Module 1: We Belong, We Build, We Lead

Purpose: Participants build community, connect themselves to local and national traditions of youth organizing, and establish expectations for meaningful youth voice and adult allyship.

Outcomes

- Build relationships and establish a shared culture for learning and organizing.
- Recognize Black and brown young people as central actors in social movements.
- Understand meaningful youth voice, youth leadership, adultism, tokenism, and adult allyship.
- Create practical agreements for how youth and adults will share space, information, decisions, and accountability.

Learning Journey

Me → We → History → Power → Partnership → Action

The sequence begins with each participant's identity, experiences, and needs ("Me"). It then develops relationships and shared agreements ("We"). Participants connect their group to the history of Black and brown youth organizing ("History"), examine how voice and decision-making are connected to power ("Power"), and define how youth and adults should work together ("Partnership"). The module closes by asking participants to make concrete commitments they can carry into later advocacy and organizing modules ("Action").

Curriculum Connections

Connection	How This Module Fits
Builds from	This opening module establishes the relationships, agreements, and shared-power expectations used throughout the curriculum.
Reuses	No prior module is required. Begin with participants' identities, experiences, access needs, and community knowledge.
Frameworks and tools	Safe, brave, and liberated spaces; youth voice continuum; adultism; tokenism; youth-adult partnership.
Products to carry forward	Signed Community Agreement; Movement Lessons; Youth-Adult Partnership Commitments.

Module at a Glance

Lesson	Primary Focus	Suggested Run Time	Key Product
1. Who Are My People?	Belonging, values, and community agreements	60 minutes	Signed community agreement
2. Those Who Came Before Us.	Black and brown youth in social movements	60 minutes	Movement lessons connected to DC
3. Our Voices, Our Power.	Youth voice, youth leadership, and adult allyship	Two 60-minute sessions	Youth–adult partnership commitments

Lesson 1: Who Are My People? Building Our Community

Purpose: Participants learn about one another, identify the values they want the group to practice, and create community agreements that support belonging, courage, dignity, participation, and growth.

Outcomes / Youth Learning Goals

- I can learn something meaningful about the people in this group.
- I can explain the difference between a safe, brave, and liberated space.
- I can identify values that should guide how we work together.
- I can help create community agreements that protect dignity, participation, and growth.

Age Adaptations

- **Ages 11–14:** Use 8 value cards instead of 12, read definitions aloud, and let youth draw what a liberated space looks or feels like.
- **Ages 15–24:** Ask groups to include an agreement about disagreement, accountability, repairing harm, decision-making transparency, and power-sharing with organizations.

Process

Before participants arrive, post the Safe, Brave, and Liberated Space signs and display a sample community agreement. Welcome participants, lead a relationship-building check-in and icebreaker, teach the three space concepts, and guide youth through selecting values and turning them into observable agreements. The final agreement should be saved, displayed, and revisited in future lessons.

Suggested Run Time

60 minutes. Follow the exact agenda below. If the group needs more processing time, reduce examples or a practice round; protect the welcome, check-in, youth choice, core participant product, reflection, and closing.

Materials and Preparation

- Name tags, markers, chart paper, sticky notes, pens, and index cards.
- Prepared People Bingo sheets or a shorter “Find Someone Who...” sheet.
- Value cards: Dignity, Accountability, Solidarity, Truth-Telling, Care, Courage, Confidentiality, Equity, Joy, Respect, Power-Sharing, Healing.
- Three posted signs: SAFE SPACE, BRAVE SPACE, LIBERATED SPACE, each with a definition.
- Fidget tools, optional music, water, and snacks.
- Two large sheets titled “Our Community Agreements”: one sample and one blank.
- A visible explanation of confidentiality and its limits.

Agenda and Activity Guide

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Welcome and Purpose	5 minutes	Set the tone and explain the module journey.	Posted agenda and community agreements example	Welcome participants and introduce yourself. Share that we will build community, learn how young people have shaped movements, and decide what real youth leadership and adult allyship should look like. Today begins with us: who is here and what kind of space we want to build together. Explain that participants may speak, write, draw, share with a partner, or pass. Briefly review confidentiality and its limits.
Check-In	5 minutes	Connect identity, courage, and community issues.	Optional index cards	Invite participants to share their name and pronouns if they choose. Have them share one word that describes what they will bring to the session and one word for what they want to receive. They can share with the group or write it down on their cards.
Icebreaker: People Bingo	8 minutes	Build energy and informal relationships.	Bingo or Find Someone Who sheets; pens	Give each participant a sheet. Explain that the goal is to meet people, not simply finish first. Ask youth to introduce themselves before requesting a signature and use one person per square when possible. Keep prompts inclusive and low-risk. After the activity, ask: "What did you learn that you would not have guessed just by looking around the room?"
Safe, Brave, and Liberated Spaces	10 minutes	Introduce three ways of thinking about group space.	Three posted signs with definitions	Read or invite volunteers to read each definition. Safe Space: a space where people feel welcomed, respected, and protected from personal attacks or ridicule. Brave Space: a space where people can discuss difficult topics, make mistakes, ask questions, and grow together. Liberated Space: a space we create together where everyone's humanity, culture, joy, healing, and power are valued. Explain that no space can guarantee comfort or prevent every

