Module 9: Measure the Movement

Purpose: Participants learn how to define success, collect useful and ethical evidence, make meaning from results, adapt strategy, document movement learning, celebrate contributions, and decide what should happen next.

Outcomes

- Explain evaluation in plain language to notice what changed, learn from it, and make better decisions.
- Define campaign success across policy progress, people power, youth leadership, access, care, and community relationships.
- Choose a small number of youth-friendly ways to gather useful information without overburdening people.
- Look at numbers, stories, observations, and public records together without exaggerating what they prove.
- Use findings to decide what to keep, change, stop, try, or investigate.
- Share learning back, celebrate visible and invisible contributions, and prepare the next group to continue the work.

Learning Journey

Ask → Notice → Make Meaning → Decide → Share Back → Celebrate.

Young people help decide what success means, choose what information is worth gathering, interpret it together, and use it to strengthen the campaign. The goal is to improve their advocacy and celebrate wins of all sizes.

Curriculum Connections

Connection	How This Module Fits
Builds from	Builds on Module 7's Campaign Plan and Module 8's Story Ownership and Consent Agreement and Communications Safety and Support Plan.
Reuses	Campaign goals, measures, consent terms, approved materials, access commitments, and decision-making roles.
Frameworks and tools	Campaign Learning Map; Consent Stoplight; Notice-Wonder-Meaning-Next Step; share-back and archive plan.
Products to carry forward	Carry the learning map, evidence plan, movement record, consent decisions, and archive into Module 10 portfolios and future plans.

Module at a Glance

Lesson	Primary Focus	Suggested Run Time	Key Product
1. What Does Success Look Like?	Youth-defined success and a simple campaign pathway	60 minutes	Campaign Learning Map
2. Gather Evidence with Care.	Youth-friendly questions, methods, consent, and access	Two 60-minute sessions	Evidence Gathering Plan
3. What Is the Evidence Telling Us?	Patterns, missing voices, honest interpretation, and decisions	60 minutes	What We Learned and What We'll Change
4. Archive, Celebrate and Keep Building.	Returning findings, recognition, movement memory, and next steps	60 minutes	Movement Story and Celebration Plan

Lesson 1: What Does Success Look Like?

Purpose: Participants make the evaluation less intimidating by defining campaign success in their own words and choosing a few signs of progress to pay attention to.

Outcomes / Youth Learning Goals

- I can explain evaluation as learning.
- I can tell the difference between what we did, what we produced, and what may have changed.
- I can name signs of progress that matter to youth, including policy, power, belonging, access, care, and leadership.
- I can help choose a small number of questions that will support a real campaign decision.

Age Adaptations

- **Ages 11–14:** Use picture cards, familiar examples, and a “what we did / what changed” sorting game.
- **Ages 15–17:** Add campaign indicators, youth leadership, access, and relationship measures.
- **Ages 18–24:** Add assumptions, contribution, implementation, equity, and mixed evidence.

Process

Participants build a shared definition of success, sort examples into “what we did” and “what may have changed,” and make a Campaign Learning Map that answers only the questions the group will actually use.

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

- Win Wall cards and “What We Did / What Changed” sorting cards.
- Campaign Learning Map and simple campaign pathway template.
- Campaign plan from Module 7.
- Chart paper and markers.

Agenda and Activity Guide

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Welcome and Purpose	5 minutes	Make evaluation feel useful and understandable.	Posted definition	Say: “Evaluation means stopping to ask: What did we try? What changed? Who experienced the change? What should we do next? It is not a test of whether young people were ‘good enough.’”
Check-In	5 minutes	Connect evaluation to everyday life.	None	Ask: “How do you know when a group project, event, game, or plan went well?” Invite speaking, writing, drawing, or passing.
Icebreaker: Win Wall	5 minutes	Show that success can look different to different people.	Sticky notes or cards	Youth complete: “A win can be….” Post answers. Group similar ideas such as policy progress, more people involved, stronger skills, safer access, better relationships, rest, joy, or learning from a mistake.
Mini-Lesson: What We Did / What Changed	10 minutes	Introduce activities, outputs, outcomes, and longer-term change in plain language.	Sorting cards	Use four labels: What we had; What we did; What we made or reached; What may have changed. Say: “This pathway is our best guess about how change might happen. It is not proof that one action caused everything.”
Activity: Campaign Scoreboard	15 minutes	Let youth define meaningful signs of progress.	Scoreboard categories	Teams choose signs of progress across six areas: policy or institutional change; people and power; youth leadership and skills; participation and access; message and public understanding; care and sustainability. Ask whose priorities are missing.
Activity: Campaign Learning Map	15 minutes	Turn the group’s priorities into a small, usable plan.	Worksheet	Choose two to four questions. For each, name what the group would notice, how it could find out, who should help interpret it, and what decision the answer will support. Remove any question the group will not use.

