

# Youth Leadership Development II

The logo features the words "JUST KIDS" in a bold, sans-serif font. "JUST" is white and set against a black rectangular background, while "KIDS" is black and set against a white rectangular background. These two rectangles are positioned side-by-side and are centered on a thick, solid black horizontal line that spans the width of the slide.

**JUST KIDS**

**Coalition for Juvenile Justice  
2013 Youth Summit**

# Why Youth Voice Matters



Youth voice benefits young people, adults and organizations. It provides young people with increased self-esteem, a sense of personal control, greater development of life skills including leadership, public-speaking, dependability, job responsibility, less involvement in risky behaviors, and better academic achievement. It changes how adults view young people (they are more likely to perceive them as critical to organizational improvement), enhances their commitment to the organization and increases their effectiveness and competency in working with youth. For organizations, it brings new ideas and energy; helps clarify the mission and increases their connectedness and responsiveness to youth.

Research from both the service learning and youth development fields supports the value of youth voice. Researchers have found that high-quality service learning programs are rich with benefits for schools, communities and students. One of the hallmarks of successful programs is that they honor youth voice. After reviewing numerous studies on service learning, researcher Shelley Billig observed that outcomes related to service learning are maximized when students are given greater degrees of responsibility for planning, decision-making, problem-solving and assessing their learning. In other words, **youth voice is not only an essential component of high-quality service learning programs, but also helps to magnify the positive results of service learning** (Billig, 2000).



## Factors that Influence Attention to Learning



Source: Teaching with the Brain in Mind, Eric Jensen

Increases Intrinsic Motivation		Increases Apathy and Resentment
<b>CHOICE</b>	vs.	<b>REQUIRED</b>
Provide choices in content, timing, work partners, projects, process, environment or resources		Directed 100%: no participant input, resources restricted – for example, working alone
<b>RELEVANCE</b>	vs.	<b>IRRELEVANCE</b>
Make it personal: relate to family, neighborhood, city, life stages, love, health, etc.		Impersonal, useless, out of context and done only to pass a test or meet a requirement
<b>ENGAGEMENT</b>	vs.	<b>PASSIVE</b>
Make it emotional, energetic, make it physical, use learner imposed deadlines and peer influence		Disconnected from the real world, low interaction, lecture, seatwork or video

### How it applies to Youth Voice:

1. If we want to see decreased apathy and resentment towards learning and increased motivation, commitment and participation, students need to have some say in the content, timing and process of the service experience. Youth Voice gives them a say!
2. Learners need to see how a situation relates to them personally, to their family, neighborhood, city, interests and life. Youth Voice allows them to select projects and issues that are personally relevant and meaningful!
3. Learners must have an emotional connection in the learning experience and have opportunities to be actively involved and interact with others. When youth have an active role in carrying out all aspects of a project, they learn more!

# Principles of Youth Voice

## **RESPECT: You give it, you receive it!**

*Mutual respect and an appreciation for each member's contribution to the partnership are vital.*

- A culture of respect shatters stereotypes based on age.
- Young people respect adults who listen and ask challenging questions.
- Adults respect young people who invite them to share their skills, experiences and resources.
- A culture of respect provides all participants to act on their dreams and learn from their mistakes.

## **COMMUNICATION: Listen up!**

*An honest and open exchange of ideas is crucial.*

- Young people are best heard when adults step back and young people speak up.
- Adults are best when they are straight forward and explain where they are coming from.
- All people's ideas and opinions are valuable and must be heard.

## **INVESTMENT: It takes time!**

*Investing in the future is accepting young people as leaders today.*

- Young people and adults must first set their fears aside and take a chance on each other.
- Adults must provide young people with the information, training and support they will need to succeed. They must also develop their own abilities to work with young people.
- Young people must commit their time and energy to do the work and be willing to learn from adults.

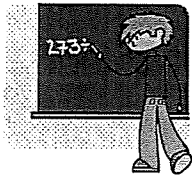
## **MEANINGFUL INVOLVEMENT: Count us in!**

*Decisions about young people should be made with young people.*

- Involving young people from the beginning builds ownership.
- Adults need to support young people in taking on responsibility.
- Reflection helps everyone appreciate the importance of their work – for themselves, for their program and for their community.

