Module 5: Advocacy, Organizing, and People Power

Purpose: Participants learn how advocacy and organizing build collective power. They distinguish policy goals from power-building goals, examine how inside and outside strategies work together, and use testimony to advance a clear demand as part of a larger organizing strategy.

Outcomes

- Define advocacy, activism, organizing, strategy, tactics, targets, and demands, and distinguish a policy goal from a power-building goal.
- Analyze power using power over, power to, power within, and power with.
- Apply Ella Baker-inspired practices of shared leadership, listening, relationship-building, and developing other leaders.
- Distinguish inside advocacy from outside advocacy and select tactics based on a goal, target, power analysis, capacity, accessibility, and risk.
- Write and practice public testimony that communicates youth expertise and makes a clear policy request.

Learning Journey

Connect Knowledge to Action → Understand Power → Build Together → Choose a Path → Speak to Decision-Makers → Follow Through

Participants will identify how power shapes decisions and how communities build power together. Youth explore Ella Baker's group centered organizing practices, connect policy goals and power-building goals to targets, strategies, and tactics, and apply these ideas through testimony. Testimony is presented as one inside-advocacy tactic that is strongest when connected to organizing, outreach, outside pressure, and follow-through.





Curriculum Connections

Connection	How This Module Fits
Builds from	Builds on Module 1's youth-adult partnership, Module 3's evidence practices, and Module 4's policy analysis.
Reuses	Verified evidence, a specific policy or budget decision, and clear expectations for youth choice and adult support.
Frameworks and tools	Four expressions of power; inside and outside advocacy; VOICE testimony structure.
Products to carry forward	Carry the Youth Power Analysis, Campaign Pathway, tactic choices, and testimony draft into base building and campaign planning.

Module at a Glance

Lesson	Primary Focus	Suggested Run Time	Key Product
1. Power for What?	Advocacy, organizing, and expressions of power	60 minutes	Youth power analysis
2. Building Power Together.	Ella Baker, strategy, tactics, and inside/outside advocacy	60 minutes	Campaign pathway and tactic choices
3. Speak to the Record.	Writing and delivering public testimony	Two 60-minute sessions	One- to two-minute testimony draft

Lesson 1: Power for What? Advocacy, Organizing, and Collective Power

Purpose: Participants develop a shared understanding of advocacy, organizing, and power while briefly refreshing the policy concepts learned in Module 4. They examine who currently shapes a specific decision and identify forms of power that young people and communities can strengthen.

Outcomes / Youth Learning Goals

- I can explain advocacy, activism, and organizing in my own words and connect them to a policy, budget, implementation, or practice decision.
- I can identify power over, power to, power within, and power with.
- I can name who has formal power over an issue and what power young people already have.
- I can describe one way the balance of power could shift.

Age Adaptations

- **Ages 11–14:** Use pictures and concrete school, family, recreation, and neighborhood examples. Teach the four expressions of power and use one issue for the power analysis.
- **Ages 15–17:** Add DC government roles and ask youth to distinguish formal authority from community influence.
- **Ages 18–24:** Add institutional, economic, narrative, relational, and enforcement power. Offer the five bases of power as an extension.

Process

Prepare four power signs and several DC-based issue cards. After a personal check-in and a separate movement-based icebreaker, invite youth to develop definitions of advocacy and organizing, compare them with the curriculum definitions, and explore four expressions of power through movement and scenarios. Youth then complete a simple power analysis of an issue they recognize and identify how collective power could change the situation.

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

- Visible community agreements from Module 1.
- Chart paper, markers, sticky notes, pens, participant paper or workbooks.
- Four posted signs: POWER OVER, POWER TO, POWER WITHIN, POWER WITH.
- DC issue cards: youth spaces, transportation, mental health, housing, school discipline, afterschool funding, youth employment, or public safety.
- Optional Dr. King quotation cards, with the quotation divided into short phrases.
- Optional music, fidgets or playdough, water, snacks, and name tags.

