ENGAGING YOUTH FOR POSITIVE CHANGE

A hands-on program for youth ages 13-19 to promote community-wide policy change

FACILITATOR’S GUIDE
THIRD EDITION
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Developed with funding from the IL Department of Human Services, Bureau of Positive Youth Development and Community Prevention

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Welcome

We are very glad that you are interested in youth engagement and hope that the following guide will be useful to you. Engaging Youth for Positive Change is a transformative process empowering young people to work with local governing bodies to adopt policies that create healthier communities.

Targeted to youth ages 13-18, trained facilitators guide youth to identify the change they desire, learn about the workings of local governing bodies, engage community members in their efforts, and communicate with elected officials to create change.

Youth Benefits

Through EYPC, participating youth gain important research, analytical, critical thinking, communication, and teamwork skills, and—most importantly—valuable real-world experience.

Youth work on real social and community change projects such as smoke-free public spaces, healthier school foods, greenways and parks, safer public events, and others.

Youth who participate in EYPC report strong personal effects:

- Stronger bonds to their community.
- More confidence in themselves and their skills beyond EYPC.
- Relationships with caring adults who value their input.
Engaging Youth for Positive Change is a hands-on program model designed for youth to learn how they can contribute to community change. Youth will learn how to influence the adoption of local policy important to them and their community. Studies have shown that youth who engage in community change efforts in this way have an improved sense of citizenship, increased efficacy, and less apathy (McLeod, Eveland, & Horowitz, 1997).

The following logic model illustrates the potential benefits of the EYPC framework for participating youth and communities, and highlights potential positive youth development and youth risk reduction impacts.

### Theory of Change

This logic model depicts the outcomes EYPC can achieve.

**Resources:** Starting with the resources on the left, we have youth, a facilitator and a host, adults committed to working on policy advocacy, a community of focus of your choice. Other resources include media, your local government, CPRD, the program and the young people’s parents.
Activities: The activities are centered on the 4-D Framework, discussed later in this section.

Outcomes: Through this approach there is potential for both individual and group outcomes. Some individual outcomes include increases in political awareness, community interest, and self-esteem. Specifically, increased efficacy and trust are outcomes that address the following questions: Do I have the knowledge to make change? Will change happen? Do I trust government to do what's right?

Outcomes for the youth group include improved teamwork and group efficacy, addressing the following questions: Can the group deliver their message of a proposed change? Can the group bring about the change?

Impacts: The long term potential impacts include substance abuse prevention, passage of a new policy, and continued involvement of youth in perhaps other areas and forms of community engagement.

Learning Standards
EYPC materials and approach are built on the core components and standards of Service Learning, Social Emotion Learning, and Civics and Government Education.

■ Social Emotional Learning: Goals, standards, benchmarks, and performance descriptors for the IL State Board of Education
  ▪ Goal 1 - Develop self-awareness and self-management skills to achieve school and life success.
  ▪ Goal 2 - Use social-awareness and interpersonal skills to establish and maintain positive relationships.
  ▪ Goal 3 - Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

■ National Standards for Civics and Government Education:
  ▪ What are civic life, politics, and government?
  ▪ How does the government established by the Constitution embody the purposes, values, and principles of American democracy?
  ▪ What are the roles of the citizen in American democracy?
4-D Program Framework

EYPC participants first learn about an issue and why it is important to them and their community. In the next modules, the youth learn about their local government and meet decision makers to probe how they feel about the issue. They also collect data needed for the change effort. The order in which the youth take on these steps can vary. Finally, youth summarize their data and prepare to educate the community about the project and proposed policy.

This 4-D Framework guides the EYPC program. Activities build on each other in the following way: "Define the Issue" must logically precede other parts of the model. Activities in the second and third components, "Determine the Decision Makers" and "Discover the Data", can be conducted in the order that is practical for the site and for studying the selected issue.

Taken together, these first three components prepare youth for the final part, to develop and then "Deliver their Message" to decision makers and the community.

These efforts are critical for policy change, which may be the ultimate outcome. Nevertheless, raising awareness and developing skills are also important results, independent of policy change.

Flexibility is a key to the model. Facilitators in local communities may adapt the EYPC materials to meet their circumstances, while still maintaining fidelity to the overall EYPC program framework.

Community Readiness

The chart below shows how a community becomes ready to implement EYPC. It begins with an agency or coalition and youth. The agency or coalition, perhaps with youth involvement, conduct an assessment process and develop a plan that identifies a concern or need for a community to address, possibly through a policy change. The youth in this approach ideally have had some form of leadership experience like student council, youth club membership, youth leadership camp, annual legislative day, and substance abuse prevention education participation that motivates them to want to become agents of change.
The next three elements are keys to local EYPC implementation. They are a community group volunteer or agency employee who attends EYPC Facilitator training, the identified policy and jurisdiction, and youth who are motivated to act. These are three key precursors for local EYPC program implementation.

After implementation of an EYPC project, the community now has facilitators who are both trained and experienced, an increased chance of the governing body passing a local ordinance, and a cadre of trained and experienced youth. These efforts are critical for policy change, which is often an outcome, but all are positive results for raising awareness, and developing skills, independent of policy change.
EYPC Program Implementation

Preparation and Partners
Facilitator Role: The facilitator role is to plan, coordinate, and guide the youth through the program. Additionally the facilitator will motivate, excite, remind, communicate, encourage, and lead. As noted below, the role often involves finding a host site and recruiting youth.

The model works best when the facilitator has attended facilitator training and is an experientially-oriented youth educator. Also part of the facilitator’s role is the selection of activities from the guide, based on the age of the youth, the time available for the project, and the type of community issue under consideration. The facilitator time commitment is 4-10 hours per week with additional pre-implementation preparation.

Policy/Change effort selection and relationship building: Partner, if possible, with an adult coalition focused on a health promotion or risk prevention issue. Contact the adult coalition chairperson and solicit the group’s cooperation and assistance with the policy effort and program activities.

If there is not an adult coalition with a selected issue, select and research the local issues regarding youth and possible proposals for policy change (Note: this may take several months).

Contact the local governing body to introduce the project, determine current policies, and begin to build relationships around supporting the youth voice and health promotion in the community.

Host Site: A host site is needed to provide meeting space, equipment and (for some sites) access to youth. Equipment and materials needed include at least one computer available for youth use. The computer(s) should preferably have Excel spreadsheet software, PowerPoint presentation software, and an internet connection. Explore the capacity of the host site to provide needed materials and supplies for activities and contribute resources for youth transportation.

Program Format and Length: EYPC includes over 20 activities of varying length to select from that are divided across the four components of the 4-D EYPC Framework. These experiential activities include group work, field trips, and home work. The program usually takes place during the school year in 20 weekly or 9 monthly sessions.
Youth Recruitment and Participation

Target Age, Group Size and Setting for EYPC Program: The EYPC Program Model is designed for groups of ten to fifteen middle- or high-school youth, and typically takes place in after-school settings, although the model is flexible and can be used in classrooms. Logistically, at least 8 youth are needed to complete the model program, and ensuring participant transportation to and from the host site and field trips for the program is also a key consideration.

Recruiting Youth: The group can be gathered specifically for this program or be an existing youth group. If there isn’t a local youth group affiliated with a partnering Community Coalition, youth recruitment for the program becomes the responsibility of the facilitator. Typical recruiting methods include partnership with local schools to gain access to after school clubs, including Future Business Leaders of America (FBLA), 4-H, National Honor Society, Students Against Destructive Decisions (SADD), Future Farmers of America (FFA), etc. Service learning has become a requirement for graduation in many schools, and EYPC is structured to be an opportunity to fulfill that requirement.

Youth Participation and Commitment: Total youth involvement time ranges from 35-50 hours. Youth who are interested in advocacy are usually busy kids, so expect the EYPC program to be in competition for youth time.

Additionally, depending on their age, youth may need extra incentives for attendance, participation, and follow through. Consider developing recognition awards and certificates for program completion or completion of segments of the program.

Advance Planning Tips for EYPC Activities

■ Program Launch - An orientation and team building retreat is recommended—full or half day—followed by an ongoing meeting schedule that is most practical for the group. The benefit of conducting a full day session allows youth to move through many of the ‘Define the Issue’ activities on that day and builds momentum and commitment.
■ Plan the dates and times for each session in advance of the program and determine the content to be covered in each session.
■ Determine activities that will be done in group session and activities that youth will complete outside of group sessions.
■ Activity types include: group work (discussion, tasks, games role plays), field work (data collection, field trips), home work (some data collection, internet searches).
Some field trips require specific times/dates. Be sure to use appropriate field trip permission procedures for your host organization.

- Identify, solicit, and schedule guest speakers based on your calendar. Make changes based on availability as needed.
- Create a calendar listing all program activities, making sure to include school holidays and vacation periods in your calendar. You may also want to note the dates of other school or community events that youth may be involved in.
- Indicate on your planning calendar when field-trip permission forms are due (if applicable), and include other important information for participants and parents.

Facilitating High Quality Sessions

Suggested session format—3 main parts

- **Opening introduction** (Gather in a circle) Welcome and Orientation
  - State purpose and action of today’s meeting – anchor to 4-D Element Chart. If two activities are combined, plan the opening accordingly.
  - Check in – Use prompt to stimulate youth readiness to engage by giving each youth opportunity to briefly respond to prompt. (Suggestions follow.)
    - Ask a prompt question that connects the prior meeting to the current one.
    - Say ‘please tell us one thing you heard in the opening today that got your attention.’

- **Activity**
  - Conduct as experientially and interactively as possible.
  - Be sure to conclude with the reflection.
  - Modify as necessary for age of group.

- **Closing** (Gather in a circle or close to it)
  - Next steps—Homework (if any).
  - Next meeting time and date/ how to stay in touch.
  - Check out—use a prompt or encourage youth to offer an appreciation or thought.
**Participant Handouts:** Handouts are noted throughout this manual as eDocs and can be found on the EYPC website. Most handouts are modifiable by facilitators to meet the needs of their site.

- Provide youth with an EYPC Folder to carry their printed materials.
- Provide participants with participant materials/handouts as needed.
- Customize the materials based on the selected issue and activities.

**Communication:** Develop and use multiple methods to communicate, remind, and report, such as Facebook, Email, Twitter, Dropbox, and Google calendar.

- Collect contact information from all participants.
- Construct a tentative version of the calendar before the first meeting. Make copies for all participants.
  - Ask the group to discuss the calendar and any potential changes. Keep final calendar current electronically or through updated handouts.

**Assess and Evaluate Regularly:** Complete the student pre- and post-program survey, and the facilitator log (once for each session).
KEY

- **ESSENTIAL**: Essential activity
- **BONUS**: Optional activity
- Group activity
- Group discussion
- Homework
- Field trip
- Activity time (in minutes)
Overview

Essential to any change effort is understanding the issue and the policy in question. In addition to an orientation to the program, this module consists of activities teaching youth basic principles of government and democracy, as well as the rationale behind policies and laws. Following this general introduction, youth learn about the specific policy they will be advocating for and hear from an adult advocate for this policy. Youth can also gather information to debate the policy, leading to greater understanding of the issue in general and what those opposing the policy are likely to say about it.

Learning Objectives

- Improve knowledge and understanding of their own community as it relates to the chosen policy issue.
- Understand why policies are useful tools and learn more about the issue and the particular policy being proposed.
- Learn about community needs, assets, geographical boundaries, and what parts of the community are most affected by, or interested in, helping to advocate for the proposed policy.
- Learn about how they can improve the community by hearing about the experiences of a policy advocate or community organizer.

Activities in this section

- **EYPC Program Orientation** ...............................................................Pages 13-15
- **What’s the Issue? -- Advocating for Our Policy** ........................Pages 17-19
- **Community Mapping** ....................................................................Pages 21-23
- **What Good Is Government?** ..........................................................Pages 25-28
- **Ordinance Review** ......Pages 29-31
- **Policy Debate** ................................................................................Pages 33-35
- **Guest Speaker: Policy Advocate or Community Organizer** ..........Pages 37-39
- **Quiz Show on EYPC Policy Issue** ................................................Pages 41-42

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Description
In this session, youth will learn about the program and each other through short presentations and group activities.

Learner Outcomes
After this session, learners will…

➤ Be familiar with the issue.
➤ Be familiar with the 4-D EYPC Framework.
➤ Know more about each other.

Materials Needed
- Calendar of the meeting dates and activities
- Participant name tags and folders
- eDocs: D1 - Civic Engagement Bingo
- Directions and materials for any other group building activities

Preparation Needed
- Prepare activities to match your available time.
- Develop a calendar.
- Prepare participant folders.

Background Information
This session is designed to "kick-off" the project and can be a short meeting or combined with several subsequent sessions if this is a full-day retreat. If you have a full-day retreat, you may want to engage a team building expert and also make arrangements for lunch.
Step-by-Step: EYPC Program Orientation

Part 1 Welcome and Group Building

1. Pre-Program Survey
   - Briefly welcome the youth, reminding them of the reason they are gathered but without providing a lot of detail about the program.
   - Implement the pre-program survey.
   - Let them know that at the end of the project, you’ll survey them again.

2. Ice Breaker
   - If your group is newly formed, using an ice breaker activity is strongly suggested. You can use the Civic Engagement Bingo game or a game of your own choosing.

3. Ground Rules
   - Set ground rules for your group, if needed.
   - Make a list of the rules to post in the meeting room.

4. Group and Team Building (this set of activities can be moved to follow the program orientation)
   - Consider using a follow-up activity to help the group members learn about each other’s interests and strengths.
   - Consider developing a new, different, and unique group name (not EYPC).
Part 2  Orientation to EYPC Program and Project

1. **Introduce the EYPC Model**
   - Review the purpose of the program and the structure of the modules.

2. **Some important points to consider making:**
   - Youth will learn about themselves and their community and will build the confidence and skills necessary to become forces for community change.
   - Youth will have the opportunity to talk with community leaders, and, equally as important, leaders will have the opportunity to talk with youth.
   - This is an opportunity to learn about the community while also contributing to it.
     Youth can be a powerful voice for change in the community.

3. **Review the calendar of activities and make changes based on youth schedules, if needed.**
Description
In this session students become familiar with the issue and the proposed policy to address the issue. Pros and cons of this policy are raised and discussed. Students increase their commitment to this issue and policy. The group generates a mission statement.

Learner Outcomes
After this session, learners will...

➠ Be familiar with the issue and the problem the policy addresses.
➠ Be familiar with the policy.
➠ Be able to understand what the opposition to the policy may be.
➠ Be committed to the project.

Materials Needed
☐ eDoc: EYPC Policies - Fact Sheet

Preparation Needed
☐ Review the Fact Sheet for your chosen policy.
  ▪ The Fact Sheet should identify the problem the proposed ordinance is designed to address.
  ▪ Describes appropriate research about the problem.
  ▪ Shows how the policy will address the problem.
  ▪ Explains evidence that is contrary to the main arguments used against the policy.
☐ Develop a mission statement template.
Step-by-Step: *What’s the Issue? Advocating for Our Policy*

**Part 1 Facts About the Issue**

1. Distribute copies of the *Fact Sheet* to participants.

2. Ask youth to read the facts aloud.

3. Consider issues that the opposition may raise.

4. Ask youth to critique these issues and to use the *Fact Sheet* to either discredit or raise questions about them.

5. Ask youth if they have any questions about the *Fact Sheet*. 
Part 2 Creating a Unified Voice/ Writing a Mission Statement

1. After discussing these facts, ask youth how they feel about the problem. Use prompts to further explore how this issue relates to them and their community
   - This issue matters to me because...
   - Our community needs more information about this issue because...
   - This policy or ordinance is a good way to address this problem because...

2. Create a consensus as to what the group agrees on about the issue.
   - Facilitator: Using each statement in #1, engage members of the group in summarizing the common themes they heard.
   - Write down summarized themes for group to see.
   - Consider and discuss any sentiments that indicate further questions, hesitation, or other ideas.
   - Detailed decisions about the goals of the community presentation, issues regarding the type of ordinance, or compromises the group is willing to consider should come later. For now, the first step in creating a unified voice should just focus on general support for the issue.

3. Say: “It is very important to create a unified youth voice supporting our policy. Are we all in general support of addressing this issue with this policy?”
   - If yes, proceed.
   - If not, continue to elicit and clarify the hesitation, working toward a consensus about the issue and the policy.

4. Say: “A unified voice will help mobilize the community and influence city council members.”
   - Ask group to look at the consensus statements.
   - Ask group to work on developing a mission statement.

Possible Format for Group Mission Statement: "The mission of ____________group is to raise community awareness about ____________, to advocate for change in our local policies about ________________, because ________________, and to encourage others to do the same.

Note: Consider creating a contract or pledge for each group member to sign."
Description
In this activity youth map the boundaries, resources, and needs of the community related to the issue and the anticipated change effort. Knowledge of the community will improve youths’ abilities as advocates.

Learner Outcomes
After this session, learners will…
➤ Have a geographic image of their community.
➤ Know key things about their community related to the issue.

Materials Needed
☐ Large, detailed map of community
☐ Different colored markers, highlighters
☐ An online community directory with addresses
☐ Colored dot stickers

Preparation Needed
☐ Locate a large format municipal, community, or county map.
☐ Depending on the issue and the change effort youth are being asked to participate in, gather necessary information or websites for youth to go to during the activity.
Step-by-Step: Community Mapping

Part 1 | Preparing to Map the Community

1. **Introduce activity.**
   - Place the large map so all youth have the opportunity to view it and participate in this activity.
   - Say: “Together we are going to develop a clear visual understanding of our community. We’ll outline its boundaries, and label government locations, possible resources for our effort, and any problem areas related to our issue. Then we’ll talk about what we know and need to learn.”
   - Say: “Let’s start by locating where we are all from.”
     - Select a color and size of dot for all youth to use that won’t be used for other items.
     - Invite each youth to place their dot on their home location.
     - Ask: “What do you notice?” (Look for surprises and questions they might have of each other.)

2. **Next, brainstorm what else would be important to know about the community.**
   - Ask: “Where does the issue or problem occur?” (Alternatively, ask “where would we like this community improvement to take place?”)
   - Ask: “What are the geographic boundaries of our area that might be important?”
   - Ask: “What are the resources and important locations that we need to include in our understanding of who will play a part in this effort?”

3. **As appropriate for your issue, ask youth to develop a legend (colors, symbols) for:**
   - Problem areas /or areas targeted for the improvement effort
   - County and/or City, and district and/or ward boundaries
   - Important government building locations
   - Other Resources

**Facilitator Notes:**

*Problem Examples: problem businesses or specific locations where the problem exists*

*Boundary examples that might be important: city/county lines, zoned commercial areas, known neighborhood divisions, new housing areas, gated communities, industrial areas, traditional or new ethnic neighborhoods, “suburbs”, or historic districts*

*Resource examples: Government offices including Police Offices and Fire Departments, Libraries (place to post flyers; possible Presentation location), Faith Based Organizations (advocacy support, presentation promotion), Hospitals or Medical Offices (presentation promotion), Community Based Organizations (services and outreach to neighborhood residents; presentation promotion), Schools (recruit other advocates, presentation promotion), Local Businesses (advocacy support and advertising)*
Part 2  Community Mapping

1. Organize youth to begin to place boundaries, resources, and other locations on the map.
   - Assign each youth (youth may self-select) to a group with a specific set of tasks and give time for each group to then place/locate their information on the map.
   - Some may need to look up addresses of resources while others will need to use other maps to find and then transfer the county and city boundaries to the large map.

