you have time, have the groups trade target audiences and do impromptu role-plays based on what they have been talking about and what they have seen other groups do.

At this point, the activity itself is complete. But don't stop here! We recommend utilizing this activity in conjunction with a plan for practical application. Use it to prepare for group presentations or group visits to potential partners. Or, follow up the activity by giving participants an "assignment" that will let them put into action what they've just practiced. Assign each person or group a potential partner to contact and visit – or have folks volunteer to contact a group they are interested in. They could reach out to local governance bodies, including school boards and city councils, the Chamber of Commerce, local health department officials, a local non-profit network or a single community-based organization. See the Who Do You Know activity for additional ideas.

- [Link to Outreach](#)
Talking FNL helps youth **BUILD RELATIONSHIPS** with others and invite them into FNL partnerships; it helps youth **EDUCATE PARTNERS AND SYSTEMS** about what FNL is and why they should get involved; and it helps youth **ARTICULATE the FNL Mission**. It prepares youth to talk about FNL at any given time, in an elevator, at school, at home, on the street, at a job or internship, or at a scheduled appointment with a policy-maker or businessperson.

ACTIVITY

Who Do You Know?

Purpose:

To identify community partners who could collaborate with your group on a project or event and to make personal contact.

Link to Component: *Outreach*

SPECS:

Supplies Needed:

- A defined project or event
- Flip chart, prepared in advanced (see handout)
- Index cards, pens
- Timeline

of Activity Leaders: 1-2

Ideal Group Size: Varies

Time: 40 minutes + follow-up assignments

ROLES:

The role of young people:

- Leader: To co-lead this activity with an adult ally; to prepare by reading through these instructions and considering how to apply it to the group.
- Members: To think about people that they may have connections to; to participate in brainstorming activities; to volunteer to make contact with one or more of the potential partners.

The role of adult allies:

- To co-lead this activity with a young person; to prepare by reading through these instructions and considering how to apply it to the group.
- To follow-up with youth to see how contacts are going and to help troubleshoot any problems.

The role of County Coordinators and Staff:

- To provide access or entry to potential partners; to help the adult ally prepare phone scripts for young people to use.

- **Introduction:**

[“Outreach is more than simply increasing membership numbers; it’s about enhancing the quality of FNL partnerships by making efforts to be as inclusive and complete as possible.”](#)

So how do we “do outreach” that enhances FNL partnerships? First, reinforce the notion that outreach can and should extend to community partners. Next, use the knowledge and relationships that **already exist** in your group as a starting place for expanding partnerships. This exercise is designed to get your group actively involved in identifying and contacting community partners who can add support and credibility to your project or event.

Who Do You Know is designed for any group that is planning any project or hosting any event, such as a Youth Forum, a service learning project, a Youth Poetry Slam, etc. One thing we know about community projects and events: the **more partners** you have, the **more successful** you are! So engaging in targeted outreach will undoubtedly strengthen your project and benefit everyone involved.

- **Facilitator’s Notes:**

Facilitators should think about the following questions before doing this exercise and then use them to pose to the group, especially if the group is having trouble coming up with partners or ways to contact them. It’s also a good idea for the facilitators to prepare a few “spokes” in advance, so that if the group is a little slow getting started, the facilitators can “jump start” the conversation with some creative ideas.

- When is a good time to contact people?
- Who do you contact within a large agency?
- Is there someone already doing a similar project or done one in the past?
- Are there other young people or youth groups to contact? (e.g., college youth)
- What is it going to be like to call these people? (Think about voice mail, worst case scenarios. etc.)
- What is the best way to make contact? Phone? Email? Letters?
- Are there community meetings we should attend? Do we need to get on the agenda?
- What are the options if certain agencies/partners can’t support our event?

Remember to keep a list of your contacts and add them to your database – or start one if you don’t already have one. Stay in touch with anyone who supported or participated in your project. These are partners you will likely be able to work with in the future!

- **Steps:**

1. Prior to your group meeting, recreate the diagram on the attached handout on a large piece of flip chart paper. (In your diagram, leave the boxes at the ends of each arrow BLANK.) Basically, you want a “wheel” with your event or project in the center, and “spokes” leading to potential community partners extending away from the center.
2. As a group, brainstorm as many potential partner categories as you can think of: non-profit organizations, government departments, city resources, businesses, individuals, etc., who would be interested in your project or who you would really like to become involved.
3. Pass out a 3x5 card to each person. Ask them to write one category at the top of the card and a contact that they have from their category underneath. When everyone has finished ask the group to come to the center of the room. Tell them they have one minute to connect with others who have identified someone in the same category. On the count of three the hunt begins and individuals call out their category name. When they find someone with the same category they share their resource’s name and continue to hunt for others. Once all of the members are part of a category group they come together and share their resources and add any new resources that they think of in this category.

4. Write the names of these people or organizations at the ends of the “spokes” on your flip chart wheel. If you come up with more potential partners than you have spokes, just create more spokes – it doesn’t have to be symmetrical. Underneath each name, maybe in a different color, write down what you want from them as a partner and who the individual is that knows them. You may want them to be a speaker at your event, or you might ask them to bring attendees. Or you may want to borrow a sound system from one group, or a passenger van from another. Or you might be looking for a “co-sponsor,” some organization who could join your effort or who is already doing similar work. Encourage group members to be as broad in their thinking as possible. Hopefully, as ideas emerge, more ideas will be generated.
5. Once your wheel is filled in with as many partners as possible, find out if any of the other members of your group have connections to any of your potential partners. Ask the group if they personally know any of the possible partners, or if they know anyone else who does. (Maybe their parents have a connection, or an employer, or older sibling.)
6. Write the contact’s name(s), address, email and phone number(s) under the organization or individual name on the 3x5 card. Assign group members the task of contacting one or more of these people. Those who already have connections (from Step 4) can take those folks to contact. Put a date on each 3X5 card – this is the deadline for making contact. Develop youth-adult teams where possible for making contact. If there are names left over, develop a strategy for getting more people involved or more volunteers to make the contacts.
7. Create a timeline on a piece of flip chart paper that includes when all of the contacts will be made. Make office space, computers, telephones, and any needed supplies available to youth to write letters, send emails, call people, etc. You may want to begin this work immediately following the exercise, while the group is all together and can support one another to do this work.
8. Follow-up with group members over the next few days and weeks to see how the contacts went and to help troubleshoot any problems they’ve had making contact.

- **Link to Outreach**

Who Do You Know gives young people the change to BUILD RELATIONSHIPS with community leaders and groups. In this exercise, youth also engage in EDUCATING OTHERS about their FNL project and about their program in general.

- **Other Component Links:**

Skill Development

PROJECT

Getting Good News in the News

Purpose:

To engage young people in contacting and working with the media, professionally and effectively.

Link to Component: *Outreach*

ROLES:

The role of young people:

- Leaders: To co-facilitate this project with an adult ally; practice and bring prep work information to the general membership; divide the project into tasks and facilitate committee discussions.
- Members: To participate on committees and provide direction to media outlets to be used; participate in follow-up tasks including being a spokesperson, article/letter writer, or reviewer.

This project requires a lot of preparation that once completed will allow subsequent contact with media to flow much easier.

The role of adult allies:

- To co-facilitate this project with a young person; prepare for the project by reading through the project description and identifying needed supplies (flip charts, markers, etc.); divide the project into tasks and assign tasks to youth committees or work groups.
- To play a coordination and follow-up role to ensure that each step of the project gets completed.
- To help young people locate supportive adults who are affiliated with media outlets who can support and promote the project; network with these people to “lay the groundwork” for youth contact.

The role of County Coordinators and Staff:

- To read through the project information, and input local information where appropriate, edit/adapt handouts where needed and coordinate supplies with chapters.
- To help young people locate supportive adults who are affiliated with media outlets who can support and promote the project; network with these people to “lay the groundwork” for youth contact.

Introduction:

Good News In The News involves conducting effective public relations initiatives and planning. The great news is that your county Friday Night Live Partnership offers an abundance of media opportunities. Whether its about a community reaching out to youth, peers educating each other on underage drinking, or young people becoming better prepared to navigate the systems around them, FNL has natural interest for media because of its many success stories.

Human Interest Angle: Most media professionals say that local reporters are more likely to emphasize the human-interest angle when covering stories about FNL. Since **people** always make for more interesting news than a new program, you should, as much as possible, define your FNL work through the people involved in it. In other words, tell stories that emphasize the **people** in FNL and the amazing things they are doing.

Young people, parents, advisors, coordinators, volunteers, and staff – virtually every FNL participant – are all part of a story that has tremendous natural appeal for the media. It's about engaging young people in a meaningful way with adult allies working toward the vision of problem free and fully prepared. With a little work, you can promote your FNL Partnership in such a way as to convince the media that what you are doing is compelling and newsworthy.

- **Steps:**

- **Training**

Have your chapter attend a Media Campaign Workshop, or invite a media message development expert to deliver a workshop to your chapter. This is an especially good role for the Coordinator – to find a media expert for the chapter to work with. It will be important to help the chapter find a trainer or presenter who knows about youth, prevention and the media, not just media in general.

Click on the following links to our [Resources Section](#) for contact information of organizations that can help you find a trainer or presenter: [EMT's Training Pool](#), [Pacific Institute for Research & Evaluation](#), [Youth Leadership Institute](#).

- **Prep Work**

Use the steps below to assist you in filling out the Media Outreach Form found at the back of this project on pg. 12 or in the [FORMS AND TOOLS SECTION](#).

1. Identifying Your Key Audience

Remember that the audience for your message is not the reporters, whom you contact, but their readers and viewers. (Keep in mind that the media are just the messengers.) When dealing with the media, it is vital to identify your target audience and tailor your message for them. The following is a sample checklist of potential audiences when discussing FNL.

- Students
- Parents
- Teachers/school administrators
- Business leaders
- Government bodies/elected officials
- Reporters
- Law enforcement agencies
- Community organizations

2. Understand the Media and What News Is

Getting media coverage requires more than a good story idea. The key to garnering successful press attention is to understand the media. Knowing the role of the media in your community will help you become more effective in getting media coverage of your story. Generally the roles of media outlets are to:

- Inform
- Advise
- Entertain
- Make a Profit

Usually organizations that get media coverage are the ones that look for angles that fit the media need for news. Several characteristics can make information newsworthy:

- Proper timing
- A local angle
- Widespread interest
- Well-known people

- Human interest/emotional appeal

3. Outline a News Hook

With some creative thinking you'll have a better chance of story placement. Say a few words that will convince the media that your story is worth covering.

A Local Angle: Have you ever heard the adage "All news is local?" It means the media in your community wants news that affects their local audience. If a story breaking on the national level has local impact, contact local media outlets and offer an interview or up-to-date information for their stories. Giving a reporter a local angle on the story will always increase your chances of placement. For example, the news story that NBC and its affiliates will broadcast hard liquor ads after a long moratorium might be an appropriate time to discuss the progress of local alcohol licensing compliance and how advertising plays a role in underage drinking habits.

The following is a partial guide of what might be considered news hooks:

- Present a local angle to breaking news of interest (e.g., alcohol abuse trends or law reforms involving young people).
- Present an education or community service award.
- Tie into a well-known day or week (e.g., Red Ribbon week, Back-To-School night).
- Explain the local implications of national prevention reports and surveys.
- Arrange for testimonials or guests speakers before appropriate groups or meetings (e.g., the PTA, county administrators, city council).
- Arrange for tours of FNL Partnership sites, teen centers.
- Involve the media as a partner in an FNL Partnership opportunity.
- Tie into previous stories covered by the media (e.g., emphasize milestones in alcohol policy activities).
- Link FNL with another publicity event (e.g., local high school job fair).
- Tie into environmental prevention trends or feature stories that newspapers are covering.

4. Develop a Media Plan

Before you go to the press with a story, you need to be sure you have the strongest possible position.

Your media plan should answer three basic questions:

- What do we want to accomplish? What kind of media coverage do we want? (Goals)
- How do we accomplish it? How will we ensure that we will get the kind of coverage that we want? (Strategy)
- When do we accomplish it? What is our step-by-step plan? (Timing)

5. Develop or Update Your Media List

A media list contains carefully selected names, addresses, and phone numbers of every news organization, reporter and editor most likely to use materials you send. There are many types of different media to consider taking your news to:

- Magazines
- Television and talk shows
- Radio news and talk shows
- Church bulletins
- Newspapers
- Education and business publications
- Industry trade press
- College newspapers
- High school news papers
- Community newspapers

Your media list should be as accurate and current as possible. The list need not be long, but it is important to keep it up to date. If you haven't fixed it in six months be sure the same people are still covering your issues. There are many resources for finding media contacts in your area. The California Newspapers Publishers Association is the organization that serves as the California State Press Association. Its website contains hundreds of daily newspapers across the state.

<http://www.cnpa.com/members/index.htm> Also check your local library for the *Gale Directory of Publications and Broadcast Media* or *Bacon's Publicity Checker*.

Include general media as well as specialized media such as African-American and Hispanic Newspapers and radio stations, college newspapers, and radio stations, local magazines, shoppers' newsletters and organization or corporate newsletters in your community.

Call each outlet to confirm the information and determine which editors and reporters are most likely to use materials you send. For each media outlet, your list should contain the following:

- The person's full name
- Job title
- Affiliation (proper name of station, newspaper, wire service, etc.)
- Outlet (broadcast, print, etc.) and specialty (alternative publication, syndicated community newspaper, lesbian/gay, etc.)
- Address
- Phone number
- Fax number
- E-mail address
- A space to note the last date the entry was updated and notes about previous contacts or conversations
- Deadline

Plan Ahead

News is often fast paced and breaking. Situations or events may arise that require fast action or a quick response. You will be in a better position to maximize disclosure with minimum delay if you already have a plan in place.

6. Build Positive Relationships

As with any working relationship, it's important to establish trust and rapport. Getting to know the person behind the profession will help you be at ease when dealing with him or her.

- Arrange individual meetings with reporters to introduce yourself and provide background information on FNL opportunities.
- Distribute business cards to all media contacts so they know where to reach you.
- Establish a pattern for continuous regular contact.

Later you can:

- Invite these reporters to FNL activities and events.
- Arrange meetings with editorial boards to help familiarize them with the activities and issues that relate to FNL.
- Provide frequent updates on your initiatives and its participants to promote story ideas.

7. Select How You Will Contact the Media

There are many ways to communicate with the media and some are more appropriate than others in a particular situation. It is your job to initiate outreach to the media whether planning a news event or trying to get a story to the public. Step 7 should be considered in conjunction with Step 8: Decide Which Media Outlet to Utilize (below).