Agenda and Activity Guide

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Welcome and Purpose	5 minutes	Introduce the shift from civic knowledge to collective action.	Community agreements	Welcome participants and briefly revisit the community agreements. Say: “We built a community and explored youth leadership. We studied DC history and government, learned how to verify information, and examined how public policy works. Now, we will use that foundation to learn how communities turn knowledge, relationships, values, and voice into power that can influence decisions.” Explain that the lesson will examine advocacy, organizing, policy, and different ways power operates.
Check-In: How Are You Arriving?	5 minutes	Help participants settle in and connect emotion to participation.	Optional feelings chart	Ask: “What is a word, phrase, color, song, or weather report that describes how you are arriving today?” Remind participants they may pass or share with a partner. Acknowledge responses without trying to solve them.
Icebreaker: Inspired to Act	5 minutes	Connect the lesson to people who model courage and action.	None	Ask participants to name someone who has inspired them to engage in social justice or stand up for others. The person may be someone they know, a public figure, a historical figure, or a character. Invite them to share what the person did—not only who they are. In a shorter session, use pairs before taking two or three full-group responses.

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Define Advocacy and Organizing	10 minutes	Build shared language and distinguish one action from long-term power-building.	Definition cards or slide	Ask: “What do you think advocacy means?” Record several responses and affirm related ideas. Repeat for organizing. Introduce the curriculum definitions. Emphasize: “Advocacy can be one action used to influence a decision. Organizing builds relationships, leadership, and collective power so people can act together over time.” Briefly define activism and policy, then ask for one example of each.
Four Expressions of Power	10 minutes	Make different forms of power visible and concrete.	Four power signs; scenario cards	Review each sign: Power Over means control over people, choices, information, or resources. Power To is the ability to act or create. Power Within is dignity, confidence, awareness, and belief in one’s ability to contribute. Power With is collective strength through relationships and coordinated action. Read a scenario and ask participants to move to the sign that fits best. Invite two explanations, noting that some scenarios may include more than one expression of power.
Power Analysis: Who Decides?	20 minutes	Apply power concepts to a real issue and identify pathways for change.	Issue cards; Power Analysis worksheet	Select one issue together or place participants in small groups. Ask them to answer: What is happening? Who is affected? Who currently has authority to decide? What resources, relationships, expertise, numbers, stories, or public support do young people and communities have? How would the balance of power need to shift? Who would resist this? Ask groups to name evidence for their answers and identify one next question they need to research. Add: Who could resist the proposed change, what power do they hold, and what would the group need to learn before responding?

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Reflection and Closing	5 minutes	Assess understanding and bridge to shared leadership.	Exit slips	Invite participants to complete: “One kind of power young people already have is…” and “One kind of power we need to strengthen is…” Close: “Power is not only something held by officials. Communities build power through knowledge, relationships, leadership, organized people, and coordinated action. Next, we will learn how Ella Baker helped young people build that kind of power together.”

Facilitator Check

Listen for whether youth distinguish advocacy, activism, and organizing; identify who holds formal power; and name power young people can build together.

Lesson 2: Building Power Together: Ella Baker, Strategy, and Tactics

Purpose: Participants examine Ella Baker-inspired organizing practices, distinguish strategy from tactics, and learn how inside and outside advocacy can work together to move a clear demand.

Outcomes / Youth Learning Goals

- I can name organizing practices connected to Ella Baker's group-centered leadership.
- I can distinguish an issue, goal, demand, target, strategy, and tactic.
- I can explain inside advocacy, outside advocacy, and why campaigns often need both.
- I can select tactics based on a goal, target, power analysis, accessibility, capacity, and risk.