2. Discuss the map in relation to the proposed ordinance. Ask the following questions as appropriate. Consider asking someone to take notes.
   - Does the proposed ordinance affect one area of the city differently than other areas? If so, how?
   - How might this influence the community’s response to the proposed ordinance?
   - Note areas outside of the community boundaries that might be affected by the proposed ordinance.
     - Are there people who live there who will be affected? How?
     - Are there businesses there that will be affected? How?
     - What role might these groups have in your advocacy effort?
     - What role might these groups have as opponents to the proposed ordinance?
   - Where are the most important resources that would likely benefit the advocacy campaign?
     - How are these resources relevant?
     - How will they benefit from the proposed ordinance?
   - Where are the problem areas that will be affected by the proposed ordinance?
   - What else is being done in the community to improve these problem areas?
   - How will the proposed ordinance help?

   Be sure to ask the members of the group to summarize what the group discovered, and perhaps make some additions to the map, being sure to amend the legend.

3. Make sure to save this map as it will be utilized and added to during future meetings.

Part 3  Reflection/Talk it Over

Ask the following questions:
   - Who in this group has ever used a map for anything? Please let us know how you have used a map.
   - Looking at the map, please tell us something (anything) you notice about our community.
Description
This activity explores why laws exist and leads to a discussion of how policy and law can be used to insure safety and to solve problems. The activity will help students recognize that we all interact with our government indirectly every day and we are also able to interact with our government directly when we see a need to improve our communities.

Learner Outcomes
After this session, learners will...

- Increase their appreciation of rules and laws in society and a government to enforce those rules.
- Begin to realize the importance of influencing government through advocacy.
- Appreciate the extent of their interactions with government.

Materials Needed
- Blank paper to record thoughts, if needed

Preparation Needed
- Read through the session outline completely before beginning this activity.
- Use the information provided on the following pages for assistance in reinforcing critical points.
Step-by-Step: What Good is Government?

Part 1  Why We Need Laws and Government

1. To start the discussion, ask any one of the youth this question:
   - Say: “Let’s say there are no police, no laws, and no government at all. Now, let’s say that you wanted a highly-prized item (provide example) but had no money to purchase it. Given no fear of government, would you steal one from a store…or the person sitting next to you?”

2. Continue to pose the question to other youth.
   - Many students will answer that they would not steal since it is wrong. Ask, "If that person stole from you, what would you do? Let them?"
   - Ask, "If you were broke or hungry or your family was hungry because you were stolen from, would you steal things then?" Ask, "What if you knew this other person had much more than they needed?"

3. Restate youth reasons occasionally to reinforce these critical points:
   - Say: “Even in the absence of government, most people still would not steal from their neighbor or a store because it is morally or ethically wrong.”
   - Ask: “It doesn’t actually take a law passed by government to tell us not to steal from our neighbor, does it?”
   - Say: “But some people will break the law and steal given certain circumstances. Can this ever be prevented without laws?”
   - Most laws codify, or write directly into our collection of laws, things that we already know to be morally wrong or the social norms of our community.
   - Laws define what our community finds acceptable. Laws help protect public health and safety.
   - Social norms are what we consider to be socially acceptable or “normal.” Laws create and define official punishments for violations of our social norms. It only takes one or a few people willing to violate a moral code to create the necessity for a law.
   - Government plays an important role in the safety of every individual.
Part 2 Does Government Really Matter?

1. To start the discussion, ask any one of the group this question:
   - Say: “Have you interacted with your government today?”
   - Collect and write down examples, or have a student write down examples.
   - Most often, youth will interpret this question narrowly as limited to direct contact (a phone call, letter, or a meeting with a public official), and will respond “no.” Deeper probing will reveal the extent that they interact with government every day.

2. If youth answer “no” or do not come up with any examples:
   - Ask: “Has anyone ridden in a car today?” (Ask for show of hands.) “How did you know the other drivers on the road were going to drive their car safely?”
   - Say: “The Department of Motor Vehicles (a government agency) makes sure that individuals are qualified to safely operate a vehicle. In knowing that every driver has been tested, you have ‘interacted’ with the government.”
   - Reinforcing statements: Contact with government occurs by driving on a road, sleeping on a mattress (inspection tag), using electricity (regulated by government), stopping at a traffic light, (ruled by government), or riding a bus.
   - Ask: “What might happen if we didn’t have these regulations, services, or rules?”

3. Restate youth reasons occasionally to reinforce these critical points:
   - Say: “Your government will inevitably influence and affect and impact you through numerous rules, regulations, and services. Therefore, it is important for you to express yourself to your government by communicating your opinions, needs, and preferences and provide information to support your position.”

4. If youth are cynical about the influence they may have, raise this point:
   - Say: “If you do not act as advocates, it will be much easier for powerful groups such as tobacco and alcohol companies to influence policy.”
   - Say: "Since government affects YOU, YOU need to affect government! In this program we will learn how to influence the discussion and the policies we all live by.”
5. Ask youth to consider the various means by which they might influence government and discuss which might be best for their levels of ability and resources (and legality). Suggestions for the various means:
   - Voting.
   - Volunteering for an election campaign or a campaign to support a local cause.
   - Donating to a candidate or to a political issue campaign.
   - Communicating directly with a public official with a letter/email/other electronic communication.
   - Sign and/or help to circulate a petition to submit to a public body or public official.
   - Testifying before a public meeting during public comment.
   - Scheduling a face-to-face meeting with a public official.
   - Participate in a rally or protest event.

Part 3  Reflection / Talk It Over

To start the discussion:

1. **What are your thoughts about today’s discussion?**
   - What have you learned about the basic purpose of government?
   - Can you think of a personal example of when rules have protected your safety?

2. **Can you think of a time when you have talked with your parent or teacher to suggest something or to get them to change their mind about something important to you?**
   - Explore how that went—if well, ask how. If poorly, say that they will be learning how to do it well.

3. **What do you think are the ways you, yourself, might be most effective at influencing your government? Will you commit to doing so?**
Description
Building on “Advocating for our Policy”, this session focuses on the particular policy of interest and involves comparing a relevant, existing, or proposed ordinance to a model ordinance. The youth become familiar with the elements of an ordinance and how each section is important. Youth are not expected to become experts in the construction and language of ordinances. Group consensus is built for the support of this ordinance.

Learner Outcomes
After this session, learners will…
- Understand the key parts of the proposed ordinance.
- Understand that each key part can have an important effect on the strength of the law.

Materials Needed
- eDoc: EYPC Policies - Model Ordinance
- eDoc: D1-Ordinance Worksheet

Preparation Needed
- If your local government is currently considering a proposed ordinance, obtain a copy of that ordinance.
- Obtain a “model ordinance” from an appropriate advocacy website or from eDocs: EYPC Policies.
- Familiarize yourself with these documents before presenting this to the youth. The legal language can be confusing if you are not accustomed to it.
- Review the Ordinance Worksheet.

Background Information
This lesson is designed for groups of youth who are juniors or seniors in high school. The lesson can be helpful if the group is seeking to modify an existing ordinance or is preparing to suggest a model ordinance.
Step-by-Step: Ordinance Review Activity

Part 1  Model Ordinance

1.  As a group, review the Model Ordinance.
   - Read the ordinance, reviewing it for the major elements, points, and definitions.

2.  Using the Ordinance Worksheet as a guide…
   - Answer and discuss each of the questions on the Ordinance Worksheet.
   - If the ordinance is long in length, break into groups and assign a couple of the questions to each group.
   - Ask youth for their opinions about the findings, definitions, and other sections.

3.  Compare the city’s proposed ordinance (if any) to the Model Ordinance.
   - Does the proposed ordinance regulate behavior differently than the Model Ordinance?
   - Does the proposed ordinance allow for any exemptions that the Model Ordinance does not?
   - If there are differences, have the group discuss why they are different in your community.
Part 2 Finding Our Unified Voice

1. **Revisit the discussion of unified voice.**
   - Do youth wish to seek an ordinance similar to the model ordinance?
   - Will they accept compromises (and what compromises will they accept)?

2. **Remind youth of the importance of a unified youth voice by reviewing their mission statement.**
   - While they may not be ready to determine specific details of their goals, they should begin to have these discussions.

3. **Talk it over in small groups. Ask groups to discuss and share with the larger group…**
   - When have you worked before on a project that took at least a semester to complete?
   - How did you keep going? How did it turn out?
   - How do you feel about working to promote the ordinance the group has agreed to?
   - Are you willing to commit your time and effort to the ordinance?
   - What might get in the way?
   - How can we overcome our reservations or competing priorities (information, time management, clear expectations, or being well-organized)?

4. **Create a consensus as to what the group agrees on about proposing an ordinance (or the proposed ordinance).**
   - Consider putting this in the form of a written statement and creating a contract or pledge for each group member to sign.
Description
In this group activity, youth will examine and prepare to argue for their assigned side of an issue and become familiar with the most typical opposition arguments.

Learner Outcomes
After this session, learners will…
 ➔ Be able to articulate the pros and the likely opposition to the proposed policy for this issue.

Materials Needed
- eDocs: EYPC Policies - Debate Guide
- Suggestions for websites for additional information
- Flipchart
- Podium, if possible
- Time cards: 30 seconds, 10 seconds, Time Is Up

Preparation Needed
- Review the document: Debate Guide.
- Review web sites that youth can use to research the policy.
- Develop questions for the debate.
- Map out the number of questions to correspond to the time available for the exercise.
- Review the debate format as it is important the exercise be staged as a ‘real life’ debate.

AT A GLANCE
Policy Debate

SESSION OUTLINE
PART 1
Research Policy Arguments
PART 2
The Debate
PART 3
Reflection/Talk it Over

Background Information
The primary goal of this exercise is for youth to become familiar with the typical opposition arguments used to criticize the policy and to articulate strong rebuttals to these arguments.

If the “for” side performs poorly, use the opportunity for all youth to think of stronger ‘for’ arguments.
Step-by-Step: Policy Debate

Part 1 Research Policy Arguments

1. Review with the group the argument prompts on the document:
   Debate Guide
   - Take time to read through the arguments to ensure that the youth understand what each argument states.

2. Divide the youth into two groups. Assign one group the “for” position and the other group the “against” position.

3. Group Work Session
   - Instruct youth to work together in the groups to clarify their arguments.
   - Use the documents Debate Guide and Fact Sheet and other ideas from the youth.
   - Instruct each group to divide the arguments, allowing each member to present at least one of the arguments during the debate.
   - If Internet access has been arranged, allow youth time to find information on the web that might strengthen their position.

Part 2 The Debate

1. Separate the groups and have them face each other.
   - Place a podium in between, if possible.

2. Remind students that each group will have a certain amount of time to respond during which the other group may not interrupt. Each group must be respectful and refrain from criticizing, interrupting, or shouting.

3. Begin the debate by welcoming the youth and stating the rules for the debate that you have determined and set in Items 4-7 below.
4. **Moderating the debate** – as the debate moderator, the facilitator is also role-playing. **Key aspects of this role are:**

   - Neutrality (do not appear to favor one side).
   - Authority (be firm on time limits for questions, and avoid interruptions).
   - Confidence (set the format ahead of time and be familiar with the rules).
   - Knowledge (review the arguments ahead of time).

5. **Moderator: ask prepared questions. Follow this process:**

   - Select one side to state their position and defend it.
   - Invite the other side to offer a rebuttal.
   - Invite the original side an opportunity for a response to the rebuttal (rejoinder).
   - Any group member can respond to the rebuttal.
   - Switch to the other side, ask the next question, and repeat the process.

6. **Control the time for each round of questions and overall debate**

   - A general rule is that, if a sentence is started before the time limit, the speaker can finish that sentence but say nothing else.
   - You can decide to allow different time limits for different questions, depending on the length of time you feel it will take to answer the question.
   - If it is a simple question, 90 seconds is too long. If it is a complex question, 90 seconds may be too short.
   - Use cards to let speakers know when most or all of their time has been used.
   - The timing of the debate should conform to the group's meeting schedule. A 90-second response and rebuttal time with 30 seconds for rejoinder are suggested, but the facilitator can adjust this as needed.

7. **Thank the opposition for being effective “devil’s advocates.”** Consider repeating this exercise as part of the practice for the Community Presentation later in the program if time permits.

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**Part 3 Reflection / Talk It Over**

Ask youth to share:

   - How they felt about the debate?
   - What they learned by arguing for and against the proposal?
   - Do they feel they have enough "for" statements to be prepared for possible rebuttals from actual opposition?
Description
The purpose of this session is to have a guest speaker who is a policy advocate or community organizer talk with the group about their work with this issue and inspire the group. Youth will be asked to listen, to ask questions, and to discuss what they learned following the lesson. This activity can also be conducted as a group interview, where youth take turns asking the speaker questions.

Learner Outcomes
After this session, learners will...

➾ Be more familiar with advocacy and/or community organizing strategies.
➾ Have exposure and practice talking to an adult about their issue who has been involved in local community change projects.

Materials Needed
☐ Camera for group photo
☐ eDocs: D1 - Ten Things to Ask: Policy Advocate or D1 - Ten Things to Ask: Community Organizer

Preparation Needed
☐ Arrange for a guest speaker knowledgeable about the policy or about community organizing.
☐ Offer speaker Ten Things to Ask... document in advance, tell them about the time frame (15-20 minutes), and some background about the group.
☐ Prepare a brief biography to use when introducing the speaker.

AT A GLANCE
Guest Speaker: Policy Advocate or Community Organizer

SESSION OUTLINE
PART 1
Guest Speaker

PART 2
Reflection/Talk it Over
Step-by-Step:
*Guest Speaker*: Policy Advocate or Community Organizer

**Part 1**  
**Guest Speaker**

1. **The facilitator introduces the speaker to the group.**
   - If your group is small, consider asking the youth to briefly introduce themselves (name, grade, town, etc.).
   - For the most part, give the guest speaker the floor for their part of the meeting, unless the discussion gets “off track.”
   - Ask the youth to listen and take notes from what the speaker shares on their *Ten Things to Ask...* worksheets.
   - Refer youth to the questions in *Ten Things to Ask...* to help youth ask questions that were not addressed in the speaker’s presentation.

2. **Take pictures of the speaker during the presentation. Get a group picture of the youth with the speaker after the presentation.**

3. **Encourage youth to actively question the speaker about policy or community organizing information that might not have been covered.**

4. **After the speaker has finished and all youth have had an opportunity to ask questions, thank the speaker for taking their time to be with the group.**

5. **Tell the speaker that the youth group is planning to hold a Community Presentation in several weeks. Invite the speaker to:**
   - Put this event on his/her calendar.
   - Attend the presentation.
   - Encourage others to attend.
Part 2  Reflection/Talk it Over

When the guest speaker has left, ask youth to share…

- What they have learned.
- Whether they heard anything that relates to their own lives, as they try to get others to listen to them.
- How what they learned will influence their advocacy efforts.
Description

This session offers a fun, quiz show review of the key points about the issue, the policy and about the advocacy steps youth are going to take in the project.

Learner Outcomes

After this session, learners will…

► Be able to discuss the issue, supporting facts, and why it is important to them.
► Be able to share the policy or change they would like to see take place.
► Be able to describe why others may be opposed to the proposed change.

Materials Needed

☐ Two bells if the quiz will be like a game show
☐ eDocs: D1 - Quiz Show
☐ eDocs: EYPC Policies - Fact Sheet

Preparation Needed

☐ Review the example Quiz Show for the secondhand smoke issue.
☐ Using the Fact Sheet for your policy, customize the quiz to reflect your program to date. In addition you might add questions based on your guest speaker presentation and discussions you have had with the group thus far.
☐ Consider an incentive prize for the winning team/youth.
☐ Make a list of the questions and their answers to give to youth following the game.
Step-by-Step: Quiz Show

**Part 1** Play Quiz Show

1. Divide youth into two or more teams. Ask one team a question and award one point for a correct answer.
2. If they answer incorrectly, ask the next team the question.
3. Alternatively, ask youth the questions and award a point to the first person to answer correctly.
4. Tally the points and give a prize to the winning team/youth.

**Part 2** Reflection/Talk it Over

1. Hand out the *Quiz Show* to the youth.
2. Discuss any *Quiz Show* questions they had difficulty answering.
Overview
Essential to any change effort is understanding the mechanisms of government. In this module, youth will sharpen their knowledge of how their governing body works and how the proposed policy change will have to work its way through the local legislative process. They will later explain this process during the Community Presentation. Through information gathering, visiting a city council meeting, and meeting city officials, youth will increase their knowledge of the political process and their confidence and comfort level interacting with government officials and other adults.

Learning Objectives

- Youth will learn what district they live in, its boundaries, and who their city council representatives are.
- Youth will understand how their local government is structured and learn how city council members make decisions about community concerns.
- Youth will understand how ordinances are passed in the city and the process by which an ordinance is proposed and later becomes a law.
- Youth will have an opportunity to observe and interact with elected officials.

Activities in this section

- **Mapping Your Reps** ................................................................. Pages 45-46
- **Local Government Structure** ............................................... Pages 47-48
- **Ordinance Adoption Game** ................................................ Pages 49-53
- **Council Meeting** .................................................................. Pages 55-57
- **Guest Speaker: Council Member** ........................................ Pages 59-61
- **Quiz Show on Local Government** ........................................ Pages 63-64
Description

In this exercise, youth will revisit the map and review or draw the wards or districts of their locality. They will then identify their representatives, placing their pictures and names on the map. The purpose of this exercise is to introduce youth to the wards and their local decision makers (elected officials) in preparation for meeting these officials later in the project.

Learner Outcomes

After this session, learners will...

- Understand that elected officials represent real geographic parts of their locality.
- Know the name of their representative on this governing body.

Materials Needed

- Map of the locality under study (this map should be an anchor for the project)
- Picture and name of each elected official
- Markers, tape, pushpins, or stickers

Preparation Needed

- Locate city website and if possible copy a picture of each elected official or member of the governing body identifying their ward or district.
- Obtain a map of the geographic boundaries of wards/districts.
- Prepare to help youth transfer these boundaries onto the big map used by the group if this was not done at the beginning of the project.
- If the governing body members do not represent wards or districts and are instead ‘at large’ members, modify the activity to make sure all students know each representative by name and photo.
Step-by-Step: Mapping the Reps

**Part 1 Map the Districts and Representatives**

1. Using the map of the districts, ask youth to transfer or identify the district lines to the large group map.

2. Ask youth to identify their representatives, based on their home address.

3. Have youth post the pictures of their representatives in the correct ward/district.

**Part 2 Reflection/Talk It Over**

1. Ask youth if they know or recognize any of the representatives and discuss how they know them.

2. Ask youth to consider other decision makers they do know in their lives and how they are related to these “decision makers” (i.e., teachers, faith leaders, youth group leaders).

3. Ask: “What are the benefits of knowing ‘decision makers’?”
Description
In this activity, youth learn about government structure by completing a worksheet and using materials or the Internet to find the answers requested on the worksheet. Alternatively, youth can take the worksheet home and complete it before the next session.

Learner Outcomes
After this session, learners will…

➤ Be more familiar with government structure.
➤ Have exposure to the local government website and materials about the government.

Materials Needed
☐ Computers or devices for Internet access
☐ eDocs: D2 - Things to Know: Local Government Structures

Preparation Needed
☐ Collect information about local government from web sites, or by calling your cities’ administrative office.
☐ Review these materials to determine how many of the answers to the items in Things to Know: Local Government Structures can be found.
Step-by-Step: Local Government Structure

Part 1 Things to Know About Your Government

1. Divide youth into working teams (2-3).

2. Divide the information from *Things to Know: Local Government Structures* worksheet among the teams or have each team start at a different point.

3. Ask youth to find the information listed on the *Things to Know: Local Government Structures* worksheet using the resources you provide as well as the internet if youth have access to it. Bring the teams together to share their findings.

4. Ask youth to keep their own completed worksheets in their participant folder.

5. Discuss their difficulties in finding this information.
   Ask: "Why is this information so challenging to find? Should it be easier?"

Part 2 Reflection/Talk It Over

1. Ask: "Was all information located?" If not, ask: "What is missing?"

2. Ask: "How does it feel and what does that mean when public information is hard (or easy) to find?"

3. Ask: "Why is it important to be able to find information like this?"

4. Ask youth to discuss what they have learned and what information will influence their advocacy efforts.
Description
Youth play a game to familiarize themselves with the procedures and processes important for passage of an ordinance.