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Closing Reflection	5 minutes	Name a result adults might overlook.	Exit slip	Complete: “One kind of progress adults might miss is....”

Facilitator Check

Listen for whether youth distinguish activities, outputs, outcomes, and longer-term change and choose a small number of signs of progress that will support a real decision.

Lesson 2: Gather Evidence with Care

Purpose: Participants practice gathering only the information they need in ways that respect young people's time, choices, privacy, access needs, and knowledge.

Outcomes / Youth Learning Goals

- I can choose a way of gathering information that matches the question.
- I can make questions shorter, clearer, fairer, and less invasive.
- I can explain consent, privacy, passing, accessibility, and why we should collect only what we need.
- I can identify who may be missing and offer different ways to participate.

Age Adaptations

- **Ages 11–14:** Use emoji scales, one-question reflections, drawing, and simple group observations.
- **Ages 15–17:** Add short surveys, interviews, talking circles, attendance, public records, and media tracking.
- **Ages 18–24:** Add sampling, data management, confidentiality, bias, compensation, and shared evaluation roles.

Process

Participants try several youth-friendly feedback methods, improve unclear or intrusive questions, practice a consent conversation, and build an Evidence Gathering Plan that is realistic for the campaign.

Suggested Run Time

Two 60-minute sessions (120 minutes total). Part A: Build Strong Questions and Choose Methods. Part B: Confirm Consent and Build the Evidence Plan. Each part includes its own welcome or reconnection, choice-based participation, practice or creation time, reflection, and closing.

Materials and Preparation

- Feedback Menu cards: survey, conversation, drawing, photo, observation, count, public record, and creative reflection.
- Sample questions, Question Makeover cards, and Consent Stoplight scenarios.
- Evidence Gathering Plan.
- Consent, privacy, access, burden, storage, deletion, and share-back checklist.

Agenda and Activity Guide Part A: Build Strong Questions and Choose Methods

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Welcome and Purpose	5 minutes	Frame evaluation as learning and accountability.	Posted agreements; agenda	Explain that the group will ask only questions it has a reason and capacity to use.
Check-In	5 minutes	Notice what makes feedback feel respectful.	None	Ask for one condition that supports honest, voluntary feedback. Passing is allowed.
Icebreaker: Feedback Menu	8 minutes	Expand youth-friendly response options.	Feedback Menu	Compare quick, visual, spoken, written, anonymous, and facilitated options. No method works for everyone.
Activity: Question Makeover	12 minutes	Turn vague, leading, or burdensome questions into useful ones.	Question cards	Revise questions so they are plain, focused, optional, and connected to a decision the group may make.
Mini-Lesson: Match the Method	12 minutes	Choose a method that fits the question and participants.	Method cards	Compare observation, count, conversation, interview, survey, story, and document review by access, burden, privacy, and usefulness.
Consent and Unequal-Risk Preview	13 minutes	Prepare for responsible evidence gathering.	Module 8 Consent Agreement; Consent Stoplight	Review purpose, choice, audience, storage, deletion, share-back, and who may face greater risk. Permission from Module 8 does not automatically transfer.
Closing and Bridge	5 minutes	Carry one draft question and method into Part B.	Exit slip	Name what the group wants to learn, why it matters, and one consent question still to answer.