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
				conflict, but the group can commit to dignity, care, courage, and repair. Ask youth to stand near the sign representing what they most need from the group today, or to point from their seat. Invite two or three people to explain their choice.
Create Agreements	15 minutes	Identify what the group wants to practice. Translate values into clear group commitments.	Value cards Sample agreement; blank chart paper; markers	-Place participants in trios and distribute the value cards. Each group has five minutes to choose two values that matter most in this space. For each selected value, complete: "This matters here because..." If groups struggle, ask: "What would help you speak honestly? What would help you learn after making a mistake? What would help people with less power participate?" -Show the sample agreement and clarify that it is a model, not a list they must copy. Read two examples and point out that strong agreements describe behavior: "We speak our truth and make room for others to speak theirs," rather than only saying "respect." -Ask each group to turn its two top values into statements beginning with "We will..." or "We commit to..." After groups write, have each group read its agreements. Record them on the blank chart. Combine duplicates only after confirming that the group agrees the meanings are the same. Ask: "Is anything missing that would help people participate, disagree, rest, learn, ask for support, or repair harm?"
Consensus and Sign	12 minutes	Revise and adopt the agreements.	Consolidated draft; markers	Before beginning, remind the group that agreements are living documents and can be revisited today or in the future. Ask a volunteer to read each point on the consolidated draft. After each point, ask participants to use three-finger consensus: 3 = fully support; 2 = can live

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
				with it; 1 = needs discussion. If anyone shows a 1, invite them to explain what needs revision without requiring them to defend their feelings. Ask the group for wording that addresses the concern, then check consensus again. Continue until every point receives a 2 or 3. Invite participants to sign the agreement or add their initials, mark, or symbol.
Closing and Bridge	5 minutes	Make a personal commitment.	Community agreement	Invite each participant to complete: "I will help build this community by..." Close with: "Movements are built through relationships, trust, shared values, and people choosing to care for one another.

Facilitator Check

Listen for whether youth can name what helps them belong, distinguish safe, brave, and liberated space, and create agreements that describe observable group practices.

Lesson 2: Those Who Came Before Us: Understanding Social Movements

Purpose: Participants explore how Black and brown young people have built power locally and nationally, develop a shared understanding of what makes a social movement, and begin identifying the roles, values, and strategies young people have used to create change.

Outcomes / Youth Learning Goals

- I can explain what makes a social movement different from one event or protest.
- I can name ways Black and brown youth have contributed to movements.
- I can identify different roles and actions that help movements grow.
- I can recognize the values and strategies young people use to create change.

Age Adaptations

- **Ages 11–14:** Use one-page movement cards with large images, 5–7 key points, a map, and one short quotation. Allow youth to draw or visually represent what they notice.
- **Ages 15–17:** Add short primary-source excerpts from the appendix.
- **Ages 18–24:** Add questions about leadership structure, coalition-building, and who had decision-making power within the movement.

Process

Begin with a check-in and movement-themed relationship builder. Revisit the community agreement and introduce a shared definition of a social movement. Participants then explore examples of local and national movements through a gallery walk, paying particular attention to what young people did, the values they demonstrated, and the different ways people contributed to change.

Suggested Run Time

60 minutes. Follow the exact agenda below. If the group needs more processing time, reduce examples or a practice round; protect the welcome, check-in, youth choice, core participant product, reflection, and closing.

Materials and Preparation

- A visible copy of the community agreements.
- Two to four movement profile stations with images and youth-friendly text.
- Research current, accurate local examples that reflect the identities and issues of the group.
- Sticky notes in two colors, markers, and chart paper.
- Optional primary-source excerpts for older participants.
- Optional map showing Barry Farm, Howard University, downtown DC, and participant neighborhoods.