What reporters want:

- *Facts:* Accurate information.
- *Quotes:* Short, colorful comments that they can attribute to a high-profile person in your organization.
- *Background:* Basic or historical information that will help the reporter understand the significance of a development.

The 5 "B's" when working with a reporter. BE:

- *Responsive:* return calls as soon as possible. Reporters have tight deadlines, and news dies if it is not reported quickly.

- *Honest*: never lie. If you don't know an answer, say so and offer to find out. Be factual and refrain from expressing opinions.
- *Helpful*: do a little research, suggest other credible sources on a story and let the reporter know you will help.
- *Realistic*: you cannot control the news. You can't determine whether a story runs, its timing, placement, headline, content or tone.
- *Brief*: because time pressures are very important, state the facts, answer questions in a straightforward way and don't run on with lengthy details.

THE PRESS RELEASE

Although reporters and editors are reluctant to admit it, much of the news that is printed or broadcast originates with press or news releases. Your news release may be the only information a reporter may see on an issue. When preparing a news/press release follow these guidelines:

- The headline should grab the reporter's attention
- The lead paragraph should give the basic who, what, when, and where of the story.
- The body of the release should be an inverted pyramid – with information appearing in the order of its importance. The inverted pyramid allows the editors to shorten the story without omitting important information.
- Include one or two pertinent quotes for reporters to use in their stories.
- Try to keep the release under two double-spaced pages. Long releases may not be read.
- Check facts and spelling.
- Avoid jargon and technical terms. Provide explanations if you must use them.
- Don't use initials or abbreviations without identifying the meaning in the first reference.
- Write factually and objectively – avoid editorializing and using adjectives.

THE PITCH LETTER

For a story that is not hard, breaking news, reporters appreciate receiving a short letter, called a pitch letter, which briefly describes your story idea. A pitch letter:

- Concisely explains why the letter is being written.
- Summarizes the most important information in one paragraph before going into other details.
- Consists of no more than one page.
- Explains why the publication or station's audience would be interested in the story.
- Includes a few interesting, eye-catching details.
- Suggests possible approaches to the story.

Follow up with a phone call to the reporter about one week later to determine his or her interest in the story.

THE PITCH CALL

Calling a reporter or news outlet to remind them of an event or announcement is an accepted practice – be prepared to present your information in a brief, logical and easy to understand manner. Ask to speak to a reporter or assignment editor (if you do not yet have a contact).

- Immediately give your name, organization, job title and reason for calling.
- Keep the call interesting while maintaining a professional tone.
- Convey enthusiasm for your story: if it doesn't sound interesting, the reporter isn't likely to think it is important.

Whom Should You Talk To?

Every outlet has different rules about who makes the decision about story placement. Generally, direct your calls to:

- *Television*: news assignment editor (for news programming); specific reporter (if you are sure he or she is interested in your story); producer or booking agent (for public affairs/talk show).
- *Radio*: news director (for news story); public affairs director or specific show producer (for public affairs/talk shows).
- *Print*: assignment editor, metro or specific reporter on education, business or lifestyle beats.

THE MEDIA PRESS ADVISORY

A press advisory is a brief memo to all media alerting them to an event. The advisory should contain a description of the program, the time, location, participants and a contact name and phone number so that media can get more information as required. Send your advisory out at least three to five days before the event.

THE PUBLIC SERVICE ANNOUNCEMENT (PSA)

Public Service Announcements or PSA's are short television or radio messages aired free of charge on behalf of community organizations. These messages must contain information beneficial to the community and must not include controversial or self-serving material. Producing and airing PSA's for television is usually more difficult because of the nature of the medium. Nevertheless, consider the following factors when placing a PSA:

- Contact the public affairs directors at the television and radio stations serving your area. Meet with them personally to find out their PSA requirements (preferred length and format). Be sure to stress why the project is important to your community (See Talking FNL LINK HERE).
- Ask whether the station is willing to help produce PSA's for your organization.
- Consider that cable television stations might be more likely to air broadcast PSA's than the local television network affiliates. The cable stations usually have more open airtime to fill and are usually exclusively devoted to promoting community events and news.

THE LETTER TO THE EDITOR

Write a letter to the editor to respond to a story the paper has printed on an issue of importance to you. Although readership is not as high as for general news, letters to the editor are well read by decision makers. Save your opportunities to write letter for important occasions. Otherwise, your message will lose its impact and be passed over by editors.

- A letter to the editor should be short – no more than 400 words. The shorter the letter is, the more likely it is to get printed.
- Make your most important point in the first or second paragraph.
- If the letter responds to a particular article or another letter, refer to the title, date and author of the original piece in your opening sentence.

THE OPINION EDITORIAL (Op-Eds)

Op-eds are another effective way to express your opinions in the newspaper. A newspaper may accept up to two op-eds per year, depending upon the relevance of your organization or the issue to the community events.

Op-eds should be:

- Persuasive on an issue or viewpoint.
- Thoughtful and well written.
- Relatively short (800 words is an ideal length).
- Signed by the head of an organization or leadership representative.

8. Decide Which Media Outlet to Utilize

As mentioned earlier there are a variety of media outlets to use to get your good news into the public eye. Using discussions from Step 7, now is the time to outline what avenue of media will be best for your story and the audience you are trying to reach.

- Weekly newspapers – these represent a major source of information for people outside of metropolitan areas. It is generally easier to place stories in these publications. Once your story is published, circulate copies to prospective partners, supporters or other news outlets.
- Magazines – local and regional magazines offer many of the same advantages of newspapers. Most magazines work with a lead-time of several months. Suggest stories that are “evergreen” and won’t be old news by the time the publication is printed. Stories of most interest to magazines include:
 - Profiles of local officials or newsmakers (including youth)
 - Trends
 - Exceptional performance in some area
- Wire Services – these outlets carry a weekday calendar of short accounts or breaking stories and upcoming activities, such as press conferences, conventions, speeches and hearings. To list an event, send the wire service a copy of your press advisory at least three to five days in advance. Address materials to the Daybook Editor or Calendar Editor. Follow up with a telephone call. Keep in mind these are national services. They can be used to bone up on current stories in order to create your own spin on a national issue that has local connections (See SPIN DOCTOR LINK TO ACTIVITY). You can locate a local branch from the Associated Press site here http://www.ap.org/pages/aptoday/aptoday_contact.html Local and regional branches seek local as well as national news stories. The main national wire services include:
 - Associated Press (LINK TO WEB www.ap.org)
 - Reuters (LINK TO WEB www.reuters.com)
 - PR Wire Services (LINK TO WEB www.prnewswire.com)
- Television – over 60 percent of Americans get their news from television. This medium offers great potential for reaching large audiences with your message. A variety of TV programs offer story vehicles: news broadcasts, public affairs programs, talk shows, editorials, feature segments/special programs, public service announcements, etc. Don’t overlook local and regional cable stations when thinking of where to place ads and who to work with to produce PSA’s.
- Television News – is a major part of the TV market for getting good news out. Television news programs will usually reduce complex stories to 30 second or one-minute segments. Lengthy explanations often end up as short sound bites or colorful quotes. Television special requirements:
 - A visual component is crucial to the story.
 - The story must be edited and ready in time for the daily newscast. Inform TV news departments of scheduled events well in advance and hold events before 1 p.m. whenever possible in order for coverage to appear in same-day broadcasts.
 - TV news must be condensed to a few concise phrases or sound bites. Plan what you want to say before getting in front of the camera. Keep comments brief and to the point
- Radio – most radio stations tailor their programming to a very specific audience – from jazz to country, rhythm and blues to hip-hop. Discover which stations you want to target by matching your message with the audience they reach. Talk radio is an emerging and powerful form of communication. Most towns have at least one radio station with a call-in or talk radio show. Call you local station and find out if you can be featured to speak. Offer an organization spokesperson to participate in talk shows or community affairs programs to discuss FNL.
- Lights, Camera, Action!
As you can see from steps 1 – 8 a majority of media outreach is preparation. Now that you have a solid system under your belt you are ready to provide the media outlets you have selected with your message. Utilize [Talking FNL](#) and [Putting Outreach Into Words](#) to develop your message.

9. Send Out Your Prepared Messages

Use the sample forms to develop your message and then forward it to contacts you have identified. Once you have the systems in place, you can reap the benefits of putting together concise press releases, etc.

10. Put On a News Conference

A press conference is one of the best mechanisms for disseminating information to the media, particularly when launching a campaign or providing new information on a previous news story.

You should only hold a press conference when you have major news to announce, however. Never hold a press conference when a press release or press advisory will suffice. A good rule of thumb is to hold a press conference only when you think your news is important enough to convince even the busiest reporters to attend.

News Conference Planning should include:

NOTIFICATION – news conferences should be arranged by:

- Sending a news release to every community news outlet three to five days before the event. (In urgent situations, notification can be handled by telephone.)
- Directing the release to assignment editors, news directors and reporters, giving them the date, time, place and topic of the conference.
- Scheduling the conference to coordinate with media deadlines.
- Making follow-up calls the day before the conference, urging reporters to attend.

LOGISTICS – site arrangements are important aspects of a successful conference. Logistics include: Selecting a location and room for the press conference, such as a local FNL chapter meeting place, a classroom, teen center or someplace that displays artwork created by FNL members.

Providing locations that preserve sound – indoor settings are far preferable to outdoor settings.\

- Choosing a room large enough to accommodate the media, cameras, and other equipment.
- Making sure there are enough three-pronged electrical outlets for reporters' equipment (lights, recorders, cameras).
- Providing a lectern that can hold several microphones.
- Displaying an appropriate logo in a prominent spot that does not produce a glare.
- Providing chairs for reporters, name cards for speakers and an easel for visual aids.

VISUALS – almost all news conferences should offer visual presentations for television cameras and print photographs.

- Display visuals – charts, logos, and pictures of activities or students involved in FNL – prominently near the front of the room so that speakers can easily refer to them.
- Have demonstrations, if possible on site. Have young people and advisors walk through what they do in the initiative such as printing posters, or assisting a peer.
- Keep visuals clean and simple. Remember, the visual may receive only two or three seconds of actual TV time.
- Use colorful charts and graphs to demonstrate FNL goals – ones that have been achieved as well as ones for the future.

MATERIALS – prepare media kits for reporters attending the conference (and deliver afterwards to those who do not attend). The kits should include: (Link to sample kit)

- A copy of the spokesperson's statement.
- A news release detailing the topic.
- Biographical information and photos of the speakers.
- A fact sheet or brochure on your organization where appropriate. reproductions of charts or graphs used.

SPEAKER PREPARATION – this is an opportunity to utilize the Outreach Component exercise – Putting Outreach Into Words. Before the news conference:

- Review with the speaker(s) the agenda and the messages you want to convey.
- Prepare a list of possible sound bites and review a sample list of questions and answers.
- Take the role of reporter and ask the spokesperson(s) difficult questions that may arise.
- Have another member of your organization attend the news conference to provide expert information and moral support.

When conducting the news conference:

- Double check the conference pool about an hour before the event to make sure everything is set.
- Unlock the room and set up chairs.
- Provide a media sign-in sheet so you can follow up and add reporters to your media list.
- Consider serving refreshments.
- Start the conference on time; limit to 30 minutes.
- Introduce the speakers.
- Conduct a question and answers session after the statement/conference.
- Have a room available for follow up interviews.

MEDIA OUTREACH PREP-WORK FORM

Each number on the form coincides with the outline provided in the media outreach project; fill in the worksheet to assist you in developing a strategy for working effectively with the media.

1. Identifying Your Key Audience: _____

- Have members discuss their choices for a target audience. Ask, "Given our chapter mission and goals how can targeting this audience(s) promote them?"
- Use a decision-making process to select one or more target audiences.

2. Our chapter's goal for this media message is to:

- Inform
 Advise
 Entertain
 Make A Profit/fund raise

Reasons that make our story newsworthy include (check all that apply):

- Proper timing
 A local angle
 Well-known people
 Widespread interest raise
 Human interest/emotional appeal

Note: if you are unable to strongly identify a reason, you should reconsider this story or message.

3. The news hook we have decided to focus on is: _____

- Remember while you want to catch the media's attention to pick up your story, the message is for your target audience. Have chapter members discuss what the news hook will consist of. Ask, "Thinking about the audience we have decided to reach, what do you think they would find interesting about the story we are proposing? How can we expand on the reason this story is newsworthy to create a interesting hook?"

4. Goal of media message: _____

Strategy & Timing: Here are some simple tasks we will complete and the timeframe of when they will be completed:

Task to be completed	Date to be completed by

5. Formatting Your Media List - Media lists are best maintained on large index cards or a database. Use the form below to start your contact list:

California Friday Night Live Partnership Media Contacts		
Full name: Job title: Affiliation: Outlet: Address: Phone: Fax: E-mail: Deadline:	Full name: Job title: Affiliation: Outlet: Address: Phone: Fax: E-mail: Deadline:	Full name: Job title: Affiliation: Outlet: Address: Phone: Fax: E-mail: Deadline:
Full name: Job title: Affiliation: Outlet: Address: Phone: Fax: E-mail: Deadline:	Full name: Job title: Affiliation: Outlet: Address: Phone: Fax: E-mail: Deadline:	Full name: Job title: Affiliation: Outlet: Address: Phone: Fax: E-mail: Deadline:
Full name: Job title: Affiliation: Outlet: Address: Phone: Fax: E-mail: Deadline:	Full name: Job title: Affiliation: Outlet: Address: Phone: Fax: E-mail: Deadline:	Full name: Job title: Affiliation: Outlet: Address: Phone: Fax: E-mail: Deadline:
Full name: Job title: Affiliation: Outlet: Address: Phone: Fax: E-mail: Deadline:	Full name: Job title: Affiliation: Outlet: Address: Phone: Fax: E-mail: Deadline:	Full name: Job title: Affiliation: Outlet: Address: Phone: Fax: E-mail: Deadline:

Note: You will only need to do this step every six months, not each time you place or create a media message.

6. The following are responsible for building relationships with media contacts (using meetings or phone calls):

(List out committee and/or members names)

Add updates or reports on what media will be/was invited to various FNL functions.

7. To publicize this media message we will utilize:

- Press Release
- Pitch Letter
- Pitch Call
- Media Press Advisory
- Wire Service
- PSA
- Letter to the Editor
- Op-Ed

8. The media outlet most appropriate is:

- Weekly newspaper
 - Magazine
 - Wire Service
 - Television
- (Type of program): _____
- Radio

Discuss steps 7 and 8 together. Ask, "Is there more than one type of media message and outlet that will better reach our audience? Do we have a timeline that will allow for a magazine release? What are some specific publications/stations we are looking at using?"