Agenda and Activity Guide Part B: Confirm Consent and Build the Evidence Plan

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Welcome and Reconnection	5 minutes	Reopen purpose and choice.	Part A questions	Remind participants that they may revise, decline, or stop a method if it becomes burdensome or unsafe.
Check-In	5 minutes	Assess readiness and access needs.	None	Invite a word, gesture, drawing, or pass: 'What support would help you participate today?'
Activity: Consent Stoplight	10 minutes	Decide what is ready, needs revision, or should stop.	Module 8 Consent Agreement; Consent Stoplight	Check purpose, story ownership, audience, privacy, storage, deletion, credit, and new permission. The stoplight confirms current consent; it does not expand it. Reopen Module 8's Story Ownership and Consent Agreement first. The stoplight checks whether permission is still clear; it does not replace or expand that agreement.
Activity: Pilot the Method	15 minutes	Test clarity, comfort, access, and usefulness.	Draft question or tool	Pilot with one to three volunteers or with fictional responses. Ask what felt confusing, unnecessary, or hard to answer, then revise.
Activity: Evidence Gathering Plan	20 minutes	Assign a realistic, ethical plan.	Evidence Gathering Plan	Name the question, method, participants, owner, access supports, minimum information, consent script, storage and deletion plan, timeline, and share-back.
Closing Reflection	5 minutes	Confirm one responsible next step.	Exit slip	Complete: 'Before we collect anything, we still need to...' Keep the plan in practice mode unless the capacity check is complete.

Facilitator Check

Listen for whether youth design clear, voluntary, accessible questions; collect only what the group will use; and explain consent, privacy, storage, deletion, and share-back.

Lesson 3: What Is the Evidence Telling Us?

Purpose: Participants practice making honest meaning from different kinds of evidence without blaming youth, hiding mixed results, or claiming more than the information supports.

Outcomes / Youth Learning Goals

- I can say what the evidence shows before jumping to an explanation.
- I can notice patterns, exceptions, missing voices, and information that may be misleading.
- I can use numbers, stories, observations, and public records together.
- I can recommend what to keep, change, stop, try, or investigate next.
- I can be honest about mixed results and what we still do not know.

Age Adaptations

- **Ages 11–14:** Use color-coded cards, simple counts, short quotes, and “I notice / I wonder” prompts.
- **Ages 15–17:** Add comparisons, missing groups, conflicting evidence, limitations, and recommendations.
- **Ages 18–24:** Add disaggregation, bias, contribution, implementation, and competing explanations.

Process

Participants become “data detectives,” review a fictional evidence gallery, write accurate headlines, compare possible explanations, and decide what the campaign should keep, change, stop, try, or investigate.

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

- Fictional evidence gallery: counts, quotes, observations, public records, creative reflections, and campaign updates.
- Notice–Wonder–Meaning–Next Step worksheet and Headline Challenge cards.
- What We Learned and What We'll Change worksheet.
- Chart paper.

Agenda and Activity Guide

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Welcome and Purpose	5 minutes	Normalize learning from mixed results.	Posted purpose	Say: “Evidence is not a report card on young people. It is information we look at together so we can make the next decision with more honesty and care.”
Check-In	5 minutes	Connect to changing a plan after learning something new.	None	Ask: “What is a low-stakes time you changed your mind or plan because you learned something new?”
Icebreaker: Headline or Hype?	5 minutes	Practice making accurate claims.	Headline cards	Compare a careful headline with an exaggerated one based on the same small data set. Ask: What can we truly say? What would be hype? What is still unknown?
Mini-Lesson: Notice Before Meaning	10 minutes	Separate observations, interpretations, questions, and decisions.	Four-step visual	Teach: Notice—what is directly shown; Wonder—what questions remain; Meaning—possible explanations; Next Step—what action is supported. More than one explanation may be reasonable.
Activity: Data Detective Gallery Walk	15 minutes	Analyze multiple forms of evidence.	Evidence gallery	Small groups rotate through counts, quotes, observations, creative reflections, and a policy update. At each station, record one notice, one question, one missing voice, and one thing the evidence cannot prove.
Activity: What We Learned / What We’ll Change	15 minutes	Connect evidence to a campaign decision.	Worksheet	Choose what to keep, change, stop, try, or investigate. Cite the evidence, name uncertainty, identify who has decision authority, and decide how affected youth will review the conclusion before it is shared publicly.
Closing Reflection	5 minutes	Practice honest communication.	Exit slip	Complete: “The most honest thing we can say right now is....”

Facilitator Check

Listen for whether youth separate what evidence directly shows from possible explanations, name missing voices and uncertainty, and connect findings to a supported next step.

Lesson 4: Archive, Celebrate, and Keep Building

Purpose: Participants close the feedback loop with the people who contributed, recognize the movement's visible and behind-the-scenes work—not only its biggest public win—and preserve an authorized record that helps the work continue responsibly.