# Models of Youth Voice

There are many different models of youth voice. All models of youth voice incorporate some form of youth-adult partnership, meaning adults and young people are working together, sharing power and learning from each other. No one model is the best model, but different models may work better in certain situations. Below you will find a few commonly used models.



**Youth as Trainers** is a model that stems from the belief that youth who are well-trained and supported can design and deliver training about service learning, or orientation for service learning project.

**Youth as Planners** is a model that engages young people in planning and implementing service projects. Youth might help identify community needs, determine objectives, recruit volunteers, develop action plans and timelines, and evaluate the project.



**Youth as Evaluators** allows young people to assess program effectiveness by being involved in the evaluation process. They can develop and implement surveys, conduct interview and document their findings.



**Youth Summits** bring young people together for discussion and action around issues and concerns important to them. They provide youth an opportunity to voice their concerns and develop solutions.

**Youth Action/Advisory Councils** is a group of young people working with an existing organization to keep youth involved in the mission of the organization. Youth Advisory Council's make decisions, advise and or/address specific issues.



**Youth as Funders** refers to young people's involvement in philanthropy. This could mean raising money, developing request for proposals, reviewing proposals and determining who gets the money.



**Youth on Board** refers to young people serving on organizational governing structures, especially boards, as a full voting member with all the same rights in organizational decision-making as other board members.

Source: Points of Light Foundation, 2001

# Promoting Youth Voice Reflection

Reflect on your own service learning practice. What are you doing to promote CHOICE, RELEVANCE, and ENGAGEMENT throughout your program?

We believe that Youth Voice should be integrated into every aspect of a program. Consider **what you are currently doing** within the context of each of the Standards of Quality Practice and think about what you could do to increase the academic, social and emotional impacts of your program.

Standard of Quality Practice	Definition	What are you doing to promote Youth Voice?	What could you do to enhance Youth Voice?
<b>Link to Curriculum</b>	Embedding service learning experiences in curriculum goals and standards that drive student learning of concepts, context and skills in academic disciplines and co-curricular settings.		
<b>Diversity</b>	Fostering civil discourse and democratic values through the inclusion of diverse perspectives and experiences, and through respect from all learners.		
<b>Meaningful Service</b>	Applying problem-solving and critical thinking skills to community and civic needs in real-world environments.		
<b>Duration &amp; Intensity</b>	Ensuring that service learning experiences are of sufficient intensity and duration (or are equal to about 1 semester), so that all phases of planning, through project evaluation, are included.		
<b>Reflection</b>	Facilitating continuous reflection before, during and after the service experiences – using multiple methods to encourage critical and creative thinking that addresses learning objectives.		
<b>Progress Monitoring</b>	Analyzing student reflections and assessment measures in combination with project and partner evaluation data for continuous review and improvement.		
<b>Reciprocal Partnerships</b>	Leveraging community assets and promoting collaborative communication and interaction among stakeholders.		



Below are excerpts from an article published in the inaugural issue of: *Information for Action: A Journal on Service Learning Research with Children and Youth*.

## **Youth Organized for Disaster Action: Why Youth Voice Matters**

**Kathia Monard-Weissman, Joan Liptrot & Julia Wagner**

### **Abstract**

Allowing students to assume leadership roles underscores the importance of service-learning projects. This paper highlights youth voice as a framework for examining the impact of service-learning projects on students' academic and civic engagement. Presented here is a case study of the Youth Organized for Disaster Action (Y.O.D.A.) program. Data was derived from surveys, interviews and observations of schools in New Jersey and Pennsylvania that implemented safety-related projects during the school years of 2004 -2005 and 2005-2006. Analysis of the data suggests that students who made choices and were more actively involved in relevant and engaging activities while selecting, designing and organizing service-learning projects appeared more academically and civically engaged. This paper presents specific strategies that can be put into practice to foster youth voice in our service-learning programs.

### **Recommendations**

Being open to the students' ideas, opinions, and input while they plan and implement their projects is essential for a successful service-learning program. Here we provide some recommendations to assist practitioners in their efforts engaging students in leadership and decision making.