That's All Folks!

Utilize the prep-work information to get your good news in the news.

###

Skill Development

Ingredients For A Successful Program

What is Skill Development?

Activities to Get You Started

Skills on Target
Meeting and Agenda Planning
Group Skills and Resumes
Problem Posing

Long-term Project

Group Facilitation

SKILL DEVELOPMENT

Skill Development occurs in purposeful activities and opportunities that promote or result in building skills, mastery, resiliency, and core competencies.

Skill Development occurs while youth are preparing for a specific project, developing chapter goals, or participating in general activities. In order to ensure that skill development is happening, approach every project, meeting, event, and activity with an eye for how youth can contribute skills they already have as well as learn and practice new ones. Always ask the questions: “Which young person can do this? Who might want to learn? How can I actively involve them in this project?” It is important to recognize that skill building is a *process* and not an isolated event or training; skill building includes **training** as well as **opportunities** to apply, and training content and **support** from adult allies to use new skills.

Competency Categories¹

Creative and Cognitive Skills:

- Problem-solving and action planning
- Creative expression; linking creativity to action

Vocational and Job Skills:

- Job and career options
- Youth philanthropy and entrepreneurship

Personal and Social Skills:

- Conflict resolution, refusal skills, peer mediation, coping skills, facilitation skills, action planning, and navigational skills

Civics and Citizenship:

- Understanding national, racial, historical, socioeconomic, ethnic, and ethical issues
- Being accountable to the larger society
- Contributing to others

Health and Physical Well-being:

- Consequences of risky behavior
- Information and knowledge about nutrition, exercise, hygiene

¹ Karen Pittman, Academy for Educational Development

How is **SKILL DEVELOPMENT** linked to **CFNLP's Standards of Practice**?

Through skill development, youth can::

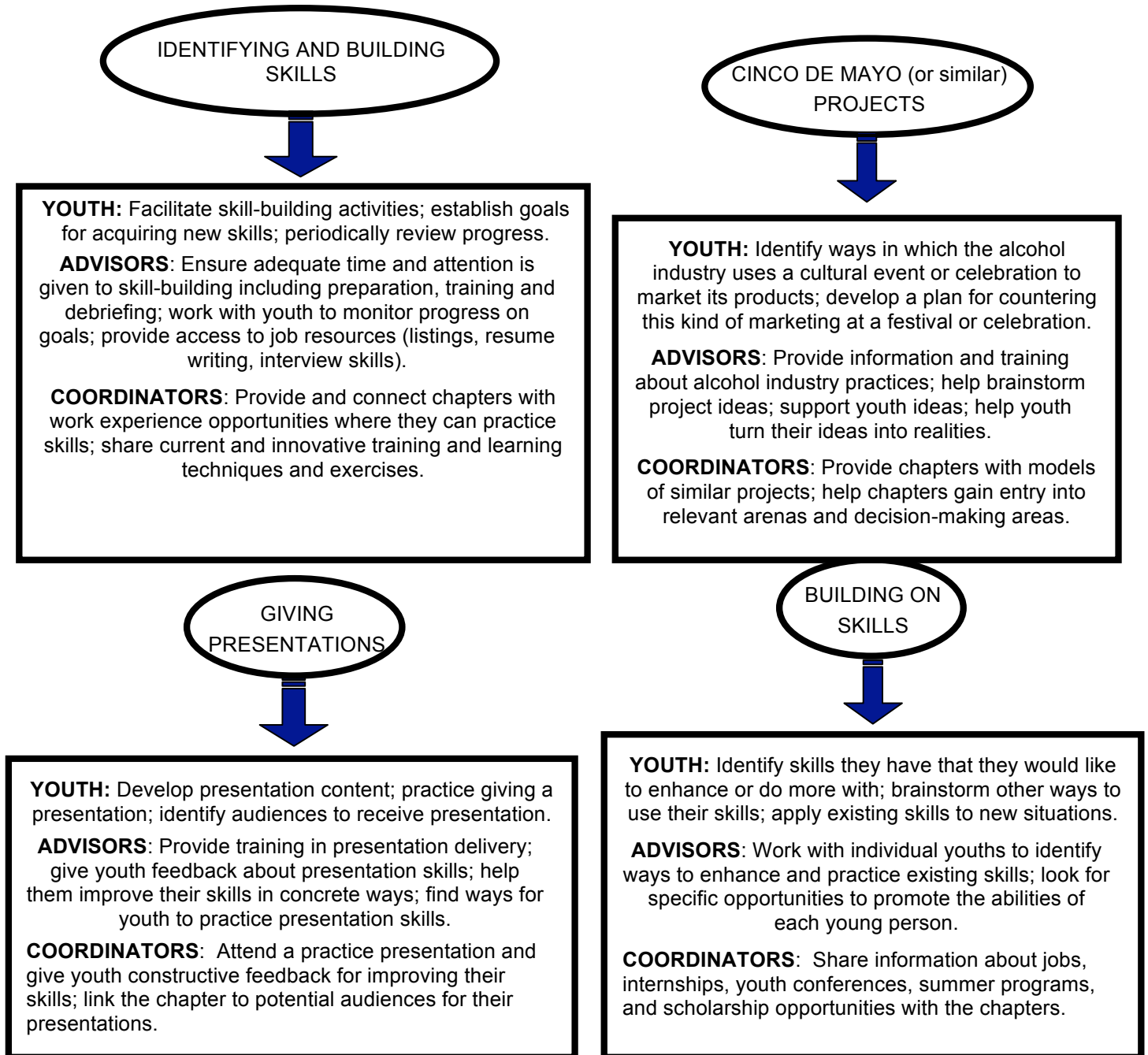
SOP Connection	OUTCOME	PRACTICE
	<ul style="list-style-type: none"> Practice and develop skills for creating healthy and safe (emotionally, culturally, and physically) environments... 	<p>... by implementing an alcohol education campaign that addresses social acceptance rather than individual use; include a cultural theme, such as reclaiming a cultural holiday (e.g., Cinco de Mayo).</p>
	<ul style="list-style-type: none"> Practice and develop skills for getting involved in and contributing to their community... 	<p>...by engaging in projects and activities that are linked to or intended to benefit the community, especially those that address policies and systems.</p>
	<ul style="list-style-type: none"> Practice and develop leadership and advocacy skills for having influence over chapter and community operations – action plans, projects, events, activities, and policies... 	<p>...by engaging in projects that result in real change – in the program or community – such as incorporating youth ideas into chapter by-laws or advocating for youth in legislative arenas.</p>
	<ul style="list-style-type: none"> Practice and develop meaningful skills that capture their interest and participation... 	<p>...by engaging in self-assessment or group inventory projects that help them define their interests and highlight their talents; by developing a job resource guide based on their career goals.</p>
	<ul style="list-style-type: none"> Practice and develop personal and social skills for creating meaningful and caring relationships among their peers and with adults... 	<p>...by implementing activities designed to build group cohesion and enhance group processes.</p>

Friday Night Live builds partnerships for positive and healthy youth development which engage young people as active leaders and resources in their communities.

California FNI programs include: Friday Night Live, Club Live, FNI Kids, and FNI Mentoring.

Youth, Advisor, and Coordinator Roles

FNL programs are composed of partnerships between young people, adult advisors and county coordinators. Every project is a team effort between these three players and every success is a shared one. The figures below seek to provide *examples* of the roles played by youth, advisors and coordinators in **SKILL DEVELOPMENT**. The relationships between the three team “members” are dynamic and interactive, with support and benefit flowing from each and to each.



Friday Night Live builds partnerships for positive and healthy youth development which engage young people as active leaders and resources in their communities.

California FNL programs include: Friday Night Live Club Live FNL Kids and FNL Mentoring

ACTIVITY

Skills on Target

Purpose:

To help youth identify and assess a specific set of skills to focus on for development or practice during a project or meeting.

Link to Component: *Skill Development*

SPECS:

Supplies Needed:

- Slips of colored paper with one Skills Areas on each slip (see attachment)
- A paper bag with all the Skills Areas in each bag, one for each group
- Paper and pencils for small groups
- Poster Boards (one for each group) with a line leaving 1/3 of the bottom of the page below the line
- Glue sticks and markers

of Activity Leaders: 2-4

Ideal Group Size: 4-7 in small groups (30 participants)

Time: 1 hour

ROLES:

The role of young people:

- Leader: To co-facilitate this exercise with an adult ally, to explain the different skill statements outlined, and coach the group to develop a skill to learn and/or practice.
- Members: To participate actively in the exercise.

The role of adult allies:

- To co-facilitate this exercise with a young person, to help identify ways leadership and advisors can coach participants through using new skills.
- **Introduction:**

Skill Development should be an intentional and focused goal within each and every chapter activity. By developing a list of potential skills to learn or practice, chapter members can identify what they would like to take away from each activity implemented. In addition, roles and expectations can be defined based on what skills members decide to focus on. Practice analyzing an issue: questioning, listening, deciding, and recording information. Help youth see how focusing on a skill goal prior to beginning an activity can make the outcome much more meaningful and engaging.
- **Steps:**
 1. Explain that developing skills should be intentional – that going into a project with not only the project outcome, but also a personal outcome, can make it much more meaningful.
 2. Distribute the paper bags, with skill slips, and pens or pencils, to each small group.
 3. As a group, remove the slips one at a time, read it aloud, and then discuss what it means to the group.
 4. The group should then develop a picture (on the upper portion of their poster board) they feel represents the chapter (using the slips of paper), and add any additional comments. *Facilitator Note:* some groups in the past created trees or flowers (things that are growing, while others simply glue the slips up). Encourage creativity, but allow the groups to go in the direction they choose.
 5. On the lower portion, the group should list out any skills they would like to focus on as a result of their discussions from the Skills Area slips.
 6. When the groups have finished developing their pictures, have them share their pictures, why they created the image, and what skills they would be interested in learning or practicing.
 7. Post the pictures up during planning meetings as a reminder of the skills the group would like to focus on. Use them to plan the types of activities that will take place during future events, and what member's roles and responsibilities will be.
- **[Link to Skill Development](#)**

Skills on Target connects to Skill Development in a variety of ways. First of all, it allows an opportunity to decipher a myriad of skills from social, to planning to being civically engaged. Second, it gives individuals an opportunity to think about and define their own goals for developing skills, talents, knowledge, and experience, both within the club, and to achieve outside goals. Third, it gives way to establishing roles and expectations for participants as they are developing skills. And fourth, it clears the way to begin dialogue for how leadership teams and adult allies can support and coach each other and the membership in using new skills.

Skill Building with youth and adult partnerships

Copy statements onto colored paper and then cut into sections

Listening: Are people really paying attention to what others are saying? It is not unusual to find groups in which everyone talks at once. Or other people tune out because the dominant talkers never give up.

Planning: The old saw that warns that teams that fail to plan, plan to fail is inescapably true. “Full speed ahead” is a cultural attitude that has sunk more than one project.

Full Participation: Is everyone encouraged to offer their input when decisions have to be made? Is the team organized so that everyone’s abilities and energies are brought to bear on the task?

Mutual Support and Cooperation: Are we helping each other succeed? Are we treating each other with respect? Are we encouraging each other?

Communication: Does everyone know what the plan is? Are we keeping each other informed? Do we trust each other enough to communicate in ways that are open, honest and helpful?

Gender and Diversity Issues: Do the men or women appear to dominate the problem solving and decision making process? Do people with different working styles understand and know how to work with each other?

Roles and Goals: Do we know who is responsible for doing what? Do we all share the same purpose and goals? Do we share the values that will help us obtain those goals?

Dialoguing: Can we ask ourselves some open-ended questions about what is working, what is not working, and what we should do differently? Do we make the necessary adjustments that will improve our performance?

Fun: Often the groups that seem to be having the most fun are also the ones that learn the most from the training. Are we having fun yet?

Community: Finish this phrase, “It takes a village...” How are we involving other organizations in our efforts?

Living Well: Every activity may not have an alcohol free message at the forefront. How are we ensuring we send consistent messages in our activities? How can we role model a healthy lifestyle? What can we do to ensure we take care of ourselves when things get *really* busy?

ACTIVITY

Meeting and Agenda Planning¹

Purpose:

To teach skills required to plan, organize, and present an agenda.

Link to Component: Skill Building

SPECS:

Supplies Needed:

- Flip Chart and markers
- Paper, pens
- Envelopes, scissors
- Attached handout

of Activity Leaders: 1-3

Ideal Group Size: 12-16, small group work of 3-5

Time: 45 minutes – 1 hour

The role of young people:

- Leader(s): To co-facilitate this exercise with an adult ally; to prepare for the exercise by doing Steps 1 and 2, described below.
- Members: To participate actively in the exercise; to recognize that the skills gained through this exercise can translate into other areas of their lives.

ROLES:

The role of adult allies:

- To co-facilitate this exercise with a young person; to prepare for the exercise by doing Steps 1 and 2, described below.
- To look for opportunities for youth to use and practice these skills in other areas.
- To invite youth to facilitate meetings or sections of meetings whenever possible.

The role of County Coordinators and Staff:

- To look for opportunities for youth to use and practice these skills in other areas;

¹ Adapted from the Youth Leadership Institute's Planning for Action: A Youth-Initiated Projects Manual (2001).