Age Adaptations

- **Ages 11–14:** Use a visual route metaphor and sort familiar tactics such as a meeting, petition, poster campaign, listening session, and school walkout.
- **Ages 15–17:** Use a real DC issue and require one inside and one outside tactic with a reason for each.
- **Ages 18–24:** Add primary and secondary targets, coalition roles, opposition, escalation, organizational capacity, and tradeoffs.

Process

Introduce Ella Baker through a short visual profile and ask youth to identify what her approach suggests about leadership. Ask participants to bring forward a verified issue, policy goal, or implementation concern. Teach a campaign pathway that connects issue, policy goal, power-building goal, demand, target, strategy, and tactics. Youth sort tactics as inside, outside, or both, then build a short pathway for a DC-based issue. The lesson ends with a tactic check focused on power, accessibility, risk, capacity, and follow-up.

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

- One-page Ella Baker visual profile.
- Posted signs: INSIDE ADVOCACY, OUTSIDE ADVOCACY, BOTH.
- Tactic cards and DC-based campaign scenarios.
- Campaign Pathway worksheet and Tactic Check worksheet.
- Chart paper, markers, sticky notes, pens, optional devices and fidgets.
- A current DC decision-making pathway verified through official sources, plus any relevant research or policy analysis developed.

Agenda and Activity Guide

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Welcome and Purpose	5 minutes	Reconnect the module and introduce shared leadership and strategic action.	Community agreements	Say: “Last time, we explored who holds power and what power communities can build. Today, we will look at how advocates and organizers develop leaders and choose actions that move a goal, not just actions that look exciting.” Briefly preview Ella Baker, strategy, tactics, and inside/outside advocacy.
Check-In: Leadership in Practice	5 minutes	Connect leadership to what people help others do.	None	Ask: “Think of a leader you respect. What did they help other people understand, believe, decide, or do?” Encourage participants to describe a practice rather than only naming a person. Allow passing or partner sharing.
Icebreaker: Build It Together	5 minutes	Create a quick experience of coordination and shared leadership.	Paper, cups, blocks, or index cards	Place participants in small groups and give each group simple materials. Ask them to build the tallest free-standing structure in three to five minutes. Do not appoint a leader. Debrief: Who contributed ideas? How were decisions made? Did one person take over? What helped the group work? Explain that organizing needs people who can develop leadership across the group.
Ella Baker and Group Centered Leadership	8 minutes	Introduce organizing practices that develop collective capacity.	Ella Baker visual profile	Share a brief profile: Ella Baker organized across major Black freedom organizations and mentored young organizers who formed SNCC. Emphasize practices: start with people where they are; listen before directing; build leaders rather than followers; center people closest to the issue; share ownership; and do the patient work of relationships, political education, structure, and follow-up. Ask: “Which practice would make a youth group stronger? Which would be hardest?”

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Campaign Pathway: From Issue to Tactic	8 minutes	Clarify terms that are often mixed together.	Campaign Pathway worksheet	Introduce the pathway: Issue = broad condition; Goal = specific change; Demand = what the decision-maker must do; Target = person or institution with authority; Strategy = overall path for building enough power; Tactic = a specific action within the strategy. Use one example and ask youth to identify each part. Emphasize that a tactic is not a strategy by itself.
Inside, Outside, or Both?	10 minutes	Help youth see how formal access and public power can reinforce each other.	Three signs; tactic cards	Define inside advocacy as work through formal decision-making channels and relationships. Define outside advocacy as building a base, public participation, narrative change, visibility, and pressure outside formal spaces. Read or distribute tactic cards. Participants place each under INSIDE, OUTSIDE, or BOTH and explain their reasoning. Note that the same tactic may function differently depending on who leads it, its purpose, and what supports it.
Build a Campaign Pathway	14 minutes	Practice selecting connected tactics rather than isolated activities.	DC scenarios; Campaign Pathway and Tactic Check worksheets	Assign or let groups select a scenario. Ask them to identify the issue, goal, demand, target, and an overall strategy. Then select at least one inside and one outside tactic. For every tactic, answer: What will this help us accomplish? How does it affect the target? Does it build our base or leadership? Is it accessible? What resources and preparation are needed? What risks exist? What will happen afterward? Groups share their pathway and receive one question and one strength from peers.