Recommended Core Movement Profiles

- **Barry Farm: Rebels with a Cause:** Young people and residents combined youth programs, relationship-building, community care, and sustained advocacy for neighborhood resources and a recreation center.
- **Black Student Organizing and the DC Black Power Era:** Young Black organizers used student action, political education, institution-building, public demonstrations, culture, and community programs to demand dignity, education, representation, and self-determination.
- **Youth Organizing for Black Lives in DC:** Black youth organizers used demonstrations, speeches, social media, political education, coalition-building, and public demands to challenge anti-Black racism and police violence and call for investment in Black communities.

Optional Swap: For cohorts focused on immigration, education, housing, climate, disability, gender justice, or LGBTQ+ justice, replace or add a local youth campaign connected to that issue. Keep the same movement profile structure so participants can compare examples consistently.

Agenda and Activity Guide

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Welcome and Agreement Check	5 minutes	Reconnect the group and activate the agreements.	Community agreement	Welcome participants and display the agreement. Ask: "Which agreement helped us participate last time? Is there one we need to practice more intentionally today?" Use a quick thumbs-up, sideways, or down check. Choose one agreement for the facilitator and group to emphasize during this lesson.
Check-In: What Are You Carrying Forward?	10 minutes	Help participants arrive and connect the prior lesson to today's topic.	Community agreement; optional sticky notes	Invite participants to take a breath and notice how they are arriving. Ask: "What is one word for how you are entering today, and what is one value from our community agreement that you want us to practice?" Participants may share aloud, write on a sticky note, respond with a gesture, or pass. Reflect back two or three themes and name any agreement the group should pay particular attention to during the lesson.
Icebreaker: Movement in a Motion	10 minutes	Build energy while introducing the idea that movements use many forms of contribution.	Open space; optional music	Ask participants to stand or remain seated with room to move their hands. Say: "Think of one action people might take when they want change, like marching, speaking, writing, caring for neighbors, making art, researching, voting, teaching, or another action. Create one simple motion that represents it." Invite each person to share their motion while the group repeats it. Keep the pace quick and affirm that movements need many different actions and roles. Transition: "Today we will look at how Black and brown young people combined different roles and actions to build movements."
What Is a Social Movement?	8 minutes	Build a shared definition and distinguish movements from	Chart paper or slide	Ask: "When you hear social movement, what comes to mind?" Record answers without correcting immediately. Offer the definition: "A social movement is a group

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
		single events.		of people working together over time to change a condition, policy, belief, institution, or system." Explain that a march, hearing, petition, meeting, or social media campaign can be part of a movement, but a movement is larger than one event, one action, or one leader. Ask:
Movement Gallery Walk	15 minutes	Explore stories of Black and brown youth movements.	Movement stations; two colors of sticky notes	Divide participants among the movement stations. At each station, ask youth to examine the text, images, and other materials. Using two colors of sticky notes, respond to: 1. What were young people trying to change? What did young people actually do? 2. What changed because people acted together?
Share-Back and Comparison	7 minutes	Find patterns and differences across movements.	Shared comparison chart	Bring the group back together. Ask: "What did you notice young people doing across these movements?" "What surprised you?" "What did people do besides protest?" Capture responses.
Closing and Bridge	5 minutes	Wrap up session and prepare participants for deeper discussion.	Optional exit slips	Close with: **"**Young people have been more than the audience for social change. They have organized communities, cared for people, challenged unfair systems, created new ideas, and pushed institutions to act. One-word check-in about how they feel.

Facilitator Check

Listen for whether youth can explain that movements involve many people, roles, and actions over time and connect a movement lesson to DC or their own community.

Lesson 3: Our Voices, Our Power: Youth Leadership and Adult Allyship

Purpose: Participants examine the difference between being invited to speak and having meaningful influence, identify adultism and tokenism, and create expectations for equitable youth-adult partnership.

Outcomes / Youth Learning Goals

- I can distinguish youth voice, youth-informed, youth-centered, youth-adult partnership, and youth-led work.
- I can recognize adultism and tokenism.
- I can identify actions that make someone a strong adult ally.
- I can help create expectations for how youth and adults will share information, decisions, resources, and accountability.

Age Adaptations

- **Ages 11–14:** Use school, family, recreation, and after-school scenarios; use fewer categories and more visual signs.
- **Ages 15–17:** Add examples involving student government, testimony, youth advisory groups, internships, and organizing coalitions.
- **Ages 18–24:** Add questions about budgets, compensation, governance, hiring, ownership of ideas, organizational risk, and final decision-making authority.