Learner Outcomes
After this session, learners will...

► Be familiar with the relevant city council procedures for ordinance passage.

Materials Needed
- eDoc: D2 - How a Proposal Becomes a Law
- eDoc: D2 - Meeting Procedures

Preparation Needed
- Review How a Proposal Becomes a Law. Use a similar graphic from your local government or make changes to reflect your own local government’s procedures
- Read through the game and make adaptations to the role-play as needed to reflect your local government structure.
- Use a systematic approach to assign youth to one of the following groups: Council Members, Advocacy Group 1, Advocacy Group 2. Arrange seating in room to accommodate game.

Background Information
Be aware that a committee’s public hearing is the primary point in the process when citizens have the opportunity to offer testimony in support of the ordinance.

Once youth understand their city’s structure and process, they can consider how their ordinance will progress (or is progressing) in this process and how they can help to advance this process.
Step-by-Step: Ordinance Adoption Game

Part 1  Overview of How Ordinances are Adopted

1. Hand out copies of *How a Proposal Becomes a Law* and *Meeting Procedures*.
2. With the group, review the path of a proposal through the legislative process in your community.
3. Emphasize that the public can comment only at a very specific time in this process.
4. Key to understanding the role of advocacy groups is understanding that they may schedule meetings with legislators one-on-one but during the meeting they have only a limited time to speak and must follow certain procedures.

Part 2  How to Play the Game

1. **Object/Goal:** Two groups will advocate for their chosen policy, with the goal of city council adopting the policy. Players will learn the accepted way to present proposals.
2. **Players:** Three groups: Two advocacy groups and one City Council group.
   - Facilitator monitors the progress of groups and makes certain that the Meeting Procedures are understood and followed.
   - Youth are assigned to roles by determined method.
3. **Policy Selection:** Advocacy Groups may select any policy from silly to serious.
   
   *Note:* For this exercise, proposed policies should avoid similarities to the specific policy under consideration.
Part 3  Playing the Game

1. **Say to the Advocacy groups:** “You have 15 minutes to...”
   - Determine what policies you would like to see become laws.
   - Develop the arguments you want to use to support your proposed ordinances.
   - Prepare to argue in opposition to anything the other group proposes.

2. **Council member instruction:**
   - Council members should meet as a small group in a separate space and the Facilitator should review the Meeting Procedures with them covering Items 5-9 below. They should clearly understand the procedures and select a "Mayor" to run the meeting.
   - Inform the Council Members that in 15 minutes, they should individually take separate seats in separate corners, areas, or parts of the room, which will be their 'office'. Members of different advocacy groups will come to see them. They are to listen to them about their policy proposals, ask any questions they may like, and decide whether they will support the proposal or not.

3. **(15 minutes later...) Announce to ALL players:** “Council members are now having office hours for the next 10-20 minutes.”

4. **Say to advocacy groups:**
   - “In groups of one and two, attempt to persuade individual council members to introduce your policies at the council meeting.”

5. **After 10-20 minutes, say “The council will come to order.”**
   - Seat council members together facing the advocacy groups.
   - (Mayor asks council) “Is there any new business?”
   - Chair invites any council members to speak.
6. Basics of Robert's Rules:
   o Any council member may now make a motion: “I move that we adopt an ordinance to…” adopt any of the policies proposed by the groups during their office hours (and ONLY those policies).
   o When a council member moves to adopt a policy, any other council member must “second” the motion, or the motion fails and the policy is rejected.
   o If there is a second, facilitator invites the chair to open the floor for a period of public comment.
   o From a designated podium invite advocates and opponents to formally address the council.
   o To the extent possible, the chair should recognize one supporter from the "public," then one opponent.
   o The chair should recognize each speaker only once and limit each speaker to two minutes.

7. Other procedures for facilitator to encourage the basic rules of decorum for any council meeting
   o Instruct speakers to wait until council chair formally recognizes them.
   o Important! Make sure meeting “attendees” are quiet, that speakers speak only when specifically recognized by Mayor and that speakers always address the council and not the other speakers/advocates in the audience.

8. Internal deliberation
   o Council will formally close “public comment” and take time for internal deliberations.
   o Chair recognizes fellow council members who care to speak, ask questions, or offer comments in support or opposition. Audience may not speak at this time.
   o Council members should speak so that the audience can clearly hear their comments or questions.

9. Voting options
   o Take a vote on the policy, with a simple majority needed to pass.
   o Propose an amendment to the policy: amendments must be proposed, seconded, and voted on individually; and/or
   o Move to “table” the policy — must be a motion and a second and a majority vote. Council would table if they feel they have insufficient information or specificity to make a decision at this time.

10. Return to Item 6 for other policy suggestions, keeping track of the ordinances that the council adopts, rejects, amends, or tables.
Part 4  Reflection/Talk It Over

**Ask and Discuss**

- What did you like about this game?
- What do you think of the rules and procedures? What do they accomplish?
- What, if anything is confusing?
- How is this ‘game’ like others that you play in real life?
- Consider how your ordinance will progress (or is progressing) in this process; how can you help to advance this process?
Description
Youth attend and observe a meeting of the governing body that will have the authority to hear their eventual proposal for change or improvement.

Learner Outcomes
After this session, learners will...
► Know the basic workings of a regular meeting of the governing entity.
► Have seen their representative at work and gain an idea of their style.
► Meet their representative, if possible.

Materials Needed
► eDocs: D2 - Council Meeting Observation Worksheet

Preparation Needed
► Prepare permission slips well in advance of this activity according to the regulations of your agency/group.
► If needed, arrange for transportation to the meeting for all youth.
► Find the city council agenda (online or in print) for the meeting you will attend.
► Consider letting the council know you will be bringing youth to the meeting and request the opportunity for youth to meet their representatives and to take pictures with them after the meeting.

Background Information
There are typically two very different types of city council meetings: regular city council meetings and public hearings -- also referred to as study meetings or committee meetings. Be aware of what type of meeting you are attending. Attending a regular city council meeting is highly recommended.
Step-by-Step: Council Meeting

Part 1 Preparing for Council Meeting

1. Say:
   - “ALL City Council meetings are open to all of the public, including us. You don’t have to have business before the council in order to observe a meeting.”
   - “Inevitably, the business of the council might seem tedious and irrelevant to you. But, water contracts, cable contracts, garbage pickup, street repairs, rezoning, or whatever business is before council are often some of the more important and direct services that any government provides.”
   - “Often thousands or tens of thousands of dollars are at stake (perhaps even millions!).”
   - “Much of what the city council does is behind the scenes, but what they accomplish is often vital to the smooth functioning of the city.”

2. Remind youth about audience decorum, their observation assignments and to gather after the meeting for pictures and brief discussion.

Part 2 Visiting City Council

1. Attend your city council meeting on a night of a regular meeting (preferably not a "study session"). Be sure you have collected permission slips and appropriately arranged for transportation for all attending youth.

2. Pass out Council Meeting Observation Worksheets to youth well in advance. Youth should focus on completing the items in the worksheet, or if they prefer, they can make notes on separate paper.
Part 3  Reflection/ Talk It Over

1. Take pictures of the youth with City Council Members after the meeting.

2. Talk with youth for a few moments before leaving the city council meeting or at the start of the next session, noting the post-meeting reflection points below.
   - When you have responsibility for doing something that affects more than yourself, how does being watched affect your decisions and behavior compared to not being watched?
   - Does it make any difference whether a lot of people or a few people observe City Council meetings?
   - Would democracy be different if only a few people actually observed meetings?
**Description**

The purpose of this session is for youth to personally meet with a decision-maker like an elected official to converse with them about their role and views on the issue. This activity can also be conducted as a group interview, where youth take turns asking the speaker a question. An alternative structure for this activity would be for youth to interview their own council member using the *Ten Things to Ask* handout and then discuss what they learned with the group. Pairs of youth could conduct interviews as a field trip or on the phone.

**Learner Outcomes**

*After this session, learners will…*

- Have met and talked with at least one council member.
- Know more about the elected official’s views on the issue.
- Know more about the elected official’s views about youth voice and participation.

**Materials Needed**

- [eDocs: D2 - Ten Things to Ask a City Council Member](#)

**Preparation Needed**

- Arrange for a supportive city council member to speak to your group.
- Prepare a brief biography to use when introducing the speaker. Local politicians live in the community they represent and perhaps went to neighborhood schools. (This helps youth identify with the speaker.)
- Consider offering focus questions to the speaker or *Ten Things to Ask* handout in advance, a time frame (15-20 minutes), and some background about the group they will address.
Step-by-Step: Guest Speaker - Council Member

Part 1 Overview of Council Member Visit

1. The facilitator introduces the speaker to the group.
   - If your group is small, consider asking the students to briefly introduce themselves (name, grade, school town, etc.).
   - For the most part, give the guest speaker the floor for their part of the meeting, unless the discussion gets “off track.”

2. Take pictures of the speaker during the presentation. Get a group picture of the youth with the speaker after the presentation.

3. Encourage youth to actively question the speaker about policy information that might not have been covered.

4. After the speaker has finished and all youth have had an opportunity to ask questions, thank the speaker for taking their time to be with the group.

5. Inform the speaker that the youth group is planning to hold a Community Presentation in several weeks. Invite the speaker to:
   - Put this event on his/her calendar.
   - Attend the presentation.
   - Encourage others to attend.

6. Prepare a thank-you note for all members to sign or encourage one of the youth members to send an email or make a phone call thanking the speaker on behalf of the group.
Part 2  Reflection/Talk it Over

When the guest speaker has left, ask youth to share:

- What they liked and didn’t like about what they heard.
- What matters to this official?
- How supportive was the official about the issue?
- Based on this discussion, what other information do we need about our issue?
- What influences the vote of this politician?

Note: Some influences might be: research, letters from constituents, personal visits from constituents, opinions and beliefs, close friends or family, the mayor, or other politicians.

- How will what they learned influence their change effort?
- What strategy would they use?
- Could they see themselves in public office someday -- why or why not?

Note: If alternative activity is conducted and each council member is interviewed use the reflection questions for youth to share what they learned. Chart council member support of issue on a poster.
Quiz Show on Local Government

Description
The purpose of this activity is to review and integrate information about who makes decisions in the community, how decisions are made and how citizens have input into those decisions.

Learner Outcomes
After this session, learners will...
- Have reviewed local government processes.
- Have reviewed who the decision makers are.

Materials Needed
- Bells for quiz teams
- eDocs: D2 - Quiz Show: Local Government

Preparation Needed
- The Quiz Show: Local Government provided is meant as an example; you may change as appropriate.
- Research the answers to the Quiz Show for your municipality or customize the quiz with questions from your program based on your program to date. Add questions using information obtained from your guest speaker presentation, City Council meeting field trip, or other discussions.
- Consider offering a prize to the winning team.
- Copy the questions with the answers to give to youth following the game.
Quiz Show: Local Government

Part 1  Conduct Quiz Show

1. Divide youth into two or more teams.

2. Ask a Quiz Show question. The first team to ring their bell gets to answer.

3. If they answer incorrectly, ask the next team the question.

4. Tally the points and give a prize to the winning team.

Part 2  Reflection/ Talk It Over

1. Hand out the Quiz Show: Local Government you prepared to the youth.

2. Discuss any Quiz Show: Local Government questions they had difficulty answering.
Overview

Essential to any change effort is gathering data about the problem including public opinion about both the problem and the proposed change. In order to collect data that will be respected by government officials, youth must learn about the importance of objective data and understand how to collect different types of data. They can then collect and analyze a variety of factual data. Determining how to best present this data to the public completes the module. The activities selected for use from this module will depend on the type of information that will need to be collected.

Learning Objectives

- Youth understand the importance of gathering factual data regarding the extent of a problem in a community.
- Youth will build research skills by gathering local data using specific methods, compiling results and analyzing these results.
- Youth will understand key community stakeholder opinions about the policy.
- Youth will understand community member opinions about the policy.

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Description
The purpose of this activity is to introduce youth to the importance of objectivity in data collection. This activity begins with a role play, followed by discussion of three basic principles of data collection for advocacy: objectivity, representation, and local. Examples are used to apply the principles.

Learner Outcomes
After this session, learners will...

➤ Understand that trustworthy data is important for any change effort.
➤ Know the three principles of collecting trustworthy data.
➤ Be introduced to how they will be collecting trustworthy data.

Materials Needed
☐ eDocs: D3 - Research Scenarios, Trustworthy Data Role Cards, Principles of Good Data for Advocacy and Proposed Ordinance Questions

Preparation Needed
☐ Edit the Proposed Ordinance Questions to be relevant to the ordinance under consideration for your group.
☐ Review the entire activity.
Step by Step: Trustworthy Data

Part 1 Role-Play Introduction

1. Ask for two youth volunteers for a quick demonstration.
   - Ask one youth to play the role of an Advocacy Group Member who will present data to an elected official.
   - Provide Advocacy Group Member with Role Card.
   - Ask the other youth to play the role of an Elected Official making a decision.
   - Provide the Elected Official with Role Card.
   - Ask the elected official role player to think honestly about what he/she would ask of the person presenting data, and offer examples of what she/he might ask.

2. Invite the role-players to enter into a dialogue, using the role cards as aids. Invite the Advocacy Group member to begin. Ask all other youth to listen.

3. Thank the role-players.
   - Ask the players what information would be needed to be able to trust the advocate’s claim.
   - Ask the rest of the group for other answers.

Trustworthy Data Role Script

Advocacy Group Member (AGM) Claim: “87% of the people in this community support us!”
Elected Official (EO). “Where did that data come from?”

AGM: “I know this because it is just common sense.”
EO: “How many people did you ask?”
AGM: “We asked over 50 people at all of our rallies—isn’t that proof enough?”

EO: “Can I see your survey questions?”
AGM: “I don’t have survey questions to show you—you just need to believe me.”

Thank you for role playing!
Part 2  Principles and Examples of Trustworthy Data

1. Say “For people to trust that the data is objective, we need to be prepared to talk about the methods we have used to gather our information. So now we’re going to learn about principles and then about the specific methods we’ll use in EYPC.”

2. Distribute copies of the handout Research Scenarios:
   - Ask youth to form groups of two.
   - Ask youth to read and critique the Research Scenarios. After giving youth time to discuss the strengths and weaknesses in pairs, discuss the scenarios as a group.
   - As youth point out the good and bad aspects of the data collection techniques used in the scenarios, use the Principles of Good Data in activity to introduce the terms used to describe the principles of good data.

3. Distribute copies of the handout Principles of Good Data for Advocacy:
   - Say, "Good data for advocacy should be objective, representative and local. Let’s discuss what each of these mean in practice."
   - Lead youth in a discussion of the points for each of the three principles, being sure they are sufficiently familiar with each principle.

4. Review your edited version of the Proposed Ordinance Questions as they relate to the issue you are trying to advance and ask youth to give answers to these questions.
   - Ask youth to provide examples of how these principles apply to gathering data about the proposed change effort.
   - Lead youth in a discussion about how they will collect objective data, summarizing the points raised during the research scenario critique.
Part 3  Four Ways to Collect Data

Define the following data collection methods and activities and connect them to the principles:

- **Existing data**: information that is already available through websites, reports, other local coalition information (principles: local objectivity).
- **Observation data**: information collected through visiting places, watching for evidence of the problem and taking notes (principles: objectivity, representation of different businesses and people, local).
- **Interview data**: information collected through interviewing "stakeholders." Stakeholders are influential members of the community who will be most affected by the proposed change, like elected officials, business leaders, users of the area or place (principles: objectivity, representation, and local).
- **Survey data**: information collected by asking "average" community members a short list of questions. While this is similar to interview data, the questions are fewer, and because the answers are usually multiple choice, easier to tally and analyze. We conduct a far greater number of surveys than the number of interviews we would conduct. Surveys focus on "average" people while interviews focus on community "stakeholders."

Part 4  Reflection/Talk It Over

Ask the following questions or prompts and discuss as a group

- Think of a relatively important decision you have had to make. (Ask for all or any to name a decision.) How has having accurate information affected your ability to make that decision?
- How can you tell when someone might be giving you inaccurate information?
- When are you most tempted to give inaccurate or incomplete information?
- How might what we’ve discussed apply to this project?
Description

This activity prepares youth to identify the information that needs to be collected as part of the change effort. Youth will summarize what they have learned about the issue, the decision makers and the proposed change. Youth will then determine what else they need to learn. Youth will match the four data collection methods they will use to discover the data- existing data, observation, interviews, and surveys and take on tasks associated with this module.

Learner Outcomes

After this session, learners will…

➠ Have identified what they know and what they still need to learn.
➠ Know who else they need new or more information from.
➠ Match the information they need to the four methods they will use to learn more about the effect of the issue and proposed change on community members, the stakeholders, and the governing bodies.
➠ Select the data collection method(s) they most want to practice.

Materials Needed

☐ eDocs: D3 - Taking Stock Worksheet
☐ eDocs: D3 - Task Assignment Worksheet
☐ eDocs: D3 - Change Effort Worksheets (select the one that reflects this change effort)
☐ Community Map
☐ Identified information or other resources particular to your issue
☐ Markers, highlighters for each youth
☐ Flip chart paper

Preparation Needed

☐ Transfer the questions on the Taking Stock Worksheet and Task Assignment Worksheet to flip-chart paper using a T-chart design (described below).
☐ Select from the three Change Effort Worksheets the one that reflects your group’s change effort: Community Improvement, Business Regulation, or Personal Behavior.
Step by Step: Taking Stock

Part 1 What Do We Know and Still Need to Learn?

1. Introduce the topic
   - Say: “Today we’re going to ‘take stock’. Does anyone know what that means?”
   - Explain that it means we will summarize together what we know and what we still need to learn. We will even figure out ways that we can learn more about the issue and opinions that people have about it and the proposed change.

2. Post the map (for reference)

3. Post prepared flipchart paper on wall
   Directions: Use a T chart Design with one question per sheet of flipchart and transfer the Taking Stock Worksheet. On the left branch of the T post facts and any other information that is known about each area listed. Post the corresponding question from ‘what we need to learn’ on the right branch of the T. Make a similar flipchart for the Task Assignment Worksheet.
   Begin with the flipchart created from the Taking Stock Worksheet:
   - Give each youth a marker.
   - Invite youth to begin to answer these questions on the flipchart. (If the information is too lengthy to transfer to the paper just reference document titles that have the information.)
   - Encourage group members to think together to both answer and also pose questions about what else would be good to know.
   - Invite youth to use the map and information from it to help complete this activity.
   - Look for accuracy of what is known and a good number of questions that remain.
   - After a time, ask youth to assess if there is anything else they need to learn about the issue and/or the proposed change that would help their effort.
   - Stimulate discussion with questions you have about what they wrote.
Part 2  How Can We Collect Our Information?

1. Introduction
   o Say: “In this part of the activity we are going to match what we need to know with the best method for collecting that information. We will also sign up for tasks that we need to take on.”

2. Matching Questions to Data Collection Method
   o Pass out the appropriate Change Effort Worksheet to the youth.
   o Look at the Taking Stock Worksheet T chart and find questions most related on the Change Effort Worksheet.
   o Now focus attention on the flipchart created from the Task Assignment Worksheet.
   o Using a different color for each data collection method, involve youth in highlighting questions on chart and the corresponding method. Note which methods seem to be the most practical for the time and flexibility your youth have.
   o Invite youth to select particular data collection methods that interest them and sign up for two areas in right column of chart (or develop another way to assign tasks to youth).
   o Let youth know that in the next activities they will learn about their method and have a chance to practice and plan before going out to collect their data.

