Developing Youth Leaders in SRAE Programming
Agenda

Day 1: March 5, 2024, 8:00-5:00 pm

Time	Activity
8:00 am	Introduction & Opening Remarks from the Director of Programs
8:30 am	Welcome and Agenda Framing
9:00 am	Community Builder: Hammer vs Nail
9:30 am	Introducing Theory & Experiential Learning: Brown Bag
10:30 am	Break
10:45 am	Connecting Theory to Youth Behaviors: Integrating a Social Justice Analysis
11:20 am	Connecting Theory to Implementation: Youth Leadership Spectrum
12:00 pm	Lunch
1:30 pm	Energizer: 1-2-3
1:45 pm	Introducing Young People to Big Ideas
2:45 pm	Blue Skies Thinking
3:30 pm	Break
3:45 pm	Sticker Dot Voting
4:15 pm	Research Plan
4:40 pm	Closing

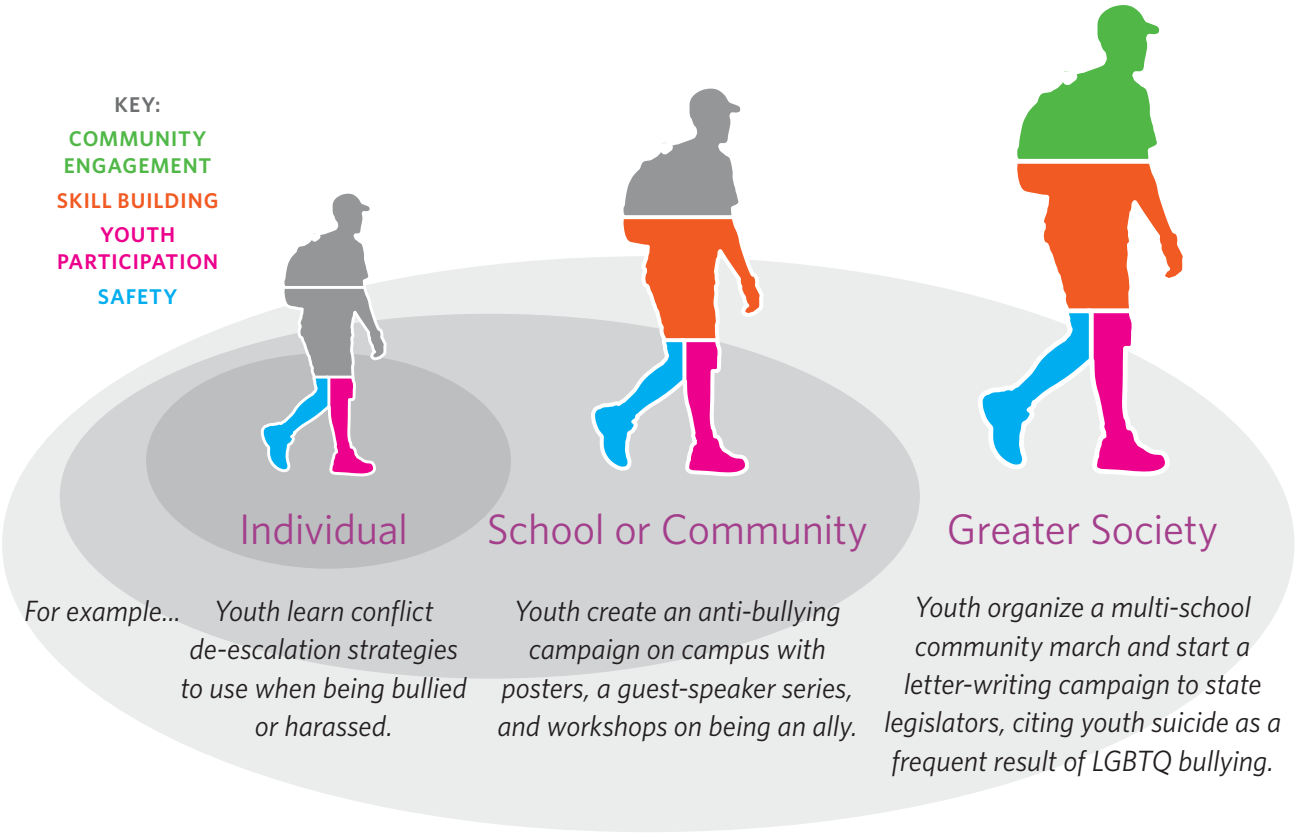
Day 2: March 6, 2024, 8:00-12:00 pm

Time	Activity
8:00 am	Welcome Back and Agenda Overview
8:15 am	Warm Up: What's In the Bag
8:45 am	Constraints for Success
9:45 am	Designing Tactics
10:30 am	Project Planning Arrow
11:15 am	Wrap Up & Closing
12:00 pm	Lunch

Integrate a Social Justice Analysis

We believe that leadership and accountability must go hand in hand. This happens in a progression. First youth need individual experiences of personal empowerment. Then they apply their values to shift their immediate neighborhoods, such as their schools or communities. Finally, we hope young people will spur activism by broadening their projects to impact the greater society.