- **Involve youth in the planning process:** Provide opportunities for students to take active roles in investigating the needs of the community and in identifying the service projects that can best meet those needs. If the focus area has already been identified, as we have done in our Y.O.D.A. projects, students can research the history or the statistics surrounding a particular issue to help them see the *relevance* of the service-learning project they are going to develop.

Surveys created, conducted, and analyzed by students allow them to gain information about public opinion, and the knowledge level of people in the community. From the information collected they can make *choices* about the types of projects that need to be pursued. Having students contact local experts and conduct interviews is another excellent strategy for *engaging* youth in the planning phase of the service-learning process. These activities not only promote youth voice but help to increase student ownership of the service-learning projects they are going to undertake.

- **Allow students to generate potential projects:** The service selected by students can take many forms and should be directly related to the information gathered during the needs assessment and planning phase of the service-learning project. Choice is encouraged as students decide the best

strategy to meet the identified need by teaching others, creating a product that can be distributed to community members, or by directly engaging in and providing a service to the community.

- **Provide varied and ongoing opportunities for program reflection:** Reflection activities should meet the needs of various learning styles and ability levels. In addition, reflection should be a continuous process that allows youth to assess their personal development, their connection to others, their commitment to active citizenship, their understanding of new content or skills, and enable them to reframe what they think about complex issues (Eyler & Giles, 1996).
- **Ensure diversity in all aspects of the service-learning initiative:** Students of all ability levels and backgrounds can benefit from meaningful opportunities to participate in the project. Students should be given choices regarding involvement of activities. When students *choose* activities they are interested in they are more likely to take on leadership roles and use their skills in a meaningful way. For example, if the project chosen is creating a brochure about disasters, students can be involved in various activities: a group of students can do the research of the information to be included; a second group can select the targeted audience and distribution methods; and the last group can be engaged in the layout and design. This way you will be providing choices for students to use their skills and strengths. Having opportunities to explore the diverse groups in their community including sensitivity training and discussions of other diversity topics (race, power, and privilege) allows students to become better able to relate to others different than themselves. Participating in sensitivity training to better understand the aging process helps students to choose appropriate information and strategies to include in service-learning projects geared towards the elders in their community. The same applies to seeing the relevance of adapting information for other audiences (which could mean translating information for a non English speaking population).
- **Allow students to take more active roles as trainers, funders, or evaluators:** Students that were allowed to identify what information to teach others and who to teach it to (younger students, peers, or adults) felt most engaged. When youth act as evaluators, designing and analyzing the effectiveness of the training, the impact of their efforts is realized. Getting students involved in grant making helps them to understand the responsibility of program design. Working together to design and evaluate requests for proposals, increases students' ability to work collaboratively and understand the ideas of others.

# Youth Voice Resources

The National Service Learning Clearinghouse identifies a number of useful resources on youth voice which can help you engage young people in leadership and decision-making in your program.

## Youth Voice Online Documents (NSLC)

Online documents available on the NSLC website.

[http://servicelearning.org/resources/online\\_documents/youth\\_voice/](http://servicelearning.org/resources/online_documents/youth_voice/)

## Integrating Youth Voice in Service Learning (ECS)

A report by the Education Commission of the States.

<http://www.ecs.org/clearinghouse/23/67/2367.htm>

## At the Table Resources

... accepts resource submissions. Topics include **youth** development bibliographies, available grants, **youth voice** guides and publications, and more. All resources ...

<http://www.atthetable.org/resource.asp?ContentType=1>

## National Collaboration for Youth (NCY)

... interest in **youth** development. Its mission is to provide a united **voice** as advocates for **youth** to improve the conditions of young people in America, and to ...

<http://www.collab4youth.org/ncy/>

## YouthVoice.net

... **youth** advocacy site. It allows educators and **youth** to search resources and tools that help **youth** build a knowledge base of how they can make their **voice** heard.

<http://www.indiana.edu/~ythvoice/>



## Checklist for Tactics

All tactics must be considered within an overall strategy. Use this checklist to make sure that each tactic makes sense given your strategy.