Outcomes / Youth Learning Goals

- I can share findings back in a way people can understand and use.
- I can recognize visible and behind-the-scenes contributions without ranking people.
- I can help decide what should be public, private, preserved, returned, or deleted.
- I can design an accessible celebration that includes choice, care, food, transportation, and different ways to participate.
- I can name unfinished work, next steps, owners, and transition needs.

Age Adaptations

- **Ages 11–14:** Use a movement museum, appreciation cards, a “You Said / We Will” poster, and a simple next-step timeline.
- **Ages 15–17:** Add a movement story, contribution map, shared archive, and youth presentation of findings.
- **Ages 18–24:** Add ownership, access, retention, public reporting, succession, governance, and transition agreements.

Process

Participants build a mini movement museum, create a “You Said / We Will / We Still Need to Learn” share-back, recognize different forms of labor, and complete a plan for celebration, archives, transition, or closure.

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

- Movement Story and Learning Record.
- Contribution cards and appreciation options.
- Share-Back, Celebration, and Archive Plan.
- Consent, ownership, access, retention, deletion, and transition checklist.
- Optional certificates or art supplies.

Agenda and Activity Guide

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Welcome and Purpose	5 minutes	Explain why sharing back is part of evaluation.	Posted purpose	Say: “People should not give us their time, stories, or ideas and never hear what happened. We owe them a clear share-back: what we heard, what we learned, and what we will do next.”
Check-In	5 minutes	Name pride, gratitude, or needed recognition.	None	Ask: “What contribution—your own or someone else’s—helped the work move forward?” Youth may write privately or pass.
Icebreaker: Appreciation Menu	5 minutes	Make recognition choice-based and inclusive.	Recognition cards	Offer public shout-out, private note, certificate, portfolio letter, group cheer, silent wave, or no recognition. Discuss why people should choose how they are acknowledged.
Activity: Movement Museum	15 minutes	Tell the fuller story of the campaign.	Artifacts or prepared cards	Create stations for: what we tried; who helped; what shifted; what we learned; care and joy; unfinished work. Include photos or stories only with permission. Invite youth to add missing context or corrections.
Activity: You Said / We Will / We Still Need to Learn	10 minutes	Return findings and show accountability.	Three-column template	Turn findings into plain-language statements. “You Said” names what participants shared. “We Will” names a concrete response and owner. “We Still Need to Learn” names unanswered questions without pretending certainty.
Activity: Share-Back, Celebration, and Archive Plan	15 minutes	Plan recognition, memory, access, and continuation.	Planning tool	Decide the audience, format, accessibility, food and transportation, consent for stories and images, public versus private materials, storage, ownership, deletion dates, next-step owners, and transition briefing.

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Closing Ritual	5 minutes	Close with gratitude and direction.	Optional certificates or art supplies	Invite one of three prompts: “I am proud that...,” “I appreciate...,” or “The next thing our movement needs is....”

Facilitator Check

Listen for whether youth return learning to participants, recognize visible and invisible contributions, preserve only authorized materials, and assign clear owners for follow-through.

Module Appendix

This appendix contains facilitator references, printable tools, examples, and sources for further research. Materials may be adapted for age, access needs, session length, and the issue being studied.

Appendix Index

- Appendix A: Campaign Learning Map.
- Appendix B: Evidence Gathering Plan.
- Appendix C: What We Learned and What We'll Change.
- Appendix D: Movement Story and Learning Record.
- Appendix E: Share-Back, Celebration, and Archive Plan.
- Appendix F: Win Wall Cards.
- Appendix G: What We Did / What Changed Sort.
- Appendix H: Campaign Scoreboard.
- Appendix I: Youth-Friendly Feedback Menu.
- Appendix J: Question Makeover.
- Appendix K: Consent Stoplight.
- Appendix L: Headline or Hype? and Data Detective.
- Appendix M: Movement Museum.
- Appendix N: You Said / We Will / We Still Need to Learn.
- Appendix O: Sources and Further Research.

Appendix A: Campaign Learning Map

A simple youth-led planning tool that connects what the group wants to learn with signs of progress, realistic ways to find out, people who should help make meaning, and a decision the group is prepared to make. Keep the map small enough to use.

Blank Worksheet

What Do We Want to Learn?	What Would We Notice?	How Could We Find Out?	Who Should Help?	What Decision Will This Support?