- To attend a meeting planned and facilitated by youth members
- To invite youth to facilitate meetings or sections of meetings whenever possible.
- **Introduction:**
Ideally, any skill building effort contains not only *training*, but *opportunities* to practice as well as *support* from adults to take new skills further. **Meeting and Agenda Planning** fits perfectly into this model; in this exercise, youth learn the skills necessary for creating an agenda and will have numerous opportunities to use these skills in practical applications at your own chapter or group meetings. Adult allies can help young people understand that once they know how to do this, they can transfer the skill to other arenas and parlay these skills into other leadership opportunities.
- **Steps:**
Preparation:
 1. Before you meet with your group, come up with a fake 2-hour agenda that sounds like an FNL meeting. Put some or all of these problems in it: too many items to cover in two hours, too many big issues to cover at once; something that the group is not read to deal with yet; no breaks. Include in your agenda things like an icebreaker, announcements, a closing, etc.
 2. Write the fake agenda on 8.5x11 paper, but DO NOT number or letter any of the items; make enough copies for small group work. Ideal size for small groups is 3-5 people, and you will want one copy for each small group. Cut up the agenda so that each item stands on its own. Put the “pieces” of your agenda puzzle into envelopes, one complete set per envelope.
- **Exercise:**
 - Introduce the concept of meeting planning and agenda building to your group. While each meeting has its own particular purpose, FNL meetings should also strive to be both **co-facilitated by youth and adults** and **highly participatory**. Begin this exercise by telling the group that meetings are places where they will work together, make decisions as a group, and get things done. Tell the group that **Meeting and Agenda Planning** is important because an agenda provides a framework that helps meetings go smoothly and accomplish their goals. The work you do to prepare for a meeting is vital. Without planning, meetings can be a waste of time. A well-planned agenda, on the other hand, will take the group a long way down the road to successful meetings. Explain that this exercise will take them through two different aspects of **Meeting and Agenda Planning**.
- **Part One:**
 - Put three sheets of flip chart paper on the wall. Ask the group to think about one bad and one good meeting they have attended. If members are new to meetings and can't think of good or bad ones, ask them to think about a well run class, as opposed to a poorly run class.
 - On the 1st sheet, ask the group to brainstorm what makes a bad meeting bad.
 - On the 2nd sheet, ask the group to brainstorm what makes a good meeting good.
 - Divide the 3rd sheet into three sections: before, during, and after. Using the brainstorm on the 2nd sheet, lead the group through the process of placing all the good aspects of meetings in the three different places. For example, if someone mentioned that having snacks was a good thing, then the group would put “having snacks” in the BEFORE section of 3rd sheet, to show that this needs to be included in the preparation for the meeting. Or if a member says that she thought a meeting was good because she got a follow-up phone call about a particular issue, then the group can place “do follow-up” in the AFTER section. Add other things that are important but are not mentioned by the group. See the attached handout – **Ready, Set, Start: Good Meeting Elements** – for more ideas.
- **Part Two:**
 - Break the group up into small groups of 3-5 people. Give each group an envelope containing the “agenda puzzle pieces.”
 - Ask each group to “put the puzzle together.” Give them 10 minutes to put the agenda in an order that makes sense to them; tell them they can decide whether to use all of the “pieces” or not, but they should be prepared to explain their choice.

- Next, have each group present their agenda and share with the group why they ordered things in a particular way and why they left some things out.
- Your group has just completed two exercises for learning **Meeting and Agenda Planning** skills; at the next opportunity, let them put these skills to work by developing your next meeting agenda and running the meeting on their own.

- [Link to Skill Building](#)
Meeting and Agenda Planning builds the skills of young people while simultaneously encouraging them to take ownership of chapter meetings and direction. Having the skills to plan a meeting and craft an agenda contributes to a variety of core competencies, including job and vocational skills, creative and cognitive skills, organizational skills, and teamwork. And because the life of a chapter provides so many opportunities to use these skills, this exercise fits perfectly with FNL's aim to link skill development with practical applications. County coordinators and adult allies can encourage youth who master this skill to consider its wider applications; understanding the workings of an agenda is a valuable asset for a young person seeking to join a Board of Directors or other governing or policy-setting body. Adults can provide on-going support to youth by looking for ways to link the skills they gain through FNL with ways to contribute those skills to the larger community.

- [Other Component Links](#)
Chapters

READY SET START! GOOD MEETING ELEMENTS

What to do before, during, and after your meeting

Before the Meeting:

1. **PLAN:** Decide who needs to be there, what needs to get done, what supplies are needed (including snacks!), when and where the meeting will be and how you are going to run the meeting. Call key members and ask them what they think about the agenda a few days in advance; if possible, include their suggestions.
2. **LOCATION:** HAVE THE MEETING IN A GOOD LOCATION – one that is comfortable, accessible, and where work can get done.
3. **ORGANIZE:** Your agenda should include the place, time, and length of the meeting, the items to be discussed, and persons responsible for each item.
4. **INFORM:** Let people know ahead of time who needs to be at the meeting and if they need to bring materials or information to share. Set up a phone tree and use it! And then, **REMIND PEOPLE TO COME:** call members and remind them of the time, date, and place of the meeting 1-2 days ahead of time.
5. **KEEP IT SIMPLE:** Don't try to plan everything at one meeting. Sometimes one item is all your chapter can accomplish. And, decisions usually take longer than we think they will, so do yourself a favor and don't put too many decisions on your agenda. You may need to schedule more meetings during a certain month to accomplish a certain activity.
6. **PLAN FOR SUCCESS:** Start out and end with easy decisions. Leave the hard stuff for the middle of the meeting, when most people will be there and everyone is actively involved.

During the Meeting:

- **HAVE A FACILITATOR:** Choose someone who's able to encourage the discussion and keep things on task during the meeting.
- **START AND END ON TIME:** If you always start on time you can always end on time. If your meetings drag on forever, people will get restless.
- **START WITH A TEAM BUILDER, ICEBREAKER OR ENERGIZER**
- **STAY ON THE SUBJECT:** If the discussion starts to stray to equally important and interesting topics, the facilitator should step in to bring the discussion back around by placing the topic into the "to be discussed" issues and return back to the topic at hand.
- **FOLLOW YOUR AGENDA and START AND END ON TIME**
- **BUILD IN BREAKS:** There should be at least a ten-minute break in a two-hour meeting.
- **ASSIGN RESPONSIBILITY:** Decide what needs to be done, assign roles and responsibilities, and set timelines for completing tasks. Record all of this information in your minutes.
- **IF POSSIBLE, SERVE SNACKS AND DRINKS!**

After the Meeting:

1. **SAVE:** Save all minutes and agendas for future reference.
2. **EVALUATE:** Review the success of your meeting. What went well and what needed improvement? Do this with the core group of youth and adults who planned and facilitated the meeting.

PLAN: Plan your next meeting!

ACTIVITY

Group Skills and Resumes¹

Purpose:

To help youth identify and assess their collective skills and strengths.

Link to Component: Skill Development

SPECS:

Supplies Needed:

- Index cards, pins or tape
- Paper and pencils for small groups
- Flip chart and markers

Ideal Group Size: 10-15

Time: 1 hour

ROLES:

The role of young people:

- Leader: To co-lead this exercise with an adult ally.
- Members: To participate fully in the exercise.

The role of adult allies:

- To co-facilitate this exercise with a young person.

¹ This activity was adapted from Portable Skills, found in John Newstrom and Edward Scannell's, *The Big Book of Team Building Games*, McGraw Hill Co. (1998).

- **Introduction:**

Group Skills and Resumes is all about helping youth *identify* their own individual strengths and *contribute* those strengths to the larger group. This activity is important because it assumes that young people already possess knowledge, experiences, and skills that can benefit the chapter and any project it undertakes, and it helps young people realize this. This is a Skill Development activity because it focuses on recognizing the skills, talents, and experiences already possessed by the group and helps a group prepare to use those skills to their fullest extent.

This is also an important activity for achieving one of FNL's Standards of Practice, which states that in FNL, young people will have opportunities to engage in meaningful skill building activities that are designed to capture their interest and participation. Once a chapter has completed this activity, the adult ally and the youth leaders will know what skills the chapter has and can practice, and what skills the chapter would like to gain. And projects that are designed with a chapter's Group Resume in mind are more likely to capture the interest and participation of the members than projects that are not.

- **Steps:**

1. Explain that skills are **portable** – that a skill you gain in one project or event can be applied to other situations, projects, jobs, or events. Explain that every member of the team is bringing a briefcase or box full of knowledge and skills to the team. This exercise helps groups discover individual strengths that contribute to the entire team's strengths and successes.
2. Distribute the index cards and pens or pencils, one to each person.
3. Ask people to write their names on the cards. Below their names, have them list two or three specialties or skills that they bring to the team, e.g., knowledge of alcohol, tobacco, and other drugs, writing skills, organizational skills, artistic skills, math skills, leadership skills, personal experience with addiction or recovery (themselves or someone they know) etc. Encourage them to think of *anything* they are good at, *anything* they know a lot about, or *anything* that is particularly important to them, *any* issue they have personally experienced with (and feel comfortable sharing with the whole group).
4. When people complete the cards, have them pin, tape, or hold the cards up in front of them as they circulate in the room, allowing others to engage them in conversations about the things they listed. This activity illustrates that there is always something that new chapter members can learn about each other that will increase rapport and make them aware of each other's strengths and applicable experiences.
5. Next, introduce the idea of a resume. Find out what your group already knows about resumes. Ask them: What purpose does a resume serve? When do you need a resume? Have a group member record the group's answers to these questions on flip chart; if the group doesn't come up with some of the possible answers, add them when everyone has finished.
6. Elicit from the group what it takes to leave a good impression at an interview. Ask: Have you ever done an interview or watched one on TV or heard one on the radio? What kind of information is the interviewer looking for? What questions will you need to ask to get the answers you are looking for? What questions **shouldn't** you ask? Have a group member record the group's answers on another flip chart. One idea to emphasize is that interview questions need to be probing or in depth in order to be productive.
7. Have the group brainstorm a list of questions for interviewing each other. Frame the brainstorming by asking: "What kinds of questions would you ask to find out more about what people can do, enjoy doing, want to do, etc.?" Here are some possible examples, in case the group is having trouble getting started: What are your hobbies? Why did you come to this meeting? Why are you in FNL? Have you ever been taught, tutored, or coached? Do you play an instrument? Do you have any goals for yourself? What kinds of jobs or chores have you done? What kinds of jobs or projects would you like to become involved in? If you could change one thing about your neighborhood or your school, what would it be and why?
8. Divide participants into groups of 3-5. Ask each group to select one person who will report back to the larger group when this step is finished. Instruct group members to take turns interviewing each other and being interviewed, using the questions they came up with in Step 7. Allow ten to fifteen minutes for this step.
9. While the small groups are working, prepare a large piece of flip chart paper that will become the GROUP RESUME for your chapter. See the attached sample.

10. Bring the whole group back together. Ask the reporters from each group to share what they have learned about the skills and talents within their group. As they report, list each skill, talent, experience, or knowledge on the GROUP RESUME flipchart. Record each item only once, placing a check or star next to those that are repeated to illustrate areas of strength. When all groups have reported you will have a profile of what the group has to offer. Emphasize that each person not only has his or her own skills to work with, but can draw on the group as a whole.

Follow-up Steps:

- Go through the list and brainstorm how several of the attributes listed could contribute to both the projects of the group and to the general welfare and functioning of the group itself. Look for creative ideas that are not immediately obvious, such as presenting a baton twirling performance for the senior center.
- Ask if anyone was surprised by what they found and if they feel differently about the group now.
- Explain that preparing a resume that represents the combined skills, talents, knowledge, and interests of the group will help them decide what kinds of projects they want to do.
- After the meeting, invite an artistically talented member to re-create the group resume in a smaller version, that can be photocopied – and possibly laminated – and given to everyone who participated in this exercise. This is a concrete way to carry the content of this exercise over into future activities and projects, and will serve as a reminder to the participants of their collective skills and talents.
- [Link to Skill Development](#)
Portable Skills contributes to Skill Development in a variety of ways. **First** of all, it allows an entire group to see the skills that exist in their own membership. **Second**, it gives individuals an opportunity to think about and define their own skills, talents, knowledge, and experience, which helps build their confidence and their belief in themselves. **Third**, it illustrates the value of diversity in a group, since the greater the diversity, the stronger the Group Resume will be. And **fourth**, it prepares youth to select community projects that fit their skills and experience, which in turn increases the personal investment of youth in the outcomes of their projects and activities.
- [Other Component Links](#)
Chapters

GROUP RESUME FLIP CHART GUIDE

Create a flip chart with the following elements, to be filled in by the group. Leave plenty of room under each category, or use a separate flip chart for each category and then tape them together to create one large flip chart with all the categories.

OUR FNL CHAPTER RESUME

CHAPTER MISSION OR GOALS: If your group has already created a chapter mission, place it here; if not, develop a goal statement that will work for your group.

EXPERIENCE:

- List group experiences here...
-
-

SKILLS & INTERESTS:

- List group skills and interests here...
-
-

KNOWLEDGE:

- List group knowledge here...
-
-

ACTIVITY

Problem Posing

Purpose:

To help people understand several layers of an issue..

Link to Component: Skill Development

SPECS:

Supplies Needed:

- Downstreamers handout
- Problem Posing handout
- Flip chart and markers

of Activity Leaders: 1-2

Ideal Group Size: Any size, the larger, the better

Time: This exercise is intended for groups who have already identified an issue they want to address; it's not an issue brainstorm, but a follow-up to an issue brainstorm.

ROLES:

The role of young people:

- Leader: To co-facilitate this exercise with an adult ally; prepare for the exercise by doing some research into the issue or topic the group will be using for problem posing.
- Members: To participate actively in the exercise.
- To use the results of this exercise to develop a goal for addressing the group's chosen issue.

The role of adult allies:

- To co-facilitate this exercise with a young person; prepare for the exercise by doing some research into the issue or topic the group will be using for problem posing.

The role of County Coordinators and Staff:

- To help the facilitators prepare by providing background information about the topic or issue to the chapter.

- **Introduction:**

Problem posing is a systematic way of peeling away the layers of a problem so that hidden aspects and causes are exposed and so that we can discover what we don't already know about something. This process helps us challenge assumptions we may have about a particular issue and delve deeper into the roots of a problem. This is usually accomplished by moving from the symptoms of the problem into the deeper reasons the problem exists by asking WHY to each layer we uncover.

- **Steps:**

1. Hand out copies of *The Parable of the Downstreamers* (attached). Have the group read it, either silently or out loud, as an introduction to this exercise will pose. This story will give group members a compelling way to think about why Problem Posing is important.
Next, hand out copies of the Example of Problem Posing, and read this as a group as well. This handout models the process so that group members can clearly understand what they will be doing.
2. Tell the group you are going to ask a series of "WHY" questions about their issue.
3. Ask a member to record notes on flip chart paper.
4. Ask "WHY" as many times as possible, making sure to record answers from group members as they are given.
5. Have group members think about and respond to the following reflective questions:
 1. What do we think the real problem is, after doing this exercise?
 2. What are some solutions to the real problem?
6. How do these solutions differ from ones we might have come up with for the problem *before* we did problem posing?

- **Facilitator's Notes:**

- It's a good idea to do some homework before implementing this exercise. Do some research about the problem or issue that the group wants to address, so that if the members get stuck or simply don't have enough information, you might be able to jump start the conversation with some facts from the research. If you find that the group does not have enough information to do this exercise without outside resources, work with them to develop ways to get the information or resources they need. This could mean that young people leave the meeting with "assignments" to contact experts or professionals who could provide resources necessary for better understanding the problem, and that the group agrees to meet again to do problem posing on this issue after some of the research work is done.