Process

Begin with a low-risk check-in and a separate icebreaker about leading, supporting, and sharing responsibility. Teach the levels of youth participation and the concepts of adultism and tokenism, then use movement-based scenarios to analyze who has information and decision-making power. Youth and adults reflect separately, hold structured dialogue, and create partnership commitments that can guide the rest of the curriculum.

Suggested Run Time

Two 60-minute sessions (120 minutes total). Part A: Youth Voice, Participation, and Power. Part B: Youth-Adult Partnership and Allyship in Practice. Each part includes its own welcome or reconnection, choice-based participation, practice or creation time, reflection, and closing.

Materials and Preparation

- Six signs: TOKENISM, YOUTH VOICE, YOUTH-INFORMED, YOUTH-CENTERED, YOUTH–ADULT PARTNERSHIP, YOUTH-LED.
- Printed scenario cards or slides.
- Youth reflection sheet and adult reflection sheet.
- Chart paper titled “Youth Can Expect Adults To…” and “Adults Can Expect Youth To…”.
- Markers, sticky dots, pens, optional fidgets, snacks, and water.
- A clear explanation of which real decisions in the program youth can lead, share, influence, or receive information about.

Agenda and Activity Guide Part A: Youth Voice, Participation, and Power

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Check-In: When My Voice Mattered	8 minutes	Connect to the topic	Paper or index cards	Ask: "Think about a time when someone listened to your idea, and it affected what happened. What did that person do that helped you feel heard?" Participants may write, draw, pair-share, speak, or pass. Invite a few examples and record words such as listened, explained, prepared, trusted, followed up, or changed the plan. Participants may think about adults, peers, teachers, family members, coaches, supervisors, or other people who have listened to them.
Relationship Builder: Lead, Support, or Share?	8 minutes	Introduce different ways people participate in decisions and leadership.	Three posted signs: LEAD, SUPPORT, SHARE; or three hand signals	Explain: "I will name a low-stakes situation. Choose the role you would prefer: lead it, support someone else, or share leadership." Use examples such as planning a celebration, choosing music, completing a group project, or welcoming new members. Ask: "Did you choose the same role every time? What affected your choice?" Reinforce that meaningful youth engagement does not require every young person to lead every task. It requires real choice, information, support, and influence. Invite participants to consider how their preferred role may change depending on whether they are working with peers or adults.
Learning and Discussion: Understanding Youth Voice and Power	15 minutes	Introduce levels of youth participation, adultism, and tokenism.	Posted definitions or slides	Introduce each term with a brief example. Youth Voice: young people express ideas and perspectives. Youth-Informed: adults use youth feedback to shape the work. Youth-Centered: youth needs and well-being guide the design. Youth-Adult Partnership: youth and adults share defined decisions and responsibilities. Youth-Led: youth hold primary leadership and decision-making roles while adults

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
				provide support. Adultism: treating adults as automatically more capable or deserving of power because of age. Tokenism: including youth mainly for appearance without meaningful influence. Emphasize: “Not every activity must be youth-led, but adults must be honest about the level of influence available and must not promise power they are unwilling to share.”
Activity: Who Has the Power? Scenario Sort	24 minutes	Analyze realistic examples of youth participation, influence, and decision-making.	Category signs; scenario cards	Read one scenario at a time and ask participants to identify which category fits best. Ask: Who had the information? Who developed the idea? Who made the final decision? Could youth disagree or change the plan? Were youth prepared and resourced? Did adults report back? What would move this scenario closer to shared or youth leadership? Make clear that some scenarios may fit more than one category. Youth-only session: After sorting each scenario, add: “If you were the young person in this situation, what would you want the adult to do differently?” and “What information would you need to know how much influence you actually have?”
Reflection and Action	5 minutes	Reinforce the distinction between youth presence and meaningful youth power.	Exit slips	Invite participants to complete: “One thing I learned about youth power is…” or “One question I still have about who gets to make decisions is…” Youth-only option: Add: “One question I can ask an adult to better understand how much decision-making power I have is…” Close by reinforcing that being invited into a space is not the same as having influence within it.