Part 3  Reflection/Talk It Over

1. Say: “We are being systematic about our change effort but it may be closer to your everyday life than you think.”

2. Ask:
   o What new words are you learning?
   o How do you use available information (existing data) in your daily life?
   o How do you use observation every day?
   o What can you learn from conversations with your friends? How is that like interviewing?
Description
Youth will learn how to collect the existing data that has been identified as needed through the ‘taking stock’ activity, plan for collection and conduct existing data collection.

Learner Outcomes
After this session, learners will:

➡️ Know how to find existing information and data about their proposed issue and change effort.

Materials Needed
- eDocs: D3-Existing Data
- Internet access
- Other hard copy of materials about issue and proposed change

Preparation Needed
- Based on the outcome of the Taking Stock activity, it is possible only some of the youth will be working on gathering existing data.
- Try to determine in advance what information is needed and what information is already collected by other organizations (versus what information you will need to collect in other activities).
- Visit websites that contain existing data before meeting with youth to gather existing data. Be familiar with the features of these sites.

Background Information
This is the first activity to learn about the method and then gather data. Depending on your project and age of your youth, three to four similar activities follow with the additional data collection methods explored in similar ways.
These activities may be conducted simultaneously.
Step by Step: Existing Data

### Part 1 Introduction

Return to the *Taking Stock Worksheet and Task Assignments chart.*
- Use the questions youth developed and placed on worksheets for existing data.
- Verify and collect what data is available already (lists or facts collected by other supportive organizations locally and nationally) and what data needs to be collected.

### Part 2 Planning

1. Refer to *Existing Data* for potential data sources your youth might consider.
2. Form youth into teams to collect the existing data from websites or other source.
   - Teams should report back to the full group on what data was discovered.
   - Lead youth in a discussion about what other data will still need to be collected.
   - What did youth learn in collecting existing data? Is this data high quality?
   - How will it be helpful in the community presentation? How will it be helpful in passing the ordinance?

### Part 3 Collection

Divide any remaining tasks and assign homework for the collection of any other remaining existing data.
- Instruct youth to bring information back to next session.

### Part 4 Reflection/Talk It Over

Ask:
- How is this assignment like anything you’ve ever done before in school?
- How might it be new or different?
- What concerns or questions do you have?
  - Lead group in answering their own questions by prompting them to think together.

*Note: Reflection can happen before and/or after completion of tasks.*
Description
In this activity youth will learn about ways to collect observation data and then work in teams to collect this data using prepared forms and cameras.

Learner Outcomes
After this session, learners will…

➤ Have planned and participated in collecting data through direct observation.

Materials Needed

- eDocs: EYPC Policy: Observation Forms for your chosen policy.
- eDocs: D3 - Observation Methods
- Cameras
- Permission slips, if necessary

Preparation Needed

- Review the flipchart created from the Task Assignment Worksheet during the Taking Stock activity for questions to be answered through observation.
- Using Observation Methods, review the two types of observation data collection techniques in this activity and determine what style of observation data will be most useful to your change effort.
Step by Step: Observation Skills and Data Collection

Part 1 Select Observation Method

1. Direct observation is an important method for gathering data in a community. Mostly, when we observe, we wish to observe in a typical, natural setting and in an unobtrusive way. In this sense, our researcher role should be hidden.

2. Using the Observation Methods handout explain to the group the different methods for collecting observational data.

3. Ask youth to describe the benefits and drawbacks for each observational technique related to the proposed ordinance.

4. Review the appropriate Observation Form for your chosen policy. Discuss each question and determine if the group wishes to add or change questions.

5. Revise form as per the discussion (a youth may be recruited to do this).

Part 2 Plan to Collect Observation Data

1. Divide youth into groups for observations.

2. Make a list of the locations each group is visiting.
   - Prepare a map with locations marked for each group.
   - Guide each team’s selection of the locations to visit.


4. Make sure there are enough drivers for each group, and ensure that your host site’s policies for permission forms are completed before conducting observation.
Part 3  Collect Observation Data

1. Visit locations in groups of 2-4.

2. **Instruct youth to complete an Observation Form for each location. Be as discreet as possible.**  
   o Remind youth to act as a patron in each location visited, if location is a business. If appropriate, place an order/make a purchase.  
   o Remind youth that they are representing the group, to be respectful at all times, and answer truthfully about what they are doing if asked.  
   o Consider taking pictures during observations. Do not photograph other people in any way that would identify them without their permission. Possible pictures include: The outside of the location, the group inside the location, the interior of the business if possible, showing set up or displays related to the proposed ordinance.

3. **Collect all Observation Forms at end of activity and keep in a secure location for future analysis.**  
   o Even if youth did not observe a lot of the problem behavior, ask them if they noticed anything related to the behavior and have them note it on the form.  
   o Remind youth that these observations will be important in presenting their case to the community and to policymakers.

Part 4  Reflection/Talk It Over

1. **Ask youth what they discovered during the observations.**  
   o Invite each team to give a summary of what they experienced. Use the prepared Observation Form as a guide for the discussion.  
   o Discuss how this information can help strengthen the argument for the passage of the proposed ordinance.  
   o Discuss and summarize the points that can be made with the information gathered.
Description
In this activity youth will identify their interview questions, select whom to interview, practice interviews in advance, and then conduct interviews. This activity may take place across more than one group gathering.

Learner Outcomes
After this session, learners will…

➤ Know who in the community are considered stakeholders for this issue.
➤ Understand when interviews are a good method for answering questions about stakeholder opinions about an issue and proposed change.
➤ Have experience practicing and conducting interviews with community stakeholders.
➤ Have an opportunity to reflect on what it was like to talk with stakeholders.

Materials Needed
- edocs: *EYPC Policies - Stakeholder Interview* for your chosen policy
- edocs: *D3 - Interview Basics*

Preparation Needed
- Review the *Task Assignment Worksheet* flipchart created during the *Taking Stock* activity for questions to be answered by the interview method.
- Consider providing an incentive for completing additional interviews. Be ready to announce any incentive to youth at this time.
Step by Step: Stakeholder Interview Skills and Data Collection

**Part 1  Introduction to Stakeholder Interviews**

1. **Opening points to make about this activity are:**
   - Interviews are a good way to find out how community stakeholders feel about this topic.
   - Stakeholders are defined as influential community members who may be directly affected by a proposed ordinance.
     - Examples include business owners, and managers who may or may not support the proposed ordinance.
     - Additionally included are community leaders, elected officials, faith leaders, or any other leaders who may have an interest in the issue or problem addressed by the proposed ordinance.

2. **Preparing the Stakeholder Interview Form.**
   - Review the *Task Assignment Worksheet* flipchart for questions to be addressed by the interview method as a group.
   - Review the prepared *Stakeholder Interview.*
   - Discuss any changes the group would like to make.
   - Make the changes and distribute the revised Stakeholder Interview forms to the youth so that they can complete their interviews.
Part 2 Stakeholder Interview Practice

1. **Model and Practice stakeholder interview.**
   - Review *Interview Basics* as a group.
   - The facilitator plays the role of stakeholder and two volunteers play the role of the interviewers – one to ask questions and one to take notes.
   - Be sure the interviewer asks all the questions on the form. The interviewer should fill out the form in real time as the interview is taking place to practice this notetaking skill as well.
   - Alternatively, have several youth take notes, comparing their notes afterwards.
   - Consider doing this twice, once as a supportive stakeholder and once as an opponent of the proposed ordinance.
   - In the interview practice exercise, be sure to model good eye contact, active listening skills, and positive non-verbal behavior. Remind the youth to practice these as well.
   - Discuss and critique the interview briefly, considering the following debrief questions:
     - What did I do to make you feel comfortable?
     - Is there anything I did to make you feel uncomfortable?

2. **Youth Practice Stakeholder Interviews**
   - Pair or group youth in trios and continue practicing until all of the youth seem comfortable.
   - Ask groups to debrief – discuss the interviewee’s responses & the following questions:
     - What did I do to make you feel comfortable?
     - Is there anything I did to make you feel uncomfortable?
Part 3 Conductiong Stakeholder Interviews

1. Preparation.
   o Make sure that transportation needs are met for this activity (including permission forms if applicable).
   o Make copies of the forms for youth to take with them when doing the stakeholder interviews.

2. Conducting Interviews
   o Divide youth into groups of two. Assign each group several stakeholders to interview. Youth should begin by scheduling their interviews.
     • Each team member should have the opportunity to interview at least one stakeholder. One person should take detailed notes while another person conducts the interview.
     • Ask youth to note down anything they thought was important during their interviews that might not be on the forms.
   o Remind youth that they are representing the EYPC group, and should be respectful at all times and dress appropriately. Encourage youth to be as cordial and unobtrusive as possible while visiting the interviewees regardless of the person’s position on the proposed ordinance.
   o If the youth in the group are younger, ask the adult chaperone to accompany the youth as they approach the stakeholders, but the youth should conduct the interviews. Encourage the youth to be as independent as possible.

Part 4 Reflection/Talk It Over

1. Ask each of the youth to share about their experience doing stakeholder interviews.

2. Possible Questions for Discussion:
   o How did you like doing these interviews; how did you feel during the interviews?
   o What kind of responses did you get?
   o Did any of the stakeholders support the proposal?
   o Did any strongly oppose the proposal?
   o How can the information you gathered help strengthen our argument for the proposal?
   o How can we use this information to deliver our message?
Description

In this activity youth will identify where to conduct surveys to gather general community member opinions, practice taking the survey in advance, and then collect survey data. This activity may take place across more than one group gathering.

Learner Outcomes

After this session, learners will...

- Understand when surveys are a good method for collecting information about a change effort.
- Develop experience conducting surveys through practice and actual collection of survey data.

Materials Needed

- Task Assignment Worksheet flipchart created during Taking Stock activity.
- Clipboards
- eDocs: EYPC Policies - Community Member Survey
- Pens and envelopes or folders

Preparation Needed

- Review Task Assignment Worksheet flipchart for questions to be answered with the survey method.
- Determine if businesses or community areas require permission to use the space for the survey activity. Make arrangements as required.
- Surveys can be completed as a group activity (visiting a store or community area) or as an individual activity (asking people they know to complete them).
- Consider providing an incentive for completing surveys. Be ready to announce any incentive to youth at this time.
Step by Step: Survey Skills and Data Collection

Part 1  Survey Introduction

When to use Surveys.
- While interviews have the benefit of getting more in-depth answers, surveys have the benefit of including more people. They are usually shorter and can be completed on paper by several people at the same time.
- Potential survey data questions are similar to interview data questions, but generally would have a set of responses for respondents to choose from.
- Explain that it is important to find community member opinion on the proposed policy because in a democracy laws are supposed to reflect the will of the majority.
- If the community is very supportive of a proposed ordinance, this will make a strong case for your advocacy efforts.
Part 2 Collecting Survey Data

1. Determine who to survey.
   - Using the Task Assignment Worksheet flipchart, discuss which community members the youth might survey.
   - Suggest a wide range of people, including:
     - People at school (could include teachers and staff)
     - Patrons at shopping malls or grocery stores
     - Attendees at a community-wide event (county fair, farmers markets, or festivals)
     - People at a religious event
     - Family members (parents, grandparents, uncles, aunts)
     - Adult friends of family members
   - Youth may survey these people together as an organized activity or field trip or on their own time as homework.
   - The survey may be administered in the following ways:
     - Youth ask the questions of respondents and record the answers.
     - Hand the survey to respondents on a clipboard for them to complete
     - Hand out surveys for people to complete on their own such as in a classroom, provided they have a clear means for getting surveys returned.
   - Discuss problems youth may encounter during community survey process.

2. Plan locations and logistics if activity is conducted as a field trip instead of homework.
   - Brainstorm locations to complete group or ‘on the street’ surveys.
   - Select and divide locations among the group.
   - Determine best times to conduct surveys.
   - Determine rides and drivers.
   - Obtain any permissions required by the host site.

3. Practice Surveying
   - Review the survey content to make sure youth understand the questions and answers well enough to explain them to others (role-play asking questions as outlined in Stakeholder Interviews activity).
   - Have youth complete the survey themselves and discuss any questions that arise.
Part 3 Collect Survey Data

1. Follow plan developed in part two.
   - Set timeframe or timeline /deadline for collecting surveys.
   - Consider using an incentive with youth to get more surveys completed.

2. Collect all surveys from youth and store securely. (Facilitator may need to make special arrangements to gather completed surveys.)

Part 4 Reflection/Talk It Over

Ask and Discuss
   - On a scale of one to ten how prepared did you feel for collecting survey data?
   - Did you feel respondents understood your questions clearly?
   - Did you feel respondents enjoyed being part of the survey process? It is very important they feel valued for offering their opinion.
   - How did you feel when approaching people and asking questions?
Description
Youth will work with their summarized data to interpret, analyze and synthesize what they learned. Through teamwork discussion and listening they will identify the most important data.

Learner Outcomes
After this session, learners will…

➠ Have had the opportunity to think about and discuss how to understand factual data on community perceptions and feelings about an issue and proposed change.

➠ Work together with one another to summarize their findings for the rest of the group.

Materials Needed
- eDocs: EYPC Policies - Data Analysis copies
- eDocs: D3 - Math Refresher
- Flipchart paper

Preparation Needed
- If you altered the eDoc survey or interview template, edit the Data Analysis worksheet as appropriate; make copies as needed.
- Review Math Refresher if needed.
- Determine if you will work as a full group or in teams to analyze the data.
Step by Step: Data Analysis

Part 1 Preparation for Analysis

1. Describe the type of summary and analysis that will be needed from each of the methods that were applied by the youth. This could include existing data, observation, stakeholder interviews, and surveys.

2. Group will need to divide into smaller teams to conduct data analysis.

3. Interpreting responses for all methods. Stress the following points:
   - It is important to make sure to accurately summarize results so that youth will be taken seriously by anyone who may want to scrutinize the data.
   - If someone has given a response that we don’t understand or that does not fit with the way the question was asked, we cannot use that particular piece of data (just that question, not the entire survey).

Example 1

The survey question asked how many times a respondent eats out in a given week, and the response was: “Often.”

Question: How do we interpret this response?

Answer: We cannot interpret it at all, since we don’t know the number of times that is implied by the response. Therefore, we must exclude the response to that question.

Example 2

The respondent answered “Never” to the same question.

Question: How do we interpret this response?

Answer: Since the response was never, it is OK to assume that the respondent eats out zero times in a given week.
Part 2  Data Analysis

Distribute the appropriate set of completed data collection forms or surveys to the group or each team.
- Give youth the prepared Data Analysis worksheet.
- Instruct youth to calculate an average for questions that ask the number of times something happened, such as the number of times a person visits the location.
- Calculate percentages for questions where the response could be either yes or no.
- These data summary worksheets correspond to the surveys and other forms and will guide the youth through the process of tallying responses to questions and calculating percents or averages (as appropriate).

Part 3  Data Analysis Summary

After the youth have completed the Data Analysis Summary forms, form a discussion circle.
- If working in teams, first share team results with the full group.
- Discuss the significance of the results.
- Questions for discussion (ask for volunteer recorder):
  - What were the most interesting and important results from each data team?
  - What do they tell us about this issue and opinions in our community?
  - How can we use our data to make strong arguments in our advocacy efforts?
  - How can we use this information in the Community Presentation?

Part 4  Reflection/Talk It Over

Say: We have been working in teams to collect and analyze our data.
- Ask: What have been the benefits of this teamwork?
- What have been the challenges?
- What can we do about these challenges?
Description
The purpose of this activity is to give youth experience working with summarized data to present it in the most useful and visually appealing way. Working in teams they will develop text, charts, and graphs for different data that they collected.

Learner Outcomes
After this session, learners will...

➠ Have experience developing text, charts, and graphs from summarized data.

Materials Needed
☐ Computer(s) with Excel or other spreadsheet software
☐ Data in electronic format, if possible
☐ Flipchart, markers, glue, scissors

Preparation Needed
☐ Spreadsheet software available to create professional graphs.
☐ Help from someone who knows how to make charts and graphs if you don’t.
☐ Review Data Analysis worksheets completed in Data Analysis activity so that you are familiar with the summarized results of your data gathering and can be the expert guiding the processes.

Background Information
This activity is related to both the data analysis and the message development, which may require some additional planning and even rearrangement of the activities to create the best data presentation for the message that youth develop. Look ahead to the next module and plan accordingly.
Step by Step: Data Presentation

Part 1  Data Presentation Planning

Overall results identification.  
- Discuss the data youth gathered and what results they would like to present overall – not all results will be important.  
- Determine what parts of this information would be best presented in text form.  
- Determine what parts of this information would be best presented in table form.  
- Determine what parts of this information would be best presented in graph form.

Part 2  Data Presentation Development

Form teams to:  
- Write sentences for text portion.  
- Make needed tables.  
- Use spreadsheet software to make needed graphs.  
- Review the sentences, tables, and graphs for accuracy and usefulness in your Community Presentation.

Part 3  Reflection/Talk it Over

1. Begin the discussion by saying, "We have worked hard to collect and analyze all our data. How are you feeling about these accomplishments?"

2. Say: "Next, using this analysis, we will be developing messages for the community about this issue and a proposal for change."

3. Ask: "What are your thoughts and feelings about what you are learning and about what we are doing next?"
Overview

In this module, youth will develop their advocacy message and decide on the type of presentations they want to conduct. After making necessary planning decisions, the steps, examples, and skill builders in this module will assist the youth in developing, promoting, and professionally delivering their presentations.

Learning Objectives

- Understand and engage in the many steps needed to develop and deliver an advocacy message, and then plan, promote and conduct a community wide event for that purpose.
- Learn how to create informative presentations.
- Learn ways to motivate community members.
- Plan & host additional presentations, possibly making the proposal at a council meeting.

Activities in this section

- Developing an Advocacy Message ......................................................... Pages 97-100
- Getting Organized to Deliver the Message ........................................ Pages 101-105
- Develop the Presentation ................................................................. Pages 107-110
- Promote the Event ................................................................. Pages 111-113
- Prepare for the Event ................................................................. Pages 115-117
- Presentation Rehearsal ................................................................. Pages 119-121
- Celebrate! ................................................................. Pages 123-125
Description
In this activity the youth will be working with their data to learn about and then craft short clear messages for their primary audiences and media outlets as they prepare to deliver their message to the community.

Learner Outcomes
After this session, learners will…

➤ Know the four components of an advocacy message.
➤ Develop messages.
➤ Select the messages for use in subsequent delivery of the message through presentations in the community.

Materials Needed
☐ All of your data collected to date (charts, graphs, text)
☐ Community map
☐ eDocs: D4 - EYP C Message Development Worksheet

Preparation Needed
☐ Make sure all factual information and summarized data are available for youth to use.
Step by Step: Developing an Advocacy Message

Part 1 What’s in a Message?

1. Help youth understand the following:
   - Messages are information that is exchanged in the communications process.
   - A clear, concise, and understandable message is of crucial importance for effective communications.

2. The main point of the message:
   - Crafting a powerful and clear message is of particular importance when campaigning for social change because.... (elicit thoughts from youth).
   - In such cases message development has elements of a science.

3. Message should be target-directed. In order to be heard, you have to talk to the target audience. Don’t talk about your own problems. Try to cast your issue in terms that relates to your target audience.

4. The message is based on research of the target audience’s perception, not on somebody’s opinion about it. In order to be able to talk to your audience, you should know your audience.

Examples of Advocacy Messages:

(Problem: Availability and Lack of Accountability, or enforcement, of existing laws)

- Merchants must be held accountable when they sell cigarettes illegally to underage youth. Licensing laws and compliance checks assure accountability.
- Kids can get tobacco too easily, and too many merchants are selling to them.
- Everyone should be accountable for keeping tobacco out of the hands of minors.
- Public policy must hold merchants accountable when they sell illegally to minors.
Part 2  Four Components of an Advocacy Message

1. **Problem Statement:** What is the current state of affairs? What problem do you want society to pay attention to? What things are wrong and could be improved?

2. **Relevance:** Why is it relevant for the target audience, and the wider society, family or nation?
   - You have to prove that this problem needs to be on the agenda and that it is relatively important compared with numerous other burning issues competing for society’s attention.