To debrief or close the activity, have the group brainstorm some next steps; pose one or more of the following questions and record the answers for use at future planning meetings:

How can we address this issue?

What change would we like to see happen?

What exactly would our goal be if we implemented a project to address this issue?

What else do we need to know?

- **[Link to Skill Development](#)**

- **Problem Posing** is linked to Skill Development because it helps young people develop critical thinking skills that will help them address issues or problems in any other context. Once exposed to this process, youth will have a strategy that they can employ to consider all kinds of topics they may come across in the classroom, in their families, in their community, and in their future. Advisors and Coordinators can refer back to this experience in other contexts to encourage youth to reuse new skills: "*Remember when we did Problem Posing? What would happen if you asked yourself WHY about this current situation?*"

Another valuable aspect of **Problem Posing** is that it uncovers the expertise that exists in the group, expertise that group members may not be aware of. This helps them learn to rely on their own ability to figure things out and contributes to their personal sense of ability, competence, and power. It also builds the personal investment of group members in whatever plan is developed to address the issue.

This activity can also help young people develop skills for working in a group and collectively trying to understand and address an issue.

- **Other Component Links**
- This activity could also be a Chapter Development activity, as it builds group process skills and strengthens the ways in which chapters work together. It could also be linked to Opportunities and Outreach, if group members contact outside organizations to get more information and have the chance to explain their project and explore ways for community partners to get involved (or how the chapter can get involved in efforts already being undertaken by other groups).

THE PARABLE OF THE DOWNSTREAMERS

From High Level Wellness, An Alternative to Doctors, Drugs, and Disease
By Donald Ardell

Borrowed from: *A Foundation for Interdependence*

It was many years ago that the villagers of Downstream recall spotting the first body in the river. Some old timers remember how spartan were the facilities and procedures for managing that sort of thing. Sometimes, they say, it would take hours to pull 20 people from the river, and then only a few would recover.

Though the number of victims in the river has increased greatly in recent years, the folks of Downstream have responded admirably to the challenge. Their rescue system is clearly second to none: most people discovered in the swirling waters are reached within 20 minutes. Only a small number drown each day before help arrives – a big improvement over the way it used to be.

Talk to the people of Downstream and they'll speak with pride about the hospital by the edge of the waters, the flotilla of rescue boats ready for service at a moment's notice, the comprehensive health plans for coordinating all the manpower involved, and the large numbers of highly trained and dedicated swimmers ready to risk their lives to save victims from the raging current. "Sure it costs a lot," say the Downstreamers, "but what else can decent people do to provide whatever is necessary when human lives are at stake?"

Oh, a few people in Downstream have raised the question now and again: "What's going on Upstream? Why are these bodies in the river at all?" But most folks show little interest in what's happening Upstream. It seems that there's so much to do to help the folks in the river that nobody's got the time to find out how all those bodies are getting there in the first place. That's the way things are sometimes.

AN EXAMPLE OF PROBLEM POSING

A girl was rushed to the hospital with alcohol poisoning.

WHY?

Because she had a reaction to, to much alcohol in her system.

WHY?

Because attended a party where binge drinking was encouraged.

WHY?

Because large amounts of alcohol were available at the teen party.

WHY?

Because the parents felt as long as the teens were at home it was OK to purchase them alcohol.

WHY?

WHY are the parents supplying alcohol to teens?

Because the norm is that it is OK.

WHY?

Because they are not familiar with the current laws on providing alcohol to minors and they are not aware of the consequences of underage drinking.

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PROJECT

Group Facilitation-Listening Skills¹

Purpose:

To equip young people with effective facilitative listening skills in order to promote full participation in group processes.

Link to Component: Skill Development

SPECS:

Ideal Group Size: Medium

Time: 15 minutes to several hours, depending on the setting

ROLES:

The role of young people:

- Leaders: to co-facilitate this project with an adult ally; prepare for the project by reading through the project description and deciding what format your project will take – how many sessions, how long you will give to each piece, what supplies are needed, who will lead each step, etc.
- Members: to participate fully in each step of the project; to think of ways the skills learned in this process can be applied to other situations; to incorporate the skills learned into chapter work.

The role of adult allies:

- To co-facilitate this project with young people; prepare for the project by reading through the project description and deciding what format your project will take – how many sessions, how long you will give to each piece, what supplies are needed, who will lead each step, etc.
- To encourage youth to actively practice these listening skills, both in this project and in all other chapter meetings and discussions; refer back to these skills in other chapter meetings in order to reinforce the learning that takes place in this process.
- To look for other opportunities for youth to act as facilitators for youth or adult meetings.

The role of County Coordinators and Staff:

- To invite youth to be facilitators at meetings, events, and trainings whenever possible.

¹ Adapted from Group Facilitation Skills: Putting Participatory Values into Practice; Training Developed for the Youth Leadership Institute by Community At Work, (415) 641-4840

- **Introduction/Further explanation of purpose:**

In this project, chapter members will learn facilitative listening skills they can use when working with groups. This can benefit individual youth and your entire chapter in a variety of ways.

1. It can help chapter members engage in cooperative learning and acquire a deeper understanding of issues they are interested in.
2. It can give youth concrete skills to take into other situations.
3. It can elicit fuller participation from members by creating a safe place for everyone to share their thoughts, feelings, and ideas.

Young people are very familiar with situations in which people come together to learn or accomplish something – this is pretty much how they spend their time in school. What they might be less familiar with (depending on their experiences in school) is being actively involved in facilitating the time a group spends together. This project – which is really a set of training exercises for you to do with your group – will introduce participants to the importance of good facilitation and the various techniques used by facilitators. It will also give the young people in your chapter a chance to learn and practice these techniques.

Youth know what makes a classroom effective, engaging, and productive. Conversely, they also know what makes a classroom ineffective, disengaging, and boring. Part of this has to do with how well the teacher encourages participation and involvement: Does the teacher encourage conversation among the students? Does the teacher really listen to students' comments? Do students feel confident that their words and ideas will be heard and respected? Does the level of participation lead students to learn from each other, as well as from the teacher, and give students new directions to go in? Youth experience good and (maybe a few!) bad teachers every day, which provides a natural introduction to the topic of facilitation. They know already that a classroom – or any other “group” experience – works very well when more people are involved, when people feel good about how ideas are received and responded to, when people get to contribute and participate as much as they want. In other words, they already know the value of putting **participatory values** into practice, whether or not they know this language. This project helps youth learn practical skills for being the ones who can make this happen, for facilitating groups using facilitative listening skills.

- **Facilitator's Notes**

The steps outlined below are broken up into three main sections, as follows:

- **Section One:** A brief introduction to “The Family of Listening Skills,” with key points to highlight.
- **Section Two:** A set of role-play exercises to do with pairs of two people, which will focus on three of the facilitative listening skills.
- **Section Three:** A set of role-play exercises to do with one or two large groups, which will focus on five of the facilitative listening skills.

Sections Two and Three will take up large chunks of time, so we suggest that you divide them up into two or more sessions with your group. If you do this, it's a good idea to review the content covered in Section One at the beginning of each session.

Community At Work (CAW) identifies 13 different facilitative listening skills and we've included CAW handouts that describe all of them. For the purposes of this project, however, we are focusing on seven of these skills, in order to make the project a more manageable size. We selected skills that we felt would be the easiest to practice with your chapter².

² We chose these 7 skills because they fit well into our Listening Skills project, not because they are more important than the five we left out. We encourage chapters and individual members who are interested to review all of the skills, and even to think of ways to learn and practice them. And of course, contact Community At Work at (415) 641-4840 if you are interested in attending or hosting one of their excellent Group Facilitation trainings.

- **Steps:**
1. Have one of the project leaders identify and briefly explain the three different types of listening skills, using the attached handout (The Family of Listening Skills) for reference. You may want to have prepared a flip chart with this information on it.
 - Social Listening: what we all learn and do in our friendships and family relationships.
 - **FACILITATIVE LISTENING**: what we will learn today (or “in this process,” “through these exercises”) and which can be used to promote group participation.
 - Therapeutic Listening: what people learn when training to be professional therapists.
 2. Highlight the following two points:
 - Recognize the fact that we all know how to listen – especially to our friends – and that this kind of listening is valuable and important. Then point out that group work requires a different kind of listening, one that doesn’t come as naturally to most people and that can be practiced and learned.
 - Be clear with the group that facilitative listening is the most effective tool for use in chapter activity planning or in chapter meeting settings, since this type of listening is specifically designed to encourage the greatest amount of participation from group members.
 - Explain that the purpose of this training is to help them gain facilitative listening skills that they can use within their chapter, to help the chapter engage in participatory discussions and decisions. The skills they learn in this process will also transfer to other situations and settings, such as college seminars, workplace staff meetings, etc.

Skills to Practice in Pairs:

Mirroring
Paraphrasing
Drawing People Out

1. Review the three listening skills shown above with the whole group, explaining that they will have a chance to practice them next. Give everyone copies of the handouts that describe each skill. For each skill, follow these steps:
 - Ask for two volunteers, one to read the **WHY** section out loud and one to read the **HOW** section out loud.
 - After the two descriptions have been read, have a brief group discussion about the skill, using the following guiding questions: When do you think this would be a particularly useful listening skill? Why might this be important, either to you personally or to other people? You only need to spend a few minutes on this step (unless the discussion takes off!) in order to prepare them for practicing the skills with each other in pairs.
 - Ask for two new volunteers to read each of the skill descriptions.
2. Divide the group into pairs. Once everyone is paired up, explain that they will be practicing **Paraphrasing** with each other. Each person will take a 3-minute turn as the speaker and then as the listener (and vice versa).

Ask each speaker to talk about the following topic, while the listener practices the HOW steps outlined on the **Paraphrasing** handout: *Why did you join FNL (or CL, FNL Kids, or FNL Mentoring, whichever is applicable)? What would you like your chapter to do this year and why?*
3. Time the first speaker for three minutes; then have them switch roles and time the second speaker for another three minutes.

4. After each person has taken a turn as a listener and as a speaker, and without moving them back into a larger group, ask for general reactions:
 - How did it feel to listen to someone in order to be able to paraphrase his or her words?
 - How did it feel to have your words paraphrased back to you?

5. Have the participants find a new person to pair with. Explain that they will be repeating the process with the skill of **Mirroring**. Repeat Steps 2 and 3 with the following topic and reaction questions:

Topic for **Mirroring**:

- *Describe a challenge you have faced and what you learned from this challenge.*

Questions for **Mirroring**:

- How did it feel to listen to someone in order to be able to mirror his or her words?
- How did it feel to have your words or ideas mirrored back to you?

6. Have the participants find a new person to pair with. Explain that they will be repeating the process with the skill of **Drawing People Out**. Repeat Steps 2 and 3 with the following topic and reaction questions:

Topic for **Drawing People Out**:

- *Describe a person you admire (someone you know or a famous person) and explain why you admire them.*
– or –
- *Describe something you did that you are really proud of and explain why this is (or was) important to you.* (Note: this is a good topic for the *Drawing People Out* skill, since people naturally need a little encouragement to talk positively about themselves.)

Questions for **Drawing People Out**:

- How did it feel to listen to someone in order to be able to *draw him or her out* a little bit more?
- How did it feel to be asked questions to “*draw you out*?”

7. **Facilitator’s Notes for Section Two:** We have suggested giving each person three minutes to speak and listen during each “dyad.” You might find that this isn’t enough time, so give participants more time if necessary. Also, if you’d like to give people more opportunities to practice, think of additional topics for each of the three skills and repeat the entire set of three dyads. If you have the time, this is a great idea, since the more they practice, the more comfortable they will be with each skill.

Skills to Practice with Large Group(s):

Asking Questions
Balancing
Encouraging
Stacking

1. Review the four listening skills shown above with the whole group, explaining that they will have a chance to practice them next. Give everyone copies of the handouts that describe each skill. For each skill, follow these steps:

Ask for two volunteers, one to read the WHY section out loud and one to read the HOW section out loud. After the two descriptions have been read, have a brief group discussion about the skill, using the following guiding questions: When do you think this would be a particularly useful listening skill? Why would this be important, either to you personally or to other people? You only need to spend a few minutes on this step (unless the discussion takes off!), in order to prepare them for practicing the skills with each other in pairs.

Ask for two new volunteers to read each of the skill descriptions.

2. To practice the first two skills, you'll be using a **fishbowl** exercise, starting with **Asking Questions**. Set up your chairs in two circles, one within the other. Divide the group in two; have one half of the group sit in the inner circle, while the other half sits in the outer circle.
3. Explain that the group in the center will be role playing various aspects of **Asking Questions**, while the outer group will act as observers.
4. Ask for a volunteer from the group in the center to be the first "practice facilitator." If you anticipate that members will be reluctant to volunteer, you can plan to have one of your youth co-leaders be the first volunteer, or you can ask a participant *in advance* if they would be comfortable volunteering for this step.

Give the volunteer facilitator a few minutes to review the **Asking Questions** handout. Tell them their role will be to *facilitate* a conversation and look for opportunities to use each of type of question described on the handout.

While the volunteer facilitator is reviewing the handout, take this time to give further instructions to your *observers* and to the center group.

5. Tell the observers to notice (a) when the facilitator uses the skills on the handout and (b) what effect the skills have on the conversation. Tell them they will have a chance to share their observations with the whole group after the role-play.
6. Then, tell the center group that their role will be to discuss a topic. Select from the following (very generic!) list of topics, or develop a list of your own that is personalized for your chapter or group. Either way, make sure *in advance* that you have enough topics to use in several role plays:
 - Is bullying a real problem on school campuses these days?
 - What should we do during Spring Break this year? (Ask participants to express different points of view.)
 - What is the biggest problem facing young people in our school, town, city, neighborhood, county (whichever is applicable)?
 - If we were giving an award for the best movie of the year, which one would we pick and why?
 - Why do adults and young people sometimes have a hard time communicating with each other?
 - Does alcohol and/or tobacco advertising influence young people to use alcohol and/or cigarettes?
7. Ask the center group to discuss the topic; give them 5-10 minutes for this step. Encourage members to actively participate in the role-play in order to give the "practice facilitator" enough "material" to work with.

Monitor the conversation. Step in to help the conversation progress or to give the facilitator assistance. Try to allow enough time for the facilitator to practice as many aspects of the listening skill as possible.

