Youth Advocacy & Leadership Curriculum



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Welcome and Introduction

Welcome to DC Action's Youth Advocacy and Civic Leadership Curriculum. This resource helps young people understand their communities, investigate issues that affect their lives, build collective power, influence public decisions, communicate with purpose, and prepare for continued leadership.

The curriculum centers Black and brown youth ages 11–24 in Washington, DC. It draws from DC history, youth organizing traditions, public policy, research, communications, campaign strategy, evaluation, and professional development. Youth programs, schools, coalitions, advocacy organizations, government partners, and community-based organizations may use the full sequence or select a clearly defined pathway.

Core commitment. Use this curriculum with young people, not simply for them. Youth should have meaningful opportunities to question, adapt, lead, make choices, and apply the material to issues they identify.

A Personal Note from Kawanza Billy

My commitment to youth voice is personal and professional. Throughout my work in advocacy, organizing, and community and youth engagement, I have seen young people live closest to many community challenges while being kept far from the decisions that shape their lives. I have also seen what changes when adults recognize young people's ideas, invest in their leadership, and make room for them to influence what happens next.

This curriculum reflects a simple belief: young people are the future and their leadership starts now. They bring cultural knowledge, courage, creativity, and a clear view of what their communities need. I hope these lessons help young people understand the systems around them, recognize the power they already hold, build power with others, and practice the skills needed to advocate for the futures they deserve.

The curriculum should continue to grow. Facilitators and youth participants should record what works, what needs clarification, which examples need updating, and how tools should be adapted. Any revision should protect youth power, local relevance, accurate information, ethical practice, accessibility, collective care, and action connected to real opportunities for change.

Yours in service,

Kawanza Billy
Senior Youth Advocacy and Engagement Manager
DC Action

A Note from the DC Action Youth Advisory Team

This message comes from DC Action's Youth Advisory Team Cohort 2, which served during the 2025 and 2026 program years. We are writing to the young people who will continue this work and to the adults and organizations who will learn alongside them.

We learned that youth advocacy involves more than speaking at an event or receiving an invitation to a meeting. It means understanding the issues that affect us, using our experiences to guide what should change, listening to one another, and learning how policy, activism, advocacy, and organizing can move an idea toward action.

Preparation made a real difference during Youth Advocacy Day. Planning our message, roles, and meeting flow helped us speak clearly with DC Councilmembers. We did not need to know everything. We needed to understand the issue, practice, ask questions, and work as a team so one person did not have to carry the whole conversation.

We also learned to listen across disagreement. People can experience the same issue differently. Staying open, asking questions, and forming your own conclusion can reveal what is possible now and what may require more time, organizing, and support.

There are many ways to advocate. You may speak at a town hall, meet with a decision maker, research an issue, write, create, organize peers, help someone prepare, ask questions, or support the team behind the scenes. These skills grow through practice.

To young people: use this curriculum as a guide and make the work your own. To adult allies and partners: listen, explain systems without taking over, be honest about what youth can influence, and follow up after young people share their ideas. Stay connected and let's build together.

With support and solidarity,

DC Action Youth Advisory Team
Cohort 2 | 2025–2026

Curriculum Purpose and Learning Journey

The curriculum follows a developmental learning journey that moves from identity and belonging toward collective action and continued leadership.

Belonging → History → Research → Policy → Advocacy → Collective Power → Campaigns → Communication → Evaluation → Future Leadership

Across 10 modules and 40 lessons, participants move from understanding themselves and their city to designing, communicating, evaluating, and sustaining advocacy efforts. The curriculum is guided by these principles:

- Youth voice and shared power. Youth influence the issues, examples, activities, and decisions that shape their learning.
- Local relevance. DC history, government, neighborhoods, institutions, budgets, and organizing traditions ground the curriculum.
- Learning by doing. Young people practice research, testimony, outreach, mapping, message development, campaign planning, and evaluation.
- Truth and accountability. Participants research claims, verify sources, interpret data responsibly, and use AI with human oversight.
- Care and accessibility. Participation supports dignity, consent, rest, multiple ways to engage, and sustainable involvement.
- Leadership pathways. Young people leave with transferable skills, work products, relationships, and concrete next steps.

What Participants Will Be Able to Do

- Build community agreements and recognize meaningful youth-adult partnership.
- Connect DC history to current systems, inequities, institutions, and civic opportunities.
- Ask research questions, evaluate sources, interpret data, identify misinformation, and use AI ethically.
- Understand public policy, DC government, the city budget, lawmaking, implementation, and oversight.
- Distinguish advocacy from organizing and use inside and outside strategies.

- Build a base, analyze power, select tactics, escalate strategically, and practice collective care.
- Turn community problems into winnable issues and develop campaign plans.
- Create audience-centered messages and organize responsibly in digital spaces.
- Evaluate results, document learning, celebrate contributions, and plan what comes next.
- Translate advocacy experience into leadership stories, portfolios, relationships, and career pathways.

Who This Curriculum Is For

The curriculum is designed for young people ages 11–24 in Washington, DC. Each lesson includes adaptations for ages 11–14, 15–17, and 18–24. Facilitators should also respond to each group's reading preferences, prior knowledge, language access, disabilities, cultural context, and program setting. Age bands are guides, not labels of ability.

- Youth participants may use the lessons to build civic knowledge, practice advocacy skills, create campaign tools, and plan future leadership steps.
- Youth and adult co-facilitators may divide roles and lead sections together.
- Adult allies may use the guidance to support youth decision-making without taking over.
- Organizations, schools, coalitions, agencies, and community programs may use the full sequence or a defined pathway that fits their goals.

Choose the Right Delivery Model

Delivery Model	How to Use It
Full sequence	Use all 10 modules in order for a comprehensive youth civic leadership program.
Semester or school-year pathway	Select modules that fit the program calendar while preserving prerequisite concepts and product connections.
Campaign-based pathway	Use Modules 3-9 alongside a real youth-led issue only after completing the Practice-to-Action Check.
Standalone workshop	Choose one lesson when participants already have the necessary foundation. Review the module bridge and prerequisites first.
Train-the-trainer pathway	Prepare youth and adult facilitators to co-lead, adapt scenarios, and document improvements.

Using the 60-Minute Lesson Format

Every agenda is designed as a complete 60-minute session. The timing within an agenda is suggested so facilitators can respond to the group, but each session should retain its protected opening, core practice, participant product, reflection, and closing.

- A lesson labeled Part A and Part B requires two separate 60-minute sessions. Do not compress both parts into one hour.
- Begin Part B with a brief reconnection and review so participants can re-enter the work safely and confidently.
- If an interruption shortens a session, protect consent, reflection, and closing. Schedule unfinished practice or production for a later meeting.
- Keep direct instruction brief. Young people should spend most of the session talking, moving, deciding, creating, practicing, or reflecting.
- When additional time is available, add local examples, small-group practice, youth facilitation roles, deeper debriefs, or application to a real issue after readiness is confirmed.

Navigation Legend

Use the following text labels throughout the website. The labels help facilitators identify what to protect and what to adapt. Pair any visual icon with the written label, and do not rely on color alone.

Label	Meaning	How to Use It
CORE	Protected Core	Keep this element in every session. Protected core elements include the welcome or reconnection, youth choice, core learning or practice, participant product, reflection, and closing.
ADAPT	Age Adaptation	Choose or combine options that fit ages 11–14, 15–17, and 18–24, as well as the group's access needs and experience.
ACTION	Practice-to-Action Check	Complete the readiness check before live testimony, campaigns, public communications, data collection, or portfolio sharing.
CHECK	Facilitator Check	Use the evidence and reflection prompts to confirm learning, note support needs, and improve the next session.

Standard Lesson Structure

Lesson Section	What You Will Find	How to Use It
Purpose	Why the lesson matters.	Use it to frame the session and protect the lesson's central intent.
Outcomes / Youth Learning Goals	Youth-friendly learning goals.	Share or paraphrase the goals so participants know what they are building.
Age Adaptations	Options for ages 11–14, 15–17, and 18–24.	Adapt language, examples, reading load, movement, support, and expected analysis.
Process	A brief description of the learning experience.	Read it before facilitating so the lesson arc is clear.
Suggested Run Time	The 60-minute session expectation.	Use the agenda's suggested durations while protecting every core element.
Materials and Preparation	Supplies, setup, technology, and advance work.	Complete the checklist before participants arrive.
Agenda and Activity Guide	Activities, timing, purposes, materials, and facilitator instructions.	Use it as the primary guide during the session.
Facilitator Check	Evidence of learning and reflection questions.	Use it during and after the session to assess understanding and improve delivery.
Module Appendix	Sources, worksheets, examples, visuals, and facilitator tools.	Open, print, download, or adapt only what the lesson requires.

Facilitator preparation standard. A new facilitator should be able to understand the lesson purpose, prepare the materials, follow the agenda, support participation, and identify follow-up without inventing missing instructions.

Recommended Preparation

- Read the complete lesson, including age adaptations, materials, appendix tools, examples, sources, and Facilitator Check.
- Confirm the purpose, outcomes, process, and 60-minute agenda before adapting activities.
- Choose current, local examples and verify facts, dates, data, laws, budgets, officeholders, and procedures.
- Prepare materials, technology alternatives, accessibility supports, food, transportation, stipends, interpretation, and follow-up plans as applicable.
- Decide where youth will hold, share, or influence decision-making power, and communicate the boundaries honestly.
- Identify sensitive topics, required reporting responsibilities, privacy concerns, and support resources before asking youth to share experiences.
- Plan how participant products will be saved, credited, protected, and used later.

Facilitator Preparation Checklist

- I understand the lesson's purpose, outcomes, and place in the learning journey.
- I reviewed and verified the sources and local examples.
- I prepared the appendix tools, supplies, links, and accessibility options.
- I know which elements are protected core and which may be adapted.
- I can explain youth decision-making power and program boundaries.
- I have a plan for sensitive disclosures, privacy, digital safety, and required reporting.
- I know how participant work will be saved, credited, and used later.
- I have a follow-up plan for unanswered questions and commitments.

Creating Belonging Access and Choice

Young people connect with the material when they know what to expect, can make meaningful choices, and can participate without being pressured to disclose personal experiences. Facilitators are responsible for creating the conditions for dignity, access, and trust.

- Facilitate with youth, not at youth. Invite young people to lead, choose examples, question assumptions, and shape group products.
- Name power and choice. Explain which decisions youth control, share, influence, or are only being informed about.
- Begin with relationships. Learn and use names and pronouns, explain your role, honor agreements, and follow through.
- Offer multiple ways to participate. Include speaking, writing, drawing, movement, partner work, anonymous input, breaks, fidgets, food, water, interpretation, and technology alternatives as needed.
- Use plain language without lowering expectations. Define terms, use local examples, break complex processes into steps, and invite application rather than memorization.
- Do not force disclosure. Participants may pass, use fictional or composite scenarios, speak generally, work with a partner, or contribute in another way.
- Protect story ownership. Ask permission before recording, quoting, photographing, posting, or sharing a young person's story. Explain where information will go and who will see it.
- Explain confidentiality and its limits. Do not promise secrecy that legal or ethical responsibilities prevent you from keeping.
- Use trauma-aware practices. Give advance notice about sensitive topics, offer choices and grounding, permit breaks, and do not treat trauma as proof that an issue matters.
- Treat conflict as part of learning. Use community agreements, address impact, and create opportunities for accountability and repair.
- Teach civic participation without directing youth to support a political party or candidate.
- Verify current information, distinguish evidence from interpretation, cite sources, and correct mistakes openly.

- Use AI with accountability. Do not enter private youth information into AI tools. Verify outputs, check bias, disclose meaningful assistance, and keep a person responsible for final decisions.
- Compensate and credit youth when possible, and explain compensation, use, and ownership before the work begins.
- Close the feedback loop. Tell youth what happened with their ideas, what changed, what could not change, and why.

From Practice to Real-World Action

Practice, fictional, or composite scenarios are the default. Before moving into live testimony, a real campaign, public communications, data collection, or portfolio sharing, confirm each condition below. If any condition is missing, keep the activity in practice mode.

- Youth freely opt in and may pass or change roles without penalty.
- The decision, process, timeline, and public-record consequences have been verified.
- Staffing, transportation, food, accessibility, compensation when appropriate, and adult follow-through are available.
- Consent, privacy, story ownership, digital safety, and required reporting responsibilities are clear.
- The group has a follow-up and debrief plan.

Facilitator Reflection After Each Session

Record what supported participation, what was unclear, where timing shifted, which accessibility needs emerged, how power and participation showed up, and what should change before the next session. Document unanswered questions and every commitment that requires follow-up.