3. **Policy Proposal:** While the first two elements are enough for awareness raising campaigns, a message in an advocacy campaign should offer a solution.
   - For example: ordinance requiring compliance checks, regulating smoking, or regulating alcohol sales at public events.

4. **Proposed Action:** What those responsible can do; what civil society, families, citizens, volunteers, activists can do to press those responsible to act.
   - For example: Sign a petition! Come to the rally! Write a Letter to the Editor! Boycott the business! Come to the town meeting! Contact your city council member!

Part 3  Questions to Test a Message

1. **Is the message relevant for the target audience?**
   - Does the message answer the question “What is in it for me?” for the target audience.
   - Is your issue cast in terms that relate to your target audience?

2. **Does the message build on the target audience’s beliefs and not try to overturn them?**
   - Try to be inclusive and empathic.

3. **Is the language understandable to the target audience?**

4. **Are the media outlets used the ones used by the target audience?**
   - Find out where your audience gets the news and go there with your message.

5. **Is the messenger trusted by the target audience?**
   - Think of spokespersons, academics, individuals, or institutions appreciated by those you want to influence.
Part 4  Building Advocacy Messages

1. Using the *EYPC Message Development Worksheet*:
   - Break the group into teams and provide each team a copy of the *EYPC Message Development Worksheet*.
   - Give each team ten minutes to address the Four Components of an Advocacy Message.
   - Teams present their message to the whole group while ALL youth listen for strengths in the messages.

2. Large group assessment of message strengths.
   - Collect and collapse messages into one to four strong messages that the group is satisfied with.
   - Point out that these messages will be used in presentations, in various media for promotion and advertising, and in conducting the event.

Part 5  Reflection/Talk It Over

Ask youth to think of something they want (to do or have) but have had no luck getting their parent to listen to them.
   - Invite youth to use their new skills to develop an advocacy message that might help them have more influence with parents.

*Note:* EYPC wishes to acknowledge and thank Anita Young for sharing the materials that were adapted in the development of this activity.
Description
In this activity youth will decide on their target audiences, and how they want to deliver their messages to those audiences. Their choices will include multiple small presentations or one large presentation. Youth will then select team assignments associated with their decisions, and break into teams to accomplish their tasks over the remainder of the EYPC program.

Learner Outcomes
After this session, learners will...
- Know how many presentations they want to conduct.
- Know what their responsibilities are in preparing for the group presentation.

Materials Needed
- Charts, graphs and text describing results
- Flipchart, markers
- eDocs: Community Presentation Planning Guide

Preparation Needed
- Prepare a calendar with important dates listed so that potential dates for presentation(s) can be determined.
- Prepare team names and tasks on flipchart.
- Review the results of the message development activity.
Background Information

There are a variety of ways to ‘Deliver the Message’ in EYPC. Some groups develop several different messages for different target audiences like the public, other youth, community members, and governing body members, and then use different media outlets to deliver their message to each of the different target audiences. These messages range from 30-60 second community service announcements on local radio stations and other social media to 30-45 minute presentations for their city council and community.

Commonly, EYPC groups develop a single community presentation advertised to the general community and to community leaders as well. The purpose of this event is to present the information learned during EYPC, including information about the issue, why the issue is important and relevant, and the proposed action for the decision makers in the community. Action steps for community members who support the proposal are also commonly suggested. A question and answer session fosters community discussion of the ordinance. Keep in mind that the presentation will likely be at least 30 minutes in length, and that the Q&A session can last another 15 to 20 minutes.

Cooperation with the community’s adult coalition working on this issue is recommended in planning presentations. Attendance at some coalition meetings and inviting a coalition member to attend youth meetings is a good idea. This will ensure that the coalition is aware of the youth’s plans, and that the youth’s plans will not conflict with coalition events.
Step by Step: Getting Organized to Deliver the Message

Part 1 Goals for Delivering the Message

1. Introduction
   - Say “In this activity we will make decisions about what we want to do with the message we have and the change we want the decision makers in our community to take.”
   - Say “We developed our advocacy messages in our last activity. In this activity we will prepare broader messages for our different audiences.”
   - Say “Presenting what we have learned in this process is a step in the advocacy process, so we will decide where we want to make presentations. Information/Education Presentations can be as short as a 30 second radio spot and as long as a 60 minute forum. We will decide together what our next steps will be.”

2. Goals for different types of audiences.

   Ask youth the following and record responses on flipchart:
   - What do you want community members to understand about your proposal?
   - What do you want city council members to understand about the proposal/ordinance?
   - What does the public need to know about how the proposed ordinance progresses through the government process?
   - How would you most want to share this information - through several presentations or a single community presentation?
Part 2 Logistics

*Note:* The following information assumes that youth have decided on a single community presentation. If multiple presentations are chosen, apply this process to each of the presentations the youth have elected to make, as appropriate. Use flipchart or a computer and a projector so all can see the decisions being made.

1. **Location**
   - Where is the best place (among available choices, if applicable)?
   - Reserve the site encouraging a youth to make the reservation.

2. **Date/Time**
   - Use the calendar to select workable dates.

3. **Equipment**
   - What audiovisual aids are available at each potential location?
   - What else would be needed?

4. **Refreshments**
   - Will the group serve refreshments?
   - If so, what?

5. **Handouts**
   - What types of handouts will the audience need in order to understand the presentation, or in order to act on the presented information? (The need for different handouts may change as the presentation develops.)

6. **Speakers**
   - Would our message be heard better if, in addition to us, adult coalition members or area experts speak on the issue?
   - If others will be invited to speak, make plans to invite speakers to the presentation as soon as possible, so they are more likely to be able to attend.
   - Be sure any guest speakers are aware of what youth will be presenting ahead of time. Keep the youth presentation the focus of the meeting, and, if at all possible, have youth speak first.
7. **Invitations and Promotion**
   - Who should formally be invited to attend? (Create a T-Chart for listing attendees.)
   - List attendees on left side of T Chart.
   - List the best ways to reach each of the groups we want to invite on the right side of the T Chart. (such as parents, other students, government officials, guest speakers to EYPC, adult organizations, or the general community).
   - Where are good places to hang flyers? Are there community calendars online or with local TV/Radio stations?

**Part 3**

**Task Assignments**

1. **Team up**
   - Post task assignments in #2 below on flipchart and invite youth to sign up for a task.
   - Take time for youth to consider their individual expectations, skills and interests that they have shown and developed over the course of the project.
   - Ensure that there are a minimum of three people per task.
   - Set target dates for completing the tasks and place on a calendar. Transfer to an online or other accessible calendar.

2. **The following tasks must all be completed prior to the presentation. Your group can either work collectively on these tasks or divide into teams of three to five people.**
   - Develop the Presentation
     - Content
     - Visual Aids
     - Practice
   - Promote the Event
     - Media
     - Printed
     - Personal invitations
   - Prepare for the Event
     - Logistics (site set up, equipment, chairs, refreshments)
     - Handouts (copies to support presentation)
     - Day of Presentation (host, greet)
Description
Youth will discuss, develop, and practice their presentation(s), working together to coordinate the parts, the visual aids, and the delivery.

Learner Outcomes
After this session, learners will…

- Make decisions about the best audiences for their messages and change effort.
- Work in teams and sub-teams to develop and assemble their presentations.
- Have learned about public speaking tips from each other and begun to practice.

Materials Needed
- eDocs: D4 - Suggested Presentation Outline
- eDocs: D4 - Alternative Presentation Outline
- eDocs: D4 - Visual Aids: Dos and Don’ts
- eDocs: D4 - Public Speaking Tips
- Access to a computer with presentation software
- Access to all information gathered during EYPC
- Flipchart

Preparation Needed
- Review the presentation goals related to content from the Getting Organized activity.
Step by Step: Develop the Presentation

Part 1 Presentation Possibilities

Note: if the youth have elected to conduct separate presentations, for example to the governing body, determine different presentation content for each.

1. As a group, begin to discuss the content of the presentation.
   - Review the advocacy messages, the analyzed and charted data about community and stakeholder opinions, facts and statistics about the issue, quotes, photos, and anything else the group has collected and learned.
   - Begin to record youth thoughts and comments on the flipchart.

2. The selection of key information for presentation.
   - Determine the most important information that needs to be communicated to the Community Presentation audience—both to the public and to any government officials who attend.
   - Star these items on the flipchart.

3. Ordering the information.
   - Review Suggested Presentation Outline or Alternative Presentation Outline in this activity and number the items on the flipchart.
   - Invite the youth to discuss and consider what they would like to work on. Record names by each part of the presentation.
Part 2  Presentation Parts

1. After youth discuss the content overall, work together or divide into teams to research and work on particular content matter in specific subject areas.
   - Youth should decide how they would like to divide the work among sub-teams.

2. One suggested division of responsibilities is here:
   - Our issue: Develops part of the presentation discussing facts and opinions about the ordinance, may include ads or other graphical material from other advocacy organizations.
   - What we did: Develops part of the presentation telling the steps of the program, and how youth gathered the data.
   - Data: Creates the charts and graphs where necessary to communicate the data-gathering results, if this was not done during the data presentation activity, or if the way the youth would like to present their data has changed.
   - Government processes: Develops part of the presentation that tells the community about the government and the proposed ordinance, what is happening in the political process, and what the community members can do to influence the outcome.
   - After gathering information and determining what should be included, the next step is to assemble the presentation (this may take place at a separate meeting).

Part 3  Presentation Assembly

1. As a group, discuss the layout of the presentation using Powerpoint or other presentation software. (See Suggested Presentation Outline or Alternative Presentation Outline and Visual Aids: Do's and Don'ts)
   - Include pictures, graphs, maps, or even movie clips or ads.
   - It may be necessary to have each sub-team create their own visual aids, and then bring the files together to create unity possibly using presentation software to create transitions.

2. Look through the assembled presentation (likely at a different meeting) for the group to review and amend as needed.
Part 4  Presentation and Public Speaking

1. As youth prepare the presentation, keep in mind that they also need to prepare themselves to present the information.
   o Explain to youth that the expectation is that each will speak briefly during the presentation.

2. Encourage youth to share their experience/anxiety about speaking in public.
   Some possible discussion questions are:
   o How many of you are comfortable speaking in public?
   o How many have experience speaking in public?
   • What tips do you have for the rest of us?
   o How many have experience speaking in front of an adult audience?
   o What challenges are associated with speaking in public?

3. Review Public Speaking Tips with youth and identify ways they can practice these tips to decrease their anxiety about speaking in public.

Part 5  Reflection/Talk It Over

Encourage youth to discuss the presentation after it is assembled.
Possible prompts:
   o What do they like best about the presentation?
   o On a scale of one to ten how do they feel about presenting their part?
   o What are they most concerned about?
   o What are ways they can overcome those concerns?
Description
Develop the strategies and create materials for inviting people to the community presentation, and any other presentations the group has decided to conduct. Distribute these materials according to a timeline they will create.

Learner Outcomes
After this session, learners will…

➠ Have learned about and selected presentation promotion strategies for various audiences.
➠ Take responsibility for creating specific promotional materials and distribution methods.
➠ Practice creating materials.

Materials Needed
☐ The Map and materials used to develop the map
☐ Contact information from guest speakers and other individuals met during EYPC activities
☐ Contact list for news media (fax and/or email needed) for all local print, TV, and radio outlets
☐ Contact list and policy/deadline information for community calendar announcements
☐ eDocs: Using The Media, Press Releases, Public Service Announcement, Community Calendar Notice, Letters to the Editor, Op-Ed Article, Newspaper Article, Presentation Flyers, Presentation Postcard, Personal Promotion
☐ Computers with internet connection

Preparation Needed
☐ Determine if your group has any money it could use in these promotional efforts.
☐ Provide electronic copies of eDocs listed above for youth to edit as appropriate.
Step by Step: Promote the Event

Part 1  Who to Invite?

1. **Review any notes from previous discussions about reaching the various groups you want to invite to attend the presentation.**
   - From the messages developed, which ones do youth think will have the most impact on both community members and the members of the governing body?
   - What approach and message will work best with other community leaders and organizations?

2. **Specifics**
   - Create a list on a T chart of people and organizations to invite to the presentation placed on the left side.
   - Later, on the right hand side fill it in with how these people and organizations will be reached.
   - Develop a contact list for the presentation, either as part of this activity, or as an at-home assignment.
Part 2  Outreach to the Invited Audience

1. Discuss Using the Media.
   - Discuss the difference between free, earned, and paid media.

2. Consider the various avenues of promotion that youth may want to pursue.
   - Social media including Facebook, Twitter, YouTube, Instagram, Snap Chat, or other social media.
   - Brainstorm some strategies to use to build community interest in the presentation.
   - Determine how each promotion activity will be accomplished and who will be responsible.
   - Use T chart to make sure the work is fully assigned and all audiences are going to be invited in some way.
   - Set dates for completion of each part of the promotion process (development and then delivery).

3. Review the various eDocs to help promote the presentation.
   - Press Releases
   - Public Service Announcement
   - Community Calendar Notice
   - Letters to the Editor
   - Op-Ed Article
   - Newspaper Article
   - Presentation Flyers
   - Presentation Postcard
   - Personal Promotion

Part 3  Creating Promotional Materials

Supply appropriate media from the various e-Docs.
   - Edit the e-Docs to include the details of your own presentation information.
   - All share and give feedback.
   - Revise (assign as homework).
Description
Event Logistics refers to making sure the location for the presentation is secured and that all logistical details are attended to on the day of the event: set up, agenda, handouts, equipment working, refreshments, and equipment storage and clean up. Logistics requires that you know how many people will attend the event so you know the right number and type of handouts and other details.

Learner Outcomes
After this session, learners will…
➠ Know what is involved in planning for events.
➠ Communicate with adults and other youth regarding the site level responsibilities and expectations they have.

Materials Needed
☐ eDocs: Sample Agenda
☐ eDocs: Logistics Checklist
☐ eDocs: Day of Presentation Responsibilities

Preparation Needed
☐ Make copies of materials as needed.
☐ Verify site location and reservation.
Step by Step: Prepare for the Event

Part 1  What’s Involved

1. Review the Handouts from the table on the following page.

2. Create your own Agenda from the Sample Agenda.

3. Review the Logistics Checklist.
   - It’s a good idea to confirm the details of the presentation with guest speakers, food providers, transportation providers, and others who are supplying items or attending the presentation.

4. Day of the Presentation Responsibilities: This document reviews the timeline of the presentation event, from set up to lock up. It may be useful as a last-minute review of what the facilitator needs to do.

Part 2  Who Will Do Each Task?

Create a T-Chart of responsibilities on the left to assign two names for each task (a primary person and a back-up person)
HANDOUTS

The only essential handout for the Community Presentation is an agenda. Audience members must know what to expect. The agenda may include an instruction to hold all questions until the end of the presentation. A sample agenda is on the next page.

Below is a sample table listing additional handouts you may want to consider. These could be passed out to audience members or be placed on a table where they can take them if desired.

<table>
<thead>
<tr>
<th>Handout</th>
<th>Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Copies of your presentation slides</td>
<td>This will help the audience follow the presentation, and can be helpful for those who want to take notes, or as a way for audience members to recall details from the presentation later.</td>
</tr>
<tr>
<td>Graphs of data presented during the presentation</td>
<td>A clear, concise graph can be a reminder of the importance of the ordinance.</td>
</tr>
<tr>
<td>Research Summary</td>
<td>A summary of important research points, particularly if they refute a key argument from the opposition.</td>
</tr>
<tr>
<td>Ordinance Summary</td>
<td>Rather than a copy of the full ordinance, create a summary of the key provisions and definitions for the audience.</td>
</tr>
<tr>
<td>Next Steps Guide</td>
<td>Inform the audience about when the ordinance will be discussed at a City Council committee meeting, or when it will likely be voted on. Encourage them to contact their council representative or the mayor. Encourage them to write to the media about the ordinance.</td>
</tr>
</tbody>
</table>
Description
Youth will practice their part in conducting the presentation, from setup, welcome, presentation to ending.

Learner Outcomes
After this session, learners will...
- Have practiced their role in the presentation.
- Have received and offered feedback to each other.

Materials Needed
- Computer/projector/screen
- Scripts or notes

Preparation Needed
- Develop a master outline and agenda with youth names that will guide the rehearsal and allow the facilitator to make adjustments and offer feedback.
- Review the setup of the room where the presentation will take place.
- Schedule the rehearsal in this room if possible; if not, make the meeting room set up as close to that of the presentation room as possible.
- Make sure that audiovisual materials are available for the rehearsal.
- Invite back previous guest speakers to offer their advice on the youths' presentation.

SESSION OUTLINE
PART 1
Preparation to Rehearse
PART 2
'Dress' Rehearsal and Debrief
PART 3
Final Reminders
Step by Step: Presentation Rehearsal

Part 1  Preparation to Rehearse

1. Review Public Speaking Tips and/or other public speaking rules.

2. Have each youth practice their part of the presentation until they seem comfortable.

Part 2  'Dress' Rehearsal and Debrief

1. Try to complete the entire presentation once all the way through.
   - Time the presentation during the rehearsal

2. Encourage the group to discuss and critique (constructively) each other.
   - Always be encouraging when offering advice!
   - The facilitator can model appropriate feedback as a public speaking coach, offering advice, if needed.

3. Remember to practice potential questions and answers as well as the presentation (see ideas on this page).

4. Discuss how the presentation might be changed if appropriate: what might be deleted, what might be added.

Q&A SESSION

At one Community Presentation, youth included a question and answer section of the presentation, but prompted the audience by handing out small cards with printed criticisms and opposition to the proposal that they had learned about during the EYPC experience.

Youth practiced their responses to these questions and so publicly engaged their audience and demonstrated their public speaking skills and their knowledge of the subject.
Part 3 Final Reminders

1. Discuss appropriate dress for the presentation.

2. Finalize details as to arrival time, transportation (if needed), permission slips (if needed).
Description
Youth will reflect on and celebrate their individual and group achievements over the course of EYPC.

Learner Outcomes
After this session, learners will...

- Collect and celebrate their accomplishments related to their change effort and EYPC.
- Assess the possibility of change agent work in their futures.

Materials Needed
- Food, Beverages
- Decorations
- Computer/projector/screen (for picture sharing)
- Certificates
- Awards

Preparation Needed
- Plan a final fun celebration.
- Consider making awards, recording video reflections, t-shirt signings, and other ways to commemorate youth accomplishment.
Step by Step: Celebrate!

Part 1  Debrief the Presentation

Lead a discussion about the Community Presentation (or other activity).
- Begin with some positive comments about the meeting.
- Share any media coverage of the event.
- Offer each youth the opportunity to share his or her perceptions of how everything went, including what was successful and what could have been improved.
- Consider offering constructive feedback that will help youth learn about their strengths and weaknesses.

Part 2  Debrief the EYPC Experience

1. Lead a process for youth to reflect on the memories they will carry with them about the whole EYPC project.
   - Consider a slide show (or drawing or skits) of the whole experience to kick this part off.
   - While this is a “serious” discussion, also help youth to look on it as a time to remember and celebrate their accomplishments.

2. Just the beginning….
   - Remind youth that their work as community advocates does not have to be over.
   - Take some time to discuss how youth can use and apply the skills they have learned in the program to other activities, issues, or events.
   - Brainstorm some ideas of how to apply advocacy skills to other important issues in the future.
   - Especially important is that youth continue to work on their policy or issue. One possibility is to continue to appear as a group before city council as the issue progresses or is revisited on the council agenda.

3. Implement the EYPC Post-Program Survey with the youth.
Part 3  Appreciations and Goodbyes

1. Awards

2. Acknowledge Facilitators.

3. Thank youth for participating in discussion and activities as well as their hard work in gathering data during the program.