8. After 5 or 10 minutes of the discussion, close the role-play. Turn to the observers and ask them to debrief the discussion with the following guiding questions:
 - How did the skills that the facilitator was practicing help the conversation move along?
 - What other ways could the skill have been used in the conversation?
9. If you have time, give another volunteer facilitator a chance to practice the **Asking Questions** skill, and repeat Steps 4-8 with another topic.
10. Ask the observers and the role-players to switch places in the fishbowl. Repeat Steps 3-8 for the listening skill of **Balancing**. (Note: in Step 4, ask the volunteer facilitator to look for opportunities to use as many examples of **Balancing** from the handout as possible.)

11. To practice the last two skills, you'll stay in one large group. This time, ask for 2-3 volunteer co-facilitators.

Give the volunteer co-facilitators a few minutes to review the **Encouraging** and **Stacking** handouts. Tell them their role will be to *facilitate* a conversation and look for opportunities to use examples of each skill described on the handouts.

While the volunteer co-facilitators are reviewing the handouts, take this time to give further instructions to the rest of the group.

12. Have index cards prepared *in advance* that give everyone else a role to play in the conversations that follow. Have enough index cards for everyone in the group. Roles can be repeated as many times as necessary; in fact, the more there are of each one, the more opportunities the co-facilitators will have to practice the skills. Include these roles:

- A quiet group member (but one who still has opinions!)
- A dominant group member
- Someone with an opposing point of view
- A disengaged group member
- Someone who really wants a turn to speak

13. Give the group a topic, taken from the list in Step 6, or from a list you have developed. Ask them to discuss the topic for about 10 or so minutes. Encourage members to actively participate in the role-play in order to give the co-facilitators enough "material" to work with.

Monitor the conversation. Step in to help the conversation progress or to give the co-facilitators assistance. Try to allow enough time for the facilitator to practice as many aspects of the listening skill as possible.

14. After 5 or 10 minutes of the discussion, close the role-play. Debrief the discussion with the following guiding questions:

- How did the skills that the co-facilitators were practicing help the conversation move forward?
- What other ways could the skills have been used in the conversation?

15. If you have time, give a few more volunteer co-facilitators a chance to practice, and repeat Steps 11-14 with another topic.

16. Congratulations! You have successfully practiced 7 facilitative listening skills with your group! Close the entire project by having the group brainstorm specific ways to use these skills in their chapter activities (and in other settings as well). Examples might be:

- For each chapter discussion, we will have two co-facilitators who agree to review all of the facilitative listening skills prior to the meeting and intentionally use them in the course of the discussion.
- We will rotate co-facilitators so more people can continue to practice these skills.

- **[Link to Skill Development](#)**

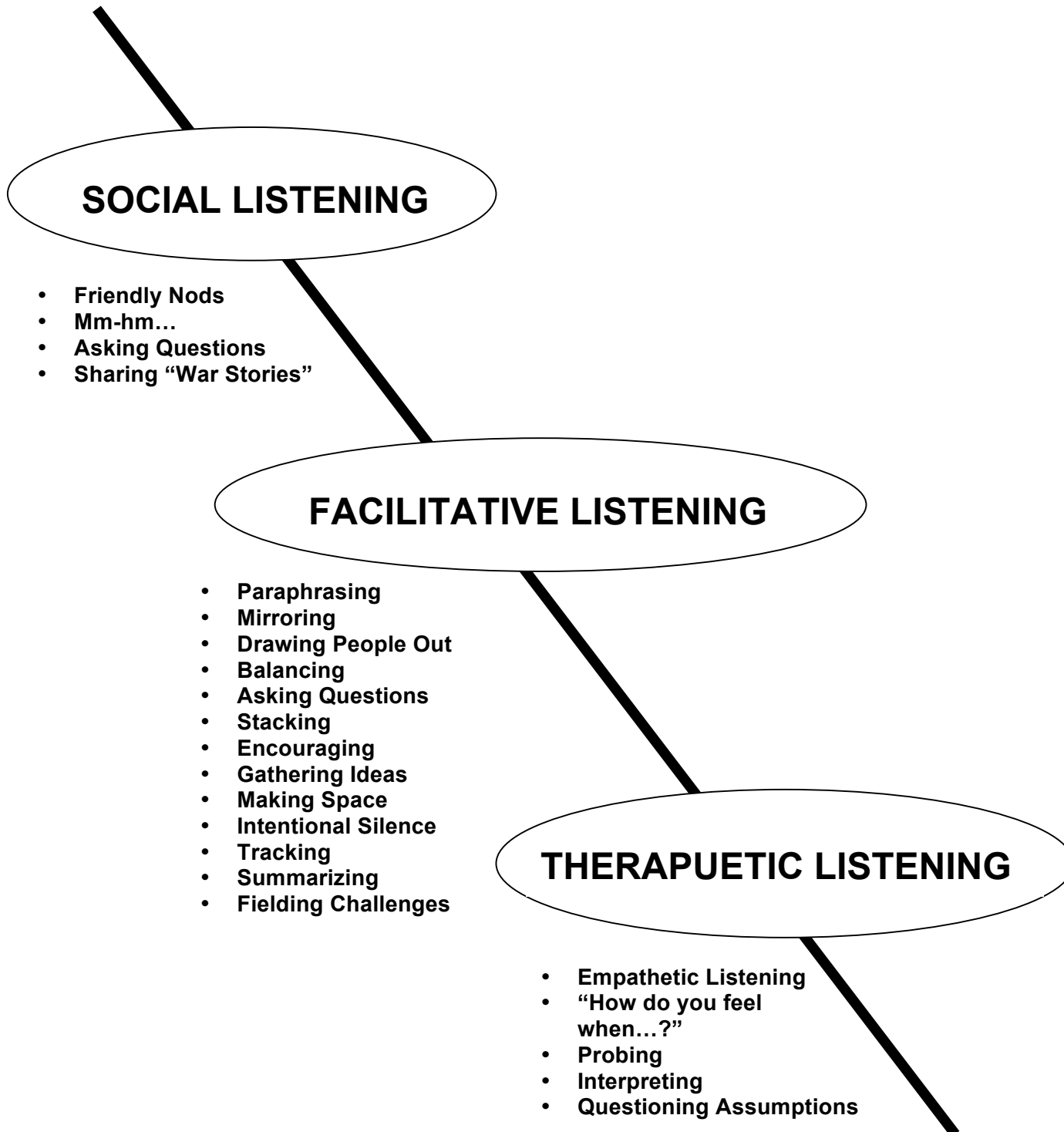
As we said in the introduction, facilitative listening skills will transfer into many different situations. Young people can use them to enhance the quality of the group work that their chapter engages in, but they can also use them in their classrooms, later on in college, in the work place, in community projects, and even in their families. By equipping them with these skills, you are giving them ways to help themselves and others communicate effectively in countless situations.

In terms of the Competency Categories we described in our Skill Development definition, facilitative listening skills can enhance competencies in at least three of the categories: creative and cognitive skills, vocational and job skills, and personal and social skills.

When facilitative listening skills are employed, members of groups feel more respected and valued, which **builds group cohesion** and **enhances group processes**. This project helps youth **practice and develop . . . skills for creating meaningful and caring relationships among their peers and with adults** (you'll recognize this as one of our Standards of Practice).

- **Other Component Links**
Chapters
Opportunities

The Family of Listening Skills



PARAPHRASING

WHY

- *Paraphrasing* is a fundamental listening skill. It is the foundation for many other facilitative listening skills, including *mirroring*, *gathering*, and *drawing people out*.
- *Paraphrasing* has both a **calming** effect and a **clarifying** effect. It reassures the speaker that her ideas are worth listening to. And it gives the speaker a sense of how other people are hearing her ideas.
- *Paraphrasing* is especially useful when a speaker's statements are a little (or a lot!) confusing. At such times, the paraphrase will help the speaker gauge how well her ideas are getting across, and gives her a chance to clarify them for everyone.
- *In sum*, *paraphrasing* is the **tool of choice for helping people to think out loud**.

HOW

- Use your own words to say what you think the speaker said.
- If the speaker's statement is one or two sentences, use roughly the same number of sentences when you paraphrase it.
- If the speaker's statement is many sentences long, summarize it. Preface your paraphrase with a comment like one of these:
"It sounds like what you're saying is..."
"This is what I'm hearing you say..."
"Let me see if I'm understanding you..."
- When you have completed the paraphrase, look for the speaker's reaction. Say something like, "Did I get it?" Verbally or nonverbally, she will indicate whether or not she feels understood. If not, *keep asking for clarification until you understand what she meant*.

MIRRORING

WHY

- *Mirroring* captures people's exact words. It is a highly formal version of *paraphrasing*, in which the facilitator repeats the speaker's **exact words**. Some people need this degree of precision in order to feel that they are truly being heard.
- Newly-formed groups, and groups unfamiliar with using a facilitator – such as many FNL or CL chapters – often benefit from the **trust-building** effect of *mirroring*.
- In general, the more a facilitator feels the need to establish his neutrality – to make everyone trust that he isn't taking sides in the discussion – the more frequently he should **mirror** rather than paraphrase.
- *Mirroring* speeds up the tempo of a slow-moving discussion. Thus it is the **tool of choice when facilitating a brainstorming process**.

HOW

- If the speaker has said a single sentence, repeat it verbatim.
- If the speaker has said more than one sentence, repeat back key words or phrases exactly.
- In either case, **use their words and not your words**. (Unlike in *paraphrasing*, where you use your own words to capture what someone else is saying).
- Mirroring the speaker's words and mirroring the speaker's tone of voice are *two different things*. You want your tone of voice to remain warm and accepting, regardless of what the speaker's voice sounds like. Repeat their words, not their tone.
- Be yourself with your gestures and tone of voice; don't be wooden or phony. Remember, a key purpose of *mirroring* is building trust.

DRAWING PEOPLE OUT

WHY

- *Drawing People Out* is a way of supporting people to take the next step in clarifying and refining their ideas. It sends the speaker this message, "I'm with you; I understand you so far. Now tell me a little more."
- *Drawing People Out* is particularly useful in two circumstances: 1) When someone is having difficulty clarifying an idea; 2) when someone thinks he is being clear, but his thought is actually vague or confusing to the listener.
- *Drawing People Out* sends the message, "Take your time and get your idea *all the way out*."
- When deciding whether to draw someone out, ask yourself this question: "Do I think I understand the core of what he is trying to say?" If the answer is "no," then draw the speaker out.

HOW

- *Drawing People Out* is most effectively used *along with paraphrasing*, not *instead of paraphrasing*.

Example: The speaker says, "I think it's really fair to say that most people are pretty uncomfortable with change." The listener paraphrases, (e.g., "So it sounds like you're saying that change is hard for most people." Then the listener asks, "Can you give me an example of what you mean?"

- The most basic technique of *drawing people out* is to paraphrase the speaker's statement, then ask open-ended nondirective questions.

Examples: "Can you say more about that?" or "What do you mean by..." or "How so?"

ASKING QUESTIONS

	TECHNIQUE	EXAMPLES	WHY AND WHEN TO USE
LEADING QUESTIONS	Pose a question for which the correct answer is already known. To alert the group that the question does have a right answer, use a phrase like “Does anyone know...?”	<p>“Does anyone know the reason for...?”</p> <p>“What do you think happens when...?”</p> <p>“Guess what happened next?”</p>	When a presenter is delivering a lecture, the audience is listening passively. <i>Leading questions</i> make people think a little harder. In the middle of a lecture, a presenter can use leading questions to change the pace without drawing people into a lengthy discussion.
LISTING QUESTIONS	Name a topic-area or category, and ask for specific items that belong to that category.	<p>“What are some of the best ways to...?”</p> <p>“Where could you go to learn more about...?”</p>	A <i>listing question</i> pulls for fast-paced, broad participation. It is valuable whenever participants are shy about speaking up.
THOUGHT-PROVOKING QUESTIONS	Pose a question for which there is no single correct answer. The more relevant the topic, the more people will be engaged.	<p>“Why is it so difficult for this organization to...?”</p> <p>“Should our part time employees be permitted to...?”</p>	A <i>thought-provoking question</i> stimulates the emergence of different points of view. Use this type of question when you want to encourage a lively, sustained discussion.

BALANCING

WHY

- The direction of a discussion often follows the lead set by the first few people who speak on that topic. Using *balancing*, a facilitator helps a group round out its discussion by asking for other views that may be present but unexpressed.
- *Balancing* undercuts the common myth that “silence means consent.” In doing so it helps individuals with minority viewpoints to feel safe enough to express themselves.
- *Balancing* not only assists individual members who need a little support at that moment; it *also* has strong positive effects on the norms of the group as a whole. It sends the message, “It is acceptable here for people to speak their mind, no matter what opinions they hold.”

HOW

Here are some examples of *balancing*:

- “Okay, now we know where three people stand; does anyone else have a different position?”
- “Are there other ways of looking at this?”
- “What do others think?”
- “Does everyone else agree with this?”
- “So, we’ve heard the ‘x’ point of view and the ‘y’ point of view. Is there a third way of looking at this?”
- “Let’s see how many people stand on each side of this issue. We’re not making a decision and I’m not asking you to vote. This is just an ‘opinion’ poll, to find out how much controversy we’ve got in the room. Ready? How many people think it would be good if...”

ENCOURAGING

WHY

- *Encouraging* is the art of creating an opening for people to participate, without putting any one individual on the spot.
- There are times in a meeting when someone may appear to be “sitting back and letting others do all the work.” This doesn’t necessarily mean that they are bored, lazy or irresponsible. Instead, it may be that they are not feeling engaged by the discussion. With a little encouragement to participate, they often discover an aspect of the topic that is interesting to them and makes them want to get involved in the discussion.
- *Encouraging* is especially helpful during the *early stage of a discussion*, while members are still warming up. As people get more engaged, they don’t need as much encouragement to participate.

HOW

Here are some examples of the technique of *encouraging*:

- “Who else has an idea?”
- “Is there another perspective on this issue?” (Maybe clarify with “a *female* perspective,” or “a *freshman* perspective” or some other *adjective* that will invite viewpoints that have not already been expressed.)
- “Does anyone have a ‘war story’ you’re willing to share?”
- “Jim just offered us an idea that he called a ‘general principle.’ Can anyone give us an example of this principle in action?”
- “Are there comments from anyone who hasn’t spoken for awhile?”
- “What was said at table two?”
- “Is this discussion raising questions for anyone?”