Agenda and Activity Guide Part B: Youth-Adult Partnership and Allyship in Practice

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Check-In: What Helps Me Participate?	5 minutes	Identify conditions that help young people contribute, participate, and lead.	Optional sticky notes	Ask: "What is one thing that helps you participate, contribute, or lead in a group?" Participants may respond aloud, write, use a gesture, or pass. Connect responses to the previous lesson: meaningful participation requires more than an invitation; people also need information, relationships, resources, trust, and support.
Learning and Discussion: Adult Allyship in Action	10 minutes	Identify observable practices of strong adult allies.	Adult allyship practice list; sticky dots	Review the practices: listen to understand; share information; include youth early; share decisions and resources; support without taking over; give credit and compensation when appropriate; act on youth input and close the feedback loop; challenge adultism; allow learning and mistakes; protect without controlling; and practice accountability. In mixed groups, ask youth to identify three practices that matter most and adults to identify a strength and an area for growth. Do not ask youth to praise or reassure adults. Youth-only session: Ask youth to identify the three practices they most need from adults. Then ask: "What would this actually look or sound like?" For example, if youth choose share information, ask what information adults should provide and when.
Private Reflection: What Do I Need to Partner Well?	10 minutes	Give participants space to identify needs, habits, resources, and changes before dialogue.	Youth and adult reflection sheets	Youth prompts: "I feel heard by adults when..." "I stop sharing when..." "One support that helps me lead is..." "One thing I wish adults understood about working with young people is..." Adult prompts: "One way I may unintentionally take over is..." "One resource or access point I can offer is..." "One decision I can share is..." "One way I can make information more accessible is..." Make clear that

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
				participants choose what they share. Youth-only session: Use only the youth reflection sheet. Add: "When I disagree with an adult, something that would help me communicate is..." and "One thing I need adults to be clear about before asking for my participation is..."
Activity: Partnership Dialogue / Youth Partner Prep	15 minutes	Practice listening, communicating needs, making requests, and preparing for partnership across power differences.	Timer; dialogue prompts	Mixed youth-adult session: Create pairs or small mixed groups. Round One: each person shares one reflection while others listen without interrupting. Round Two: each person shares one request or commitment. Listeners respond with: "What I heard you say is..." rather than advice, defense, or debate. Adults should listen to understand rather than ask youth to justify their experiences. Youth-only session: Create pairs or small groups and ask participants to practice communicating with a future adult ally. Use prompts such as: "Something I need from adults in order to participate fully is..." "A decision I think young people should help make is..." "If adults ask for our input, I expect them to..." Partners respond with: "What I heard you say is..." and help one another make requests clear and specific. If the group is youth-only, keep the lesson structure and complete the exercise from the youth perspective: identify what youth need from adult partners, practice making a clear request, and prepare questions for a later adult-partner conversation.
Activity: Partnership Commitments	15 minutes	Create practical expectations for youth and adults working together.	Two titled charts; markers	Create two charts: "Youth can expect adults to..." and "Adults can expect youth to..." Remind participants that responsibilities are not identical because adults generally hold more institutional power, resources, and access. Ask: "Which decisions will youth lead, share, influence, or simply receive information about?" Record known answers and create a

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
				follow-up list for unanswered questions. Youth-only session: Youth develop both charts from their perspective. Ask: “What should we reasonably be able to expect from adults?” “What can adults reasonably expect from us?” “What should never be expected from youth simply because we agreed to participate?” Then create a short list of questions or recommendations that can later be brought to adult partners or program leadership.
Closing Reflection and Recommitment	5 minutes	Name one partnership practice to carry forward.	Youth-Adult Partnership Commitments; exit slips	Invite each participant to name, write, or draw one commitment. Passing is always allowed. Confirm who will revisit the commitments and when.

Facilitator Check

Listen for whether participants distinguish speaking from influence, identify who holds final decision-making power, and name concrete ally behaviors rather than only positive intentions. Listen for whether youth can distinguish levels of participation, identify adultism and tokenism, name adult ally practices, and describe shared expectations for information, decisions, resources, and accountability.

Module 1: Appendix

The appendix gathers the research foundation, printable participant materials, sample examples, and facilitator reference tools needed to deliver this module. Designers may format these resources as workbook pages, cards, posters, or digital activities while keeping the content and learning purpose intact.

Appendix Index

- Appendix A: Sample Community Agreements.
- Appendix B: Youth Voice Scenario Bank.
- Appendix C: Youth and Adult Reflection Prompts.
- Appendix D: Confidentiality and Consent.
- Appendix E: Module Reflection for Facilitators.
- Appendix F: Printable Worksheets and Activity Examples.
- Appendix G: Sources and Further Research.

Appendix A: Sample Community Agreements

- We speak our truth and make room for others to speak theirs.
- We challenge ideas without attacking people.
- We make space, take space, and make room for different ways of participating.
- We ask before sharing someone else's story outside this space.
- We call one another in when possible and repair harm when it happens.
- We respect names, pronouns, cultures, identities, boundaries, and lived experiences.
- We explain decisions and do not use information to hold power over others.
- We make room for joy, rest, food, movement, and wellness.