4. Congratulate youth on their accomplishments.

5. Send thank-you's and issue updates to any of those who helped the youth through the EYPC process.
Scott P. Hays (Ph.D., Florida State University, 1991) is a Research Scientist with the Center for Prevention Research and Development at the University of Illinois at Urbana-Champaign. His research has included tobacco ordinance adoption in local communities, the role of policy change in substance abuse prevention and youth involvement in policy change. His work has appeared in a variety of academic journals including Frontiers in Public Health, Evaluation and Program Planning, The Journal of Public Health Management and Practice, The Journal of Drug Education, Children Youth and Environments, Policy Studies Journal, and the Journal of Politics.

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APPENDIX

eDocs Table of Contents

Define the Issue

EYPC Program Orientation
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Ordinance Review
D1-Ordinance Worksheet

Policy Advocate/Community Organizer
D1-10 Things to Ask: Policy Advocate
D1-10 Things to Ask: Community Organizer

Quiz Show
D1-Quiz Show

Determine the Decision Makers

Local Government Structure
D2-Things to Know – Local Government Structures

Ordinance Adoption Game
D2-How a Proposal Becomes a Law
D2-Meeting Procedures

Council Meeting
D2-Council Meeting Observation Worksheet

Guest Speaker- Council Member
D2-10 Things to ask a City Council Member

Quiz Show on Local Government
D2-Quiz Show: Local Government

Discover Data

Trustworthy Data
D3-Research Scenarios
D3-Trustworthy Data Role Cards
D3-Principles of Good Data for Advocacy
D3-Proposed Ordinance Questions

Taking Stock
D3-Taking Stock Worksheet
D3-Task Assignment Worksheet
D3-Change Effort Worksheet/Business Regulations
D3-Change Effort Worksheet/Community Improvement
D3-Change Effort Worksheet/Personal Behavior

EDocs Table of Contents

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Existing Data Collection
  D3-Existing Data

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  D3-Observation Methods

Stakeholder Interview Skills/Data Collection
  D3-Interview Basics

Data Analysis
  D3-Math Refresher

Deliver the Message

Developing an Advocacy Message
  D4-EYPC Message Development Worksheet

Getting Organized to Deliver the Message
  D4-Community Presentation Planning Guide

Develop the Presentation
  D4-Suggested Presentation Outline
  D4-Alternative Presentation Outline
  D4-Visual Aids Do’s and Don’ts
  D4-Public Speaking Tips

Promote the Event
  D4-Using the Media
  D4-Press Releases
  D4-Public Service Announcement
  D4-Community Calendar Notice
  D4-Letters to Editor
  D4-Op-Ed Articles
  D4-Newspaper Article
  D4-Presentation Flyers
  D4-Presentation Postcard
  D4-Personal Promotion

Prepare for the Event
  D4-Sample Agenda
  D4-Logistics Checklist
  D4-Day of Presentation Responsibilities
Directions: Go around the room and ask other participants if a square describes them. If they say “yes,” then mark that person’s name in that square. You may only ask a participant one question at a time. The first one to get 5 X’s in a row gets Bingo and wins the game.

## CIVIC ENGAGEMENT BINGO

<table>
<thead>
<tr>
<th>A person who has read at least one newspaper article today</th>
<th>A person who wants to be a politician</th>
<th>A person who lives outside the city limits</th>
<th>A person who has voted in any kind of election</th>
<th>A person who was born in this city</th>
</tr>
</thead>
<tbody>
<tr>
<td>A person who was born in a different city</td>
<td>A person who has visited another country</td>
<td>A person who read at least one on-line news article today</td>
<td>A person who has been to a city council meeting</td>
<td>A person who identifies with the Republican Party</td>
</tr>
<tr>
<td>A person who identifies with the Democratic Party</td>
<td>A person who was born in a different state</td>
<td>A person who does not identify with either the Republican or Democratic party</td>
<td>A person with a driver’s license</td>
<td>A person who can name their city council representative</td>
</tr>
<tr>
<td>A person who can name their city’s mayor</td>
<td>A person who can name their state’s governor</td>
<td>A person who thinks the government is generally bad</td>
<td>A person who listens to news on the radio almost every day</td>
<td>A person who knows the state capitol</td>
</tr>
<tr>
<td>A person who thinks the government is generally good</td>
<td>A person who watches the news on TV almost every day.</td>
<td>A person who can name the country’s president</td>
<td>A person who wants to change their neighborhood for the better</td>
<td>A person who thinks government listens to the people</td>
</tr>
</tbody>
</table>

Define the Issue: EYP Program Orientation

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ORDINANCE WORKSHEET QUESTIONS

1. What is discussed under “Findings and Intent?” Why is it here?

2. How does the ordinance describe the problem it is trying to correct? Why is this important?

3. What is defined in the ordinance? Why are each of these items included in the definition section? Are things defined the right way?

4. What is prohibited in the ordinance?

5. What is allowed?

6. Does the ordinance specify different things for different businesses? For different people?

7. What are the punishments for violating the ordinance? Are these fair?
1. How did you become concerned about this issue?

2. How did you initially become involved in policy advocacy?

3. What are the key facts, in your opinion, that support this proposed policy?

4. Why is this issue such a serious problem for this community?

5. What is your impression of the difficulties of engaging in policy advocacy in this community?

6. What local politicians do you know that are supportive of this policy change?

7. What do you think are effective advocacy strategies?

8. What do you think are the benefits of engaging in policy advocacy, specifically on this issue, in this community?

9. How do you think youth, in general, could become more involved in policy advocacy?

10. What do you think our group could do for the current advocacy campaign?

Define the Issue: Policy Advocate or Community Organizer

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1. How did you become interested in community activities?

2. How did you initially become involved in policy advocacy?

3. What is the first issue you were actively involved in supporting?

4. What is your opinion about our policy issue?

5. What is your impression of the difficulties getting people involved in policy advocacy in this community?

6. What other community activists, community groups or politicians would you recommend we contact that might be supportive of this issue?

7. What do you think are effective advocacy strategies?

8. What do you think are the benefits of engaging in policy advocacy in this community?

9. How do you think youth, in general, could become more involved in policy advocacy?

10. What do you think our group could do for the current advocacy campaign?
**Question:** What percentage of the smoke from a cigarette is inhaled by the smoker?

**Answer:** 15%

**Question:** What is the EPA classification for secondhand smoke?

**Answer:** Class A Carcinogen – a “known human cancer causing agent”

**Question:** Which of the following is NOT in cigarette smoke?

- Tar
- Formaldehyde
- Hydrogen
- Cyanide
- Saturated Fats

**Answer:** Saturated Fats

**Question:** Which of the following is NOT in cigarette smoke?

- Tar
- Formaldehyde
- Hydrogen
- Cyanide
- Saturated Fats

**Answer:** Saturated Fats

**Question:** What is the EPA’s (and Surgeon General’s) recommended safe level of exposure to secondhand smoke?

- 20 parts per billion
- 0.001 parts per billion
- 10%
- Zero

**Answer:** Zero

*Define the Issue: Quiz Show on EYPC Policy Issue*
Question: Second-hand smoke is responsible for approximately how many deaths among non-smokers in the U.S. per year?

- 473
- 1,000
- 65,000
- 250,000

Answer: 65,000

Question: Which workers are exposed to more secondhand smoke than any other workers are?

Answer: Restaurant/bar workers

Question: How much higher is the coronary death rate for people exposed to secondhand smoke than for others?

Answer: 25-35%

Question: On average, how much did businesses lose in North Carolina after passing clean indoor air ordinances?

Answer: Nothing

Question: Sitting in the non-smoking section of a smoking-permitted facility is like:

Answer: Swimming in the non-chlorinated/non-peeing section of the pool

Define the Issue: Quiz Show on EYPC Policy Issue

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THINGS TO KNOW: LOCAL GOVERNMENT STRUCTURES

CITY COUNCIL

1. The total number of council members in your city (both district representatives who represent a specific area) and at-large members (who represent the entire city).
2. The qualifications for being a council member.
3. The term of office for council members.
4. The average number of people each council member represents (divide the city’s population by the number of council districts).
5. What council district am I in and what is the name of my council member? (Use a map with the geographic boundaries of city council districts marked.)
6. What are the opinions of my city council member on some local issues? What does he/she indicate as areas of interest or expertise? What ordinances has he/she introduced?
7. List all council members full contact information (city website – use a separate sheet).
8. Create brief profiles of each member, if possible, including their education, profession, number of children (sometimes available from city website – use a separate sheet).

THE MAYOR

1. The mayor’s name.
2. Is the mayor a member of council?
3. Does the mayor have a veto over council decisions?
4. The term of office for the mayor (how long they hold office before the next election).
5. What are the opinions of the mayor on some local issues? What does he/she indicate as areas of interest or expertise? What ordinances has he/she introduced?
PROCESSES

1. Where and when does your council meet?
2. How do you get a proposal on the agenda?
3. The procedures for being able to register as a speaker at a public hearing.
4. What are the steps to getting a proposed ordinance adopted in this city?

ELECTIONS

1. Date of city elections (usually something like “first Tuesday in April”).
2. The specific date of the next elections in your city.
3. What are some of the election/voting rules in your city?

OTHER CITY OFFICIALS

1. The name of the city manager.
2. The responsibilities of the city manager (briefly).
3. What other city officials are elected (i.e., auditor, treasurer, sheriff, clerk, etc.)?
4. The names of other city officials who run for election.
5. Their terms of office.
If council votes in favor and Mayor does NOT veto
If it passes, it goes to the full council

NO DIRECT PUBLIC INPUT

YOU

Alderman introduces proposed ordinance

City Clerk reads ordinance before full City Council

Committee holds public hearings

Committee votes on proposed ordinance

Council debates ordinance

Proposal Becomes New City Ordinance
**MEETING PROCEDURES**

The Council Comes To Order

- Say, “The council will come to order.”
- Seat council members together facing the advocacy groups.
- Once council member will have **CHAIR** on their role card and the following script:
  - “Is there any new business?”
- Chair invites any council members to speak.

**Clerk (played by facilitator, offers guidance)**

- Council member may now make a motion: “I move that we adopt an ordinance to...” to adopt any of the policies proposed by the groups during their office hours (and ONLY those policies).
- “When a council member moves to adopt a policy, any other council member must ‘second’ the motion, or the motion fails and the policy is rejected.”
- If there is a second, facilitator invites the chair to open the floor for a period of public comment.
- From a designated podium invite advocates and opponents to formally address the council.
- To the extent possible, the chair should recognize one supporter, then one opponent.
- The chair should recognize each speaker only once and limit each speaker to two minutes.

Other procedures for facilitator to encourage the basic rules of decorum for any council meeting.

- Instruct speakers to wait until council chair formally recognizes them.
- Make sure meeting “attendees” are quiet, that speakers speak only when specifically recognized by council chair, and that speakers always address the council itself, not the other speakers/advocates in the audience.

Internal deliberation

- Council will formally close “public comment” and take time for internal deliberations.
- Chair recognizes fellow council members to speak individually.
- Council members should speak so that the audience can clearly hear their comments or questions.

Voting Options

- Take a vote on the policy, with a simple majority needed to pass.
- Propose an amendment to the policy: amendments must be proposed, seconded, and voted on individually; and/or
- Move to “table” the policy – must be a motion and a second and a majority vote. Council would table if they feel they have insufficient information or specificity to make a decision at this time.

**Determine Decision Makers: Ordinance Adoption Game**

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1. Meeting Date: __________

2. How many council members are present? ______ Absent? ______

3. Name the chair of the meeting __________________________________________ (hint: note name plates)

4. Who is your council member? (only if there are districts) ________________________________

5. Does your council member have a special role? If so, what is it? ________________________________

6. Is there an agenda? ______

7. If so, which agenda item seems to be taking the most time? ________________________________

8. Note the interaction of the council members with each other and what is happening.

   (Use agenda as a guide and use table on back of this worksheet)

9. How many citizens (people in the audience) are present? __________

10. What issues did citizens address with the council, if any? ________________________________

11. Watch your council member. Write down the topics that seem to interest her/him.

   ________________________________

12. Which council member(s) do you think would be most likely to listen to youth or you personally, and why might you think that? ________________________________

13. What is your general reaction to the meeting?

Determine Decision Makers: Council Meeting

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Directions for Q. 8: Pick one or two council members to watch for the following behaviors. Count each time they do the behavior with a hatch mark in the tally section, and also note what is happening at that time in the topic section. Use the agenda as a guide.

<table>
<thead>
<tr>
<th>Behaviors</th>
<th>Name:</th>
<th>Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example:</strong></td>
<td><strong>Name: John Doe</strong></td>
<td><strong>Tally: IIII</strong></td>
</tr>
<tr>
<td>Open, interested or neutral facial expression, thoughtful, respectful, listening, attentive, but relaxed posture.</td>
<td>Tally:</td>
<td>Topic:</td>
</tr>
<tr>
<td>Tense facial expression or voice tone, loud voice, shouting, interrupting another, rigid or jumpy body movements</td>
<td>Tally:</td>
<td>Topic:</td>
</tr>
<tr>
<td>Bored facial expression, inattentive, distracted, non-participating, not looking at person who is talking, using phone</td>
<td>Tally:</td>
<td>Topic:</td>
</tr>
<tr>
<td>Summary of category for highest tally behavior and corresponding topic</td>
<td>Overall:</td>
<td>Overall:</td>
</tr>
</tbody>
</table>

Determine Decision Makers: Council Meeting

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Ten Things to Ask: City Council Member

1. How did you decide to run for election to city council?

2. How do you get elected to council (i.e., age, signature gathering, etc.)?

3. How much does the opinion of your constituents influence your council decisions? Fellow council members? The mayor? The city manager?

4. What is the greatest challenge for holding public office in this community?

5. What is the greatest benefit of holding office in this community?

6. How did you come to be concerned about this policy issue?

7. How can youth like us become more involved in working with the government and council?

8. How does a proposal become an ordinance in this city?

9. What is the procedure for being able to speak at a public meeting?

10. Will you attend our community forum?

Determine Decision Makers: Guest Speaker - Council Member

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Question: What is the name of our Mayor?
Answer: (Name)

Question: How many members are on our city council?
Answer: (Number)

Question: How many are in districts and how many are at-large [if relevant]?
Answer: (Number) & (Number)

Question: An “at-large” council member is one who:
- Is wanted on criminal charges and has not yet been caught?
- Represents a single district or ward?
- Represents the entire city?
- Is at least 15 pounds overweight?
Answer: Represents the entire city.

Question: The council member who represents us in our location is:
Answer: (Name)

Question: The next local elections will be held on what month and year?
Answer: (Provide month and year)

Question: Name one other local elected official, besides a council member or the Mayor, that we vote for in this community.
Answer: (May not be relevant; could be supervisor of elections, school board, township offices, state attorney, city clerk, treasurer, etc.)

Question: What is the telephone number of your council member?
Answer: (Actual telephone number; students should have this information in a handout or in notebooks)
Question: How is a proposal introduced to the council agenda?
Answer: (Typically, it is introduced by a council member; note exceptions in your municipality)

Question: When is our next city council meeting? [easier: what day of the week does our council meet?]
Answer: (Actual date or day)

Question: What is the color of our Mayor’s/ council member’s hair? [perhaps substitute other personal trivial information such as job, number of children, etc.]
Answer: (Actual color from photo or from visit)

Define the Issue: Quiz Show Local Government

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Scenario 1:
Johnny Appleseed is arguing that the municipal government of Dangerville should change the seatbelt laws because - 80% of Dangerville residents think that wearing a seatbelt should not be a mandatory law.
He said that he conducted a local survey and the results show overwhelming anger at being forced to wear seatbelts. After asking Johnny about his data collection methods, here is what was found out:
- 20 adults from around the county were asked the question, Don’t you wish that you couldn’t get punished for not wearing a seatbelt?
- 16 of the adults replied ‘Yes’ to the question.
- The setting where Johnny asked the question was a court-ordered driver safety class that took place on a Saturday from 8 AM to 3 PM.

Scenario 2:
Jackie Smith is arguing that the city government should send drug offenders to mandatory treatment instead of sending them to jail. She says that residents of the city are very concerned about this issue and overwhelmingly favor mandatory treatment. Here are Jackie’s data collection methods:
- She went door to door in different areas of the city and asked 100 people the question, “What do you think is the biggest problem in our city?”
- 65 of the 100 people (or 65%) said that drug use was the biggest problem
- At a later date, she asked the 65 people what should be done about the problem and provided four possible answers to choose from.

The choices were:
   A) Tougher fines; B) Mandatory drug treatment; C) More jail time; D) Nothing should be done.

Of the 65 people she asked this question, 45 (or 69%) chose answer B.

Scenario 3:
Delores Wilson is arguing that there should be a curfew of 10:00 PM for youth under 18 in her city of Pleas-antville. She claims that the majority of her community is in favor of such a curfew and is citing a survey she conducted as proof. Here are her data collection techniques:
- She asked 50 people in her retirement home the question, “Don’t you think hoodlums should not be able to roam the streets late at night?”

Of those surveyed, 49 (or 98%) answered “Yes.”

Discover the Data: Trustworthy Data

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Trustworthy Data Role Card

Advocacy Group Member (AGM) Claim: “87% of the people in this community support us!?”

Elected Official (EO): “Where did that data come from?”

**AGM:** “I know this because it is just common sense.”

**EO:** “How many people did you ask??

**AGM:** “We get over 50 people at all of our rallies – isn’t that proof enough?”

**EO:** “Can I see your survey questions?”

**AGM:** “I don’t have survey questions to show you – you just need to believe me.”

Thank you for role playing!

Discover the Data: Trustworthy Data

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PRINCIPLES OF GOOD DATA FOR ADVOCACY

Four Sources of Data

- **Existing data**: Data on your community available from websites, reports, and other sources.
- **Observation data**: Data collected through direct observation of the community or of individual behavior and systematic note-taking by observers.
- **Interview data**: In-person, systematic interviews of people affected by the change such as local business owners.
- **Survey data**: Data collected from a large number of people that represent the community of interest.

Collected Data Should Be:

**Objective**

- **Objective data** does not depend on the perceptions or opinions of the researcher gathering the data.
- Existing data is nearly always objective data. Observations must be without judgment to remain objective.
- Interviews or opinions of community members from surveys are objective data, if researcher’s questions are not asked in a way to guide respondent to a certain response.

**Local**

- **Local data** derives from the community that is the focus of the advocacy effort.
- Elected officials are persuaded by data from their community or even their district.
- If local data is not available or is too difficult to collect, try to find data from a similar city or neighboring city of similar size.

**Representative**

- **Representative data** is designed to represent the entire community that is the focus or target of the advocacy or policy change effort.
- Researchers sample a community because of the difficulty in getting data from everyone. The sample should be random.
- **Random sample**: everyone has an equal chance of being included.

Discover the Data: Trustworthy Data

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Propose the questions and seek answers as part of activity. Consider using this as a quiz, using teams.

**Objectivity:** Consider which of the following question is more objective and why:
- Do you think there is a problem with ________(identify the issue)____ in this community?
- Don’t you think there is a problem with ________(identify the issue)____ in this city?

**Answer:** The first; even though the second may help support the issue, it is not objective. It might lead a respondent to agree with the question.

**Representation:** Lacking a truly random sample, consider which of the following groups may be more representative and why:
- A group of people at a ______(supportive of issue)_____ rally.
- A group of people seen ___(target behavior)_____ in ___(applicable location)____.
- A group of people shopping in a mall.

**Answer:** The final group is the most representative, because mall shoppers are not logically connected to their opinion on ____________________.

**Local:** Consider which of the following data is more local and why:
- A survey from a town outside of a large city in another part of the country that is the same size as your town, showing that most people disagree with a ____________ ordinance.
- A survey from your state’s Health Department showing that most people agree with a(n) ____________ ordinance.