Youth Participant Best Practices

These practices support shared learning. They are not rules for punishing participants. Youth and facilitators should adapt them into community agreements that fit the group.

- Bring your full self and choose your boundaries. Your identity, culture, questions, creativity, and lived experience matter. You decide what personal information to share.
- Speak from your experience. Use I statements and avoid assuming one person represents an entire neighborhood, identity, or generation.
- Step up, step back, and step with. Contribute, make room, and support people who participate differently.
- Ask questions and challenge ideas without attacking people. It is okay not to know.
- Check before sharing. Verify claims, look for original sources, read beyond headlines, and correct misinformation.
- Protect people's stories. Do not repeat, post, record, or quote another person's story without permission.
- Use technology responsibly. Protect personal information and do not upload confidential information to AI tools or public platforms.
- Give credit to the people, organizations, communities, research, art, and ideas that informed your work.
- Practice consent in group work. Ask before taking photos, tagging people, assigning public roles, or volunteering someone to share.
- Follow through or communicate early. Complete agreed responsibilities, ask for help, or tell the group when circumstances change.
- Care for yourself and the group. Take breaks, drink water, move, seek support, and notice when others may need space.
- Share feedback and celebrate growth. Name what helped, what was unclear, what felt inaccessible, and what you learned or contributed.

Participant Learning Portfolio

Participants should be encouraged to maintain a physical or digital portfolio. The portfolio helps youth carry work from one module to the next and translate advocacy experience into future opportunities. Depending on the pathway completed, it may include:

- Community commitments and leadership reflections.
- DC history, government, and budget learning products.
- Research questions, source checks, and data analysis.
- Policy notes and implementation analyses.
- Testimony, outreach messages, and inside and outside advocacy plans.
- Organizer style reflections, base-building plans, and power maps.
- Issue trees, campaign plans, frames, messages, and tactic ladders.
- Digital organizing plans and ethical storytelling agreements.
- Evaluation plans, evidence summaries, lessons learned, and celebration records.
- A professional biography, resume language, work samples, relationship maps, and a future plan.

Portfolio safety. Youth decide what to include and who may view or share it. Remove private information before public use, confirm consent for other people's stories or images, and provide a nonpublic option.

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

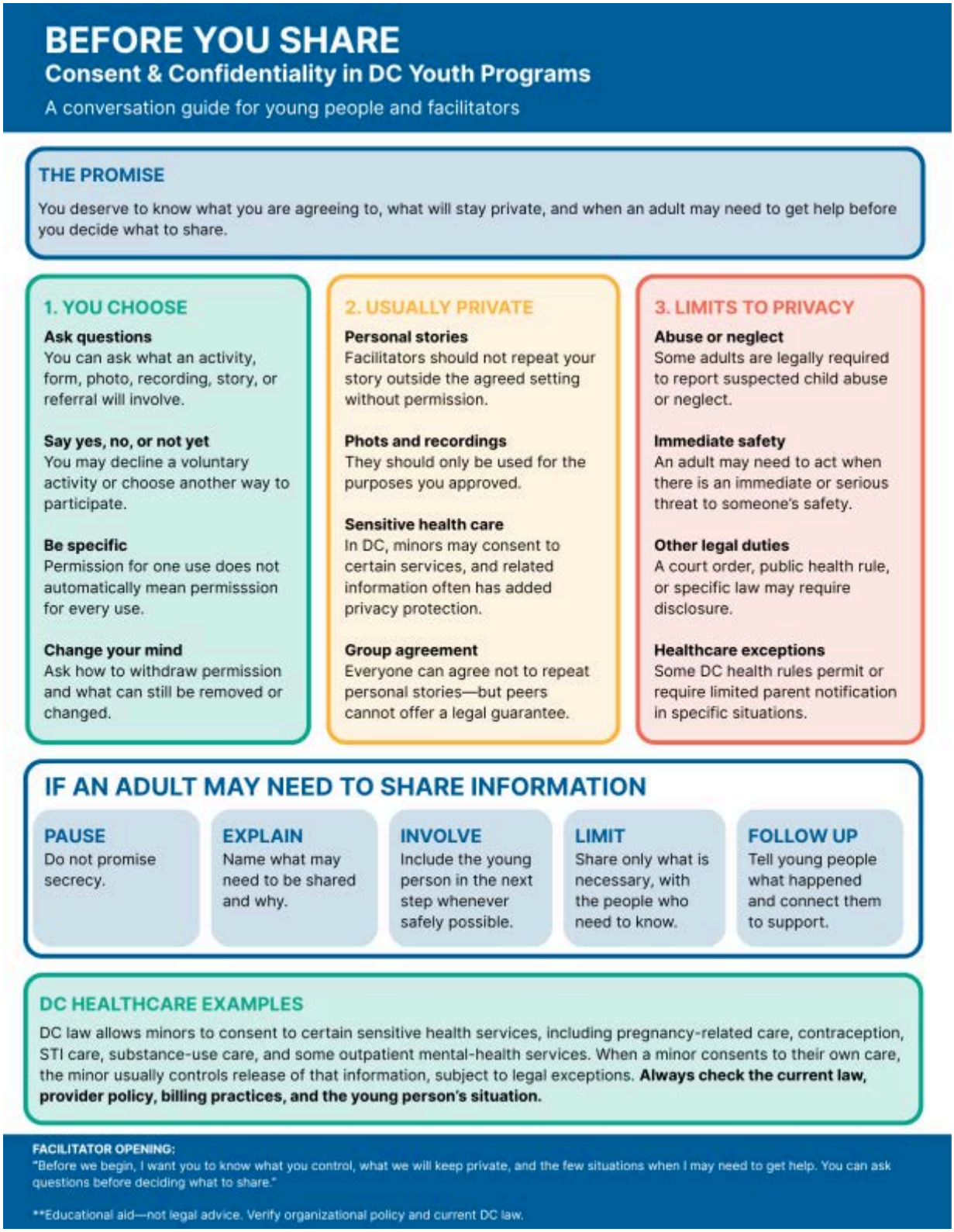
Youth prompts

- 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.

Module 2: DC Then, DC Now, DC Next

Purpose: Participants explore how DC's history shaped today's systems and inequities, learn how local government and democracy work, examine how public budgets express priorities, and connect their vision for the District to civic participation and future advocacy.

Outcomes

- Connect selected historical decisions and community struggles to present-day conditions in DC
- Identify the major institutions involved in DC government and explain their different roles.
- Explain how DC Home Rule and federal authority shape local democracy.
- Describe the basic public budget process and identify opportunities for community participation.
- Connect youth priorities to the institutions, policies, and resources that can help create change.
- Develop a youth-centered vision for DC's future that serves as a bridge to advocacy and organizing.

Learning Journey

Past → Place → Structure → Resources → Vision → Civic Action

The module begins with the history beneath the places young people know. It then moves from historical context to the structure of local government, from government structure to public resources and budgets, and from those systems to a youth-created vision for the future. Participants do not yet complete a full power map or campaign plan. Instead, they build the civic foundation needed to use those tools meaningfully in later modules.





Curriculum Connections

Connection	How This Module Fits
Builds from	Builds on Module 1's Community Agreement and Youth-Adult Partnership Commitments so civic learning happens in a culture of belonging and shared power.
Reuses	Community agreements; shared-power expectations; youth expertise about neighborhood conditions.
Frameworks and tools	Past-Present-Future; DC government map; operating and capital budgets; DC Future Agenda.
Products to carry forward	Carry the DC Future Agenda and unanswered civic questions into Module 3 research and Module 4 policy analysis.

Module at a Glance

Lesson	Primary Focus	Suggested Run Time	Key Product
1. DC Then.	History, place, segregation, civil rights, democracy, and community change	60 minutes	Then-and-now history connections
2. Who Runs DC?	Local government structure, Home Rule, federal authority, and civic access points	60 minutes	Youth-friendly government structure guide
3. Follow the Money.	Operating and capital budgets, public priorities, hearings, and implementation	60 minutes	Youth budget priorities sheet
4. DC Next.	Future vision, responsible institutions, public decisions, and civic action	60 minutes	DC Future Agenda

Lesson 1: DC Then — The History Beneath Our Feet

Purpose: Participants explore selected moments in DC history and consider how decisions about land, freedom, housing, education, democracy, and neighborhood development continue to shape young people's lives.

Outcomes / Youth Learning Goals

- I can identify important events and community struggles in DC history.
- I can connect at least one historical decision to a condition I see in DC today.
- I can ask whose experiences are centered, missing, or contested in a historical account.
- I can explain that present-day inequities were shaped by choices, policies, institutions, and organizing.

Age Adaptations

- **Ages 11–14:** Use 6–8 timeline milestones, large visuals, neighborhood maps, and sentence starters.
- **Ages 15–17:** Find additional short primary source excerpts and ask youth to compare an official decision with a community response.
- **Ages 18–24:** Add questions about property, wealth, displacement, federal authority, and how historical narratives influence current policy debates.

Process

Before participants arrive, post the visual timeline and selected maps or photographs. Begin with a place-based check-in and a separate visual icebreaker. Youth then complete a timeline gallery walk, discuss whose stories are centered or missing, and create past-to-present connections. Close by identifying one historical question the group wants to carry into the rest of the module.

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

- DC History at a Glance visual timeline
    - See: https://dchistory.org/dc-history-timeline
- Printed timeline cards or station pages.
- Sticky notes in two or three colors.
- Historical and current neighborhood maps or photographs.
- Then-and-Now Connection worksheet.
- Markers, chart paper, optional fidgets, water, and snacks.
- Facilitator source notes from the appendix.

Agenda and Activity Guide

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Welcome and Purpose	5 minutes	Introduce the module and connect history to advocacy.	Posted module journey	Welcome participants. Say: "Before we learn how to change systems, we need to understand how DC became the city it is today. History is more than a list of dates. It helps us see how choices, policies, resistance, and community care shaped the opportunities and challenges we experience now."
Check-In: My DC Place	5 minutes	Connect identity and lived experience to place without requiring disclosure.	Optional map or index cards	Ask: "What is one place in DC that matters to you? A block, school, park, library, recreation center, business, or gathering place? What makes it meaningful?" Participants may share aloud, write, point to a map, or pass. Avoid asking youth to reveal a home address or other precise personal information.
Icebreaker: Old, New, or Not Sure?	10 minutes	Activate curiosity about the city and challenge assumptions.	Four Corners signs or hand signals	Name several DC places, traditions, or institutions. Participants guess whether each is older than 25 years, younger than 25 years, or unsure. Use examples appropriate to the group. After each guess, share one short fact and emphasize that "not sure" is a valuable starting point for research.
Visual Timeline Gallery Walk	15 minutes	Explore selected milestones through images and short text.	Visual timeline, station cards, sticky notes	Ask youth to rotate and leave notes using three prompts: "I knew this," "This surprised me," and "I think this still affects DC because...". Encourage participants to notice both government decisions and community organizing. An alternative would be a field trip to the MLK Library or DC History Center.

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Whose Story Is Here?	8 minutes	Practice historical inquiry and identify missing perspectives.	Chart paper	Ask: “Whose experiences are easy to see on this timeline? Whose stories may be missing (people, communities, etc)? What would we need to research before claiming we understand the full story?” Record questions rather than rushing to fill every gap. Reinforce that responsible history uses multiple sources and distinguishes evidence from assumptions.
Past-to-Present Connections	12 minutes	Connect history to current systems and community conditions.	Then-and-Now worksheet	In pairs or small groups, select one milestone. Complete: What happened? Who made or influenced the decision? Who was affected or benefited? What community response or resistance occurred? Where might we see a connection today? Invite groups to share one connection and one question they still have.
Closing Reflection	5 minutes	Consolidate learning and bridge to government structure.	Exit slips	Ask: “What is one part of DC’s past that helps you understand the present differently?”

Facilitator Check

Listen to see whether youth can connect a historical choice or struggle to a present-day condition without treating the connection as automatic or overly simplistic. Youth should also understand that historical accounts can sometimes omit important voices.

Lesson 2: Who Runs DC? — Government, Home Rule, and Democracy

Purpose: Participants learn how DC government is structured, how local responsibilities are divided, how Home Rule differs from full state authority, and where young people and communities can engage public institutions.

Outcomes / Youth Learning Goals

- I can describe the basic roles of the Mayor, DC Council, Attorney General, courts, agencies, ANCs, State Board of Education, and Congress.
- I can explain what Home Rule means and name at least one limitation on DC self-government.
- I can match common community issues with the institutions most responsible for addressing them.
- I can identify at least two ways young people can participate in DC civic life.