STACKING

WHY

- *Stacking* is a procedure for helping people take turns when several people want to speak at once.
- *Stacking* lets everyone know that they are, in fact, going to have their turn to speak. So instead of competing for airtime, people are free to listen without distraction.
- In contrast, when people don't know **when** or even **if** their turn will come, they can't help but vie for position. This leads to various expressions of impatience and disrespect – especially interruptions.
- When a facilitator does not stack, she has to privately keep track of who has spoken and who is waiting to speak. *Stacking* relieves the facilitator of this responsibility; everyone knows when their turn is coming.

HOW

- *Stacking* is a four-step procedure. **First**, the facilitator asks those who want to speak to raise their hands. **Second**, she creates a speaking order by assigning a number to each person. **Third**, she calls on people when their turn to speak arrives. **Fourth**, when the last person has spoken, the facilitator checks to see if anyone else wants to speak. If so, the facilitator does another round of *stacking*. Here's an example of each step:
 - Step 1. "Would all those who want to speak, please raise your hands."
 - Step 2. "Susan, you're first. Deb, you're second. Bill, you're third."
 - Step 3. [*When Susan has finished*] "Who was second? Was it you, Deb? OK, go ahead."
 - Step 4. [*After the last person has spoken*] "Does anyone else have something to say?"

SUMMARIZING

WHY

- Good facilitators know the value of encouraging participants to engage in thoughtful discussion. But the most interesting conversations can also be the hardest ones to end.
- If the facilitator does an effective job of summarizing, people will feel ready to move on to a new topic. However, if the facilitator does a poor job of summarizing, there is a chance that some of the participants will push back and attempt to keep the discussion going. This places the facilitator in an awkward position, which probably could have been avoided with better technique.
- Making a deliberate effort to summarize a discussion also helps participants consolidate their learning. The restatement of key themes and main points provides people with mental categories. These internal categories serve both as memory aids as well as devices for improving understanding.

HOW

The technique of *summarizing* consist of four steps:

- Step 1. Restate the question that began the discussion. “We’ve been discussing ‘What makes the difference between a good class and a *great* class?’”
- Step 2. Indicate the number of key themes you heard. “I think people raised three themes.”
- Step 3. Name the first theme and mention one or two significant points related to that theme. “The first theme was about the teacher’s style. You mentioned several personality traits, but you also noticed that much of what is attributed to good style can be produced by solid preparation.”

Repeat this sequence for every theme. “Another theme was high participation. You talked about using small groups and other high-involvement activities. And you discussed the importance of using effective listening skills.”

- Step 4. Make a statement that bridges to the next topic. “We’ve done some thinking about great classrooms; now let’s practice some specific tools for making them happen.”

GATHERING

WHY

- To help a group build a list of ideas at a fast moving pace, you want to *gather* ideas, not *discuss* them.
- *Gathering* is a skill that combines *mirroring* and *paraphrasing* with physical gestures. Listening skills acknowledge people's thoughts and reduce their inclination to defend their ideas. Physical gestures – waving an arm or walking around – serve as “energy boosters” that keep people feeling involved.
- In order to set a fast, lively pace, use *mirroring* more than *paraphrasing*. When you repeat their exact words, many participants get into the groove of expressing their ideas in short phrases, typically three to five words. These are much easier to record on flipcharts than long sentences.

HOW

- Effective *gathering* starts with a concise description of the task. For example, “For the next ten minutes, please evaluate this proposal by calling out ‘pros’ and ‘cons.’ First, I’ll ask for someone to call out a ‘pro’ reaction. Then I’ll ask for a ‘con,’ and so on. We’ll build both lists at the same time.”
- If it’s the group’s first time listing ideas, spend a little time teaching them *suspended judgement*. Example: “For this next activity, I’d like everyone to feel free to express their ideas, even the off-beat or unpopular ones. So please let this be a time for generating ideas, not judging them. The discussion can come as soon as you finish making the list.”
- Now have the group begin. As members call out their items, mirror or paraphrase whatever is said.
- **Respect all points of view.** If someone says something that sounds “off the wall,” treat it exactly the same as all the other ideas. Just mirror it and keep moving.

MAKING SPACE

WHY

- *Making space* sends the quiet person this message: “If you don’t wish to talk now, that’s fine. But if you would like to speak, here’s an opportunity.”
- Every group has some members who are highly verbal and other members who speak less frequently. When a group has a fast-paced discussion style, quiet members and slower thinkers may have trouble getting a word in edgewise.
- Some people habitually keep out of the limelight because they are afraid of being perceived as rude or competitive. Others might hold back when they’re new to a group and unsure of what’s acceptable and what’s not. Still others keep their thoughts to themselves because they’re convinced their ideas aren’t “as good as” those of others. In all of these cases, people benefit from a facilitator who makes space for them to participate.

HOW

- Keep an eye on the quiet members. Be on the lookout for body language or facial expressions that may indicate their desire to speak.
- Invite them to speak. For example, “Was there a thought you wanted to express?” or “Did you want to add anything?” or “You look like you might be about to say something...”
- If they decline, be gracious and move on. No one likes being put on the spot and everyone is entitled to make his/her own choice about whether and when to participate.
- If necessary, hold others off. For example, if a quiet member makes a move to speak, but someone jumps in ahead say, “Let’s go one at a time. Rita, why don’t you go first?”
- Note: if participation is *very* uneven, suggest a structured go-around to give each person a chance to speak.

INTENTIONAL SILENCE

WHY

- *Intentional Silence* is highly underrated. It consists of a pause, usually lasting no more than a few seconds, and it is done to give the speaker that brief extra “quiet time” to discover what they want to say.
- Some people need the momentary silence because they are not fully in touch with what they are thinking or feeling. Others need it because they are wrestling over whether or not to say something that might be risky. Still others need silence to organize their thoughts into a coherent statement.
- *Intentional silence* is also powerful when a group member’s remark seems too pat, too easy. The facilitator’s silent attention allows that person to reflect on what s/he just said, and express his/her thoughts in more depth.

HOW

- Five seconds of silence can seem a lot longer than it really is. Because of this, **the ability to tolerate the awkwardness** most people feel during silence **is the most important element** of this listening skill. If the facilitator can survive it, everyone else will too.
- With eye contact and body language, stay focused on the speaker.
- Say nothing, not even “hmmm” or “uh huh.” Do not even nod or shake your head. Just stay relaxed and pay attention.
- If necessary, hold up a hand to keep others from breaking the silence.
- Sometimes everyone in the group is confused or agitated or having trouble focusing. At such times, silence may be helpful. Say, “Let’s take a minute of silence to think what this means to each of us.”

TRACKING

WHY

- *Tracking* means keeping track of the various lines of thought that are going on simultaneously within a single discussion. For example, suppose a chapter is discussing a plan to host a youth forum on campus. Two people are talking about what the topic should be. Two others are discussing how to plan for the event, and another two are talking about how the last youth forum went. In such cases, people need help keeping track of all that's going on, because they are focused primarily on clarifying their own ideas.
- People often act as though the particular issue that interests *them* is the one that *everyone* should focus on. *Tracking* lets the group see that several elements of the topic are being discussed and treats all as equally valid.
- *Tracking* relieves the anxiety felt by someone who wonders why the group isn't responding to her ideas.

HOW

- *Tracking* is a three-step process. **First**, the facilitator indicates that he is going to step back from the conversation and *summarize* it. **Second**, he names the different conversations that have been going on. **Third**, he checks the accuracy with the group. Here's an example of each step:
 - Step 1. "It sounds like there are three conversations going on right now. I want to make sure I'm tracking them."
 - Step 2. "It sounds like one conversation is about topics for the forum. Another is about logistics and planning. And a third is about what you've learned by doing the last youth forum."
 - Step 3. "Am I getting it right?"
- People generally respond well to these questions. If someone tries to clarify what was important about *his or her* issue, be supportive. But don't play favorites – ask for clarification from others too.

FIELDING CHALLENGES AND TOSSING THEM BACK

WHY

- Participants sometimes challenge the information presented in a group setting. When the challenge is not resolved with a straightforward, good faith response, the facilitator needs a method that will prevent the ensuing interaction from getting out of control.
- If the facilitator gets hooked into an extended debate with one or two participants, other participants often lose interest. The alternative is to encourage others to become involved. When other group members are brought into the discussion, it often ceases to matter whether the facilitator's thinking is "right" or "wrong" – participants become stimulated by each other's perspectives.
- Furthermore, other participants may feel more comfortable offering their own best thinking if they observe that their colleague was treated respectfully when s/he confronted the facilitator.

HOW

- *Fielding Challenges and Tossing Them Back* combines two common listening skills: Paraphrasing and Encouraging. In other words, the facilitator begins by paraphrasing the speaker's ideas, then s/he turns to the group and asks, "What do other people think?"
- When someone asks a challenging question or attempts to disagree, the facilitator can use a 3-step process to reply:
 - Step 1. Take the challenge at face value and give a good faith response, by answering the question or explaining your reasoning.
 - Step 2. If the participant continues to challenge, paraphrase the speaker's words, but do not mirror the tension or frustration in the speaker's tone of voice. Stay calm and show acceptance.
 - Step 3. Open the question to the entire group. For example: "Does anyone else have thoughts about this?"

ACTIVITY

Advertising Action

Purpose:

To engage young people in implementing alcohol advertising awareness campaigns in their local communities.

Link to Component: *Environmental Prevention*

ROLES:

The role of young people:

- Leaders/Members: To co-facilitate this project with an adult ally; prepare for the project by reading through the project description and identifying needed supplies (flip charts, markers, etc.); divide the project into tasks and assign tasks to youth committees or work groups.

Because of the length of this project, we recommend gathering a smaller group of youth (8-12) and giving them all equal responsibilities, rather than dividing the project strictly between “leaders” and “members.”

The role of adult allies:

- To co-facilitate this project with a young person; prepare for the project by reading through the project description and identifying needed supplies (flip charts, markers, etc.); divide the project into tasks and assign tasks to youth committees or work groups.
- To play a coordination and follow-up role to ensure that each step of the project gets completed.
- To look for other adult sources of support and network with these people to promote the project.

The role of County Coordinators and Staff:

- To help the chapter identify trainers to support the project (see the Training and Preparation step below).
- To look for other adult sources of support and network with these people to promote the project

Introduction/further explanation of purpose:

Advertising Action involves young people in *Environmental Prevention*. It is critical that when implementing this project, the advisor and the youth leaders are clear about what this means and what the hoped for outcomes are. Before doing this project, we ask that you read the Environmental Prevention section of the Virtual Handbook and have a conversation with your chapter or chapter leadership about this section.

We also suggest that you take advantage of one of the most appealing aspects of Environmental Prevention for young people – that this strategy focuses on community factors and conditions, rather than on individual substance use. Prevention efforts that focus on personal use can be perceived as turning young people into negative targets. Environmental Prevention offers a prevention alternative that young people may feel more comfortable supporting and participating in.

We also ask that you think about this: Just like youth development, environmental prevention is an **on-going process**. It is not an event, an activity, or an item to cross off of the “to-do” list. For this reason, we call Advertising Action an *awareness campaign*, one positive outcome of which is that the young people involved, as well as the community at large, can become more aware of the ways in which the alcohol industry tries to dictate communal attitudes towards the use of alcohol. This raised awareness can also lead to individual and group efforts to combat those attempts.

This campaign seeks to involve young people in thinking critically about the advertising that surrounds them in their every-day lives and to engage them in activities that counter the negative messages promoted by alcohol ads. As an awareness campaign, it also hopes to help youth and community members become proactive “consumers” of alcohol advertising and to weaken the effect of alcohol advertising by educating the youth and community audience.

Advertising Action contains three parts: An Advertising Literacy Workshop, to prepare young people to critically receive and analyze media messages about alcohol, and then two distinct projects for you and your group to choose from as the follow-up action to attending the workshop. The first project is a Counter-Ad Contest, which engages youth in creating messages that oppose the messages coming from the alcohol industry. The second is an Alcohol Ad Survey and Policy Project, which involves youth in monitoring the use of alcohol advertising in their community and developing policy recommendations to address problems uncovered by their research.

- **Steps:**

- **Training and Preparation**

Have your chapter attend an Advertising Literacy Workshop, or invite an Advertising Literacy expert to deliver a workshop to your chapter. This is an especially good role for the Coordinator – to find a resource for the chapter to work with; help the chapter find a trainer or presenter who knows about alcohol advertising specifically, not just advertising in general.

Click on the following links to our [Resources Section](#) for contact information of organizations that can help you find a trainer or presenter: [EMT's Training Pool](#), [Alcohol Policy Network](#), [Youth Leadership Institute](#), [Just Think Foundation](#).

Awareness Campaigns

Counter-Ad Contest: A Counter-Ad Contest is one way to increase your school, neighborhood, or community's awareness of the effects of alcohol advertising and to engage people in countering negative messages. We will describe it here as it was implemented in the San Francisco Bay Area, by the Youth Leadership Institute and the Marin Institute for the Prevention of Alcohol-Related Problems. We encourage you to adapt this project to suit your needs and the population you are working with.

1. Hold a contest open to the entire school, every high school in your district, and/or any interested community-based organization. Try as hard as you can to establish *meaningful* prizes, for first, second, and third place winners of the contest. Of course, meaningful usually means cash. YLI and TMI's campaign awarded \$500 to first place winners, \$250 to second place, and \$100 to third place, in each of three categories. While it is difficult for many programs to find resources like this in already strapped budgets, it will be tremendously worth it to the success of your campaign if you can make the prizes extremely desirable. Other ideas for meaningful prizes: season passes to local amusement parks, gift certificates to CD stores, movie passes (in quantities!), software or computer equipment, etc. This is a big enough part of your campaign to establish a special committee of young people who will work on

securing prizes. Don't advertise your contest until you have the prizes locked in – you want to include as much information about what people can win as possible when promoting the contest.

2. Establish two or three categories of entries. YLI's and TMI's campaign included these categories:

Write an Open Letter to an Alcohol Company: Invite people to write a letter of a specified length (say, 100 words or less, excluding "Dear Anheuser-Busch") to the advertising executives of an alcohol company that produces ads that target youth. In the letter, demand that the company engage in **childproof advertising practices**.

Design an Alcohol Industry Counter Ad: For the artist's in the crowd, design an ad that portrays the real intent behind alcohol advertising.

Design a Beer Warning Label: Warning labels inform consumers of the health risks associated with drinking beer and other alcohol; write a new warning label that informs consumers of the danger of alcohol advertising that is targeted at children. Provide a word limit, such as 30 words or fewer.