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Reflection and Closing	5 minutes	Assess strategic thinking and prepare for testimony.	Exit slips	Ask participants to finish: “A tactic is strategic when…” and “Inside and outside advocacy work together when…” Close: “Our next lesson focuses on testimony. Testimony is an inside tactic, but it becomes more powerful when people are organized, demands are shared, supporters show up, stories reach the public, and decision-makers are held accountable afterward.”

Facilitator Check

Listen for whether youth distinguish strategy from tactics, connect inside and outside advocacy, and describe how shared leadership and relationship-building strengthen power.

Lesson 3: Speak to the Record: Writing and Delivering Public Testimony

Purpose: Participants learn how public testimony works, use verified evidence and a clear policy or implementation request, write concise testimony, and connect testimony to a broader organizing strategy.

Outcomes / Youth Learning Goals

- I can explain what public testimony is and what it can and cannot accomplish by itself.
- I can identify the audience, purpose, and demand for a testimony.
- I can write a two- to three-minute testimony using experience, observation, research, or other evidence.
- I can practice delivering testimony and give supportive, useful feedback.

Age Adaptations

- **Ages 11–14:** Use sentence starters, a short school or recreation example, and the option to draw or dictate ideas before drafting.
- **Ages 15–17:** Use an actual youth issue and ask participants to include a specific policy or budget request.
- **Ages 18–24:** Add written-record deadlines, committee research, supporting data, coalition alignment, questions from decision-makers, and post-hearing follow-up.

Process

Begin by helping participants settle and practice a low-risk speaking activity. Explain what public testimony is, how DC Council hearing procedures may vary, and why testimony is most effective when it supports a larger strategy. Analyze a model, introduce the VOICE structure, and provide protected drafting time. Youth practice in pairs or triads using a feedback protocol that centers clarity, choice, and support rather than performance pressure.

Suggested Run Time

Two 60-minute sessions (120 minutes total). Part A: Understand Public Testimony and VOICE. Part B: Draft, Practice, Revise, and Plan Follow-Through. Each part includes its own welcome or reconnection, choice-based participation, practice or creation time, reflection, and closing.

Materials and Preparation

- Sample youth testimony and one annotated model.
- VOICE Testimony Planner and drafting paper or shared document.
- Visible timer, highlighters or colored pens.
- Peer feedback cards: Clear, Specific, Powerful, Next Step.
- Optional podium or chair setup, microphone, fidgets, water, and quiet writing space.
- Current hearing notice and official submission instructions when preparing for a real DC Council hearing; completed Practice-to-Action capacity check; confirmed transportation, access, compensation when appropriate, adult support, consent, and debrief plan.

Agenda and Activity Guide Part A: Understand Public Testimony and VOICE

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Welcome and Purpose	5 minutes	Set purpose and lower performance pressure.	Posted agreements; agenda	Explain that testimony is one tool, participation is voluntary, and today is preparation—not a commitment to speak publicly.
Check-In: Voice and Choice	5 minutes	Center comfort, choice, and support.	None	Ask what helps people feel ready to speak, write, draw, observe, or pass. Normalize every option.
Icebreaker: Say It in One Sentence	5 minutes	Practice a clear request.	Prompt cards	Pairs turn a broad concern into one sentence that names who should do what.
What Testimony Can Do	10 minutes	Connect testimony to a real decision and a larger strategy.	Fictional hearing notice	Explain the public record, time limits, decision-makers, accessibility options, and why testimony needs organizing before and after the hearing.
Analyze a Model Testimony	15 minutes	Notice evidence, story choice, and a specific ask.	Sample testimony; evidence check	Mark the VOICE parts. Ask what is verified, what is personal choice, what should stay private, and what follow-through the testimony invites.
Introduce and Practice VOICE	10 minutes	Learn the reusable structure.	VOICE planner	Review Voice, Observation, Impact, Call to action, and Ending. Build one shared practice outline.
Closing and Bridge	10 minutes	Check readiness before drafting.	Exit slips	Youth choose a practice topic and role for Part B. Use a fictional or composite issue by default. Ask what support would make drafting feel safer and more useful.