Age Adaptations

- **Ages 11–14:** Use role cards, icons, and concrete scenarios such as a broken streetlight, school rule, recreation program, or bus concern.
- **Ages 15–17:** Add Council committees, agency oversight, public hearings, and student representation examples.
- **Ages 18–24:** Add independent agencies, courts, implementation gaps, federal review, and distinctions between formal authority and community influence.

Process

Post the DC government structure visual and prepare role cards. After the check-in and icebreaker, teach the major institutions in short sections. Youth complete a “Who Does What?” matching activity and apply the structure to community scenarios. Define power mapping as a later tool, but do not complete a power map in this lesson.

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

- DC Government Structure visual from Appendix B.
- Government role cards and scenario cards.
- “Who Does What?” matching worksheet.
- Chart paper and markers.
- Optional current DC organizational chart.
- Home Rule key-terms handout.
- Optional internet access for checking an agency or committee.

Agenda and Activity Guide

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Welcome and Purpose	5 minutes	Frame government structure as a tool for civic action.	Government structure visual	Say: “Knowing that something is unfair is important. Knowing which institution has the responsibility, authority, or resources to address it helps us decide where to speak, ask questions, testify, organize, or follow up.” Display the visual and preview the major parts of the lesson.
Check-In: A Decision That Affected Me	5 minutes	Connect government and institutional decisions to daily life.	Optional index cards	Ask: “What is one rule, program, service, or public decision that affects young people in DC?” Participants may name a general example rather than a personal story. Record themes such as schools, transit, housing, recreation, safety, jobs, health, or public space.
Icebreaker: Who Would You Call?	8 minutes	Surface existing knowledge about public institutions.	Scenario slips	Read a scenario such as a dangerous intersection, a missing recreation area, programming, a school lunch, or a neighborhood development proposal. Ask groups to guess whom they would contact first and why. Do not correct every answer immediately; use the guesses to introduce overlapping roles and the need to research responsibility.

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Mini-Lesson: DC Government Structure	12 minutes	Explain formal roles and the special context of DC governance.	Structure visual and role cards	Introduce each institution in plain language. Mayor/executive: proposes priorities and manages agencies. Council: makes laws, approves the budget, and oversees agencies. Agencies: implement programs and rules. The Office of the Attorney General (OAG) enforces the laws of the District, provides legal advice to the District's government agencies, and promotes the interests of the District's residents. ANCs: advise on neighborhood matters. State Board: approves certain state-level education regulations and advises on education policy. Courts: decide local legal matters. Congress: retains authority over DC under Home Rule. Pause after each role for one example.
Home Rule and Democracy	8 minutes	Explain local self-government and its limits.	Home Rule terms handout	Say: "Home Rule gives DC residents an elected Mayor and Council, but it is not the same as the authority held by a state." Explain that Congress reviews local legislation and retains significant constitutional authority over the District. Invite youth to name questions or tensions this creates. Keep the discussion factual and distinguish current law from political positions about statehood.

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Activity: Who Does What?	15 minutes	Apply the structure to realistic youth and community issues.	Role cards, scenarios, matching worksheet	In small groups, match each scenario with: the institution with primary responsibility, other institutions that may influence the outcome, and one public participation option. Remind groups that more than one institution may be involved. During the debrief, ask what evidence would confirm their answer, such as an agency mission page, Council committee assignment, law, regulation, or budget document. After identifying the institution, walk through who holds formal authority, who implements the decision, and what power affected people, youth, communities, and organized groups can build or use.
Closing Reflection	7 minutes	Check understanding and bridge to budgets.	Exit slips	Ask: “Which part of DC government feels clearer now?” and “Which institution do you still want to understand better?” Close: “Institutions show us where decisions happen. Budgets show us which priorities receive resources. That is where we go next.”

Facilitator Check

Listen for whether youth distinguish the roles of the Mayor, DC Council, agencies, courts, ANCs, and Congress and can name at least one realistic public-participation entry point.

Lesson 3: Follow the Money — Budgets, Priorities, and Public Decisions

Purpose: Participants learn how operating and capital budgets support public services and long-term investments, how DC's budget moves from proposal to approval and implementation, and how community members can influence and monitor public spending.

Outcomes / Youth Learning Goals

- I can explain the difference between an operating budget and a capital budget.
- I can describe the major stages of the DC budget process.
- I can connect a youth priority to the agencies, programs, or investments that may require funding.
- I can identify ways young people and communities can participate before, during, and after budget decisions.

Age Adaptations

- **Ages 11–14:** Use a small set of illustrated budget choices, round numbers, and familiar examples such as recreation, school supports, transit, libraries, and mental health.
- **Ages 15–17:** Add agency budgets, hearings, testimony, and the difference between funding a program and changing a law.
- **Ages 18–24:** Add revenue, recurring versus one-time funds, implementation, capital timelines, oversight, and questions about equity and distribution.

Process

Prepare the budget-process visual and a simplified version of the Youth Budget Choices activity. Begin with a values check-in and a quick resource-allocation icebreaker. Teach operating and capital budgets, walk through the DC budget cycle, and have groups make and defend limited-resource choices. The lesson ends with a youth budget priorities sheet and a reminder that adopted funding must still be implemented and monitored.

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

- DC Budget Process visual from Appendix E.
- Youth Budget Choices cards and allocation sheet.
- Tokens, play money, sticky dots, or a 100-point budget.
- Youth Budget Priorities worksheet.
- Operating-versus-capital examples.
- Current official budget webpages or selected agency pages.
- Calculators optional; chart paper and markers.

Agenda and Activity Guide

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Welcome and Purpose	5 minutes	Connect public money to public values and services.	Budget process visual	Say: “A budget is not only a spreadsheet. It is a plan for the collection and use of public resources. It can show what leaders choose to protect, expand, delay, or leave unfunded.” Clarify that the activity is a simplified learning exercise and not a complete representation of the District budget.
Check-In: What Should Every Young Person Have?	5 minutes	Connect budgeting to community needs and values.	Sticky notes	Ask participants to name one resource, service, or condition every young person in DC should be able to count on. Group similar responses without ranking them yet. Note that many priorities require both policy decisions and sustained funding.
Icebreaker: Spend Ten Points	8 minutes	Introduce budgeting tradeoffs in a low-stakes format.	Ten tokens per group; 3 fun categories	Give groups ten points to distribute among three playful event or community-building categories. Afterward, ask: “What made the choice difficult? What information did you wish you had?” Use their answers to introduce priorities, constraints, evidence, and tradeoffs.

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Mini-Lesson: Walk Through the Budget Cycle	12 minutes	Teach two foundational budget categories. Explain how proposals, hearings, votes, implementation, and oversight connect.	Examples handout; Budget process visual	Explain: “Operating funds support day-to-day services, staff, supplies, grants, and program operations. Capital funds support major long-term assets and improvements such as buildings, renovations, vehicles, and infrastructure.” Use paired examples and ask youth to classify each one. Note that some priorities may involve both. Use the visual to explain: agencies and the Mayor plan; the Mayor submits a proposal; Council committees review and hold public hearings; the Council revises and votes; agencies implement; the public tracks results and prepares for the next cycle. Emphasize that exact dates are subject to change and that facilitators should use the current official schedule.
Activity: Youth Budget Choices	15 minutes	Practice setting priorities and explaining tradeoffs.	Budget cards, allocation sheet, 100 points	Give each group the same limited total and several youth priorities. Require groups to fund more than one category and write one sentence explaining each decision. Then introduce one new condition, such as a reduction, an urgent need, or new evidence, and allow one revision. Debrief: Who benefited? Who may have been left out? What data, stories, or participation would improve the decision?
From Allocation to Advocacy	10 minutes	Connect budget choices to institutions and public participation.	Youth Budget Priorities worksheet	Each group selects one priority and identifies: the likely agency or institution, whether the need is operating, capital, policy, or mixed, what evidence is needed, and one way youth could participate. Possible methods include testimony, meetings, public comments, coalition outreach, monitoring, or storytelling.

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Closing Reflection	5 minutes	Reinforce that approval and implementation are different stages.	Exit slips	Ask: “What is one question you would ask before supporting a budget proposal?” and “How would you know whether an approved investment actually reached young people?” Close by explaining that Lesson 4 will turn learning into a future agenda.

Facilitator Check

Listen for whether youth distinguish operating from capital spending, understand that the Mayor proposes the budget, the Council reviews and approves it, and that implementation and oversight continue after a vote.

Lesson 4: DC Next — Building the Future We Deserve

Purpose: Participants bring together history, government structure, public resources, and community knowledge to create a youth-centered vision and a set of civic priorities for DC's future.

Outcomes / Youth Learning Goals

- I can describe a future condition I want young people in DC to experience.
- I can connect that future condition to a present system, institution, policy, program, or budget choice.
- I can identify the institution or public process to research next.
- I can develop a clear youth priority that can later become an advocacy goal or campaign issue.

Age Adaptations

- **Ages 11–14:** Use drawing, collage, neighborhood maps, and sentence starters such as "In DC, we deserve…".
- **Ages 15–17:** Require each vision statement to name a current barrier, responsible institution, and youth participation pathway.
- **Ages 18–24:** Add policy and budget distinctions, implementation questions, equity indicators, and tensions between short-term improvements and structural change.

Process

Display notes and products from the prior lessons. Begin with a future-focused check-in and a creative headlines icebreaker. Youth then use a Past–Present–Future worksheet to identify a desired condition, a current barrier, the relevant institution or process, and what to research next. Groups develop a short DC Future Agenda and present it. This is a civic foundation product, not yet a complete campaign plan.

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

- Past–Present–Future worksheet.
- DC Future Agenda template.
- Chart paper, markers, magazines or collage materials optional.
- Issue-area fact sheets optional.
- Government structure and budget visuals.
- Sticky dots for reflection but not binding campaign selection.

Agenda and Activity Guide

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Welcome and Purpose	5 minutes	Bring the module strands together.	Timeline, government, and budget visuals	Say: “We have been learning about DC, its history, who makes decisions, and how public resources are used. Today we are going to put those pieces together and think about what DC should look like for young people in the future.”
Check-In: A Future I Want to See	5 minutes	Invite hope and vision without requiring a polished solution.	Optional index cards	Ask: “Imagine a young person growing up in DC ten years from now. What is one thing you hope will be easier, safer, fairer, healthier, or more joyful for them?” Participants may share, write, draw, or pass. Capture a few themes.
Icebreaker: Future Headline	8 minutes	Help youth turn broad hopes into visible results.	Paper or headline template	In pairs or groups of three, ask youth to write a short future news headline or social media caption describing something positive that has changed for young people in DC Example: “Every DC Teen Has a Safe Place to Go After School.” Invite several groups to share. Ask: “What would have to be different for this headline to be true?”

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Learning and Discussion: Connect the Dots	8 minutes	Connect a youth issue to history, institutions, and public resources.	Chart paper or slide	Say: "Young people already know a lot about what is happening in their communities because you experience it. But knowing that something is happening is different from knowing why it is happening, who has responsibility, or what needs to change. Part of advocacy is learning how to turn what we experience into questions we can research." **Share a simple example:** **A young person says:** "There aren't enough safe places for teenagers to go after school or in the evening." **Ask the group:** What do we know? Young people are lacking safe, accessible spaces when they need them. What do we think might be connected? Recreation center hours, staffing, funding, transportation, programming, safety rules, or other decisions. What do we still need to research? Who decides recreation center hours? What funding is available? Are the hours the same across DC? Have young people asked for changes before? **Say:** "Notice that we did not guess the answer. We started with the experience, named what we think might be connected, and turned what we do not know into research questions."

Activity: Past–Present–Future Map	14 minutes	Connect vision to systems and civic responsibility.	Past–Present–Future worksheet	Divide participants into small groups. Ask each group to choose one issue or future headline raised earlier in the session. Have groups complete four connected prompts: **PAST — How might we have gotten here?** What past decisions, policies, community struggles, or changes might help explain the issue? **PRESENT — What do we know?** What is happening now? Who is affected? What do young people know from experience, observation, or what they have heard from their community? **FUTURE — What should be different?** What would a better experience or result look like for young people? **RESEARCH NEXT — What do we need to learn?** What questions do we have about: ● who makes the decision, ● which agency, institution, or process is responsible, ● what policy or rule may apply, ● what money or public resources may be involved, ● what has already been tried, ● what other young people or community members think, ● or what data could help us understand the issue?