The following graphic represents the ripples of social change that young people can effect as the leadership experiences they engage in shift over time.



To do this, our programs must offer skill-building to develop young people's character, as well as leadership skills.

CHARACTER & ETHICS

- To understand the short and long-term impact of one's choices
- To be conscious of how we use resources that impact the environment
- To understand how social structures keep certain people in power at the expense of others.
- To be allies to others
- To lead with a conscious awareness of power and privilege

LEADERSHIP SKILLS

- To learn presentation and communication skills
- To identify goals and the action steps needed to get there
- To execute tasks
- To reflect and think critically
- To debate and make logical arguments
- To conduct research and analyze data

Think about your youth today; how do you want this social justice perspective to show up in your youth?

What are they thinking?

What do they feel?

What values do they practice?

What actions will they take?

We will continue to explore how to bring these principles to life in **STEPS SEVEN TO NINE** of this guide.

Understand Youth Leadership

The Average Rate of Retention graph to the right shows that youth learn more by active learning than through passive learning. This builds the case for intentional youth leadership programs that are youth-led.

However, there are far more examples of teaching models that are passive than active. This makes designing and executing a youth-led leadership project challenging, because many of us don't have embodied experiences or models for how to authentically empower youth to take charge. This requires us to design and facilitate our programs relying on research and beliefs, versus experiences.

Activating youth leadership programs requires getting youth in the drivers seat of their own learning. This means youth must be engaged in dynamic discussion, hands-on projects, and teaching others what they have learned. The more youth-led the experiences, the higher the rates of retention.

Reflect on the following spectrum that describes the level of youth and adult partnership in the learning process.

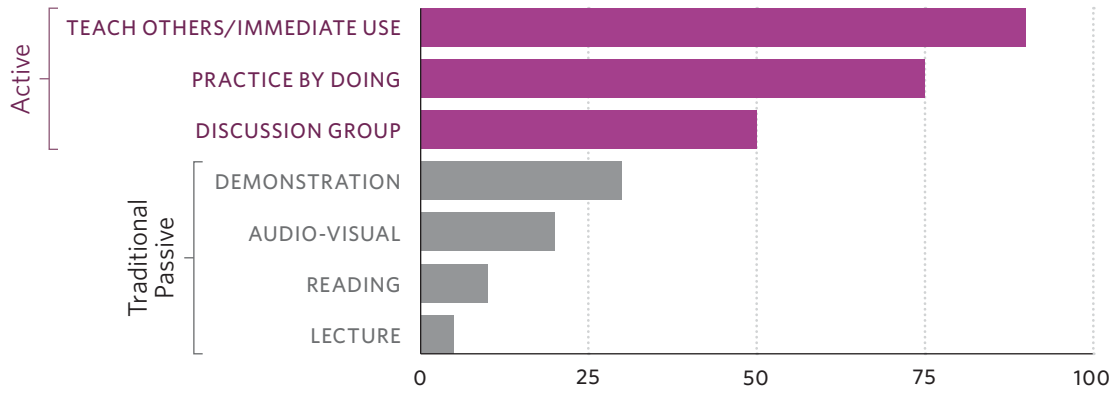
ADULT LED	ADULT LED WITH YOUTH INPUT
Youth are told what to learn, and how they will learn it. Youth are seen as students, while the adults are the experts with knowledge to impart. *For example, in a piano class, the teacher sets the pace for learning, the music learned, and the lesson's flow or a college course that is mostly lecture-based.*	Youth are sometimes asked for input about minor decisions. *For example, a theater teacher asks participants to select a monologue from a selection of twenty to read. Or, in a beat-making workshop, the leader asks students to select an artist's soundtrack to remix.*

1. If you have already begun working with your youth, which aspect of the above spectrum best describes your current youth-leadership program?

2. What is working or challenging about your current balance of relationships?

WORKING	CHALLENGES

Average Rate of Retention Graph



Based on the Learning Pyramid, National Training Laboratories

A YOUTH-ADULT PARTNERSHIP

Youth are invited to provide regular input on decisions. They are taught various ways to give feedback (verbalizing, surveys, votes, group brainstorms). Youth consult on decisions that matter and their skills and input truly improve the learning process. *For example: A youth survey determines what enrichment classes are offered, or youth and adults work together to create a progressive discipline plan.*

YOUTH DRIVEN

Youth drive a project by deciding what to do, how to do it, and what learning is required to be successful. The adults provide support and guidance along the way to fill in gaps in skills or information. *For example: Participants conduct a school needs survey, then decide to host a multi cultural family potluck.*

YOUTH LED

Youth are solely in charge. *For example, a youth band decides when it will practice, finds gigs to perform, and creates its own music.*

3. How can you use active learning strategies to keep your youth in charge of their own learning?

4. Download the YOUTH-ADULT SPECTRUM PLANNING TOOL from buildingintentionalcommunities.com and identify strategies to shift the level of youth-adult partnerships over time.