Agenda and Activity Guide Part B: Draft, Practice, Revise, and Plan Follow-Through

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Welcome, Reconnection, and Choice	5 minutes	Reopen agreements and role options.	Posted agreements; VOICE planner	Remind youth they may write, speak, coach, time, observe, or pass without penalty.
Evidence, Consent, and Capacity Check	10 minutes	Confirm what may responsibly enter the draft.	Testimony Evidence Check; Practice-to-Action Check	Verify claims, identify private details, confirm story ownership, and keep the activity fictional unless the program has completed the full capacity check for a current hearing.
Draft Testimony	20 minutes	Create a complete first draft.	VOICE planner; source packet	Draft individually or with a partner. Facilitators coach through questions without taking over the speaker's voice.
Practice and Peer Feedback	15 minutes	Build confidence through specific, supportive feedback.	Peer Feedback Card; timer	Practice in pairs or triads. Use one affirmation, one question, and one choice the writer controls.
Revise and Plan Follow-Through	5 minutes	Strengthen the draft and connect it to organizing.	Draft; campaign pathway	Make one evidence, clarity, or consent revision and name what should happen before and after testimony.
Closing Reflection	5 minutes	End with agency and support.	Exit slips	Complete: 'One choice I want protected if I share publicly is...' Confirm the next preparation or debrief step; do not pressure anyone to testify.

Facilitator Check

Listen for whether testimony names a decision-maker, makes a specific request, uses truthful evidence, protects youth choice, and connects the hearing to follow-through beyond the hearing room.

Module Appendix

The appendix gathers the research foundation, printable participant materials, sample examples, and facilitator reference tools needed to deliver this module. Designers may format the worksheets as separate handouts, while facilitators should review the sources and examples before leading the lessons.

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- Appendix C: Power Analysis Worksheet.
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- Appendix E: Campaign Pathway Worksheet.
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Appendix A: Definitions

Term	Definition
Advocacy	Actions that influence a decision, policy, practice, budget, or what people understand about an issue.
Activism	Visible action that challenges injustice, raises awareness, or creates pressure and urgency.
Organizing	Building relationships, leadership, structure, and collective power so people can act together over time.
Policy	A law, budget decision, regulation, rule, procedure, or official practice that shapes what happens.
Issue	A broad condition or concern people want to change.
Goal	The specific change a campaign intends to achieve.
Demand	A clear statement of what a decision-maker should do.
Target	The person or institution with authority or influence to meet the demand.
Strategy	The overall pathway for building enough power to achieve the goal.
Tactic	A specific action used as part of the strategy.
Inside Advocacy	Working through formal decision-making channels, procedures, and relationships.
Outside Advocacy	Building a base, public participation, narrative change, visibility, and pressure outside formal spaces.

Appendix B: Four Expressions of Power Cards

- **POWER OVER**
    - Control over people, choices, information, rules, or resources.
    - Example: An agency controls a budget and decides which neighborhoods receive programs.
- **POWER TO**
    - The ability to act, create, decide, solve, or make something happen.
    - Example: Youth research a policy and create a proposal.
- **POWER WITHIN**
    - Confidence, dignity, identity, awareness, and belief in one's ability to contribute.
    - Example: A young person recognizes that their knowledge deserves to be heard.
- **POWER WITH**
    - Collective strength built through relationships, solidarity, shared leadership, and coordinated action.
    - Example: Several youth groups organize around one shared demand.