- \_\_\_\_\_ Can you really do it? Do you have the needed people, time, and resources?
- \_\_\_\_\_ Is it focused on either the primary or secondary target?
- \_\_\_\_\_ Does it put real power behind a specific demand?
- \_\_\_\_\_ Does it meet your organizational goals as well as your issue goals?
- \_\_\_\_\_ Is it outside the experience of the target?
- \_\_\_\_\_ Is it within the experience of your own members and are they comfortable with it?
- \_\_\_\_\_ Do you have leaders experienced enough to do it?
- \_\_\_\_\_ Will people enjoy working on it or participating in it?
- \_\_\_\_\_ Will it play positively in the media?

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# Outreach Plan/Tool Kit

## Recruiting

### Knowing your audience

When looking for new members to join your organization you should always know who you are talking to, be aware of their self-interests.

*Self Interest: How we are aware of ourselves and our own needs in the context of our relationships with others.*

### Types of Self Interest

1. **Personal:** People join organizations that work on issues that personally affect them.

#### Reasons for joining

- To stop oppression, prejudice, and discrimination that affects their lives.
- To make life better for their family (Present and Future) and others.

2. **Professional:** Join for reasons related to their future or current career.

#### Reasons for joining

- To develop new skills that will help enhance their resumes
- Test out possible new career options
- Make contacts that might lead to a job
- Work experience (usually students and homemakers)

3. **Power:** Join for the power that comes along with being a part of an organization.

#### Reasons for joining

- Getting revenge against targets (political crooks, landlords, polluters, etc)
- Being a spokesperson and being on T.V, Radio, etc
- Maybe considering running for office

4. **Moral:** They believe that using their time to help bring justice to the world is the right thing to do.

#### Reasons for joining

- Feel that they have a civic responsibility to do something right for the community.

5. **Negative Self Interest:** Some individuals become identified with an organization in order to sell out for a certain price.

#### Reasons for joining

- To promote their own interest at the expense of the community
- To have an audience to push a crazy idea

### Six Steps towards successful Recruitment

## Outreach Plan/Tool Kit

### 1. Be Prepared

- Have in mind how you will explain your goal
- Consider areas of self-interest to which you want to appeal
- Have a few fall back requests

### 2. Legitimize Yourself

- (If it is true) Explain that you come from the same community, workplace, school, ethnic group, etc and that you have the same problems that they have.
- When contacting someone you haven't met, be able to say that you got their name from someone they know. (friend, community leader, etc)
- Mention other people in the class, community, etc who have already agreed to join
- Remind people that they have heard of your organization.
- Explain why the person participation will make a difference

### 3. Listen

- Identify their self interest
- Clarify their concerns
- Establish rapport
- Listen for special skills they may have, useful contacts, and organizational networks.

### 4. Agitate

- "Stir up people so as to produce change"
- Do not offend, but also do not passively accept excuses for people not getting involved
- Get people angry about an issue

### 5. Get a Commitment

- Get an agreement
- When you get an agreement, it should be to do a specific task on a specific day
- Make a note to call and remind the person
- Clarify what will happen next

### 6. Follow Up

- Make sure you have system in place for keeping track of people ↗
- When people you recruit come out to events be sure to greet them and show them around
- Try to relieve yourself of administrative duties on the day of the event so you can focus on building relationships with new people.
- Write the names of those you really want to connect with on an index card, and refer to that card during the event.

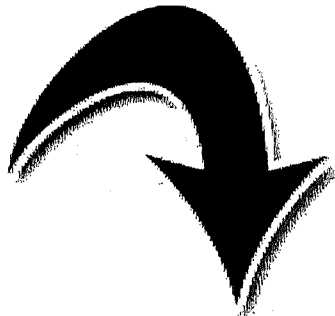
*create card*

# STRONG ASKS: *what to say*

Creating a FRAMEWORK & choosing WORDS to best tell your story

- Introduction** What you care about and why you're calling/talking to them. *No more than 3 sentences.*
- Ask Questions** Find out if they care about what you care about & WHY. *Don't ask if they have time - they will let you know. Be substantive. Questions can serve as filters. Each "yes" is another level of agreement.*
- Problem** *what are you up against?* **Explain what you're up against and why it's hard.** *Be concise and honest. Don't use hyperbole. This is why you need help.*
- Ask Questions** How do they feel about the problem? Are they moved by the challenge?
- Solution** **Share the plan - a possible way to break through the challenge** *This should be short, concrete and explain step-by-step how to help. This should illustrate hope, excitement and confidence.*
- Ask Questions** Ask if the plan you just laid out makes sense. *Do they have any questions so far?*
- Take Action** **Some concrete thing to do, task to complete, role to try out, etc.** *Make your specific ask for help.*
- Ask Questions** What do they think of what you're asking? Is it a good match? *Find out if they've ever been asked for this kind of help before. Are they nervous at all? What might they need to arrange in order to do what you're asking of them? What is the best fit and next step?*