Appendix B: Youth Voice Scenario Bank

- **Prepared Speaker:** An organization invites two youth to a press conference. Adults write the remarks, select the topic, and do not include youth in planning.
- **Survey Without Follow-Up:** Youth complete a survey about after-school programs. Staff use some results but never explain what changed or why.
- **Youth-Led Campaign:** Youth identify a school mental-health issue, develop demands, assign leadership roles, and choose actions. Adults support transportation, printing, coaching, and access.
- **Shared Forum:** Youth and adults co-design a citywide forum. Youth select questions and speakers; adults manage contracts and safety planning; major decisions require agreement from both groups.
- **Advisory Board with Real Authority:** A youth advisory board receives budget information, proposes priorities, votes on a portion of funds, and receives a written explanation when recommendations cannot be adopted.

Appendix C: Youth and Adult Reflection Prompts

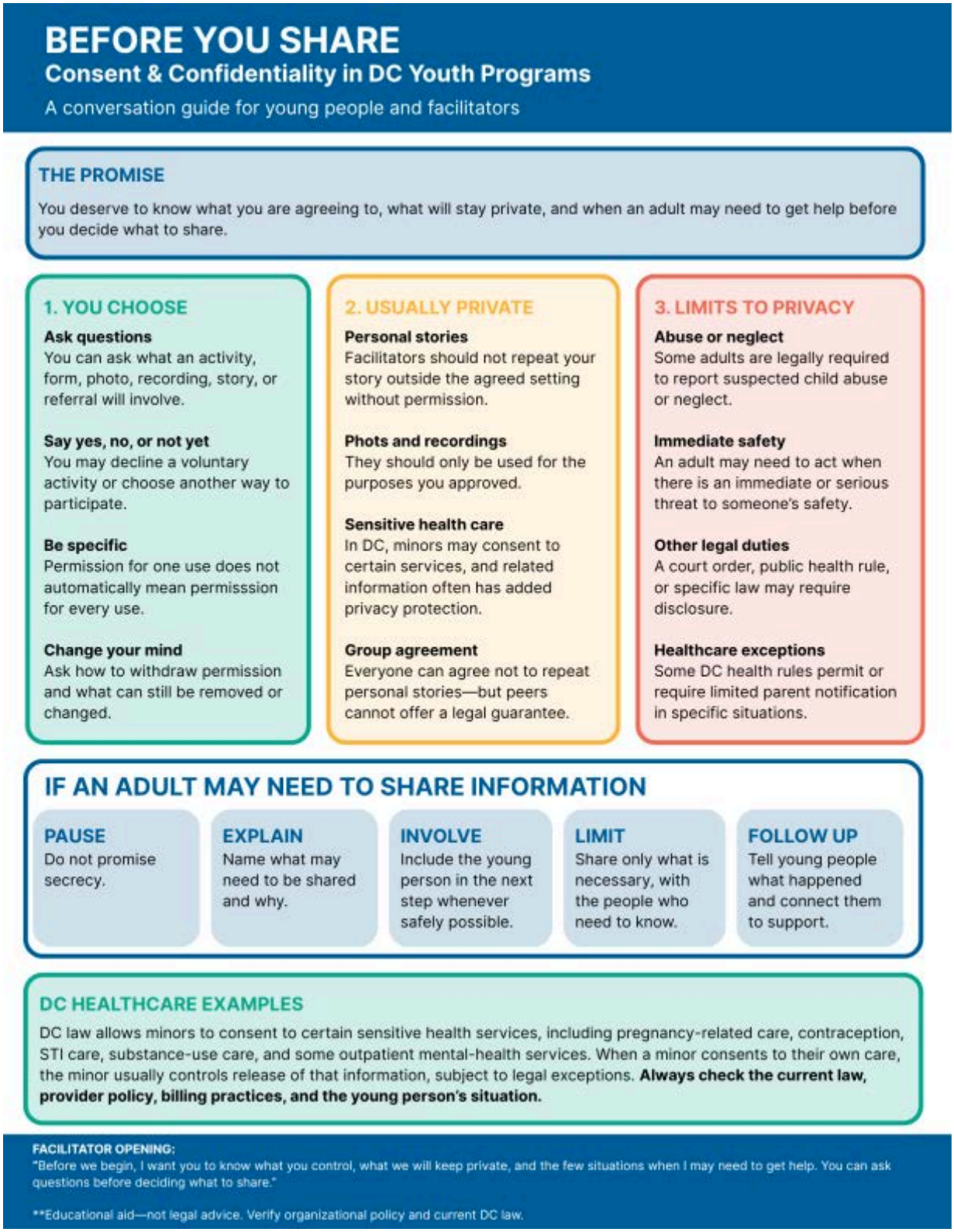
Youth prompts

- I feel heard by adults when....
- I stop sharing my ideas when....
- One thing adults misunderstand about young people is....
- One kind of support that helps me lead is....
- One decision young people should have more power over is....