Appendix C: Power Analysis Worksheet

Question	Notes
What is happening, and who is affected?	
What decision needs to change?	
Who has formal authority over that decision?	
Who influences the decision-maker?	
What resources, relationships, expertise, numbers, stories, or public support do youth and community members have?	
What power needs to be strengthened?	
How should the balance of power change?	
Who would resist this?	
What facts or relationships do we still need to research?	

Appendix D: Ella Baker Visual Profile

Ella Josephine Baker (1903–1986) was a major organizer in the Black Freedom Movement. She worked with the NAACP, Southern Christian Leadership Conference, and young organizers who formed the Student Nonviolent Coordinating Committee. Her practice emphasized grassroots participation, leadership development, listening to local people, and group-centered leadership rather than dependence on one charismatic leader.

- Start with people where they are. Their experiences, questions, needs, relationships, and existing knowledge.
- Build leaders, not followers. Share information and responsibility so more people can lead.
- Use group-centered leadership. Strong movements should not depend on one person at the top.
- Center people closest to the issue as decision-makers and experts.
- Do the patient work of relationships, political education, structure, reflection, and follow-up.

Appendix E: Campaign Pathway Worksheet

Element	Planning Question	Our Answer
Issue	What broad condition are we concerned about?	
Goal	What specific change do we want?	
Demand	What exactly should the decision-maker do?	
Target	Who can make or strongly influence the decision?	
Strategy	How will we build enough power to move the target?	
Inside Tactic	What formal channel or relationship will we use?	
Outside Tactic	How will we build participation, narrative, visibility, or pressure?	
Follow-Up	How will we track commitments, communicate results, and decide the next step?	

Completed Example: Campaign Pathway

Element	Example
Issue	Young people in one neighborhood lack reliable evening and weekend recreation programs.
Goal	Secure funding and a public implementation plan for expanded youth programming.
Demand	The responsible agency and Council committee should fund and publish a plan for year-round evening and weekend programs shaped by youth input.
Primary Target	The official or agency leader with authority over the budget or implementation decision.
Strategy	Build a visible youth base, document the need, move the target through inside meetings and testimony, and reinforce the demand through public education and turnout.
Inside Tactics	Briefing, meeting with decision-makers, written testimony, public-hearing testimony, and budget follow-up.
Outside Tactics	Youth listening session, petition, community story collection, teach-in, media outreach, and coordinated hearing turnout.
Measure of Progress	More youth leaders involved, a public response from the target, funding language, and a clear implementation timeline.

Appendix F: Tactic Check

Question	Notes
Purpose: What will this tactic accomplish?	
Target: How will it affect the decision-maker or an important influencer?	
Power: Does it build our base, leadership, relationships, information, or public support?	
Access: Can affected youth participate meaningfully?	
Capacity: Do we have the people, time, skills, money, and materials?	
Risk: What legal, physical, emotional, school, employment, privacy, or reputational risks need planning?	
Care: What support is needed before, during, and after?	
Follow-Up: What happens next if the target says yes, no, or nothing?	

Appendix G: Inside and Outside Tactic Cards

- Inside examples: meeting with a councilmember; testifying at a hearing; joining an advisory body; submitting written comments; briefing agency staff; proposing bill language; participating in a budget meeting.
- Outside examples: listening session; canvass; petition; teach-in; art action; rally; social media campaign; press conference; community forum; boycott; walkout; cultural event.
- Both: testimony supported by turnout and media; an official meeting backed by petition signatures; research presented inside and released publicly; an advisory meeting paired with a youth listening session.

Appendix H: Testimony Evidence Check

Question	Notes
What is our main claim?	
What evidence supports it?	
What is lived expertise?	
What still needs verification?	
What should we avoid saying?	