**Answer:** While neither option is idea, the second is better. The survey from the town reflects the opinions of people who may be different from members of your community in a number of ways. The survey from the state Health Department, while closer to home, can also be felt to include the opinions of people who are very different from local residents. A better option would be information collected by county level officials, which politicians might feel reflects the opinion of people who elect them.
# Taking Stock Worksheet

<table>
<thead>
<tr>
<th>What do we know?</th>
<th>What do we need to find out?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facts about the issue... (health risks, where it happens, what can be done, potential benefits)</td>
<td>Other Facts</td>
</tr>
<tr>
<td><em>(The decision maker) Process (council meeting schedules, rules, procedures, etc.)</em></td>
<td>Processes</td>
</tr>
<tr>
<td>Our Resources (people, organizations, newspaper, press deadlines radio, parents, teachers)</td>
<td>Other Resources</td>
</tr>
<tr>
<td>Who is affected by this issue?</td>
<td>Who Else</td>
</tr>
<tr>
<td>Who is likely to support this change/policy?</td>
<td>Other Supporters</td>
</tr>
<tr>
<td>Who is likely to be against this change/policy?</td>
<td>Other Opposition</td>
</tr>
</tbody>
</table>

*Discover the Data: Taking Stock*

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<table>
<thead>
<tr>
<th>What else do we need to know?</th>
<th>How can we find out?</th>
<th>Task Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are our questions?</td>
<td>Select best method:</td>
<td>Who will collect this data and information? (Youth Teams/Names)</td>
</tr>
<tr>
<td></td>
<td>Existing Data</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Observation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interviews</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Surveys</td>
<td></td>
</tr>
</tbody>
</table>

More needed Facts:

Opinions/Feelings:

Processes:

What resources and supports do we need?
### Change Efforts: Business Regulation

*(e.g. licensing, conditions for licensing such as merchant server training, bar entry age)*

<table>
<thead>
<tr>
<th>Data Needed Questions</th>
<th>Good Data Collection Methods</th>
<th>Ways to Find Out</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many customers at a business would be affected by the ordinance?</td>
<td>Observation</td>
<td>Visit businesses to observe customer behavior.</td>
</tr>
<tr>
<td></td>
<td>Survey</td>
<td>Ask customers how they feel they would be affected by this policy.</td>
</tr>
<tr>
<td>How might a business have to remodel due to the ordinance?</td>
<td>Interview</td>
<td>Ask owners and managers if they would need to remodel due to the ordinance.</td>
</tr>
<tr>
<td>How many businesses already follow this policy?</td>
<td>Existing Data</td>
<td>Potential list created by another advocacy group, phone calls to businesses in this community.</td>
</tr>
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<td></td>
<td>Interview</td>
<td>Phone calls to businesses in this community.</td>
</tr>
<tr>
<td>How many businesses would be affected by this policy?</td>
<td>Existing Data</td>
<td>Phone book listing of businesses in this community.</td>
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<td></td>
<td>Interview</td>
<td>Ask owners/managers how business would be affected.</td>
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<td>How do business owners feel about this policy?</td>
<td>Existing Data</td>
<td>Editorials, newspaper articles.</td>
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<td></td>
<td>Interview</td>
<td>Ask owners/managers how they feel about the ordinance.</td>
</tr>
<tr>
<td>What would the costs be due to this policy?</td>
<td>Existing Data</td>
<td>Economic analysis of other communities who have implemented a similar policy.</td>
</tr>
<tr>
<td></td>
<td>Interview</td>
<td>Ask owners/managers to estimate costs.</td>
</tr>
<tr>
<td>What would the savings be due to this policy?</td>
<td>Existing Data</td>
<td>Economic analysis of other communities.</td>
</tr>
<tr>
<td></td>
<td>Interview</td>
<td>Ask owners/managers to estimate savings.</td>
</tr>
<tr>
<td>How do community members feel about this issue? This policy?</td>
<td>Survey</td>
<td>Ask community members how they feel about the issue and the policy.</td>
</tr>
<tr>
<td>How would community members be affected by this policy?</td>
<td>Survey</td>
<td>Ask community members how they would be affected.</td>
</tr>
<tr>
<td>How do community leaders, elected officials feel about this policy?</td>
<td>Interview</td>
<td>Ask community leader/elected official how they feel about the policy.</td>
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**Discover the Data: Taking Stock**

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<td>Interview</td>
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<td>Existing Data</td>
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<td>Economic analysis of other communities who have implemented a similar policy.</td>
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<td>Survey</td>
<td>Ask community members how they would be affected.</td>
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<td>Interview</td>
<td>Ask community leader/elected official how they feel about the policy.</td>
</tr>
</tbody>
</table>
# Change Efforts: Personal Behavior

(e.g. regulating where, when and if certain behavior is allowed)

<table>
<thead>
<tr>
<th>Data Needed Questions</th>
<th>Good Data Collection Methods</th>
<th>Ways to Find Out</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many people do this behavior?</td>
<td>Existing Data</td>
<td>National, state and local data collected by government agencies.</td>
</tr>
<tr>
<td></td>
<td>Observation</td>
<td>Visits to affected locations, observing individual’s behaviors.</td>
</tr>
<tr>
<td></td>
<td>Survey</td>
<td>Ask community members if they do this behavior.</td>
</tr>
<tr>
<td>What are the costs of this behavior?</td>
<td>Existing Data</td>
<td>Economic analysis of individuals in other communities that have implemented a similar policy.</td>
</tr>
<tr>
<td>Where do people do this behavior?</td>
<td>Observation</td>
<td>Visits to area to observe problem (if appropriate).</td>
</tr>
<tr>
<td>How often is this area (public or private space) affected by the problem?</td>
<td>Observation</td>
<td>Visits to affected locations, observing reactions to those performing the behavior.</td>
</tr>
<tr>
<td>How many people are bothered by this behavior?</td>
<td>Observation</td>
<td>Visits to affected locations, observing reactions to those performing the behavior.</td>
</tr>
<tr>
<td>How do community members feel about this policy?</td>
<td>Survey</td>
<td>Ask community members how they feel about the policy.</td>
</tr>
<tr>
<td></td>
<td>Existing Data</td>
<td>Editorials, newspaper articles.</td>
</tr>
<tr>
<td>How would community members be affected by this policy?</td>
<td>Survey</td>
<td>Ask community members how they would be affected.</td>
</tr>
<tr>
<td></td>
<td>Existing Data</td>
<td>Editorials, newspaper articles, policy analysis, story about other communities who have implemented a similar policy.</td>
</tr>
<tr>
<td>How do important community groups/governing officials feel about this policy?</td>
<td>Interview</td>
<td>Ask community leaders how they feel about the ordinance.</td>
</tr>
<tr>
<td>What would it cost the community to make this change?</td>
<td>Interview</td>
<td>Ask community leaders what the costs would be.</td>
</tr>
<tr>
<td>What are the benefits of change?</td>
<td>Interview</td>
<td>Ask community leaders what the benefits would be.</td>
</tr>
</tbody>
</table>

Discover the Data: Taking Stock

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## Existing Data

<table>
<thead>
<tr>
<th>Data needed to delineate community problems (for assessment, awareness raising, advocacy for change)</th>
<th>RESOURCES TO USE (Data Source: Website, Health Dept., Original Data collection, etc.)</th>
</tr>
</thead>
</table>
| **Basic demographics by community**  
Measures: Demographics, Education, Veterans, travel time to work, housing, households, income, poverty, business establishments, manufacturing, sales, geography | [http://quickfacts.census.gov/qfd/index.html](http://quickfacts.census.gov/qfd/index.html)  
State & County QuickFacts; also by city within state |
| **IYS County level/district level/school level reports**  
- Alcohol, tobacco, and other drug use  
- Beliefs about drug use  
- Health and nutritional behaviors  
- Feelings about school  
- Family support and rules about alcohol use | [http://iys.cprd.illinois.edu/](http://iys.cprd.illinois.edu/) |
| **County Health Rankings**  
Rankings within state  
| **Community Health Status Indicators (2009)—peer counties, national context**  
| **Illness/disease/hospitalization data**  
Measures: | |
| **Compliance check/retail sales data**  
Measures: | |
| **Community scans (Photovoice?)**  
Goal: | |
| **Garbage pick-up (cigarette butts)**  
Goal: | |
| **Other data** | |
| **Other data** | |
Observation Methods

Participant-observer, researcher role hidden

This means we act just like everyone else, and no one knows that we are collecting data.

Example: We enter the park photographing the evidence of a problem like smoking or litter, but without others knowing that is what we are doing.

Participant-observer, researcher role known

This means we act just like everyone else, but people can see we are collecting data.

Example: We enter the park photograph and also ask questions of park patrons about where they see smoking and the effects of smoking.
INTERVIEW BASICS

1. Make an appointment to interview the stakeholder in advance.
   • Start by introducing yourself and stating the purpose of the interview and a
courteous request for the person to participate.
   • Include how much time the interview will take. (A script for this is provided at
the start of the Interview Forms.)

2. Arrive on time.

3. Arrive with the interview form and a pen or pencil to write down answers.

4. Assure the person that their responses will be kept confidential.
   • Do not write their name or their business on your interview form.
   • The results from the interviews will be tallied, and no individual or identifying
information will be revealed to others.

5. Ask one question at a time and give the speaker ample time to think before
responding.

6. Be an excellent listener. (The best interviewers do more listening than talking.)
   Use these active listening techniques:
   • Maintain eye contact with the speaker.
   • Do not interrupt; remain silent until the speaker seems to have finished talking.
   • If the answer is long, you may want to summarize the response to make sure you
understand. For example: “Just to make sure I understand, you support this
ordinance mainly because of the health concerns, but you also feel it will improve
the image of the community. Is that correct?”
   • If you are confused about any part of a response, ask additional questions or ask
for an example. For example: “I’m not sure I understood that. Would you mind
explaining it again?” or “Could you describe a situation where that might
happen?”

7. Take careful, but quick notes on your survey during the interview. Add to your
notes immediately after you leave.

8. At the end of the interview, thank the interviewee for his/her time.
Finding the average:

Sum (add) all the numbers listed for a particular question (e.g. 2 restaurant visits per week + 4 visits + 1 visit, etc.) and then divide by the total number of valid responses for that particular question (e.g. 25 total responses). This shows the average for the given question.

Remember, if a response was not given correctly or is not understood in numeric terms it must not be counted.

Finding the percentage:

Sum (add) the total number of a particular response to a survey question (e.g. yes responses) and dividing by the total number of responses (e.g. all yes and no responses).

Multiply the decimal result by 100 to find the percentage.

Example: 85 people answered - No to the question, Do you smoke out of 100 people surveyed. So, 85/100 = .85*100 = 85% of the people do not smoke.
EYPC Message Development Worksheet

Directions: The following underlined words are the parts of an advocacy message. 1) Working in teams, first complete the stem sentences. 2) Then, shorten the language to arrange your team’s response into one brief, clear sentence. Your ‘message’ does not need to be presented in this order, and a stronger message may sometimes be found by starting with the policy proposal.

Note: Know that follow up questions from the target audience will allow you to share more background information.

1. Problem statement: (Name the issue) ______________________ is a health concern that is growing in our community.

   Facts gathered from

   Revealed that

2. Validation: Our data indicate this issue is important and relevant. Specifically, we learned...

3. Policy proposal: Our governing body could help address this problem by considering passage of an ordinance to...

   Or: It is good public policy to...

   We estimate that it would (reduce/improve) the problem by...

4. Action plan: Citizens can help by....(talking with their council member, coming to our presentation, signing or starting a petition).

Deliver the Message: Developing an Advocacy Message

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Introduction

The Community Presentation is often the program’s culminating activity, even if other, shorter presentations are also developed and conducted. Begin thinking about the Community Presentation well in advance. Activities in the Deliver the Message module may need to begin before other modules are completed. The Deliver the Message module contains detailed information about the different aspects of this event: planning, logistics, promotion, and presentation development

- Determine if the program has a budget for this event.
- Be sure to cooperate closely with the adult coalition in publicizing and carrying out the Community Presentation. The adult coalition’s members will be excellent sources of information about how to manage this event. The coalition may also be able to assist with funding.
- Although the Community Presentation requires a lot of coordination, the youth participants should be involved in all aspects of the planning and should assist with many of the tasks listed below.

At the start of the EYPC Program

- Choose a suitable location, date, and time for the event
- Reserve the location and obtain contract and/or facility agreement. If required, get necessary signatures, pay deposit (if any), and return signed contract.
- Identify influential community members and groups that will be invited to the Community Presentation. Have participants develop an address list.
- Obtain or create a list of local media outlets (newspaper, TV, radio) with their community calendar deadlines and guidelines.

Halfway into the EYPC program

- Identify locations where event flyers should be placed.
- If serving refreshments, decide what and have someone find out prices and ordering information.
Several sessions before Community Presentation

- Set the goals for the event.
- Decide on and invite outside speakers if appropriate.
- Create an agenda for the event, including the youth presentation, others who will speak (if applicable) and when the audience will be able to speak.
- Design invitations, flyers, postcards, etc. and send to organizations/post in locations identified in the Forum Module.
- Begin drafting the presentation.

At Least 2 Weeks Before

- Continue work on the presentation.
- Send letters, press releases, community calendar notices, etc.
- Finalize arrangements for the location, refreshments, audiovisual equipment, etc.
- Remind youth to invite friends and family.
- Repost flyers if needed.

At Least 1 Week Before

- Create and print handouts and agenda.
- Finalize presentation slides and format.
- Call city council members to encourage them to attend.
- Rehearse the entire Community presentation, including introductions of guest speakers, etc. Remind each participant of their specific responsibilities.
- Call local radio talk shows with information about the event.

At Least 2 Days Before

- Remind outside speakers if applicable
- Remind youth and make transportation arrangements if needed.

1 Day After

- Write and send thank-you notes to speakers and anyone else who helped with the Community Presentation.
- Write and send thank-you notes to all city council members and other community leaders who attended.
- Write and send the post-forum press release to local media.
Suggested Presentation Outline

Introduction
- Who we are: Name of group
- Introduce members of the EYPC group
- Welcome guests, any dignitaries – elected officials, etc.
- Review Agenda

What we did
- Summary of Activities: “We formed to learn about....” (Problem Statement)
- Goal statement: “As a result of what we learned, we believe that...” (Advocacy message)
- How we learned more about this: “We used the following methodology with our # and type of stakeholders...” (demographics, interviews, surveys and observation and existing data)

Issue and why it is important (Relevance)
- Mission statement of community or governing body of an entity
- Supporting position statements
- Opinions of_______________
- Positive role-modeling

Who else has implemented a similar proposal?
- Current areas of implementation & their success
- Enforcement
- Various policies to support improving this issue

What you can do?
- Sign a petition! Come to the rally! Write a Letter to the Editor! Boycott the business!
  Come to the town meeting! Contact your city council member!

Conclusion
- Public demand for this improvement
- Review goal statement
- Thank you to sponsors and who made project possible
- Thank the audience

Deliver the Message: Develop the Presentation

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Alternative Presentation Outline

Introduction
- Who we are: Name of group
- Introduce members of the EYPC group
- Welcome guests, any dignitaries – elected officials, etc.
- Review Agenda

Summarize the health facts about the issue the ordinance is designed to address.

Review the proposed ordinance and (if applicable) the current ordinance.

Review the basics of city government
- Highlight youth Activities: (visited council chambers/were visited by council member and/or other city official). Include pictures.
- Present information about local government.
- Review the process of how the proposed ordinance might be adopted (and where it is in the process).

Community
- Students can present their community map and talk about the visit from a community organizer (with photos).
- Describe how the ordinance will affect the community maps (if applicable).

Problem: summary data about this issue in our community/city.
- What we did: gathered data about ______________ in ______________.
- What we learned: a summary of overall findings (include graph).

Problem: summary data about observed____________________.
- What we did: observed_____ (include pictures where only program participants may be identified).
- What we learned: present summary statistics.

Data from public opinion survey regarding the proposed policy.
- What we did: interviewed (number) people about the policy
- What we learned: present summary statistics

What YOU can do:
- A list of suggested actions that those who attend the Community Presentation can do to help support the ordinance effort.
- Thank you.

Deliver the Message: Develop the Presentation

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**Visual Aid: Do’s and Don’t’s**

**DO**

* Use highly contrasting font colors for text and background: dark on light or light on dark.
  
  Dark on light works better for handouts.
  
  Light on dark works well for presentations.

* Use a 16 point font or larger on all slides.

* Keep text and graphics away from the edge of the screen.

* Use a maximum of six or seven words per bullet and 4 lines per slide.

* Use pictures, maps, diagrams, and charts to vary the presentation.

* Choose simple backgrounds.

* Use only one sans serif font. Arial is easy to read on presentation slides and can be used in either bold or italic to provide emphasis.

* Remember that most PowerPoint slides can be read by your audience in about eight seconds.

* Rehearse your slide show often.

**DON’T**

* Use a “cool” font that is hard to read. Change fonts or font sizes across slides.

* Use distracting backgrounds.

* Have more than four text slides in a row.

* Use wildly animated transition effects.

* Use sequential introduction of bullets. (Let the full slide appear when you transition from the previous slide.)

* Use a PowerPoint template that has an animation of any kind.

* Put too much information on a screen.

* Use more than three levels of “hierarchy” (a slide heading; one level subheading and a bullet list are sufficient).
Public Speaking Tips

1. Know your material. If you’re not familiar with your material or are uncomfortable with it, you are likely to become nervous.
   - Practice your talk over and over and revise it if necessary.
   - Mark places where you will pause and breathe with ‘//’.
   - Talk in front of a mirror or practice in front of your family or friends.

2. Do creative visualization. Close your eyes and visualize your own brilliance in front of the audience. Imagine yourself speaking, your voice loud, clear, and assured.

3. Get to know your audience. Say hello to people as they arrive. It’s easier to speak to a group of friends than to a group of strangers.

4. Introduce yourself. Before beginning, tell people your name and your school. Most audience members will not know this information.

5. Realize that people want you to succeed. Believe it or not, audiences want you to be interesting, stimulating, informative, and entertaining.

6. Don’t say you’re sorry. (You may be surprised at this one.)
   - If you mention your nervousness or apologize for any problems you think you have with your talk, you’re probably calling the audience’s attention to something they hadn’t noticed.
   - If you lose your place, just breathe and smile.

7. Make eye contact. Try to make eye contact with as many people in the room as possible. Don’t focus only on people in the front rows.

8. Power Point Slides
   - Don’t read your PowerPoint slides. Most audience members can read the entire contents of a PowerPoint slide in about eight seconds – much faster than you can say the words aloud.
   - Instead, add some important information that isn’t on the slide.
   - Frame the slides, ie. ‘As you can see, the next slide shows us the three things that we...’
   - Breathe a little life into your bullets. When talking about a bullet list say, ‘First, we did this...and...Finally, we did that...’
9. Repeat the question. When someone in the audience asks a question, always repeat the question. Not everyone in the audience will be able to hear what other audience members say.

- Say, ‘The question is...’ (and repeat verbatim), or ‘The question is about...’(specific topic). You can also check back with the person who asked the question to make sure that you answered it fully.

10. Smile. Smiles are your most potent defense.

- In communicating a relaxed, confident, self-assured manner, you always look your best wearing a smile.
- However, DON’T tell jokes; they’re not appropriate at a public presentation and you want the adults in the room to take you seriously.
Using the Media

FREE MEDIA

Many of the easiest ways to use the media to promote the presentation are free, such as:

- Calling a local radio call-in show
- Writing a letter to the editor of local newspaper
- Writing a feature story for a high school or college newspaper
- Sending an announcement to the Community Calendar editors
- Sending a Public Service Announcement (PSA) to the local radio and TV stations.
- Using social media.

It’s important to note that free media outlets often have strict deadlines that may be well in advance of the presentation. Find out these deadlines early in the advocacy campaign.

EARNED MEDIA

Earned media refers to making the presentation into a news story.