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
				Remind participants: "You do not need to know every answer. If you are unsure, write the question down. 'We need to research that' is a strong answer today." Ask each group to circle one research question they think is most important to answer next.
Create a DC Future Agenda	8 minutes	Translate vision into clear civic priorities.	Future Agenda template	For each selected priority, groups write: "We want...," "Because...," "The institution or process to research is...," "Young people should be involved by...," and "Our next research question is...". Explain that a priority is not yet a campaign demand; later modules will test feasibility, targets, base, strategy, and tactics.
Two-Minute Share and Feedback	7 minutes	Practice communicating priorities and receiving questions.	Agenda posters; feedback notes	Each group shares one priority. Listeners respond with: one strength, one question, and one source or person that may help. Do not use the activity as a binding vote unless the program has committed to act on the selected result.
Closing Reflection and Bridge	5 minutes	Connect civic foundation to advocacy and research.	Exit slips	Ask participants to complete: "One thing I want future generations of DC youth to say changed because people like us spoke up is..." Close: "Understanding the city helps us ask better questions. We will learn how to research those questions, understand public policy, organize people, and turn priorities into action."

Facilitator Check

Listen for whether youth connect a future vision to a present system or institution and identify what must be researched next. Avoid treating a brainstormed idea as a ready campaign demand without additional evidence, impacted community leadership input, and strategic analysis.

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.

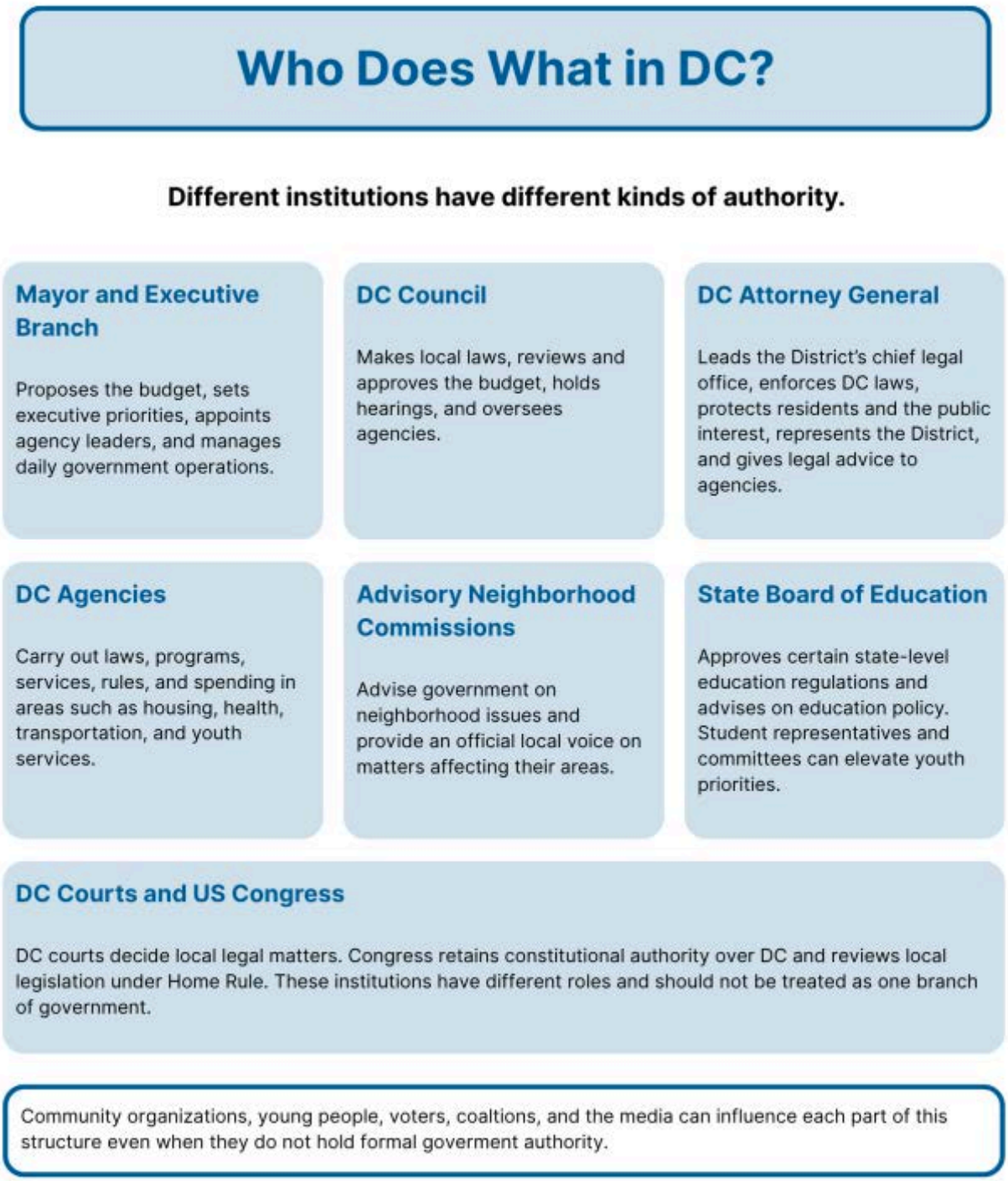
Appendix Index

- Appendix A: Then-and-Now Connection Worksheet.
- Appendix B: DC Government Structure Visual.
- Appendix C: Who Does What? Role and Scenario Cards.
- Appendix D: Home Rule and DC Democracy Key Terms.
- Appendix E: DC Budget Process Visual.
- Appendix F: Youth Budget Choices Activity.
- Appendix G: Youth Budget Priorities Worksheet.
- Appendix H: Past-Present-Future Worksheet.
- Appendix I: DC Future Agenda Template and Example.
- Appendix J: Sources and Further Research.

Appendix A: Then-and-Now Connection Worksheet

Selected historical event or decision	Response
What happened?	
Who held formal power?	
Who was affected or benefited?	
How did people organize, resist, adapt, or care for one another?	
What connection might we see today?	
What evidence or additional voices do we need?	

Appendix B: DC Government Structure Visual



Appendix C: Who Does What? Role and Scenario Cards

Purpose: Use these charts to help participants identify which DC institutions, public officials, and community groups have formal authority or influence over public decisions. More than one role may be involved in the same issue.

Role	Description
DC Council	Serves as DC's local legislative body. The Council passes local laws, reviews and approves the budget, holds public hearings, confirms certain appointments, and oversees government agencies and programs.
Mayor and Executive Branch	Leads the executive branch of DC government. The Mayor proposes the budget, sets executive priorities, appoints agency leaders, signs or vetoes Council legislation, and directs government operations.
DC Attorney General and Office of the Attorney General	Leads the Office of the Attorney General, the District's chief legal office. The office enforces DC laws, protects the public interest and residents, represents the District in legal matters, and provides independent legal advice to District agencies. It also prosecutes cases involving youth and certain adult misdemeanor offenses. The Attorney General does not pass laws or approve the city budget.
DC Government Agency	Carries out laws and manages public programs and services. Agencies spend approved funds, collect information, administer programs, and may write or enforce regulations.
Advisory Neighborhood Commission	Represents neighborhood concerns and advises DC government on matters such as planning, transportation, public safety, recreation, development, and community services. ANCs do not pass DC laws, but agencies must give their recommendations "great weight."
State Board of Education	Approves certain statewide education policies and regulations, advises the State Superintendent of Education, holds public meetings, and represents community perspectives on education. It does not directly operate DC public schools.

Role	Description
DC Courts	Hear local legal cases, interpret laws, resolve disputes, and review whether laws and government actions are being applied legally. Courts do not approve the city budget or operate government programs.
DC Delegate to the U.S. House	Represents DC residents in the U.S. House. The Delegate can introduce bills, serve and vote on committees, participate in debate, offer amendments, question federal officials, and assist residents with federal agencies. The Delegate cannot vote on final passage of legislation on the House floor.
DC Shadow Senators and Shadow Representative	DC voters elect two Shadow Senators and one Shadow Representative to advocate for statehood and full voting representation in Congress. They educate the public, meet with lawmakers, and build support for statehood, but they are not seated as voting members of Congress.
U.S. Congress	Makes federal laws and has constitutional authority over DC Congress reviews certain DC legislation, can pass laws that change or overturn local decisions, and may restrict how DC uses locally raised funds.
Community Organizations and Coalitions	Research issues, organize residents, provide services, develop recommendations, testify, build public support, and pressure decision-makers. They usually cannot pass laws or approve public funding directly, but they can influence those who do.
Young People and Youth Leaders	Contribute lived expertise, organize peers, conduct research, develop recommendations, testify, create media, communicate with decision-makers, and hold institutions accountable. Youth may not always hold formal authority, but they can build collective power and influence decisions.

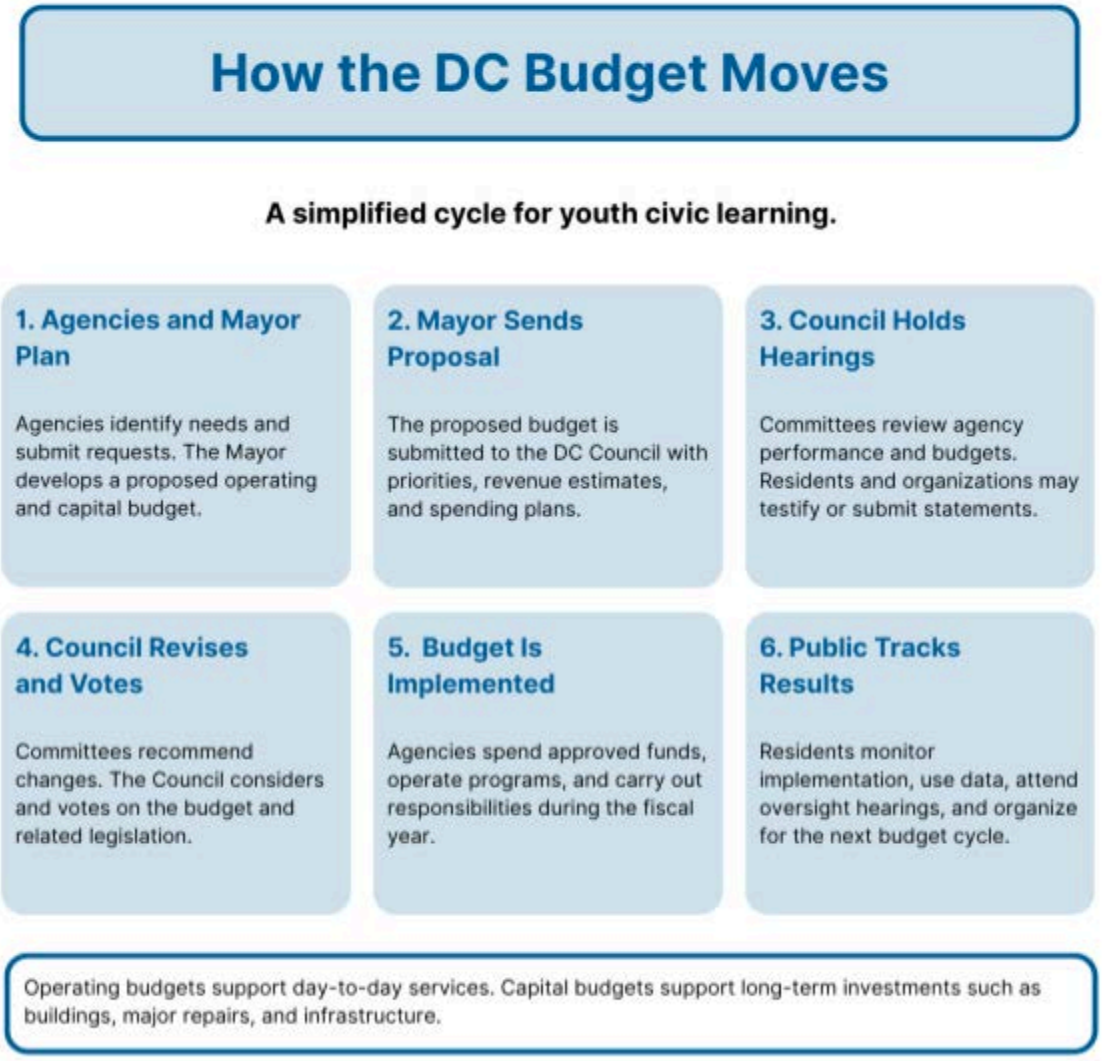
Scenario Cards

Scenario	Situation	Possible Roles Involved
Recreation Center Hours	Young people want a neighborhood recreation center to remain open later during the summer.	Agency; Mayor and Executive Branch; DC Council; ANC; community organizations; youth leaders
Mental Health Funding	Young people want DC to increase funding for school-based behavioral health services.	Mayor and Executive Branch; DC Council; agencies; State Board of Education; community organizations; youth leaders
Education Regulation	A proposed regulation would change statewide graduation requirements.	State Board of Education; education agency; Mayor and Executive Branch; DC Council when applicable; youth leaders
Neighborhood Development	A proposed development may remove an important community gathering space.	ANC; agencies; Mayor and Executive Branch; DC Council; community organizations; youth leaders
Federal Restriction on a DC Law	Congress is considering a proposal that would block or change a law approved by DC's elected government.	U.S. Congress; DC Delegate; Shadow Congressional Delegation; Mayor; DC Council; community organizations; youth leaders
Statehood and Voting Representation	DC residents want full representation in Congress and greater control over local decisions.	U.S. Congress; DC Delegate; Shadow Senators and Shadow Representative; Mayor; DC Council; community organizations; youth leaders

Appendix D: Home Rule and DC Democracy Key Terms

Term	Definition
Home Rule	Limited local self-government established by federal law. DC residents elect a Mayor and Council, while Congress retains significant authority.
District Clause	The part of the U.S. Constitution that gives Congress authority over the federal district.
Council review and oversight	The Council examines legislation, budgets, agency performance, and public concerns through committees, hearings, questions, and votes.
Congressional review	A period during which Congress may review DC legislation before it becomes law.
Statehood	A proposal to admit most of residential DC as a state, which supporters argue would provide full voting representation and greater self-government.
Formal power and influence	Formal power is legal authority to make or carry out a decision. Influence is the ability to shape what decision-makers consider or do.