Completed Example: Testimony Evidence Check

Question	Notes
What is our main claim?	Transportation barriers cause some youth to miss or leave programs early.
What evidence supports it?	Youth survey, attendance records, focus groups, and route/fare information.
What is lived expertise?	Youth descriptions of long travel times, unsafe transfers, and choosing between fares and food.
What still needs verification?	Exact program costs and how many youth currently lack eligibility.
What should we avoid saying?	Do not claim transportation is the only cause of absence or that all youth have the same experience.

Appendix I: VOICE Testimony Planner

VOICE Part	Prompt	Draft Notes
V — Voice and Introduction	Who are you, what community or role do you represent, and why are you speaking?	
O — Outcome or Request	What exactly should the decision-maker do?	
I — Illustration or Evidence	What experience, observation, community knowledge, or research supports the request?	
C — Connection	Who else is affected, and how does this connect to the policy, budget, practice, or community?	
E — End with Action	Repeat the request and state the action you want next.	

Completed Example: VOICE Testimony Planner

VOICE Part	Prompt	Draft Notes
V — Voice and Introduction	Who are you?	My name is Maya, a Ward 7 high school student and youth program participant.
O — Outcome or Request	What do you want?	Fund a youth transportation-access program in the FY budget.
I — Illustration or Evidence	What supports the ask?	Our survey found cost and late service caused missed meetings; I have left programs early to avoid an unsafe transfer.
C — Connection	Why is it public policy?	Transportation affects education, jobs, safety, and whether youth investments can be used.
E — End or action	What is the final action?	Include recurring funding and paid youth participation in program design.

Appendix J: Sample Testimony

Good afternoon, Chairperson and members of the committee. My name is Jordan, and I am a Ward 8 high school student and member of a youth advisory team. I am asking the Council to protect funding for free, year-round evening programs at recreation centers that are accessible to teens.

I attend Be You Be Heard, where I've learned how to do every part of television production and earn extra money to get things I need and save for college. Twice a week, work in a team to do activities that challenge me and help me build my confidence. I feel more prepared at school and participate more in class because of it. Young people need safe places to gather, learn, create, exercise, and build relationships after school and during the summer. In my community, programs sometimes end early, fill quickly, or do not offer activities designed with teens. When youth do not have consistent spaces, we lose opportunities for connection, leadership, and support.

Please fund reliable evening and weekend programming and require agencies to include young people in selecting activities and evaluating whether the programs meet community needs. Youth should not only be invited after decisions are made. We should help shape the programs intended for us. Thank you for hearing my testimony and for including this request in the committee's budget recommendations.

Facilitator note: This is a model, not a script youth must copy. Ask participants to identify the VOICE sections and revise the demand to make it more specific when additional policy information is available.

Appendix K: Peer Feedback Card

- **CLEAR:** The request I heard was....
- **SPECIFIC:** One detail that stayed with me was....
- **POWERFUL:** One part that was especially effective was....
- **NEXT STEP:** One question or optional suggestion is....

Appendix L: Optional Five Bases of Power Extension

Power Base	Youth-Friendly Meaning	Example
Referent Power	Influence based on trust, relationships, respect, shared values, or admiration.	A respected youth leader can bring people into a campaign.
Expert Power	Influence based on knowledge, skill, research, or lived experience.	Youth affected by a policy explain how it works in practice.
Legitimate Power	Authority connected to an official role or position.	A councilmember, agency director, principal, or elected student leader has defined authority.
Reward Power	The ability to offer something people value.	An institution controls funding, recognition, access, or opportunities.
Coercive Power	The ability to impose consequences, restrictions, or punishment.	An institution can issue fines, discipline, remove access, or enforce rules.

Appendix M: 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 organizing history, power analysis, inside/outside advocacy, and public-testimony content used in Module 5. Facilitators should verify current DC Council procedures before preparing young people for a real hearing or active campaign.