Adult prompts

- I tend to make decisions for youth when....
- One way I may unintentionally take over is....
- One resource, relationship, or form of access I can offer is....
- One adult practice I need to change is....
- One decision I can meaningfully share with young people is....

Appendix D: Confidentiality and Consent



Confidentiality: Use Precise Language

Avoid Saying	Say Instead
“Everything said here stays here.”	“We ask everyone not to repeat personal stories, but I will explain the limits of what I can keep private.”
“I will never tell anyone.”	“I will not share your information casually. If I must get help, I will tell you what I am doing whenever possible.”
“Signing this gives us permission.”	“This form explains the specific uses you may approve or decline.”
“Your parent will never find out.”	“Privacy depends on the service, provider, law, records system, and billing. Let’s check before making a promise.”

When a Disclosure Raises a Safety Concern

Step	Facilitator Action
1. Listen.	Stay calm. Thank the young person for telling you. Do not interrogate or investigate.
2. Clarify only what is needed.	Ask enough to understand whether immediate help or a required report may be involved.
3. Explain.	State the limit of confidentiality and what action you may need to take.
4. Consult the protocol.	Contact the organization’s designated safeguarding lead or supervisor without unnecessary sharing.
5. Include the young person.	Offer choices about who is present, what support they want, and how the next step is explained, when safe and lawful.
6. Document and follow up.	Record facts rather than assumptions, protect the record, and reconnect with the young person.

Appendix E: Module Reflection for Facilitators

- Did participants have more than one way to engage?
- Did the facilitator explain which decisions were open to youth influence?
- Were Black and brown youth presented as organizers, strategists, caregivers, researchers, artists, and decision-makers, not only as participants?
- Did the group create products that will be used again: agreements, movement lessons, and partnership commitments?
- What should be shortened, expanded, clarified, or adapted before the next cohort?

Research note: When adding current DC campaigns or organizations, confirm names, dates, outcomes, youth roles, and whether the example represents youth-led, youth-adult partnership, or adult-led work.

Appendix F: Printable Worksheets and Activity Examples

Worksheet 1: Values Sort Recording Sheet

Value	This matters in our group because…	An agreement that would put this value into practice…

Completed Example: Values-to-Agreements Worksheet

This example shows how a value becomes a specific behavior the group can practice.

Value	This matters in our group because…	An agreement that would put this value into practice…
Respect	People need to know their identities and ideas will be treated with care.	We will use people's correct names and pronouns and challenge ideas without attacking people.
Power-sharing	Young people should help shape decisions, not only react to adult plans.	Adults will explain decision boundaries, and youth will help make choices about activities and group priorities.
Care	People participate better when their basic and emotional needs are recognized.	We will make room for food, water, movement, breaks, and different ways of participating.

Worksheet 2: Youth-Adult Partnership Commitments

Youth can expect adults to...	Adults can expect youth to...

Completed Example: Youth-Adult Partnership Commitments

Youth can expect adults to…	Adults can expect youth to…
Explain how decisions will be made and how youth input will be used.	Share honest ideas, questions, and feedback.
Provide preparation, information, transportation, food, and support.	Communicate when support is needed or a commitment cannot be completed.
Give credit, compensation, and meaningful leadership opportunities.	Make room for other youth voices and follow through on agreed roles.
Accept feedback, apologize when needed, and change harmful behavior.	Practice accountability and give adults direct, respectful feedback.

Appendix G: Sources and Further Research

Last reviewed: September 10, 2026. Recheck time-sensitive laws, budgets, procedures, officeholders, program eligibility, and application deadlines before facilitation.

The following sources support the historical examples, youth-engagement concepts, and facilitation approach used in Module 1. We have verified this sources, however, facilitators should review the sources most relevant to their group and verify current local examples before each delivery.

- Smithsonian Anacostia Community Museum. (n.d.). *Community activism | Barry Farm*. Documents the organizing history of Barry Farm–Hillsdale, including Rebels with a Cause, a resident-led community group that reached more than 1,500 young people through clubs, dances, field trips, and other activities. The group also successfully advocated for a recreation center in the neighborhood. Open resource.