Completed Example: Youth Transit Access Campaign

What Do We Want to Learn?	What Would We Notice?	How Could We Find Out?	Who Should Help?	What Decision Will This Support?
Did decision-makers move toward our policy ask?	A Council member publicly supports free year-round transit for youth and requests a fiscal analysis.	Hearing video, written statements, meeting notes, and bill records.	Policy team reviews after each hearing or meeting.	Youth and adult policy leads decide together whether to deepen inside advocacy, recruit more champions, or increase outside pressure.
Did we grow youth leadership and participation?	At least 20 youth take an action; five facilitate, testify, recruit, or lead follow-up.	Sign-in sheets, role tracker, debrief notes, and youth reflections.	Youth leadership team updates monthly.	Youth identify new leaders, choose next roles and support, and check whether opportunities are reaching more than the same few people.
Did our message reach and move the intended audience?	Youth-centered message appears accurately in at least three public or media spaces, and supporters can repeat the main ask.	Media clips, social analytics, supporter survey, and screenshots.	Communication s team reviews after major actions.	Revise the frame, messenger, or call to action if people remember the problem but not the demand.
Was participation accessible and sustainable?	Most participants report they had needed food, transportation, preparation, access support, and emotional support.	Anonymous feedback card and care-team notes.	Care team checks after each major action.	Youth review results with the care team and recommend changes to logistics, budget, pacing, and support before the next action.

Appendix B: Evidence Gathering Plan

A plan for gathering the least information needed in ways that are clear, voluntary, accessible, and useful. It names who may be missing, how youth can participate, what will be kept private, when information will be deleted, and how findings will be shared back.

Blank Worksheet

Planning Question	Your Plan
What do we want to learn?	
Who should be invited, and who may be missing?	
What is the easiest appropriate way to ask or observe?	
What choices, consent, access, and privacy protections are needed?	
What is the minimum information we need?	
What roles can youth choose?	
Who stores, reviews, and deletes the information—and when?	
How and when will we share back what we learned?	

Completed Example: Youth Transit Access Campaign

Planning Question	Completed Plan
What do we want to learn?	Did youth have the preparation, access, and support needed to participate meaningfully in the public hearing?
Who should be invited, and who may be missing?	Invite all youth who prepared, attended, testified, or supported remotely. Check whether younger youth, disabled youth, youth east of the river, and youth unable to attend are represented.
What is the easiest appropriate way to ask or observe?	A five-question anonymous feedback card available on paper, by QR code, and through a short facilitated debrief. Offer reading support and allow participants to skip questions.
What choices, consent, access, and privacy protections are needed?	Explain that participation is voluntary, names are not required, responses will not affect stipends or program standing, and quotations will not be shared without separate permission.
What is the minimum information we need?	Whether youth felt prepared, heard, safe, supported, and able to access the hearing; one improvement for next time. Do not collect immigration, health, school-discipline, or address information.
What roles can youth choose?	Youth may help revise questions, distribute the feedback card, summarize anonymous themes, check the interpretation for missing context, and co-present the “You Said / We Will” update. Participation is optional and supported.
Who stores, reviews, and deletes the information—and when?	The youth evaluation lead and one adult ally review anonymous themes together. The adult ally stores raw responses in a restricted folder and deletes them after 90 days. The team reviews the summary at its next meeting.
How and when will we share back what we learned?	Collect feedback immediately after the hearing and for 48 hours afterward. Review it at the next youth meeting and share a one-page “You Said / We Will” update by group message.

Appendix C: What We Learned and What We'll Change

A group sensemaking tool for separating what the evidence directly shows from possible explanations. It makes space for missing voices, uncertainty, different interpretations, and a clear next decision.

Blank Worksheet

What We Notice	What It Could Mean	What We Still Do Not Know	What We Will Do Next

Completed Example: Youth Transit Access Campaign

What We Notice	What It Could Mean	What We Still Do Not Know	What We Will Do Next
Thirty youth registered, but only 14 attended the hearing.	The hearing time, transportation, school schedules, or preparation demands may have created barriers.	We did not ask non-attendees why they could not come. Registration does not equal commitment or access.	Contact non-attendees with an optional two-question check-in. Offer remote and written participation next time.
Council staff repeated our cost and safety concerns in follow-up questions.	Our research and testimony may be influencing how the issue is discussed.	Staff attention does not mean the Council member supports the full policy ask.	Request a follow-up meeting and ask directly what information or conditions are needed for support.
Posts received many views, but only six people completed the action form.	The content may have created awareness without a clear or easy next step.	Platform analytics do not show whether all viewers were part of our intended base.	Test a shorter call to action and add personal follow-up from youth organizers.
Youth speakers said preparation was strong, but two felt rushed and emotionally drained.	The team needs more pacing, choice, and post-action care even when the public event goes well.	Only speakers completed the debrief; support-team experiences are missing.	Build a 20-minute decompression period and ask all roles about workload and care.