- Contact news editors at the local newspapers, TV station(s), and radio stations, high school newspapers (their deadlines may be several weeks ahead) and college/university newspapers and radio stations.
- Earned media announcements should be done close to the event.
- Press releases to commercial news outlets should be sent no more than one week prior to the event.

Use the release to alert the media when and where the Presentation will be held and who the speakers will be. This may result in the Presentation being covered on the local news and/or in the newspaper.

Regardless of whether or not a reporter attends the Presentation, send a press release the day after the event. Highlight what happened at the Presentation, approximately how many attended (especially if it’s a large number), and include quotes from speakers.

PAID MEDIA

Paid media consists of purchasing advertising time or space. The advantage of paid media is that there are few restrictions on the message you can include. Radio advertising is the least expensive, followed by newspapers, and then television. Some cable television advertising can be relatively inexpensive.

- Ask that the ad appear in the News section.
- Ask about submission deadlines and plan production accordingly.
- Make your ad as easy to read or understand as possible.
- Public-access cable TV channels may be free if your group produces its own ad.
- Time or production costs may be donated, and your community’s smoke-free coalition, public health department, or other group may be willing to help with purchasing time or space.

Deliver the Message: Promote the Event

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Press Releases

A press release can be sent to both print (newspapers) and electronic (radio and TV stations) media to give them information about the Community Presentation. The primary objective in writing a press release is to provide news-worthy information to the media. Sometimes press releases are used as is, but frequently they are used as the basis for a story written by a reporter who may use some of the facts or quotes you provide. Occasionally, a release will be used as the starting point for an interview.

When writing a press release, consider that Editors receive hundreds of press releases every day, so your release needs to get the editor’s attention and yet present the facts in journalistic style. Journalistic style is different from writing an essay or paper for an English class. Newspaper editors prefer short sentences and short paragraphs.

TO WRITE A PRESS RELEASE:

- Use an easy-to-read font (Times New Roman is excellent) in at least 12 point size, double-spaced.
- Put full contact information clearly at the top of the page.
- Create a dynamic, exciting headline which will make your release stand out and make the editor want to read more.
- The opening paragraph should summarize the rest of the release. It should explain the who, what, when, where, why, and how of the story. DO NOT leave any of the essentials out. Make it as easy as possible for the editor to use the release without having to contact you.
- Use the advocacy messages in the opening paragraph to create what journalists call ‘the hook’ – a statement or idea that gets the editor or reporter interested enough to read the rest of the release. The hook should be a factual statement and related to the topic.
- The paragraphs that follow the opening should provide the details, with the most important information and quotes first. News releases are often trimmed, and the paragraphs cut are the ones at the end.
- Make the release short and concise – usually no more than one page.
- Make the release interesting, but factual. Don’t use jargon.
- If possible, try to use real-life examples or quotes from a local person. When using quotes, be sure you have permission from the person you are quoting.
- Double check your grammar, punctuation and spelling.
TO SEND A PRESS RELEASE:

- Send your release to the City Editor of newspapers and to the News Editor of TV and radio stations.
- Press releases can be faxed, e-mailed, or submitted via web form. Visit websites of local media for submitting the release.
- Consider calling the media outlet to find out how they prefer to receive releases and follow their request.
- If sending an e-mail, use plain text in the body of the message; the simpler, the better.
  - Do not send a release as an e-mail statement.
  - In addition, use common sense in sending an e-mail news release: Use a meaningful subject header and include a signature with full contact information.
- Do not call to find out if an editor received your press release. If an editor is interested, he/she will contact you.
FOR IMMEDIATE RELEASE, [Date]

CONTACT: [Name] [Title] [Group] [Phone Number]

TITLE: [Name of Group] to host Community Presentation on [date]

Open with an introductory sentence that describes what will be happening, who will be putting on the Presentation, when and where the Presentation is going to be, who will be participating and why the Presentation is being held. Sometimes the newspaper will use only the first sentence of your release; be sure all essential information is there.

Next, provide a few sentences that discuss [policy] facts and why an ordinance is necessary in your city. Quotes form community leaders can be very helpful in getting the attention of the newspaper editor, so if possible, include a quote form a respected community leader.

A summary paragraph such as the one below could be included:

Similar [policy] ordinances already exist in [state, city, or local town names]. [Policy] ordinances have been shown to [desired outcome].

End with a list of the groups who are sponsoring the Community Presentation.
FOR IMMEDIATE RELEASE, [Date]

CONTACT: [Name] [Title] [Group] [Phone Number]

TITLE: Citizens Rally Around [Policy] Ordinance at Community Presentation

The introductory paragraph should describe what happened, when and where, who participated, and how many attended (if there was a larger-than-anticipated attendance). Include a few paragraphs that discuss in detail what happened, illustrating factors that made the Presentation a success, such as what key leaders were there. Include a quote from someone who attended the Presentation and especially from a respected community leader, if possible. Sometimes the newspaper will use only the first sentence of your release; be sure all essential information is there.

Write a few sentences that discuss why this issue is important and why an ordinance is needed.

Include a sentence about what the next step is [The city council will discuss a [policy] ordinance at a study session on______________].

Announce Who Put On the Presentation: [Name of organization, including brief description]

Provide Contact Information: [For more information, the community may contact ________________________].
A public service announcement is a free radio or TV announcement. It is similar to radio or TV advertising, but usually shorter. Radio and TV stations are not required to use PSAs on the air.

In order to get your PSA aired:
- Make it short. Read it out loud and time it; it should take no longer than 30 seconds, and 15 seconds is better.
- Make it to the point.
- Make it interesting.
- Include all necessary information.
- Send it early and to as many stations as possible.

Consider including the following information:
- All community members are invited and will have an opportunity to speak.
- Purpose: To discuss a proposed [ordinance description] in the [town] community.
- Sponsored by the Engaging Youth for Positive Change Program [and other sponsoring organization(s)]

PUBLIC SERVICE ANNOUNCEMENT
FOR IMMEDIATE RELEASE, [Date]

CONTACT: [Name] [Title] [Group][Phone Number]

Attend a Community Presentation about a [ordinance description] in the [town] community. Voice your opinion and learn what your neighbors think about this important issue. The Community Presentation on [Policy] will be at [time] on [day and date] at [place and address]. Everyone is invited to attend.

Sponsored by the Engaging Youth for Positive Change Program.
Community Calendar Notice

Community Calendars can be found in a variety of places, including local media outlets. Hospitals, businesses, and community organizations may also have community calendars.

To submit the announcement:
- Review deadlines for community calendar submission at the various media outlets that provide them (radio, TV, newspaper).
- Create the announcement for community calendars (sample below).
- Most community calendars allow on-line submission.
- Submit the calendar announcements prior to the earliest due date (it is easier to submit all the announcements at one time).

SAMPLE

To: Community Calendar Editor  
FROM: Name  
Organization  
Phone number

Please include the following information in your community calendar.
Community Presentation on [Policy]  
Time and Date  
Place [indicate room number or other important information]  
Address  
All community members are invited and will have an opportunity to speak.  
Purpose: To discuss a proposed [ordinance description] in the [town] community.  
Sponsored by the Engaging Youth for Positive Change Program [and other sponsoring organization(s)].

Deliver the Message: Promote the Event

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Letters to the Editor can be an effective way to inform people in the community about the Community Presentation.

Contact the newspapers you will be sending letters to and find out what rules, if any, they have for letters, and the approximate time-line from letter submission to publication. Plan to submit your letter(s) so they will appear before the Presentation, but not too far ahead.

If you will have more than one letter, submit them on different days so they will not all appear on the same day.

Participants should write their own letters, but the following items should be included:

- That the participant is in an “Engaging Youth for Positive Change” program, and where the program meets.
- The purpose of the Community Presentation.
- Place and Address.
- Date and Time.
- The public is invited.
- One or two facts about your group’s policy issue. (If more than one participant is writing a letter, coordinate and use different facts in each letter.)
- Participant’s name and address. (Newspapers do not publish letters without this.)

THE FOLLOWING IS AN ACTUAL LETTER PUBLISHED IN A NEWSPAPER

Dear Editor,

I am in a program named “Engaging Youth for Positive Change” that meets after school at Franklin Middle School. It is a branch of an organization called the C-U Smoke Free Alliance. Members of this group are concerned by the amount of second-hand smoke being dispersed throughout the community. We will hold a community presentation to encourage a ban on smoking in restaurants and bars in the Champaign-Urbana community.

It will be held at 7 p.m. May 11 in the Champaign City Council chambers. The public is invited.

To help people understand the great need to ban smoking in public places, I would like to cite some statistics. Approximately 19 people die from the effects of second-hand smoke every year in Champaign-Urbana alone. A baby exposed to second-hand smoke might have respiratory problems later on in his or her life.

Come join us in the battle against secondhand smoke.

Signed,

Team member

City

 Deliver the Message: Promote the Event
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Op-Ed Articles

An Op-Ed piece is a highly-focused opinion article printed opposite the editorial page. It is often accompanied by another op-ed expressing the alternative point of view. In an op-ed submission, you should focus on the policy and the supporting facts. Your aim is to stir the reader to support the proposed ordinance. Op-Ed pieces are boldly stated.

GUIDE FOR WRITING AND SUBMITTING AN OP-ED PIECE

1. Most newspapers accept op-ed work unsolicited, and then notify the author(s) only if they will print the submission. Some papers now have the ability to submit op-ed work on-line. You should check with your local newspapers for their guidelines.

2. An Op-Ed piece is generally between 500 and 700 words long. Check with your local newspaper for their writing guidelines and requirements.

3. The writing style in a newspaper is short sentences that are to the point. Even though you will edit your piece before submitting it, do not be surprised if the newspaper editors make additional changes.

4. Open your op-ed by making a bold statement that makes the reader want to read on. Spend time working on this statement, as it may be used in the headline for the Op-Ed piece and it determines the focus of your article.

5. Consider personalizing the piece with a story about the group or one of the members and how they were affected by the problem.

6. Use evidence to support your opening statement. Two or three supporting points are all you will have room for. Use facts and statistics, but do not use information that is not directly related to the opening statement. Quotes from experts are okay to include – just make sure you identify who said it.

7. Check and double-check the facts you include. Make sure that each number is correct, and that the sentence is correctly stated.

8. End the piece by proposing a solution to the problem (i.e., the proposed ordinance) or an action the reader should take (attending the community presentation). Link the piece back to your opening statement or anecdote.

9. When you submit your piece, include a short description of the EYPC program as a note about who the authors are. The newspaper may use this at the end of the article.
A newspaper article may be more of a program highlight of the youth’s activities. It can advertise the presentation and relay the information discovered during the program. Because news should be fairly unbiased, a newspaper article is generally not as boldly stated as an Op-Ed piece in terms of advocating for the proposed ordinance.

GUIDE FOR WRITING AND SUBMITTING A NEWSPAPER ARTICLE

1. Newspapers often print student work in a special section on certain days of the week. Check with your local newspapers for their availability and guidelines.

2. A newspaper article is generally between 200 and 500 words long. Check with your local newspaper for their writing guidelines and format requirements. They may specify a column width and number of inches long that the article may be.

3. The writing style in a newspaper is short sentences that are to the point. Each paragraph should be no more than three sentences long. Even though you will edit your piece before submitting it, do not be surprised if the newspaper editors make additional changes.

4. Open your article with a statement that tells the reader what the article is about. A shortened version of this statement may become the title of the article.

5. Newspaper articles should not contain any personal opinion or emotion. Tell the facts as simply as you can. Consider including the following:
   - What the EYPC program (and/or the organization that sponsored it) is.
   - Why youth became involved in the program. (Use quotes.)
   - What youth like about the program. (Use quotes.)
   - What youth learned (about their community, government, and the statistics from data collection).
   - What will be happening next (Community Presentation and Youth Presentation).
PRESENTATION FLYERS

A sample flyer is found on the next page.

Flyers can be used as both mailers/invitations and posters. Copy those to be used as posters on heavier paper. You want the poster to be seen easily and to attract attention, so consider using bright, colored paper or color ink. Do not use dark paper because it will make the flyer difficult to read.

Use fonts that are easy to read and do not use more than 2 fonts on one flyer (one font is the best). Do not use fonts with lots of curlicues or those that are difficult to read. Instead of using more fonts, use the same font in different ways, such as larger/smaller sizes, ALL CAPS, SMALL CAPS, **bold**, *italic*, and **bold/italic**.

Page borders may detract from the text; use with extreme caution, or not at all. Remember that you want people to be able to read your poster from a distance, so use a fairly large font size (30 pts. or larger) for the title information.

Include the following information:

- Place and Address (parking information if important/relevant)
- Date and Time
- Sponsoring Organization(s)
- Purpose of Presentation
- Logos

Proofread the flyer carefully.

FLYER DISTRIBUTION

Using the map and list of resources developed through the program, have youth identify which resources they could visit and ask to have a flyer posted. (This will eliminate several youth from taking a poster to the same place.) Make every effort to have a flyer posted in every identified community resource. Discuss other locations for posting flyers that may not be on the community resource list, such as grocery stores, local businesses, daycare centers, etc.

Set a goal of the number of flyers each youth will post.

Take thumbtacks, masking tape and regular tape, as different places will have different requirements.

Ask politely if a flyer may be posted and volunteer to post it. If it is a large facility, such as a community hospital or health care center, ask if it would be possible to post several copies of the flyer in multiple locations.

Deliver the Message: Promote the Event

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JOIN US FOR A TOWN MEETING ABOUT:

Smoke-Free Restaurants and Bars in Champaign-Urbana

An OPEN FORUM Community Dialog among:

The citizens of Champaign and Urbana
C-U Smokefree Alliance
Our Community’s youth
C-U City Council Members
Local Restaurants
Community Organizations

Champaign City Council Chambers
102 N. Neil St. Champaign
Wednesday May 11th, 2017 p.m.

Secondhand smoke –
It’s time we ALL got sick of it!

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Postcards are an easy and inexpensive way to inform a large number of people about the Community Presentation.

Postcards may be printed four to a page on heavy-weight (card stock) paper. If using a commercial printer, they will generally cut them for you.

Since postcards require less postage they can be mailed as invitations.

Postcards can serve as a personal invitation as well. You can pass them out at a community event or leave a stack at a supportive organization for them to share with their membership.

Postcards contain limited information, but be sure to include the following:

- Title
- Sponsoring Organization(s)
- Time
- Date
- Location
- Logo(s)

Deliver the Message: Promote the Event
1. PERSONAL PROMOTION GUIDELINES

Personal connections are a great way to advertise the Community Presentation. Reach out to those who spoke to the group, to family and friends, to the supportive organizations identified during the community module, etc. Encourage these people to invite others as well. In addition to people you already know, making a face-to-face connection with other community members is also a great way to promote the Community Presentation.

2. INVITATIONS TO THE PRESENTATION

- PERSONAL INVITATIONS
  Make a list of those who are personally invited as you consider the individuals below, and be prepared to introduce them at the presentation, if appropriate.

- PERSONAL CONTACTS
  Speak personally with adults you know about the community presentation and encourage them to attend – regardless of their feelings about the issue.
  - Parents and extended family
  - Teachers and other school personnel
  - Ministers and other faith leaders
  - Friends and friends of family members
  - Employers and coworkers

3. ATTEND COMMUNITY EVENTS

If there are events in your community that occur regularly (such as a farmer’s market) or annually (such as a festival), consider attending that event and giving out information about the ordinance and the community presentation. You may reach a different part of the community through this event.

You can use postcards, flyers, pamphlets, and newsletters as part of this exercise.

4. PASS OUT INFORMATION AT LOCAL BUSINESSES

Always check with the business first, but taking your printed materials to a consumer-oriented business (such as a grocery or department store) is another easy way to promote the presentation.

Choose a high-traffic time, and encourage youth to engage people in conversation about the ordinance if the community member has time.
5. COMMUNITY ORGANIZATIONS AND COMMUNITY LEADERS

Refer to any lists of community organizations and community leaders contacted or identified earlier in the EYPC program. Find contact information for each entry on both lists.

- Contact the president/chair of each community organization by sending them a personal invitation or a flyer.
- Ask the organization leader to notify the organization’s membership, too. (They may announce it in a meeting or send an announcement through their newsletter or e-mail list.)
- Follow up with a phone call to the organization leader about two weeks before the Presentation.
- Send each community leader an invitation and ask them to let others know about the Presentation.
  - One way for your invitation to get more attention is to personalize it, either by writing it by hand or by attaching a handwritten note to a printed invitation.
  - One to two weeks before the presentation, follow up with a phone call to the community leaders.

6. MEMBERS OF CITY COUNCIL

Send a personalized invitation to each city council member. When addressing an envelope to a member of the city council, use the proper form of address, such as:

The Honorable [Name]

[Exact Title for Council Members in Your City]

[Exact Name of Your City]

Follow up your invitation with a phone call a few days ahead of the Presentation. Try to talk with the city council member personally, but have a message prepared if needed.

7. AFFECTED BUSINESS OWNERS/MANAGERS/STAFF

Businesses that will be affected by the proposed ordinance should be informed about the Community Presentation by sending either a flyer or a postcard. Although some may be opposed to the ordinance, inviting them will encourage dialogue about the issue.

- Use the business list compiled in the Data Module for your mailing.
- Use the sample postcard to format your postcard. This is an easy, relatively inexpensive way to let business owners/managers (and staff) know about the presentation.
SAMPLE COMMUNITY PRESENTATION AGENDA

[Title of Community Presentation]

[Time][Date]

[Place and address]

Welcome and Introductions

Presentation

Guest Speakers

[Name], [Title], [Organization] (List all speakers here. Suggestions include health professionals, restaurant managers/owners (who have smoke-free restaurants), city council member or candidate, heads of community organizations, representative from the cooperating adult community organization.)

Questions and Discussion

Summary and Conclusion

[Sponsoring agency] [Names of youth participants], Engaging Youth for Positive Change

Logos of all sponsors

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Deliver the Message: Prepare for the Event

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Logistics Checklist

☐ Space is reserved, fees (if applicable) are paid, forms (if needed) are signed

☐ Audiovisual technology required is available
  ☐ Computer
  ☐ Projector
  ☐ Microphone

☐ Back up copy of the presentation is available in the event that the file will not open or is lost

☐ Handouts are printed and ready to take to the site

☐ Speakers are invited, confirmed, and aware of what youth will present

☐ Transportation is arranged for all youth (if applicable)

☐ Food is ordered and paid for (if applicable)

☐ A list of the speakers and their titles is available (for introductions)

☐ A list of invited officials and their titles is available (for introductions)

☐ A camera, still or video, is available to record the event
Day of Presentation
Responsibilities

1-2 DAYS IN ADVANCE OF PRESENTATION
• Make sure that arrangements are finalized for youth transportation, refreshments, and audiovisual.
• Make sure that the presentation is available, including a backup copy.
• Bring a camera to record the event.

BEFORE THE PRESENTATION
• Begin setting up for the presentation well before the advertised start time. Both the facilitator and youth should be free to welcome each guest as they arrive.
• Provide encouragement to each other during set up.
• Make sure the presentation is visible and that all technology is working.
• Determine which lights need to be adjusted so that the presentation is easily visible.
• If using a sound system, practice speaking into a microphone.
• Note the attendance of government officials or other community leaders who should be recognized during the event.

DURING THE PRESENTATION
• Adjust lighting as needed before youth begin.
• Sit so that youth who are presenting can easily see logistics support team members during the presentation.
• Provide encouragement to each speaker.
• Adjust lighting as needed at the end of the presentation so that the audience is easily visible for Q&A.

Q&A SESSION
• Facilitator note: While youth have practiced potential questions and answers, be prepared to step in if they become flustered or if an audience member is difficult.
• Thank and acknowledge everyone who was involved at the end of the Q&A.

AFTER THE PRESENTATION
• Gather materials and clean up the space if required.
• Make sure all youth have transportation home.
• Remind all of the celebration event.
• Ask the organization leader to notify the organization’s membership, too. (They may...