- Library of Congress. (n.d.). *Youth in the Civil Rights Movement*. Civil Rights History Project. Uses oral-history interviews to explore why children, teenagers, and young adults joined the Civil Rights Movement and how their families, communities, and lived experiences influenced their activism. Open resource.

- Hartley-Kong, A. (2023, January 13). *How did children participate in the Civil Rights Movement?* Minerva's Kaleidoscope, Library of Congress. Provides accessible examples of children's participation in the Civil Rights Movement and connects younger participants, families, and educators to Library of Congress photographs, oral histories, newspapers, and other primary sources. The article incorporates research conducted by Library of Congress Junior Fellow Khrisma McMurray. Open resource.

- SNCC Digital Gateway. (n.d.). *Establishing SNCC*. Explains how Ella Baker brought student sit-in leaders together at Shaw University in 1960 and encouraged them to create an independent, youth-led organization rather than become the youth division of an existing adult-led organization. Open resource.

- SNCC Digital Gateway. (n.d.). *Ella Baker*. Introduces Ella Baker's organizing history and her role in convening the founding conference of the Student Nonviolent Coordinating Committee. Highlights her commitment to grassroots leadership, collective decision-making, and developing the leadership of ordinary people. Open resource.

- SNCC Digital Gateway. (n.d.). *SNCC culture*. Explores the organizational culture that sustained SNCC's young organizers, including shared responsibility, group-centered leadership, internal debate, freedom singing, community

relationships, and resistance to leadership being concentrated in only a few people. Open resource.

- Youth.gov. (n.d.). *Involving youth in positive youth development*. Describes meaningful youth engagement as a partnership in which young people work with adults in program development, implementation, and decision-making. Emphasizes that programs should be developed with young people rather than only for them. Open resource.
- Youth.gov. (n.d.). *Key principles of positive youth development*. Summarizes central positive-youth-development principles, including recognizing young people as active agents, building supportive relationships, creating meaningful opportunities, encouraging civic engagement, and strengthening youth-adult partnership. Open resource.
- Youth.gov. (n.d.). *Positive youth development: References*. Provides research and scholarly references related to positive youth development, developmental relationships, youth-adult partnership, civic engagement, community participation, and programs that support young people's growth. Open resource.
- Annie E. Casey Foundation. (2025, October 8). *Elevating youth engagement*. Provides a free training curriculum with facilitator guides, presentation materials, handouts, and interactive exercises. Topics include authentic youth engagement, youth-adult partnership, coaching, shared decision-making, policy advocacy, wellness, adolescent development, and action planning. The curriculum was developed and tested with young people who have experience in foster care. Open resource.
- Fondren, P. (2020, July 9). *Young Black activists are leading the Movement for Black Lives*. Teen Vogue. Profiles young Black organizers, including Washington, DC–based youth, and examines how they used protest, political education, voter engagement, mutual aid, coalition building, research, social media, and community care to advance the Movement for Black Lives. Open article.
- English, A., & Gudeman, R. (2024, August). *Minor consent and confidentiality: A compendium of state and federal laws—District of Columbia*. National Center for Youth Law. Summarizes District of Columbia laws related to minors' authority to consent to certain health services and the confidentiality and disclosure of related information. The publication is intended for informational purposes and does not constitute legal advice. Open resource.
- Zinn Education Project. (2020, April 10). *People's Historians Online: Teenagers in the Civil Rights Movement*. Highlights the central role teenagers played in the Civil Rights Movement, including Barbara Johns, Claudette Colvin, and young people

who organized school walkouts. The resource can support discussions about youth leadership, student organizing, direct action, and the ways young people are sometimes left out of traditional historical narratives. Open resource.

- North Carolina State University Department of History. (n.d.). *The Black Power Movement and Student Protest*. *The State of History: Crossing the Color Line—A Means of Protest, 1968–1972*. Provides historical context on the growth of Black Power, Black student unions, and student-led demands for more Black educators, institutional authority, culturally relevant courses, and greater power within colleges and universities. The page also connects national Black Power organizing to student activism in North Carolina and the development of the Society of Afro-American Culture. Open resource.

Legal-Resource Note

The National Center for Youth Law compendium reflects laws reviewed through May 2024. Laws, regulations, court decisions, and organizational obligations may change. Facilitators and organizations should verify current District of Columbia requirements and consult an appropriate legal or compliance professional when necessary.