3. Establish an Entry Process and timeline. This will include developing an Entry Form, setting a deadline, and selecting a mailing address for people to submit their entries, etc.
4. Create materials to promote the contest and your project; have a member, who is a good designer create posters, flyers, handbills, postcards, etc. to get the word out about the contest. Write a cover letter that goes into more detail about the project and can be included in large mailings that you will do.
5. Advertise your contest in order to solicit as many entries as possible. Here are some advertising ideas (and don't hesitate to add more ideas of your own):
 - Put an announcement in your school's daily or weekly announcements.
 - Put all the information on your program or chapter website and the FNL website.
 - Place an ad in the school paper.
 - Place an ad in the local and/or regional newspaper.
 - Do a mailing to local **cbo's** to let them know about the contest.
 - Do a mailing to all of the schools in the district.
6. Prepare for publicizing the results of your contest to as many outlets and sources as possible! Below, we list some ideas of media outlets to contact in order to get them interested in covering your awareness campaign; this is different than getting people to publicize the contest in order to solicit submissions. However, anyone who is interested and willing to cover the results of the contest and publicize the awareness campaign will very likely also be willing to help you seek entries (and vice versa). Ask these contacts if they can provide space, airtime, public service announcements, etc., that will spread the word about the contest *even before* they cover the official contest results.

Here are some ideas for your publicity efforts:

- Contact local and regional papers and talk with a reporter about the contest. Send them any promotional materials you have, and keep them up to date about how many entries you will receive.
 - Contact the school papers at every school that is participating in the contest
 - Contact local radio stations, especially ones that youth listen to, and ask if you can come give a brief "commercial" for your contest. Also contact the local public radio station, which probably has a community calendar or community bulletin board that they broadcast regularly.
 - Contact local TV stations.
 - Contact your County Health Department – your FNL Coordinator may be able to introduce you to someone in this office who can support the project.
7. Set up a Judges' Panel of youth and adults. Prior to the contest deadline, convene a meeting of the Judges' Panel and explain to them what the judging process will look like: the contest deadline is such

and such date, the judging will take place on this date, we will announce the results on this date, etc. Ask the group to discuss and establish guidelines or criteria for selecting winning entries. Make these decisions for each category. For example, in the Open Letter category, the group might decide that there will be two important criteria: (1) overall concept of the letter; how effective are the general ideas in the letter? and (2) presentation or expressiveness; how well does the writer express his or her points?

Even if the group simply talks in general about how to make their decisions, it's important to convene this meeting before the actual judging takes place, so that the members of the panel know each other a little bit and are in part prepared for what they will be doing.

8. After the deadline has passed and you are happy with the number of entries you've received, convene your Judges' Panel to select the winning entries.
9. Once the Judges' Panel has selected the winning entries, you are ready to publicize your results. Go back to the sources you contacted in Step 6 and actively seek their help.

This is an excellent time to reinforce the ideas that we discussed in the introduction to Advertising Action – that these campaigns are, first and foremost vehicles for raising awareness, contributing to a larger process of exploring solutions to alcohol problems, and moving toward institutional and social change.

When you receive media coverage, try not to let the media reduce the contest to a single event; help them place it in the context of environmental prevention as a whole. Help the media understand that the point of this contest is to **raise awareness** and **educate people** about the power of alcohol advertising, and to get young people involved in creating messages that **counter the powerful messages** we are receiving all the time from alcohol industry advertising.

10. Look for ways to keep the awareness campaign going after the contest itself has ended. Here are some ideas:
 - Ask for time on the City Council or Board of Supervisor's meeting agenda to present your campaign, along with the winning entries; ask the council or board to officially support the campaign and take a stand against child-targeted advertising.
 - Ask local, regional, and school newspapers to print the winning entries – letters, warning labels, and counter-ads. Send the letters in as "Letters to the Editor," along with an explanatory paragraph about the awareness campaign.
 - Tie the campaign to a school-wide or city rally for Hands off Halloween, Red Ribbon Week, or FNL Month; distribute copies of the winning entries at the rally, with explanations that these are attempts to educate the public about the alcohol industry targeting youth and to counter negative advertising messages.
 - Design a workshop about what you learned through your campaign and present it to different youth programs, schools, and training institutes like Teenwork.

Alcohol Ad Survey & Policy Project: There is a documented link between the exposure of youth to advertisements and youth having positive beliefs about alcohol. The location of these advertisements and the easy availability of alcohol near schools contradict the prevention messages that young people receive in schools.

In this project, young people will "take to the streets" to find out for themselves how their community is impacted by alcohol advertising. We have adapted this project from one done in 1997 by the Youth Leadership Institute. In 1997, 16 San Francisco youth surveyed the use of alcohol advertisements in stores in different communities and made presentations to schools and community-based programs based on their findings. They circulated petitions to limit alcohol advertisements at stores near schools and to institute guidelines for where alcohol products and advertisements could be placed inside stores. Finally, they worked with a member of the San Francisco Board of Supervisors to prepare a formal recommendation to the City to adopt their recommendations and advocate for childproof advertising.

This is a long-term project; YLI's project took over six months to fully complete. The actual time it will take you to do each step will depend on how committed your group is, how much time they have to contribute to the effort, and how organized the group is. Once you have read through the entire project, create a timeline for yourself that sketches out each step and gives you a possible structure – with flexibility, of course – that will work for your group.

1. Survey stores within XX feet of XX number of schools. This means physically going to as many liquor or convenience stores as possible and observing the placement and concentration of alcohol advertising. Youth can record their findings on Survey Sheets, which will help them later analyze the information and create a whole picture of the impact of alcohol advertising on their local communities. Use survey sheets from Community Survey Project, look specifically at:

- Percentage of window space taken up by alcohol advertising.¹
- Percentage of interior space taken up by alcohol advertising.
- Location of alcohol products and advertising in relation to products youth buy.

Document your findings with the survey sheets and with photographs. You also may want to write a brief description of each store and the experience of going into the store to conduct the survey.

2. Research! Find out about the laws that exist in your city regarding alcohol advertising, in general and near schools. Also look for general information and statistics that will help paint an overall picture of how alcohol is used, abused, promoted, controlled, and distributed in your city.

For example, a group of San Francisco youth who did this project in 1997 discovered that their city had a law stipulating that no more than 33% of window space be covered by ads of any kind – and many of the stores they surveyed were in violation of this law. They also discovered that the city's Board of Supervisors had banned all tobacco advertising on city property and at city sponsored events, but that no such ban existed for alcohol advertising. They learned that the total number of alcohol licenses in their city was over 4,000. That meant over 4,000 stores and other places to buy alcohol in a city of roughly 800,000 people – 1 liquor license for every 198 people. And they learned that 50% of all city hospital beds were occupied by patients with alcohol-related problems.²

How do you go about doing this research? Start by contacting City Hall and asking them how to find out what kind of laws or ordinances exist governing advertising in alcohol outlets. Find the local ABC office, and talk to them about the numbers of outlets in the city and how ABD regulations are enforced at these outlets. Talk to the Police Department about the permitting and monitoring processes for alcohol outlets. Find out if your school district keeps any statistics on student involvement with alcohol. See if you can find out which individual lawmaker (city supervisor, city council member) might be most sympathetic to your project. *Ask every source you speak to if there are other agencies, departments, groups, or individuals they know of who would be interested in your project or who could add information to your research.*

3. Analyze your findings! Compare your research to your survey results. Are the stores you surveyed in compliance with city regulations? What problems did you find in the stores for which no laws or regulations exist? What did you learn from the surveys? What additional questions come up for you as you look at all of this information?

¹ California communities are subject to the Lee Law, which states that advertising can cover only 33% of an establishment's window space. The other important fact to know, however, is that if there is shelving or some other window obstruction on the *inside* of the store, then that area of window space is exempt from the Lee Law. Stores can essentially *deduct* this space from the total amount of space subject to the law. We recommend contacting your local ABC office to get the exact language of the Lee Law, and to have it explained in plain language to your group.

² Statistical information taken from project notes and descriptions of the Youth Leadership Institute's *Youth Leadership San Francisco* project, which implemented the Alcohol Ad Survey and Policy Project in 1997.

4. Decide what you want to do with all of the information you have gathered. The group in San Francisco wanted to see three specific changes take place in their city. **Develop a formal recommendation for change.** Decide what action you want to take with your recommendation. Do you want to try to change city policy at the policy-making level? Do you want to raise community awareness about the results of your project and look for a community-based organization that wants to take on the policy piece? Do you want to work with merchants directly to get them to make changes voluntarily in exchange for school/student partnerships that will benefit their businesses?
 5. Develop a presentation that describes your project, how you did it, what you learned, and what your recommendations are. Make this presentation to as many audiences as possible: all of the schools that were part of the project, other schools in your city, city departments that are interested in the issues, merchants associations, community-based organizations, etc. Look for local conferences or summits at which your group can give your presentation. Bring with you a petition that asks people to sign their names in support of the change(s) or recommendation(s) your group is promoting.
 6. Get media coverage for your project and your presentations. Remember, this is an AWARENESS CAMPAIGN, so be as deliberate as possible about spreading the news to as many people as possible. The media can help you do this. See the sample Press Release attached. Below are some ideas of places to send your Press Release and to make personal contact with.
 - Local and regional newspapers.
 - School papers for every school around where the surveys will take place
 - Local TV stations.
 - Local radio stations, especially ones that youth listen to. Ask if you can give a brief “commercial” about your project. Also, contact the local public radio station, which probably has a community calendar or community bulletin board that they broadcast regularly.
 - If you have a supportive Unified School District, contact this office and ask to put something on their website and/or in their newsletter. Adult allies can often help the group determine if this is a good idea and can be a contact for the USD office.
 7. Find out how formal recommendations are made to your city’s governing structure – to your City Hall or your Board of Supervisors. One way to go about this is to contact the individual member of the council or board who might be most sympathetic to your project and get them to invite you to present your recommendations to the full board or council at a meeting.
- [Link to CFNLP Components Guide](#)
This project fits perfectly with two of our hoped-for outcomes of the Component Implementation Guide. First, it engages youth in real community change and moves the action of the chapter OUT into the community. Second, it brings the important contributions of young people into the community and promotes them as community stakeholders and trustees.

SAMPLE PRESS RELEASE

**CONTACT:
PHONE NUMBER:**

Youth Making a Change in a Poisoned Community

Youth Leadership San Francisco (YLSF), a project of the Youth Leadership Institute, is proud to announce the culmination of their action project to address alcohol advertising targeting youth around schools in San Francisco. They will be conducting a presentation at their end of year recognition ceremony on Wednesday, June 4, 6:30 - 8:00 pm at 160 Spear Street, 10th floor.

This year, YLSF participants have surveyed stores in different communities on alcohol advertisements and made presentations to schools and community-based programs based on their findings. They are also circulating petitions to limit alcohol advertisements at stores near schools and institute guidelines for where alcohol products and advertisements can be placed inside stores. They feel that advertisements do entice youth to drink and deepen their desires for alcoholic beverages. There is a documented link between the exposure of youth to advertisements and youth having positive beliefs about alcohol. The location of these advertisements and the easy availability of alcohol near schools contradicts the prevention messages that young people receive in schools.

YLSF consists of 16 youth, including 5 youth advisors. The program provides youth the opportunity and support to take on leadership roles, not only to make a difference in their communities, but also to aid them in job related skills that can prove useful to them in the future. The Youth Leadership Institute (YLI) is a youth development organization that engages youth as partners in shaping their communities. Through an array of programs designed to meet the needs and interests of diverse young people, YLI builds the capacity of youth by providing opportunities, training, and support.

Sample “Spoof Ads” or Counter Ads from Ad-Busters

These are Tobacco Industry “Spoof Ads.” You can see more of Ad Busters’ Spoof Ads, for tobacco, alcohol, fashion, food, and more on their website at www.adbusters.org. From the home page, follow the link to Spoof Ads, and browse by category. Also, look at their Create Your Own Print Ad page for ideas on how to help people create Counter or Spoof Ads.



Meeting Structure Template (60 minute meeting)

For shorter meeting times (30 – 45 minutes) choose only one: Skill Building, Opportunities, or Outreach to cover during the meeting.

1. Check In (5 – 10 min)

This section of the agenda represents a time to team-build. Introduce new chapter members, and get to know a little bit about each other. Depending on the time available, it can be something quick and simple or something more elaborate.

FACILITATOR NOTES:

- Always have a check in. Keep the consistency, so members can know what to expect.
- Survey the room before starting. You may have an activity planned that needs to be altered to accommodate new participants, different ability levels or experiences.
- This can also be the time to establish group norms or ground rules (first meeting); or review group norms at subsequent meetings.

2. Skill Building (15 – 20 min)

This section of the agenda is time to learn something new, or practice a skill chapter members already know. It can be something related to a project or activity coming up, or it can come from a suggestion from the group from something they have seen.

FACILITATOR NOTES:

- This time can also be used for debriefing an activity that was just completed. After the debriefing discuss ways to improve and the skills needed to make that a reality.
- It is important to listen to the group about the opportunities they want to try. It is OK to make suggestions, but not to dictate what skills will be explored.
- Skill building can be fun – games and role-plays can be used as skill building opportunities.

3. Check Up (5 min)

This section of the agenda is to re-energize the chapter before moving on to another subject. It should be short, interactive, and fun. This should be a time to evaluate how the chapter is doing, is anyone tired? Cold? Hungry? Not focused?

FACILITATORS NOTES:

- Think about an energizer that relates to the topic of the meeting
- Raffles are also a good way to check up on the group. Tickets can be passed out for members who are on time, or who ask/answer questions.
- A quick question and answers session can be a good check up activity. At the beginning, and throughout the meeting members can write questions on index cards and place them in a bowl for this timeslot.
- Have one or two leadership members lead the check-up while a few other leaders gage the room and any course corrections needed in the agenda

4. Opportunities/Outreach (15 – 20 min)

Choose one: opportunities or outreach for this section of the agenda. Use the time to plan a project or activity.

FACILITATORS NOTES:

- Rather than plan out the entire activity during this time form committees that will do the actual work and then report back during the meetings.
- Be sure to have calendars with important dates and deadlines. This can be important so chapter members can see what is being accomplished and feel like they are contributing.
- Check in with committees prior to the meeting, so they aren't caught off guard and as a reminder of the tasks they have to complete.

5. Check Out (10 – 15 min)

This section of the agenda is to allow for closure before the groups leaves.

FACILITATOR NOTES:

- Allow time to make announcements, have them written out on a piece of paper or flip chart
- Select activities that recap information that was learned or highlights and acknowledges member participation
- Establish a clear ending to meetings
- If time is running short, adapt your closing activity. It is important to respect member's time and end on schedule.