Appendix E: DC Budget Process Visual



Appendix F: Youth Budget Choices Activity

Suggested setup: Give each group 100 points. Require groups to distribute all points among at least four priorities. Replace or revise categories based on the cohort and current issues. Make clear that real budgets contain legal requirements, revenue constraints, existing commitments, and far more detail.

Priority	Examples	Points
Youth mental health access	Counseling, peer support, crisis response, culturally responsive providers	
Housing stability	Prevention, emergency support, youth housing, tenant services	
Out-of-school-time and recreation	Afterschool, summer, sports, arts, safe evening spaces	
Education supports	Academic support, special education, school climate, student leadership	
Jobs and economic opportunity	Paid internships, career pathways, entrepreneurship, workforce supports	
Transportation and safe mobility	Transit access, safe streets, reliable routes, late-night options	
Libraries, culture, and community spaces	Libraries, arts, go-go and cultural preservation, community gathering spaces	

Appendix G: Youth Budget Priorities Worksheet

Our priority	Response
What should be funded, protected, changed, or monitored?	
Likely agency or institution	
Operating, capital, policy, or mixed?	
Who is most affected?	
What evidence and community knowledge are needed?	
How can young people participate?	
How will we know implementation happened?	

Completed Example: Youth Budget Priorities Worksheet

Our priority	Completed example
What should the city fund?	Reliable evening and weekend transportation for youth.
Why does it matter?	Young people miss jobs, programs, and safe rides home when service is limited or unaffordable.
Who benefits?	Students, working youth, youth in wards with fewer nearby programs, and families with limited transportation options.
Which part of government is involved?	Mayor, DC Council, transportation agencies, and youth-serving agencies.
What evidence is needed?	Youth travel surveys, missed-program data, fare and route information, and stories from affected youth.
What is our public ask?	Include dedicated funding for youth fare support and safe late-evening routes in the next budget.

Appendix H: Past-Present-Future Worksheet

Past	Present	Future	Research Next

Prompts: Past—what history or prior decisions may help explain the issue? Present—what is happening now and which institution is involved? Future—what should young people experience instead? Research Next—what facts, laws, budgets, data, and affected voices are needed?

Completed Example: Past, Present, Future Worksheet

Past	Present	Future	Research Next
Past transportation and land-use decisions prioritized some commuters while displacing or isolating Black communities.	Some youth face long, expensive, or unsafe trips to school, work, and programs.	Young people can access opportunities safely and affordably when they need them.	Current route and fare data; youth travel experiences; agency authority; budget costs; existing pilot programs.

Appendix I: DC Future Agenda Template and Example

We want...	Response
Because...	
The current barrier or condition is...	
The institution or public process to research is...	
Young people should be involved by...	
Our next research question is...	

Completed Example

We want...	Reliable, affordable transportation so young people can reach school, work, programs, and safe spaces.
Because...	Access to transportation affects our participation
The current barrier or condition is...	Some routes, schedules, costs, or safety conditions may not match young people's needs.
The institution or public process to research is...	WMATA, District transportation agencies, the Mayor's proposed budget, relevant Council committees, and regional agreements.
Young people should be involved by...	Documenting experiences, reviewing data, meeting decision-makers, participating in hearings, and helping shape solutions.
Our next research question is...	Which specific routes, times, costs, or safety conditions create the greatest barriers, and which institution can change each one?

Appendix J: Sources and Further Research

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

Core and Official Sources

- DC History Center. (n.d.). *DC History Timeline*. Provides an interactive chronology of Washington, DC, from Indigenous history through 2019. The timeline includes milestones related to community life, civil rights, political representation, and social justice. Open resource.
- Prologue DC (n.d.). *Mapping Segregation in Washington, DC*. Uses historical maps, property records, and neighborhood research to document how racially restrictive covenants, real-estate practices, federal policies, and zoning contributed to residential segregation and the displacement of Black residents in Washington, DC Open resource.
- Picone, L. (2012, April 16). *The District of Columbia 1862 Emancipation Law*. In Custodia Legis, Law Library of Congress. Explains the federal law signed on April 16, 1862, that abolished slavery in the District of Columbia through a compensated-emancipation program. The article provides historical context and links to related legal and primary-source materials. Open resource.
- DeSimone, B. (2020, September 11). *From the Serial Set: Residency, Race, and Suffrage*. In Custodia Legis, Law Library of Congress. Examines the 1867 District of Columbia franchise law, which extended voting rights to male residents without distinction based on color or race. The article connects the law to congressional records and other primary sources. Open resource.
- National Archives and Records Administration. (2020, June 17). *Unratified Amendments: DC Voting Rights*. Pieces of History. Provides historical context on DC residents' struggle for national representation. It explains how ratification of the Twenty-third Amendment in 1961 allowed DC residents to participate in presidential elections through the Electoral College while limiting the District to the same number of electors as the least populous state. Open resource.
- Office of the City Administrator, Government of the District of Columbia. (n.d.). *DC Government Organization*. Explains the structure of the District government's executive branch, including the elected Mayor, appointed City Administrator, executive agencies, operational responsibilities, and implementation of policies adopted by the Mayor and DC Council. Open resource.
- Council of the District of Columbia. (n.d.). *About the Council*. Explains the Council's

responsibilities for passing legislation, reviewing and approving the Mayor's proposed budget, conducting agency oversight, holding public hearings, and providing constituent services. Open resource.

- Council of the District of Columbia. (n.d.). *D.C. Home Rule*. Provides a history of the District's local government and explains the authority granted through the Home Rule Act. It also describes the continuing role of Congress in reviewing District legislation and exercising authority over DC Open resource.
- Office of Advisory Neighborhood Commissions. (n.d.). *About the OANC*. Explains how the Office of Advisory Neighborhood Commissions provides technical, administrative, training, and financial-reporting support to DC's Advisory Neighborhood Commissions. ANCs are locally elected bodies that advise the District government on policies and programs affecting their neighborhoods. Open resource.
- District of Columbia State Board of Education. (n.d.). *Roles and Responsibilities*. Explains the State Board's authority to approve certain state-level education standards, policies, regulations, accountability measures, and graduation requirements. It also describes the Board's responsibility to advise the State Superintendent of Education on educational matters. Open resource.
- District of Columbia Courts. (n.d.). *D.C. Courts*. Introduces the two principal courts in the District's local judicial system. The Superior Court handles nearly all local criminal, civil, family, juvenile, landlord-tenant, probate, small-claims, and tax matters. The DC Court of Appeals reviews decisions from the Superior Court and certain District agencies and serves as DC's highest local court. Open resource.
- Office of the Chief Financial Officer, Government of the District of Columbia. (n.d.). *Overview of the Budget Formulation Process*. Explains how the District develops its operating and capital budgets. The resource describes how the budgets identify funded programs, expected revenue, agency operations, capital investments, and the District's multiyear financial plan. Open resource.
- Council of the District of Columbia. (2015, March 11). *Council 101: Understanding the Budget Process*. Provides a step-by-step overview of DC's annual budget process, including executive-branch preparation, the Mayor's proposed budget, Council committee review, public hearings, Council changes and votes, and final budget action. Open resource.

Source-Use Guidance for Facilitators

- Check current agency names, committee assignments, budget schedules, and public-hearing procedures before each delivery.
- Distinguish primary sources, official government explanations, community histories, journalism, and advocacy materials. Each can be useful, but they answer different questions.
- Do not treat a single timeline or government webpage as a complete account. Add neighborhood histories and voices connected to the cohort.
- When a historical claim is disputed or complex, name the uncertainty and model how to compare multiple credible sources.
- Avoid presenting current budget numbers without a fiscal year and source date.

Module 3: Find the Facts, Tell the Truth

Purpose: Participants learn how to investigate community questions, interpret data with context, verify information, and use artificial intelligence responsibly. The module prepares youth to ground advocacy in credible evidence without treating numbers, news, or technology as more important than lived experience and community knowledge.

Outcomes

- Ask focused, answerable research questions connected to advocacy goals.
- Distinguish primary sources, secondary sources, lived experience, opinion, and evidence.
- Read basic tables, charts, percentages, and disaggregated data with attention to context and limitations.
- Use a repeatable process to verify online claims, images, and news content.
- Explain the difference between misinformation, disinformation, satire, opinion, and reporting.
- Use AI to support advocacy tasks while protecting privacy, checking accuracy, naming assistance, and keeping human judgment in control.

Learning Journey

Question → Evidence → Context → Verification → Responsible Use → Action.

Youth begin with a community concern, locate and assess information, examine what data can and cannot show, verify claims before sharing them, and decide when technology can responsibly support advocacy.





Curriculum Connections

Connection	How This Module Fits
Builds from	Builds on the DC Future Agenda from Module 2 by turning priorities and unanswered questions into responsible research.
Reuses	Community knowledge and civic questions from Module 2; consent and shared-power commitments from Module 1.
Frameworks and tools	Research Question Builder; Data Story; PAUSE verification routine; PRIVY responsible-AI framework.
Products to carry forward	Carry the Research and Source Plan, Data Story, Claim Verification Checklist, and AI Use Plan into policy and campaign work.

Module at a Glance

Lesson	Primary Focus	Suggested Run Time	Key Product
1. Ask Better Questions.	Research questions, source types, and evidence	60 minutes	Research Question and Source Plan
2. Read the Numbers.	Data literacy, context, and community knowledge	60 minutes	Data Story Worksheet
3. Check Before You Share.	News literacy, misinformation, and verification	60 minutes	Claim Verification Checklist
4. Use AI with Integrity.	Ethical, transparent, and accountable AI use	Two 60-minute sessions	AI Use Plan and Disclosure Log

Lesson 1: Ask Better Questions

Purpose: Participants turn broad community concerns into focused research questions and identify the kinds of evidence needed to answer them.

Outcomes / Youth Learning Goals

- I can turn a broad concern into a focused research question.
- I can explain the difference between a primary source, secondary source, lived experience, opinion, and evidence.
- I can identify where I might find reliable information about a DC issue.
- I can create a plan for gathering information without assuming one source tells the whole story.

Age Adaptations

- **Ages 11–14:** Use familiar school or neighborhood examples and limit the source sort to four categories.
- **Ages 15–17:** Add questions about author, date, purpose, and missing voices.
- **Ages 18–24:** Include public records, legislation, budgets, agency reports, research studies, and community-generated data.

Process

Participants begin with questions they already have about their community, practice narrowing a broad topic, sort different kinds of sources, and build a short research plan connected to an advocacy decision.

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

- Chart paper, markers, sticky notes, and pens.
- Research Question Builder worksheet.
- Source-type cards.
- Internet-enabled devices, if available.
- One local issue fact sheet or public document per group.
- Posted community agreements.

Agenda and Activity Guide

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Welcome and Purpose	5 minutes	Connect research to advocacy.	Posted purpose and agreements	Welcome participants and explain: “Advocacy asks people to make decisions. Strong advocacy begins by asking the right questions, listening to people closest to the issue, and checking what we think we know.” Review participation options.
Check-In	5 minutes	Surface curiosity and lived knowledge.	Sticky notes	Ask: “What is one question you have about something happening in your school, neighborhood, or city?” Youth may share aloud, post anonymously, or pass. Group similar questions without judging them. Example: Who is choosing my school lunch?
Icebreaker: Question Makeover	10 minutes	Practice making questions more useful.	Broad-question cards	Give pairs a broad question such as “How do you feel about transportation in the district?” Ask them to make it more specific: who, where, what period, which outcome, and what decision. Invite quick shares.
Mini-Lesson: What Counts as Evidence?	10 minutes	Introduce source categories.	Source-type cards	Define: primary source, secondary source, lived experience, opinion, and evidence. Emphasize that lived experience is expertise, but one story does not automatically describe everyone. Ask which source types can work together.