# Tricks for switching to Down Tones



- **Down Arrows** over words & at end of sentences
- **Periods** instead of question marks
- **Kinesthetic** - use your body to drive your voice
- The "**Damnit**" Trick
- Enlist the help of a listening **buddy**
- **Positive reinforcement** - use a jar

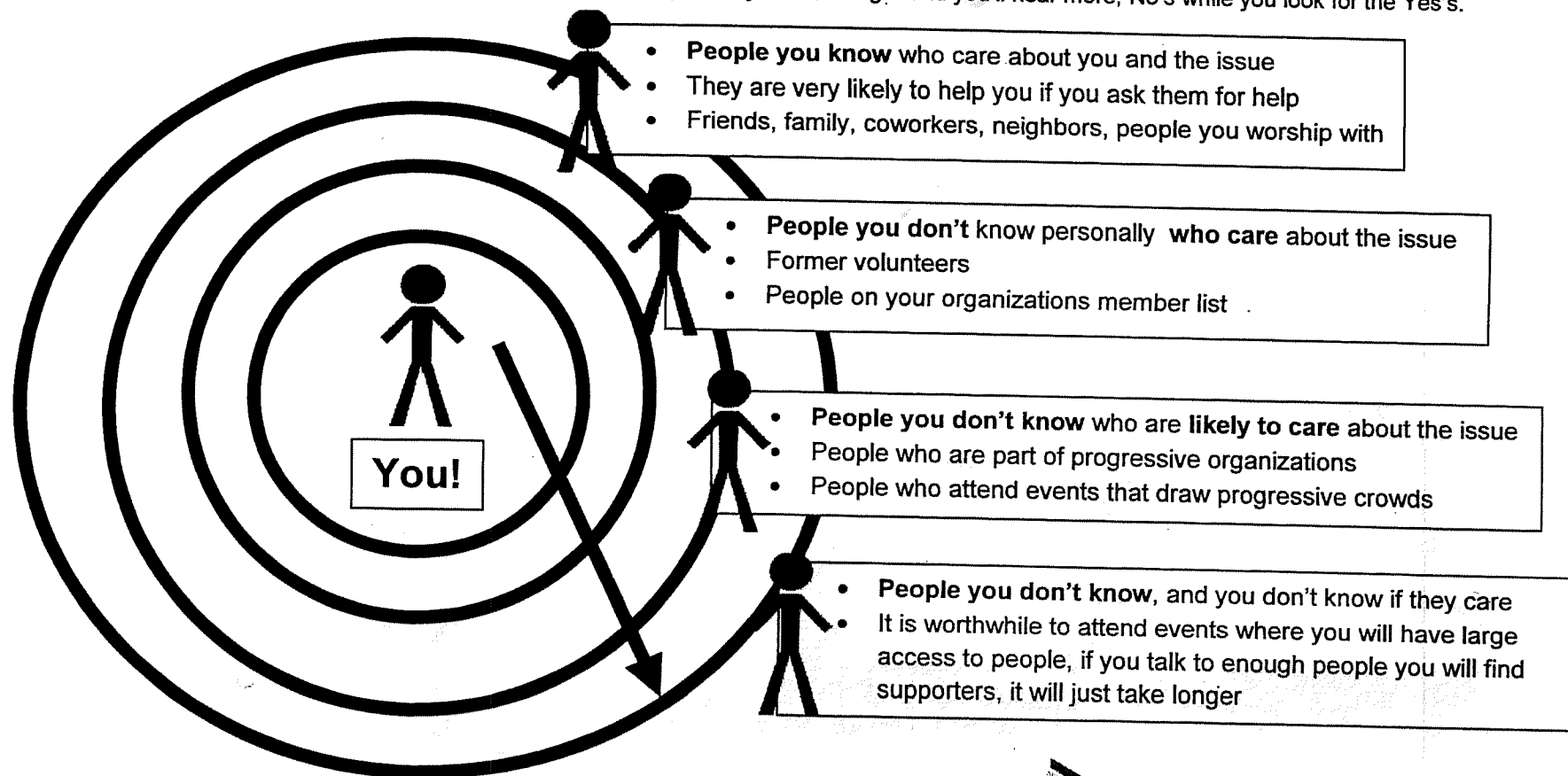
Changing speech patterns takes tons of PRACTICE.