Appendix D: Movement Story and Learning Record

A youth-accessible record of the movement's fuller story: what the group tried, what shifted, who contributed, what relationships and skills grew, what care was needed, what did not work, and what future leaders should know.

Blank Worksheet

Part of the Movement Story	What Happened / What We Learned	Evidence or Example	What Future Leaders Should Carry Forward
Policy or institutional change			
People power and leadership growth			
Participation and relationships			
Narrative or public understanding			
Care and sustainability			
Skills and knowledge			
Mistakes, surprises, and unresolved questions			
Materials and records to preserve			

Completed Example: Youth Transit Access Campaign

Part of the Movement Story	What Happened / What We Learned	Evidence or Example	What Future Leaders Should Carry Forward
Policy or institutional change	No final policy passed, but two Council offices requested follow-up information and one included youth transit in budget questions.	Meeting notes, hearing transcript, and written questions.	Decision-maker contact log, policy brief, and requested follow-up research.
People power and leadership growth	Five youth moved from attending meetings to leading outreach, research, testimony, or facilitation.	Role tracker and youth reflections.	Leadership notes, training materials, and next-role interests.
Participation and relationships	The campaign added 18 active supporters and strengthened relationships with two schools and a disability-justice partner.	Sign-ups, meeting attendance, and partner notes.	Consent-based contact list and partnership commitments.
Narrative or public understanding	The public message shifted from “free rides” to youth mobility as access to school, work, safety, and community.	Media clips, testimony, and supporter feedback.	Approved talking points, youth-created graphics, and message-testing notes.
Care and sustainability	Food and transit support helped participation; hearing day was still too long for several youth.	Feedback cards and care-team notes.	Care budget, shorter shifts, quiet space, and post-action debrief.
Skills and knowledge	Youth practiced research, data interpretation, public testimony, digital outreach, and meeting facilitation.	Work samples and self-assessment.	Portfolio copies, certificates, and peer feedback.
Mistakes, surprises, and unresolved questions	The team overestimated how many online supporters would take action and still needs a clearer fiscal response.	Action-form data and Council questions.	Test new follow-up methods and assign fiscal research.
Materials and records to preserve	Final testimony, policy brief, outreach scripts, photos with permission, meeting notes, and evaluation summary.	Archive checklist.	Store in the shared campaign folder with access and ownership notes.

Appendix E: Share-Back, Celebration, and Archive Plan

Use this tool to close the feedback loop, recognize contributions, protect story ownership, and prepare the next group to continue the work.

Planning Area	Decision	Owner	By When
Who receives the share-back, including people who could not attend?			
What will we share, and what must remain private or internal?			
Which consent terms from Module 8 still apply, and what new permission is needed?			
Which formats and accessibility supports will we use?			
How will we recognize youth, caregivers, partners, and behind-the-scenes roles?			
Which materials will be archived, where, and for how long?			
Who may access, reuse, revise, or delete each item?			
What commitments, unanswered questions, and next steps will we report?			
What briefing, relationship handoff, and support does the next group need?			

Appendix F: Win Wall Cards

Facilitator use: Print or copy these categories onto chart paper. Youth can add sticky notes naming wins they noticed. Participants may write, draw, dictate, or place a prepared example.

Win category	Youth-friendly prompt	Example
Policy or system change	Did a rule, budget, practice, or decision change?	A Council office added our recommendation to a draft.
People power	Did more people join, speak, organize, or take action?	Twelve new youth joined the campaign list.
Youth leadership	Did young people practice or lead something new?	Two youth facilitated the coalition meeting.
Relationships	Did we build trust with community members or decision-makers?	A transit official agreed to a follow-up meeting.
Access and inclusion	Did participation become easier or more welcoming?	We added interpretation and transit support.
Care and sustainability	Did we protect rest, safety, joy, or belonging?	The team shortened meetings during exams.
Learning	What did we understand better?	We learned which agency controls late-night routes.
Example: Youth Transit Access Campaign: “Young people led testimony, built a stronger relationship with a Council office, and learned that implementation depends on both the Council and the transit agency.”		