Activity: From Question to Research Plan	25 minutes	Create a focused, answerable research question. Identify multiple ways to investigate.	Research Question Builder; Source Plan worksheet; chart paper or devices if available	Ask youth to choose a community concern or use the research question they identified in the previous activity. Say: "A strong research question helps us figure out what we actually need to learn. We want a question that is focused enough to investigate but open enough that we do not assume we already know the answer." Have groups work through: What is happening? Who is affected? Where is this happening? Over what period of time? What decision, policy, resource, or change are we trying to better understand or inform? Then ask groups to turn their answers into one focused research question. <u>Example</u> **Instead of:** "Why doesn't DC care about giving teens safe places to go?" **Try:** "What safe, free, or low-cost spaces are available to DC teens after school and in the evening, and what factors affect when and where those spaces are available?" **Once groups have a research question, ask:** "Who or what could help us answer this question?" **Have each group identify at least one source from each category:** **1. Community Voices.** Young people with lived experience, families, community members, organizers, service providers, or other people directly connected to the issue. **Ask:** What could they help us understand? Whose voices might still be missing?

				2. Official or Public Sources. Agency websites, laws, regulations, budgets, Council hearings, public data, meeting records, plans, or government reports. **Ask:** What facts or decisions could this source help confirm? What might an official source not tell us? **3. Independent Research or Reporting.** Research organizations, universities, nonprofits, local journalism, evaluations, or other credible reports. **Ask:** What additional context could this provide? Who created the information, and what perspective might be missing? **Emphasize:** "One source rarely tells us the whole story. Community experience, public information, and independent research can help us see different parts of the same issue." **Ask each group to review its research question and source plan and decide:** 1. What is our research question? 2. Which source should we start with, and why? 3. What is one source or perspective we want to make sure we do not leave out? Invite two or three groups to quickly share their question and first source.

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
				Close by saying: “Research is not just searching online until we find something that agrees with us. Strong advocacy research means asking a clear question, listening to people closest to the issue, checking public information, and comparing what different sources tell us before deciding what we think should happen.”
Closing Reflection	5 minutes	Connect research to responsible action.	Exit slips	Ask: “What is one question you need answered before asking people to act?” Preview that the next lesson examines how numbers can inform but also distort a story.

Facilitator Check

Listen for whether youth can name a focused question, identify more than one type of evidence, and explain why a single source may be incomplete.

Lesson 2: Read the Numbers

Purpose: Participants interpret basic data, identify what is missing, and combine quantitative information with community knowledge.

Outcomes / Youth Learning Goals

- I can explain the difference between a number, a finding, and an interpretation.
- I can read a basic chart, percentage, rate, or comparison.
- I can ask who is included, who is missing, and how data was collected.
- I can avoid making a claim that is larger than the evidence supports.
- I can combine data with lived experience ethically.

Age Adaptations

- **Ages 11–14:** Use one simple bar chart and whole-number comparisons before percentages.
- **Ages 15–17:** Add sample size, time period, and correlation-versus-causation prompts.
- **Ages 18–24:** Include disaggregation, margins of error, methodology, administrative data, and community-based participatory research.

Process

Participants analyze a simple DC-related data display, practice separating observation from interpretation, identify limitations, and create a short evidence statement that includes both data and community context.

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

- Simple charts or tables from a credible public source.
- Data Story worksheet.
- Calculators, optional.
- Markers and chart paper.
- Issue-specific fact sheets.
- Posted definitions: count, percentage, rate, average, median, disaggregation.

Agenda and Activity Guide

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Welcome and Purpose	5 minutes	Frame data as a tool, not a verdict.	Sample chart	Say: “Numbers can reveal patterns and help us challenge harmful decisions. They can also hide people, erase differences, or be presented in misleading ways. Today we will practice asking better questions of data.”
Check-In	5 minutes	Connect numbers to daily life.	None	Ask: “Where do numbers affect decisions in your life: grades, attendance, prices, wait times, social media, sports, or something else?” Do they tell the whole story?
Icebreaker: Estimate, Then Check	5 minutes	Notice assumptions and uncertainty.	Jar/count image or simple estimation prompt	Ask youth to estimate a visible quantity or percentage, explain what informed the guess, then reveal the answer. Debrief: “What is the difference between an estimate and evidence?”

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Mini-Lesson: Read What Is There	15 minutes	Teach a simple process for reading charts and separating what the data shows from what we think it means.	Sample chart; posted questions	Display one simple chart and walk through four questions: 1. What do you notice? Describe only what you can see in the chart. 2. What do we need to know? Ask who collected the data, who is included, when it was collected, and what is being measured. 3. What can we compare? Look for differences, similarities, increases, decreases, or patterns. Check the numbers and scale before deciding whether a difference is big or small. 4. What can't this chart tell us? Identify any information or perspectives that may be missing, as well as questions that require further research. Model the difference between an observation and an explanation: Observation: "The bar for Ward 8 is higher than the bar for Ward 3." Explanation: "Ward 8 is higher because..." Remind participants: "The chart can show us a difference, but we need more information before we can explain why that difference exists."
Activity: Data Detective	10 minutes	Practice the four-step chart-reading process with a new data example.	Chart/table and Data Story worksheet, device if available	In small groups, give youth a new chart or table and ask them to use the same four questions from the mini-lesson: 1. What do you notice? 2. What do we need to know? 3. What can we compare? 4. What can't this chart tell us? Ask groups to identify the source, date, population, and what is being measured as they work. Then have them complete two statements: "The data shows or suggests..." and "The data does not tell us..." Remind youth to check titles, labels, numbers, time periods, and who is included before making a claim. Reinforce: "Our job is to say what the evidence supports—not more than the evidence supports."

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Activity: Add the Community Story	15 minutes	Connect quantitative and qualitative evidence.Show how community experiences can add context to quantitative data	Short community quotes or scenarios; completed Data Story worksheets	Say: “Our chart gave us part of the story. Now let’s see what we learn when we hear from people connected to the issue.” Give each group one or more short community quotes or hypothetical examples connected to the data. Ask: “What does this story help us understand that the chart could not?” “Does it help explain the data, raise a new question, or show us another perspective?” “What should we still avoid claiming?” Then ask groups to add the community story to their earlier statement: “The data suggests..., and this community perspective helps us understand...” Emphasize that one person’s experience should not be treated as everyone’s experience. Ask: “Whose voice might still be missing?” and “If this were a real person’s story, what permission or consent would we need before sharing it publicly?”
Closing Reflection	5 minutes	Practice careful evidence language.	Statement written out or slide	Ask participants to complete: “The evidence suggests..., but we still need to know...” Invite one or two examples. Close by saying: “Good research does not mean having every answer. It means being clear about what the evidence tells us, what it does not tell us, whose perspectives are represented, and what we need to investigate next.” Preview that the next lesson will help participants evaluate and verify information they encounter online, in news, and in other sources.

Facilitator Check

Listen for whether youth separate what the data shows from why they think it happened, name at least one limitation, and avoid claiming causation without evidence.

Lesson 3: Check Before You Share

Purpose: Participants learn how misinformation spreads and practice verifying online claims before using or sharing them in advocacy.

Outcomes / Youth Learning Goals

- I can distinguish reporting, opinion, satire, misinformation, and disinformation.
- I can pause before reacting to a surprising or emotional claim.
- I can investigate who originally published a claim and what evidence is provided.
- I can compare coverage across credible sources.
- I can explain what to do when a claim cannot be verified.

Age Adaptations

- **Ages 11–14:** Use low-stakes examples and emphasize pause, source, and evidence.
- **Ages 15–17:** Add manipulated context, impostor accounts, and reverse-image-search demonstrations led by an adult.
- **Ages 18–24:** Include coordinated disinformation, political persuasion, platform incentives, and correction strategies.

Process

Participants examine why content gets shared, learn key information categories, use a lateral-verification routine, and decide whether to share, correct, label, or withhold a claim.

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

- Prepared claim cards or screenshots with personal information removed.
- Claim Verification Checklist.
- Devices and internet access, if available.
- Posted PAUSE routine.
- Examples of source, evidence, date, and context clues.

Agenda and Activity Guide

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Welcome and Purpose	5 minutes	Set the tone.	Posted purpose	Explain: “Everyone can be fooled, especially when information confirms what we hope, fear, or already believe. Verification is not about proving we are smarter. It is a practice that protects our communities and our credibility.”
Check-In	5 minutes	Notice emotional reactions to information.	None	Ask: “What kind of online post makes you most likely to stop, react, or share?” Do not ask youth to display private feeds.
Icebreaker: Headline, Opinion, or Joke?	10 minutes	Practice identifying content type.	Prepared cards	Read short, harmless examples. Youth move to signs labeled Reporting, Opinion, Satire/Joke, Advertisement, or Not Sure. Ask what clues informed each choice. In this context reporting means the process of gathering, organizing, and communicating information or data to a specific audience.
Mini-Lesson: Misinformation and Disinformation	8 minutes	Build shared vocabulary.	Definition cards	Define misinformation as false or misleading information shared without necessarily intending harm; disinformation as false or misleading information deliberately created or spread to deceive; satire as humor not intended as factual reporting; and opinion as a viewpoint. Explain that intent can be hard to prove, so verification focuses first on the claim and evidence.
Activity: PAUSE and Investigate	15 minutes	Practice lateral verification.	Claim cards, checklist, devices	Use PAUSE: Pause before sharing; Ask who is behind it; Understand the evidence; Search beyond the post; Explain what you know and do not know. Have groups leave the original page or post to learn about the source, search the exact claim, locate original evidence, and compare credible coverage.

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Activity: Share, Label, Correct, or Stop	12 minutes	Choose a responsible response.	Response cards	For each claim, groups choose: Share with source; Share with context; Ask a question; Correct privately or publicly; Report through the platform; or Do not amplify. Discuss how corrections can repeat and spread a false claim if handled carelessly.
Closing Reflection	5 minutes	Commit to a verification habit.	Exit slips	Complete: “Before I share information for advocacy, I will....”

Facilitator Check

Listen for whether youth investigate beyond the original post, identify original evidence when possible, and are comfortable saying a claim is unverified rather than forcing a conclusion.

Lesson 4: Use AI with Integrity

Purpose: Participants decide when and how artificial intelligence can support advocacy while protecting privacy, accuracy, consent, fairness, and human accountability.

Outcomes / Youth Learning Goals

- I can describe useful and risky ways AI may be used in advocacy.
- I can identify information that should not be entered into a public AI tool.
- I can verify AI-generated facts, quotations, statistics, citations, and legal or policy claims.
- I can recognize that AI may reproduce bias or leave out community knowledge.

Age Adaptations

- **Ages 11–14:** Focus on privacy, fact-checking, and asking an adult before using AI for public work.
- **Ages 15–17:** Add prompt critique, citation verification, image consent, and disclosure.
- **Ages 18–24:** Include organizational policy, procurement, data governance, bias testing, copyright, environmental considerations, and documentation of AI-assisted workflows.

Process

Participants sort possible AI uses, examine an AI-generated advocacy draft for errors and omissions, apply an ethical-use decision tool, and create a transparent AI use plan.

Suggested Run Time

Two 60-minute sessions (120 minutes total). Part A: Understanding Responsible AI Use. Part B: Audit, Decide, and Disclose. Each part includes its own welcome or reconnection, choice-based participation, practice or creation time, reflection, and closing.

Materials and Preparation

- AI Use Decision Tool.
- Prepared AI-generated sample with intentional errors.
- Verified source packet.
- Privacy and consent scenario cards.
- AI Disclosure Log.
- Chart paper and markers.

Agenda and Activity Guide Part A: Understanding Responsible AI Use

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Welcome and Purpose	5 minutes	Set Context	None	Explain: “Today we are going to use those responsibilities to decide whether an AI-generated draft is something we can actually trust and use.”
Check-In	5 minutes	Reconnect participants to the responsible-use framework from Part A.	Post PRIVY Framework	Ask: “What is one responsibility you remember from PRIVY?” Briefly review: Protect private information; Review for accuracy and bias; Identify and verify sources; Voice and consent belong to people; You remain accountable.
Icebreaker: Human, AI, or Both?	10 minutes	Challenge assumptions about authorship and quality.	Prepared short examples	Show several short examples and ask participants whether they think each was created by a human, AI, or both. Allow discussion before revealing the answer when known. Ask: “What made you choose your answer?” Then debrief: “If it can be difficult to tell who or what created something, what should we pay attention to instead?” Guide participants toward accuracy, evidence, quality, purpose, and impact.