Just stick with it and soon it will become like second nature!



## A Guide to Maximizing Volunteer Recruitment – “The Bulls Eye”

**Who should you ask to help?** When thinking about who to ask for help, think of yourself in the center, with the people you know best around you, and people you know less around them, and people you don't know at all around them. To maximize how quickly you can build your team, start by asking people closest to you, they are most likely to say, “Yes” to volunteering. Don't stop there, keeping moving further and further out the circle – you'll find new supporters in your community, it will just take longer and you'll hear more, No's while you look for the Yes's.



Build **Power** Take **Action** Create **Change**

National Gay and Lesbian  
**Task Force**





## **STRONG and weak Language**

While canvassing a person, you have a short period of time to convey the importance and urgency of the issues you are working on and the ability of your organization to win. Give careful consideration to the language you use. Some words psychologically reinforce your message. Other words may inadvertently undercut it. For example, "trying" to win is not the same as "working" to win.

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### **Generally weak words**

maybe  
trying  
asking  
possibly  
O.K.  
(we) understand  
basically  
hoping  
probably  
perhaps  
(we) think  
can't/won't/never

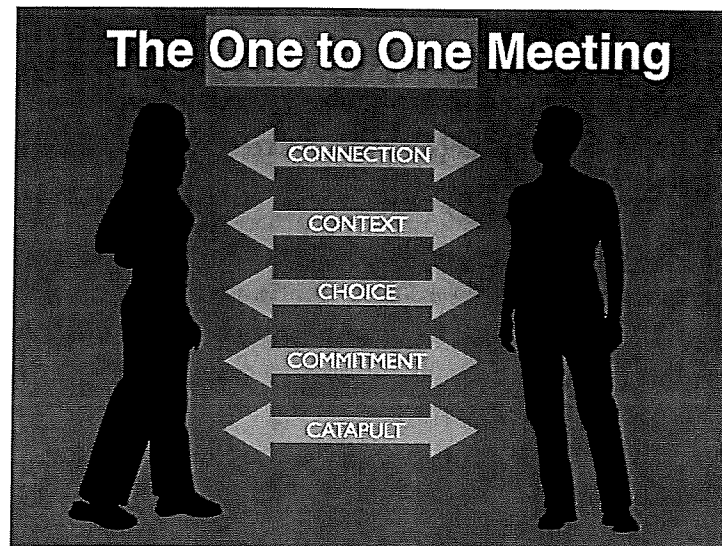
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### **Generally STRONG words**

working  
winning  
our strongest supporters are  
pressuring  
crucial  
vital  
fighting  
demanding  
can you match that  
exactly  
critical  
urgent  
necessary

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## BUILDING INTENTIONAL RELATIONSHIPS: THE ONE-TO-ONE MEETING



One of the best ways to initiate intentional relationships is by use of the one-to-one meeting, a technique developed and refined by organizers over many years. A one on one meeting consists of five "acts":

### Before the one-to-one:

- We have to get another person's attention to conduct a one on one meeting. Don't be coy. Be as up front as you can be about what your interest is in the meeting, but that first, you'd like take a few moments to get better acquainted.
- There must be a purpose or a goal in setting up a one on one meeting. It could range from, "I'm starting a new network and thought you might be interested" to "I'm struggling with a problem and I think you could help" or "I know you have an interest in X so I'd like to discuss that with you." Be transparent about your purpose.

### During the one-to-one:

→**CONNECTION**- Most of the one on one is devoted to exploration by sharing stories and asking probing questions to learn the other person's values, purposes, and resources. It is also important to share your own values, purposes, and resources that it can be a two way street.