Appendix G: What We Did / What Changed Sort

Facilitator use: Cut the rows into cards or read them aloud. Ask youth to sort each card as an activity, output, outcome, or longer-term change. Emphasize that outputs count what happened; outcomes describe what changed.

Card	Best match	Why
Held three testimony-prep sessions	Activity	This is something the campaign did.
Twenty-four youth completed testimony drafts	Output	This counts a direct product or participation result.
Youth reported greater confidence speaking to officials	Outcome	This describes a change in skill or confidence.
The agency created a youth advisory process	Longer-term change	This is a lasting system or practice change.
Posted six campaign videos	Output	This counts content produced.
More riders understood how to submit service complaints	Outcome	This describes a change in knowledge or action.
Facilitators can add campaign-specific cards and allow more than one reasonable answer when youth can explain their thinking.		

Appendix H: Campaign Scoreboard

Facilitator use: Use this as a quick check-in, not a grading tool. Youth choose the status and add evidence or a question. Revisit it at several points in a campaign.

Area	Status: Starting / Growing / Strong / Unsure	Evidence or question	Next move
Youth leadership			
Base building			
Decision-maker movement			
Community relationships			
Access and inclusion			
Team care			
Policy or implementation progress			
Decision-maker movement — Growing. Evidence: Two offices responded and one requested a briefing. Next move: prepare a one-page summary and ask for a commitment.			

Appendix I: Youth-Friendly Feedback Menu

Facilitator use: Let youth choose among several ways to respond. Collect only information the team will use. Avoid asking participants to repeat personal or traumatic experiences.

Method	Best for	Simple prompt	Access option
One-word checkout	Fast emotional temperature	One word for how today felt.	Speak, write, point, or pass.
Fist to five	Quick confidence or agreement check	How ready do you feel for the next step?	Use fingers, cards, or verbal numbers.
Two-question survey	A small amount of comparable feedback	What helped? What should change?	Paper, QR code, or facilitator scribe.
Pair interview	More detail with peer support	What changed for you or the campaign?	Choose partner or trusted adult.
Drawing or collage	Creative reflection	Show a moment that mattered.	Provide images, markers, or digital tools.
Talking circle	Shared meaning and patterns	What are we noticing together?	Pass option and no forced disclosure.
Observation notes	What happened during an activity	Who participated and what supported access?	Use neutral facts, not judgments.
Use no more methods than the team can review and respond to. Tell youth how their feedback will be used.			

Appendix J: Question Makeover

Facilitator use: Help youth turn vague, leading, invasive, or overly broad questions into questions that are clear, respectful, answerable, and connected to a decision.

Original question	What is the problem?	Youth-friendly revision	How will we use the answer?
Did you love the event?	Leading and only allows a positive answer.	What was useful, and what should we change?	Improve the next event.
Tell us everything that happened to you.	Too broad and may pressure personal disclosure.	Which part of the issue should decision-makers understand? You may use a general or fictional example.	Shape public education messages.
Was the campaign successful?	Success is undefined.	What changed in youth leadership, community support, or decision-maker action?	Choose the next campaign step.
Why didn't young people come?	Assumes blame.	What made participation easier or harder?	Remove access barriers.
A strong question is understandable, voluntary, focused, and connected to an action the team can take.			

Appendix K: Consent Stoplight

Facilitator use: Use before collecting stories, photos, quotes, recordings, names, or identifying details. Consent is specific and ongoing. Follow organizational policy and applicable law. Begin with Module 8's Story Ownership and Consent Agreement. The Consent Stoplight confirms the current decision; it does not transfer permission to a new audience, platform, campaign, archive, or portfolio.

Color	Meaning	Examples	Facilitator action
GREEN: Clear to proceed	The person understands and freely agrees to the specific use.	Anonymous survey; approved photo for one campaign post.	Record the permission and use only as agreed.
YELLOW: Pause and clarify	The purpose, audience, privacy, or future use is unclear.	A quote may be shared with media; a group photo includes people who did not respond.	Explain, offer choices, and ask again without pressure.
RED: Do not collect or share	There is no consent, consent was withdrawn, or sharing could create avoidable harm.	Private story posted publicly; identifying information about a minor without permission.	Stop, protect the information, and consult the safeguarding lead if needed.
Ask: What are we collecting? Why? Who will see it? How long will we keep it? Can the young person say no or change their mind?			