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Learning: The Five Responsibilities	15 minutes	Introduce an ethical-use framework.	Posted PRIVY framework	Introduce PRIVY: P-Protect private information: Do not enter confidential information, identifying youth stories, passwords, private records, or information you do not have permission to share. R-Review for accuracy and bias: Read the output carefully. Ask what may be incorrect, misleading, oversimplified, or biased. I-Identify and verify sources: AI-generated information is not evidence by itself. Find and check reliable sources, especially primary or official sources when appropriate. V-Voice and consent belong to people: Do not let AI replace someone's voice, create fake testimonials, or use people's experiences without their knowledge or permission. Y-You remain accountable: A person must make the final decisions and take responsibility for what is shared. After each responsibility, ask youth for a simple example of what following that responsibility could look like.

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Activity: Green, Yellow, Red Uses	20 minutes	Practice deciding when AI use is appropriate, requires caution, or should not be used for advocacy work.	Scenario cards; Green, Yellow, and Red signs	Explain: Green = generally appropriate with human review. Yellow = pause, check, or get additional review/permission. Red = do not use AI this way. Read or distribute scenarios and ask groups to sort them. Possible Green examples: brainstorming research questions, organizing notes, or simplifying language that a person later reviews. Possible Yellow examples: translating community materials, drafting a public statement, summarizing a complicated policy, or helping revise testimony; these require verification, context, and/or review by people affected. Possible Red examples: entering confidential youth stories, creating a fake testimonial, impersonating someone, inventing citations, or publishing an unverified policy claim. For selected scenarios ask: “What makes this green, yellow, or red?” “What would have to change to make this use more responsible?” “Who needs to review or approve it?” Allow disagreement when participants can explain their reasoning.
Closing Reflection	5 minutes	Commit to a boundary.	Exit slips	Ask participants to complete the prompt: “It’s important to use AI responsibly because….” Close: “Responsible AI use is not just about what the technology can do. It is about the choices people make when using it. Next, we will practice checking an AI-generated product before deciding whether it is accurate, useful, and appropriate to use.”

Agenda and Activity Guide Part B: Audit, Decide, and Disclose

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Welcome and Purpose	5 minutes	Reconnect responsible use to accountable action.	Posted PRIVY framework	Say: 'Part A helped us decide what responsible AI use requires. Today we will test an AI-assisted advocacy product before deciding whether it is accurate, useful, and appropriate to use.'
Check-In	5 minutes	Reconnect to one responsibility.	None	Ask: 'Which PRIVY responsibility feels most important when advocacy work may become public, and why?' Speaking, writing, drawing, and passing are allowed.
Icebreaker: Confident, Careful, or Unsupported ?	10 minutes	Notice that confident language is not proof.	Prepared statements	Read short claims in different tones. Youth sort them as supported, unsupported, or not enough information. Ask what evidence would be needed before using each claim.
Activity: Audit the AI Draft	20 minutes	Apply PRIVY to a realistic product.	Prepared AI draft; verified source packet; audit checklist	In small groups, mark factual claims, missing context, bias, private or identifying information, borrowed voice, citations, and decisions requiring human review. Compare the draft with verified sources and community goals. Revise only what the evidence supports.
Activity: AI Use Plan and Disclosure	15 minutes	Create a reusable accountability plan.	AI Use Plan; Disclosure Log	Participants decide what AI may help with, what it may not receive or decide, who verifies facts and bias, whose consent is needed, what assistance should be disclosed, and which named person is responsible for the final product.
Closing Reflection	5 minutes	Commit to an accountable next step.	Exit slip	Complete: 'Before I use or share AI-assisted advocacy work, I will...' Reinforce that AI output is not evidence by itself and that a person remains accountable for the final work.

Facilitator Check

Listen for whether youth protect private information, verify AI-generated claims using independent sources, identify bias or missing perspectives, and keep a named human responsible for final work.

Module Appendix

This appendix contains printable tools, sample examples, facilitator references, and sources for further research.

Appendix Index

- Appendix A: Research Question Builder.
- Appendix B: Source Plan and Source Check.
- Appendix C: Data Story Worksheet.
- Appendix D: Claim Verification Checklist.
- Appendix E: AI Use Decision Tool.
- Appendix F: AI Disclosure Log.
- Appendix G: Sample Completed Research Plan.
- Appendix H: Sources and Further Research.
- Appendix I: Visual and Video Resources for Facilitators and Youth.
- Appendix J: Facilitator Preparation for Real, Fake, or Missing Context?
- Appendix K: Facilitator Reflection.

Appendix A: Research Question Builder

Broad concern or topic:

_____

Who is affected?

_____

Where is this happening?

_____

What time period matters?

_____

What decision, policy, budget, or practice are we trying to understand?

_____

Focused research question:

_____

What would a useful answer help us decide or do?

_____

Appendix B: Source Plan and Source Check

Source or Person	What It May Tell Us	What It May Miss	How We Will Verify

Source-check prompt: Who created it? When? For what purpose? What evidence is provided? Is the original source available? What voices or data are missing? Can another credible source confirm the claim?

Appendix C: Data Story Worksheet

Source and date: _____

Population, place, and time period: _____

What is being counted or measured?

_____

What pattern can we directly observe?

_____

What comparison is being made? Is it fair?

_____

Who may be missing or grouped together?

_____

What does the data support?

_____

What does it not prove?

_____

What lived experience or additional evidence would add context?

_____

Appendix D: Claim Verification Checklist

- Pause before reacting or sharing.
- Identify the exact claim not just the headline or feeling.
- Investigate who created or published it.
- Check the date and original context.
- Locate the original evidence, document, image, video, or quotation.
- Search beyond the original post and compare credible sources.
- Check whether corrections or fact checks exist.
- State what is confirmed, uncertain, misleading, or false.
- Decide whether sharing will inform people or unnecessarily amplify harm.

Appendix E: AI Use Decision Tool

Use before an AI-assisted task. No youth account, personal information, confidential story, or live case detail is required.

Decision Area	Questions	Group Decision / Owner
Purpose	What are we trying to do, and why might AI help? Could a person or non-AI tool do it more safely or effectively?	
Green / Yellow / Red	Is the proposed use ready, in need of safeguards, or not appropriate?	
Privacy	What information must never be entered? Have identifying and confidential details been removed?	
Rights and credit	Whose words, images, work, culture, or story may be affected? What permission and credit are required?	
Integrity	Which claims, quotations, citations, and representations must a person verify?	
Voice and power	Could the tool flatten youth voice, reproduce bias, or make a decision people should make?	
Your responsibility	Who reviews, revises, approves, discloses, and remains responsible for the final product?	

Appendix F: AI Disclosure Log

Complete one row for each product in which AI provided meaningful assistance. The named person or team—not the tool—remains accountable for the final work.

Product / Date	AI-Assisted Task	Information Entered	Human Verification and Changes	Permission / Credit Check	Responsible Person	Disclosure Language
		Do not list private information; state the type of non-identifying material used.				

Appendix G: Sample Completed Research Plan

Field	Example
Broad concern	Young people report long waits for mental health services.
Focused question	How long do DC youth wait for publicly funded behavioral-health services, and how do wait times differ by service type or neighborhood?
Community evidence	Listening sessions with youth and caregivers, with consent and clear limits on story use.
Official evidence	Agency performance reports, budget documents, oversight testimony, and public dashboards.
Independent evidence	Research on youth access, local reporting, and provider data.
Limitations to watch	Administrative data may not include youth who never reached a provider; personal stories should not be generalized to everyone.
Advocacy use	Develop a specific budget or implementation request after verifying the responsible agency and current service standards.

Appendix H: Sources and Further Research

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

- Miao, F., Shiohira, K., & Lao, N. (2024). *AI competency framework for students*. UNESCO. Presents 12 student competencies across four areas: a human-centered mindset, ethics of AI, AI techniques and applications, and AI system design. The framework supports young people in becoming informed and responsible users and co-creators of artificial intelligence rather than passive consumers. Open resource.
- Miao, F., & Holmes, W. (2023). *Guidance for generative AI in education and research*. UNESCO. Provides guidance for the safe, ethical, equitable, and age-appropriate use of generative AI in education. It addresses human agency, data privacy, inclusion, age protections, digital access, and the need to independently validate AI-generated information. Open resource.
- News Literacy Project. (n.d.). *Checkology resources*. Provides classroom-ready news-literacy lessons, activities, infographics, verification exercises, and examples related to misinformation, credible sourcing, algorithms, artificial intelligence, and media bias. Some resources may require educators to create a free Checkology account. Open educational resource.
- News Literacy Project. (2021, August 18). *Fact-check it!*. Provides a collaborative classroom activity in which participants learn digital-verification skills, teach those skills to peers, and work together to fact-check examples of viral misinformation. A downloadable activity guide is also available. Open resource.
- News Literacy Project. (2024, May 2). *Three practical ways to detect and debunk misinformation*. Introduces practical habits for slowing down, investigating the original source, examining supporting evidence, and using responsible verification methods before accepting or sharing online information. Open resource.
- Faverio, M., & Sidoti, O. (2025, December 9). *Teens, social media and AI chatbots 2025*. Pew Research Center. Provides current survey data on U.S. teenagers' social-media habits and AI-chatbot use. The report can help facilitators ground discussions of youth technology use in research rather than assumptions about young people's online experiences. Open resource.
- Data.gov. (n.d.). *Data.gov: The home of the U.S. government's open data*. Provides a searchable catalog of federal, state, local, and other public datasets that participants can use for research, data analysis, mapping, and advocacy. Facilitators should help young people review each dataset's source, date,

definitions, methodology, and limitations before using it as evidence. Open resource.

- Government of the District of Columbia. (n.d.). *DC Open Data* Provides access to District government datasets, maps, dashboards, applications, and other public-data tools. The platform can support local advocacy research on topics such as transportation, housing, public safety, education, neighborhood conditions, and government services. Open resource.
- U.S. Census Bureau. (n.d.). *Census Academy: Your learning hub for data skills*. Offers free courses, short Data Gem videos, webinars, tutorials, and other learning tools that help users locate, understand, visualize, and cite Census Bureau data. The resource can support youth in using demographic and community data accurately in advocacy research. Open resource.
- Federal Trade Commission. (2023, March 20). *Scammers use AI to enhance their family emergency schemes*. Explains how scammers may use artificial intelligence to clone voices and impersonate trusted people. It provides practical consumer guidance for verifying urgent claims, protecting personal information, and avoiding emotionally manipulative scams. Open resource.

Appendix I: Visual and Video Resources for Facilitators and Youth

- Crash Course. (2019). *Evaluating Photos and Videos: Navigating Digital Information #7*. Offers an accessible video lesson about evaluating photographs and videos as evidence. It helps learners consider whether visual content is authentic, relevant, reliable, and presented in its original context. The video was produced as part of a digital-information series developed with MediaWise and the Stanford History Education Group. Open video.
- News Literacy Project. (2025). *Tricks of Context*. Provides a visual infographic showing how genuine photographs and videos can become misleading when they are cropped, relabeled, reposted with false captions, or removed from their original time and place. This helps facilitators emphasize that a real image can still support a false claim. Open visual resource.
- News Literacy Project. (2022, October 18). *RumorGuard Five Factors*. Provides a classroom poster and verification framework that encourages learners to examine authenticity, source, evidence, context, and reasoning. Suggested practices include reverse-image searching, lateral reading, and critical observation. Open visual resource.
- News Literacy Project. (2025). *How to Know What to Trust*. Presents a visual overview of common misinformation tactics, including authentic visuals used out of context, manipulated images, fabricated content, and misleading captions. It can be printed as a facilitator reference or displayed during a media-verification activity. Open visual resource.

Appendix J: Facilitator Preparation for Real, Fake, or Missing Context?

Review resources and find examples of the following:

- A genuine image with an accurate caption.
- A genuine image shared with a false date, location, or explanation.
- An AI-generated or digitally manipulated image.

Before revealing the answers, ask:

- What do you notice?
- What claim is being made?
- Who originally posted or published it?
- Can we find an earlier version of the image?
- Does a reliable source confirm the event?
- Is the image itself false, or is the caption creating the misinformation?
- What remains unknown?

Then have participants use a simple verification pathway:

Pause → Find the original → Check the source → Check the context → Look for confirming evidence → Decide whether to share

The strongest learning point is:

> Do not guess “real or fake” from appearance alone. Verify the source, context, and evidence.

Facilitator Safety Note

When displaying misinformation examples:

- Clearly label them as examples for analysis.
- Avoid examples that are graphic, humiliating, or likely to reinforce harmful stereotypes.