Research Plan

STEP 1: What is the research question I am investigating?

STEP 2: Decide Your Research Sample

Who has the information you are looking for?

Where can you find these people?

STEP 3: Choose and Design a Research Method

What is the best way for me to find the information I am looking for?

- ☐ Search the Internet.
- ☐ Read books/ articles.
- ☐ Conduct interviews.
- ☐ Distribute a survey.
- ☐ Hold a focus group.

STEP 4: Design Research Tools

Depending on which research method you choose, you will have to develop a research tool. This tool will help you organize the information you collect, stay consistent in the questions you ask, and make sure your research can be analyzed for meaningful information at the end.

STEP 5: Collect Data

Now it's time to go get the information!

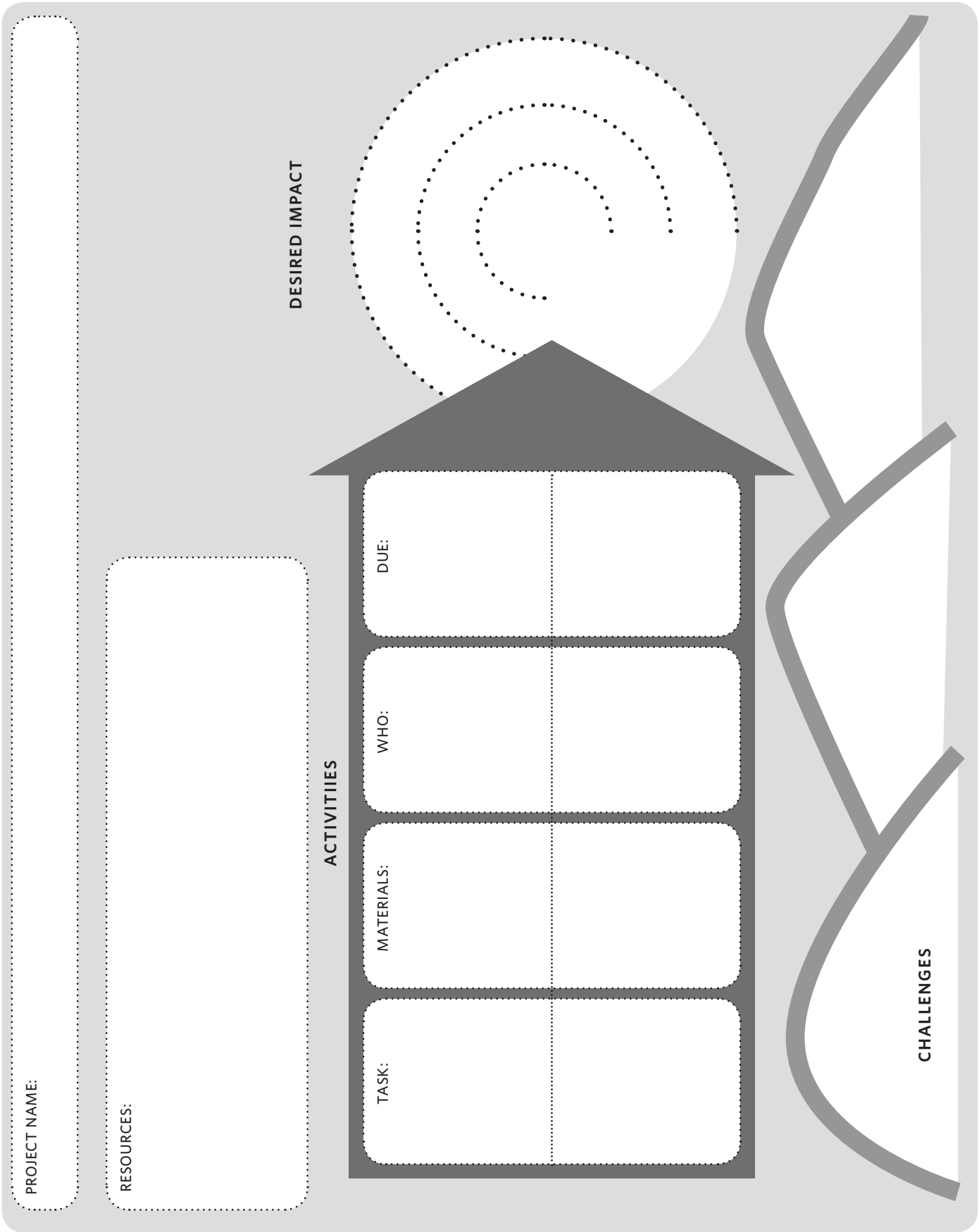
STEP 6: Generate Findings

What did you learn from your research?

What themes emerged in your findings?

What surprised you?

Project-Planning Arrow



H·E·A·D, Heart, FEET REFLECTION