- SNCC Digital Gateway. (n.d.). *Ella Baker*. Provides a biography and organizing history of Ella Baker, including her work with the NAACP, Southern Christian Leadership Conference, and Student Nonviolent Coordinating Committee. The resource highlights Baker's commitment to grassroots organizing, developing local leadership, and supporting young people in building an independent movement. The SNCC Digital Gateway was developed in collaboration with SNCC veterans and historians. Open resource.
- SNCC Digital Gateway. (n.d.). *The Story of SNCC*. Explains how young activists in the Student Nonviolent Coordinating Committee became a major force in the Black Freedom Movement. The resource emphasizes SNCC's youth leadership, bottom-up organizing, direct action, voter organizing, and partnerships with local Black communities. Open resource.
- SNCC Digital Gateway. (n.d.). *SNCC Culture*. Explores the relationships, shared responsibility, collective decision-making, internal debate, music, and community connections that shaped SNCC. The resource helps facilitators discuss group-centered leadership and the importance of building organizations that do not depend on only one visible leader. Open resource.
- Ella Baker Center for Human Rights. (n.d.). *Who Was Ella Baker?*. Provides an accessible introduction to Ella Baker's life, organizing work, and legacy. It describes her contributions to the NAACP, Southern Christian Leadership Conference, and SNCC and connects her work to grassroots leadership and collective action. Open resource.
- Black History in Two Minutes. (2020, March 13). *Ella Baker: "The Mother of the Civil Rights Movement"*. YouTube. Provides a brief introduction to Ella Baker's life, organizing philosophy, and influence on the Civil Rights Movement. The approximately three-minute video can help introduce younger participants to Baker's commitment to grassroots organizing, collective action, and developing the leadership of everyday people. Open video.
- Council of the District of Columbia. (n.d.). *How to Testify Before the Council*.

Provides current official instructions for finding hearings and roundtables, registering to testify, submitting written testimony, requesting interpretation or accessibility services, and watching Council proceedings. Facilitators should use this page and the individual hearing notice to confirm current deadlines, formats, and requirements. Open resource.

- Council of the District of Columbia. (2019, January 9). *An Easy Guide to Testifying Before the Council*. Offers a plain-language introduction to what happens at a DC Council hearing, how witnesses prepare, how testimony is presented, and what participants can expect during the proceeding. Because some procedures in the guide may have changed, facilitators should verify speaking times, registration instructions, submission methods, and accessibility procedures using the current hearing notice and the Council's testimony webpage. Open resource.
- DC Action. (n.d.). *How to Testify*. Provides a five-step guide to testifying before the DC Council. The resource covers selecting a witness, registering, preparing testimony, following the hearing, and delivering testimony. It includes a testimony template and guidance written for advocates, families, young people, staff, volunteers, and community-based organizations. Open resource.
- Youth.gov. (n.d.). *Civic Engagement*. Defines youth civic engagement as working to improve the civic life of a community while developing the knowledge, skills, values, and motivation needed to create change. The resource introduces volunteering, national service, service-learning, and other forms of community participation. Open resource.
- Youth.gov. (n.d.). *Key Principles of Positive Youth Development*. Summarizes principles for supporting young people as active participants in their own development. The resource emphasizes intentional opportunities, youth strengths, supportive relationships, meaningful participation, civic engagement, and youth-adult partnership. Open resource.

Research note: Hearing rules, registration procedures, submission deadlines, and speaking limits can change. Always confirm the current hearing notice and official Council instructions before supporting youth testimony.

Appendix N: Facilitator Reflection

- Did youth do more than listen—did they analyze, choose, create, and practice?
- Did the lesson distinguish advocacy actions from organizing and collective power-building?
- Did examples identify a real decision-maker rather than using “the government” as a vague target?
- Did youth understand that inside access and outside power can reinforce each other?
- Did anyone feel pressured to disclose lived experience or perform public speaking?
- Were accessibility, consent, risk, and collective care included in tactic planning?
- What participant ideas, commitments, or unanswered questions require follow-up?