Appendix L: Headline or Hype? and Data Detective

Facilitator use: Use short campaign evidence cards. Youth decide what the evidence supports, what it does not prove, and what else they need before making a public claim.

Evidence	Safe claim	Hype to avoid	What else should we check?
18 of 22 workshop participants said they felt more prepared to testify.	Most participants who completed the survey reported greater preparation.	Our training makes every young person a powerful advocate.	Who did not respond? Was the question clear?
A Councilmember mentioned the campaign during a hearing.	The campaign's issue entered the public hearing discussion.	The Council has agreed to our full proposal.	Was there a commitment, vote, or written follow-up?
Three youth shared similar transportation barriers.	These stories identify a pattern worth investigating.	All DC youth experience the same problem.	Public data, more youth perspectives, and neighborhood differences.
Event attendance rose from 12 to 25.	Attendance increased at the second event.	Our base has permanently doubled.	Were participants new, returning, and still engaged later?
Data Detective prompts: What do we notice? Whose voice is included? What is missing? What is another possible explanation? What can we honestly say?			

Appendix M: Movement Museum

Facilitator use: Create stations featuring campaign artifacts such as photos, flyers, testimony, meeting notes, art, timelines, or public records. Obtain permission before displaying personal material.

Exhibit Label	Response
Artifact title	
What is it?	
What moment does it represent?	
What changed or was learned?	
Whose work should be recognized?	
What is missing from this story?	
Permission level: internal / partner / public	
What should happen next?	
Artifact: Youth transit testimony board. It represents the first time six team members testified together. We learned that coordinated stories made the pattern easier to see. Recognition: youth speakers, peer coaches, interpreters, and caregivers.	

Appendix N: You Said / We Will / We Still Need to Learn

Facilitator use: Return findings to the people who provided feedback. Be specific about what the team will change, what it cannot change yet, and what questions remain.

You Said	We Will	We Still Need To Learn	By When / Who
Evening meetings are hard without food and transportation.	Budget for meals and transit support in the next event plan.	Which transportation options work best for different neighborhoods?	Before next event — logistics lead
Youth want more time to practice before testimony.	Add a second practice round and optional office hours.	Which practice format feels most supportive?	Next hearing cycle — training team
The survey was too long.	Reduce it to three decision-linked questions.	Whether creative feedback options increase participation.	Next session — evaluation leads
Share this back in the same places and formats used to collect feedback whenever possible. Do not make promises the team cannot keep.			

Appendix O: Sources and Further Research

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

- Youth Research and Evaluation eXchange (YouthREX). (n.d.). *YouthREX's Evaluation Framework*. Offers a youth-program-centered process for planning an evaluation, using logic models, collecting evidence, interpreting findings, learning from results, and communicating the story of a program. The framework includes youth-engaged, learning-focused, and context-sensitive lenses. Open resource.
- Youth Research and Evaluation eXchange (YouthREX). (n.d.). *Youth-Friendly Measures*. Provides short, accessible quantitative and qualitative tools for understanding program experiences and outcomes. Resources include questionnaires, interview guides, and arts-based approaches designed to reduce burden on young participants. Open resource.
- ACT for Youth. (n.d.). *Logic Models*. Explains logic models as visual road maps connecting resources, activities, outputs, and short-, intermediate-, and long-term outcomes. Includes youth-program examples and practical planning tools. Open resource.
- BetterEvaluation. (n.d.). *Useful Tools for Engaging Young People in Participatory Evaluation*. Introduces ethical considerations and participatory activities that can help children and young people contribute to evaluation through accessible, interactive methods. Open resource.
- Lantos, H., Redd, Z., Warren, J., Bradley, M., & Habteselasse, S. (2024). *Measuring Youth Development: How Out-of-School Time Programs Collect and Use Data*. Child Trends. Examines how youth-serving programs select outcomes, combine quantitative and qualitative evidence, consider youth interest and equity, and avoid overly burdensome data collection. Open resource.

Facilitator reminder: Adapt evaluation methods to the group's age, access needs, campaign stage, and decision-making authority. Collect the minimum information needed, communicate limits honestly, and return useful findings to participants.