We exchange resources in the meeting such as information, support, and insight. This creates the foundation for future exchanges.

→**CONTEXT**- Explain why the work you are asking them to engage in is important (build off your story of us & now). Be specific about the challenges we face, but also the opportunities and hopes. Instead of making statements, ask questions that help the person locate their own sense of anger and hope around the challenge.

→**CHOICE**- After exchange of ideas and information happens and both parties are clear about intentions there needs to be a choice. During a one to one you have to make a choice to move forward with the relationship or not, and commit to further exchange of knowledge and resources in the future or not. This should be a specific conversation during your one to one.

→**COMMITMENT** – If you choose to continue building a relationship, a successful one to one meeting ends with a clear commitment, most likely to meet again and to engage in action together. By scheduling a specific time for this meeting or action together, you make it a real commitment. The goal of the one to one is not just to get someone to make a pledge, to give money, to commit their vote. It's to build commitment to continuing the relationship in service to a shared purpose and desire for change.

→**CATAPULT**- Make a plan of action together. Explore your individual resources and how you can each bring those resources to bear in this relationship and on behalf of the campaign you're preparing together. You can ask for recommendations for other people to have one to ones with, or even ask this person if they will do one-to-ones with their own friends, family and neighbors etc.

One-to-One Dos and Don'ts	
DO	DON'T
Schedule a time to have this conversation (usually 30 - 60 minutes)	Be unclear about purpose and length of conversation
Ask questions and plan to listen	Try to persuade rather than listen
Follow the steps of the conversation above	Chit chat about private interests
Share experiences and deep motivations	Skip stories to "get to the point"
Share a vision that articulates a shared set of interests for change	Miss the opportunity to share ideas about how things can change
Be clear about the 'when and what' of your next step together	End the conversation without a clear plan for the next steps

# WORKSHEET

## PRACTICING ONE-TO-ONES

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### GOALS

- Practice the art of the one-to-one conversation by using probing questions to understand each other's values, purpose and resources.
- Uncover your team's common values and shared interests. Identify and draw out each other's unique skills and resources.

### AGENDA

TOTAL TIME: 45 MIN

1. Gather in your team. Choose a timekeeper and note-taker. Review the agenda below. 5 min
2. Break into pairs. **Practice a One-to-One.** 20 min
  - One person initiates the conversation: Ask Questions (GO DEEP!) and share some of your own story too.
  - After 10 minutes switch roles and let your partner drive the conversation more.
  - Listen carefully and write these down for later:
    - Your **common values** (the things you care about and have a motivated commitment to - like education, family)
    - Your **shared interests** (the real-world expression of your values - like good schools in our neighborhood, clean air in my community)
    - Your **skills and resources** (the things you have and bring to the team - like time, relationships, data skills, energy)
  - **Make a specific commitment** to each other and the leadership team.
3. Get to know your team. 20 min

**Each pair reports back on the following two questions:**

- What did you learn about the common values and interests that motivate you to take action?
- What did you learn about what skills and resources each of you bring to this team?

Our Common Values & Interests	Our Unique Skills & Resources

# WORKSHEET

## PRACTICE RELATIONSHIP BUILDING

### ONE-TO-ONE PRACTICE (20 min)

Choose a partner you don't know. Learn about why she has been called to do this work. Probe with "why?" questions to get to choice points and specific experiences that shaped her life. Share your story. Listen to your partner's story for the motivations and the resources she brings to this Power Shift effort (leadership skills, a following, action skills, etc.). Be specific.

Avoid talking about issues like climate change or energy use in an abstract and detached way. Talk about why YOU both care about a particular issue because of your own life experiences or the specific experiences of people you care about. What values were you taught that make you care about this? How were you taught those values?

Story: What's your family story? What in your life brought you here today?

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Challenges: What keeps you from action? What do you fear? What would you want to learn?

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Hope: What motivates you to act to organize now? What's your vision of how things could be different if we work together?

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Leadership Qualities: What skills do you have? How do you lead others already in your life? What would you be willing to bring to this movement?

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What values do we share?  
What interests can we act on together?  
What skills and resources do we each bring to this work?  
What skills and resources do we each bring to this work?  
When will we meet again to take action and to keep building this relationship?