- Remove or blur private individuals’ usernames when they are not relevant.
- Do not ask youth to repost false content.
- Use screenshots or educator-prepared slides so the example is not accidentally recirculated.
- End every example by showing the accurate context and the steps used to verify it.

The News Literacy Project follows a similar practice by labeling misinformation examples and, when appropriate, obscuring account information to reduce the chance that false content will be spread further.

Appendix K: Facilitator Reflection

- Did participants ask questions before accepting a claim?
- Did the lesson value lived experience while avoiding overgeneralization?
- Did participants identify limitations and missing voices in data?
- Did verification move beyond the original post or source?
- Did AI activities protect privacy and preserve human accountability?
- What terms or activities need adaptation for the age group?
- What follow-up research or local sources should be added?

Module 4: Policy Made Plain

Purpose: Participants learn what public policy is, how different policy tools shape daily life, how DC laws and regulations move through public processes, how to read policy language, and how implementation, funding, oversight, and evaluation determine whether policy produces meaningful change.

Outcomes

- Define public policy and identify laws, regulations, budgets, executive actions, court decisions, and agency practices as policy tools.
- Describe the basic path of a permanent DC bill from idea through Council action, mayoral review, congressional review, and implementation.
- Distinguish a bill, act, law, regulation, budget decision, and agency practice.
- Read a youth-friendly policy excerpt and identify its purpose, definitions, responsible institutions, requirements, funding, timeline, and accountability provisions.
- Explain why a policy may look strong on paper but fail in practice.
- Identify opportunities for youth and community participation across policy development, adoption, implementation, oversight, and evaluation.

Learning Journey

The module moves from Daily Life → Policy Tools → Public Process → Policy Text → Implementation → Accountability.

Youth begin by noticing rules and decisions that shape their lives, learn how those decisions are created, practice reading what a policy actually requires, and examine whether institutions have the resources and accountability needed to carry it out.





Curriculum Connections

Connection	How This Module Fits
Builds from	Builds on Module 2's government and budget foundations and Module 3's research, data, and verification practices.
Reuses	Verified questions, DC institution map, source checks, and careful evidence language.
Frameworks and tools	DC Policy Pathway; POLICY reading routine; Implementation and Accountability Plan.
Products to carry forward	Carry the Policy Map, Pathway, Reading Guide, and Implementation Plan into power analysis, advocacy, and campaigns.

Module at a Glance

Lesson	Primary Focus	Suggested Run Time	Key Product
1. Policy Is Everywhere.	Public policy and different policy tools	60 minutes	Policy Type Sort and Daily-Life Policy Map
2. How DC Policy Moves.	DC lawmaking, rulemaking, and public participation	60 minutes	DC Policy Pathway
3. Read the Policy.	Plain-language policy analysis	60 minutes	Policy Reading Guide
4. From Paper to Practice.	Implementation, oversight, funding, and evaluation	60 minutes	Implementation and Accountability Plan

Lesson 1: Policy Is Everywhere

Purpose: Participants define public policy and identify the different tools governments and institutions use to shape daily life.

Outcomes / Youth Learning Goals

- I can explain public policy in my own words.
- I can distinguish a law, regulation, budget decision, executive action, court decision, and agency practice.
- I can identify policies that affect young people in daily life.
- I can ask who created a policy, who implements it, and who is affected.
- I can distinguish a problem from the policy tool used to address it.

Age Adaptations

- **Ages 11–14:** Use school, recreation, transit, and library examples with picture cards.
- **Ages 15–17:** Add DC agency, Council, and budget examples.
- **Ages 18–24:** Add statutory authority, administrative rules, court decisions, procurement, and institutional policy.

Process

Participants connect policy to familiar experiences, sort examples by policy type, and trace how one daily-life rule affects people, institutions, resources, and outcomes.

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

- Chart paper, markers, sticky notes, and pens.
- Policy Type Sort cards.
- Daily-Life Policy Map worksheet.
- Posted definitions.
- Optional DC policy examples.
- Community agreements.

Agenda and Activity Guide

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Welcome and Purpose	5 minutes	Connect policy to daily life.	Posted purpose	Say: “Public policy is not only what happens in a government building. It shapes school rules, transportation, housing, recreation, health care, public safety, jobs, and how public money is spent. Today we will learn how to recognize it.”
Check-In	5 minutes	Surface policies youth already experience.	Sticky notes	Ask: “What is one rule, requirement, service, or government decision that affected your day this week?” Youth may name a school policy, bus fare, program eligibility, curfew, library rule, or another example.
Icebreaker: Rule, Choice, or Policy?	5 minutes	Distinguish individual choices from institutional decisions.	Prepared scenario cards	Read low-stakes scenarios. Youth move to Rule, Choice, Policy, or Not Sure. Ask who made the decision, who must follow it, and what happens if it is ignored.
Mini-Lesson: Policy Tools	10 minutes	Introduce the policy landscape.	Definition cards	Define public policy as a course of action, rule, funding decision, or official practice used by government or another institution to address an issue or guide behavior. Introduce laws, regulations, budgets, executive actions, court decisions, and agency practices. Note that these tools can work together.
Activity: Policy Type Sort	15 minutes	Practice identifying policy tools.	Policy Type Sort cards	In groups, sort examples by tool. Ask groups to explain uncertain choices. Clarify that one issue may involve several tools for example, a law may authorize a program, a budget may fund it, and regulations may explain how it operates.

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Activity: Daily-Life Policy Map	15 minutes	Trace impact and responsibility.	Worksheet	Youth choose one policy and identify: who created it, who carries it out, who pays for it, who benefits, who may be burdened, and what questions remain. Avoid requiring disclosure of private circumstances.
Closing Reflection	5 minutes	Build a practical definition.	Exit slips	Complete: “A policy is more than a rule because....” Preview that the next lesson follows how DC policy moves through public institutions.

Facilitator Check

Listen for whether youth can name more than one policy tool and explain the difference between a policy problem, the solution being proposed, and the institution responsible for acting.

Lesson 2: How DC Policy Moves

Purpose: Participants learn the basic DC lawmaking and rulemaking processes and identify where youth and community members can participate.

Outcomes / Youth Learning Goals

- I can describe the basic path of a permanent DC bill.
- I can explain the difference between a bill, act, law, resolution and regulation.
- I can identify the roles of Council committees, the full Council, the Mayor, agencies, and Congress.
- I can name opportunities for public testimony, comments, meetings, and organizing.
- I can explain why emergency, temporary, budget, and permanent legislation may follow different timelines.

Age Adaptations

- **Ages 11–14:** Use a human flowchart and focus on the main permanent-law pathway.
- **Ages 15–17:** Add committees, two readings, mayoral action, congressional review, and agency rulemaking.
- **Ages 18–24:** Add emergency and temporary legislation, fiscal impact, legal sufficiency, statutory authority, and notice-and-comment rulemaking.

Process

Participants build a human flowchart of the DC policy pathway, compare lawmaking with agency rulemaking, and mark where young people can influence the process.

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

- DC Policy Pathway visual.
- Process-step cards.
- Bill, act, law, resolution, and regulation definition cards.
- Public participation cards.
- Tape or floor markers.
- Optional access to the Council LIMS and DC Register.

Agenda and Activity Guide

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Welcome and Purpose	5 minutes	Frame policy as a public process.	Pathway visual	Explain: “A policy idea does not become real just because someone announces it. It must move through institutions, decisions, funding, and implementation. Knowing the process helps us choose when and how to act.”
Check-In	5 minutes	Connect to prior civic knowledge.	None	Ask: “Where have you seen people try to influence a government decision at a hearing, meeting, protest, election, online, or somewhere else?” Participants may pass.
Icebreaker: Put It in Order	5 minutes	Activate sequencing and teamwork.	Simple process cards	Give groups a familiar scrambled process such as planning an event. After ordering it, ask what happens when a step is skipped. Connect this to public policy.
Mini-Lesson: Bill, Act, Law, Resolution, and Rule	10 minutes	Clarify key DC terms.	Definition cards	Explain: a bill is a proposal; after Council approval it becomes an act; after required review and effective date conditions it becomes a law; regulations are detailed rules issued by agencies under legal authority. A resolution is a formal statement the DC Council uses to make a decision, give direction, or approve or reject a proposed government action. A Council action often used for matters such as appointments, sense-of-the-Council statements, or actions that do not require a permanent law. Note that permanent bills generally receive committee consideration, two Council readings, mayoral action, and congressional review.

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Activity: Human Policy Pathway	20 minutes	Model the DC legislative process.	Step cards, floor markers	Assign steps: idea and research; introduction; committee referral; hearing or roundtable; committee markup and report; first reading; second reading; mayoral action; congressional review; effective date; implementation. Youth arrange themselves, then add participation cards where residents can testify, meet officials, submit comments, organize, or monitor.
Activity: Laws and Regulations	10 minutes	Distinguish legislation from implementation rules.	Two-column chart	Explain that laws often state authority and requirements, while agencies may issue regulations describing procedures. Use a hypothetical youth transit law and rule. Ask which body acts at each stage and where public comments may matter.
Closing Reflection	5 minutes	Identify an entry point.	Exit slips	Ask: “Which stage would you want to influence, and what would you do there?” Remind youth that timelines and procedures vary by policy type, so advocates must verify the current process.

Facilitator Check

Listen for whether youth can distinguish proposal, approval, legal effect, and implementation, and whether they understand that congressional review remains a distinctive part of DC lawmaking.

Lesson 3: Read the Policy

Purpose: Participants practice translating policy language into plain language and identifying who must do what, by when, with what resources, and under what accountability.

Outcomes / Youth Learning Goals

- I can identify the title and purpose of a policy.
- I can find definitions that change what the policy covers.
- I can identify the responsible agency or institution.
- I can locate requirements, permissions, deadlines, funding, enforcement, and reporting provisions.
- I can rewrite a policy section in accurate plain language.
- I can identify questions or gaps that require more research.

Age Adaptations

- **Ages 11–14:** Use a one-page fictional policy with highlighted sections and icons.
- **Ages 15–17:** Use a short real or adapted DC bill excerpt and a plain-language guide.
- **Ages 18–24:** Add amendments, cross-references, effective dates, severability, fiscal impact, and regulatory authority.

Process

Participants use a repeatable reading routine on a fictional youth policy, compare interpretations, and produce a short plain-language summary without changing the policy's meaning.

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

- Policy Reading Guide.
- Fictional Youth Transit Access Act excerpt.
- Highlighters and pens.
- Plain-language summary template.
- Optional glossary of legal and policy terms.

Agenda and Activity Guide

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Welcome and Purpose	5 minutes	Reduce intimidation around policy text.	Sample excerpt	Say: “Policy writing can feel complicated because every word may affect who is covered, what an agency must do, and whether people can hold it accountable. We do not need to be lawyers to ask strong questions and understand the main requirements.”
Check-In	5 minutes	Connect to difficult instructions.	None	Ask: “When have instructions or rules been harder to understand than they needed to be? What would have made them clearer?”
Icebreaker: Translate It	5 minutes	Practice plain-language translation.	Overly formal sentence cards	Pairs rewrite a harmless formal sentence in everyday language while keeping its meaning. Debrief the difference between simplifying and changing the rule.
Mini-Lesson: POLICY Reading Routine	10 minutes	Teach a repeatable analysis tool.	Posted POLICY prompts	Use POLICY: Purpose—what problem and goal? Operators—who must act? Coverage—who and what is included? Instructions—must, may, shall not, deadlines? Logistics—funding, data, rules, enforcement? Your questions—what is missing, unclear, or inequitable? Model one paragraph.
Activity: Mark Up the Policy	20 minutes	Identify the parts that control implementation.	Policy excerpt, highlighters	Assign colors or symbols for definitions, responsible institutions, required actions, deadlines, funding, reporting, and enforcement. Groups compare markings and cite the exact sentence supporting each interpretation.
Activity: Plain-Language Brief	10 minutes	Communicate policy accurately.	Summary template	Groups complete: This policy would...; It applies to...; The responsible institution is...; It must act by...; The policy does/does not identify funding...; Questions we still have.... Require them to separate what the text says from assumptions.

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Closing Reflection	5 minutes	Identify a policy-reading habit.	Exit slips	Complete: “The first thing I will look for in a policy is... because....”

Facilitator Check

Listen for whether youth support interpretations with policy text, distinguish “must” from “may,” and avoid filling gaps with assumptions.

Lesson 4: From Paper to Practice

Purpose: Participants examine how funding, staffing, regulations, communication, enforcement, oversight, and evaluation determine whether a policy works in practice.

Outcomes / Youth Learning Goals

- I can explain the difference between policy adoption and implementation.
- I can identify resources and actions needed to carry out a policy.
- I can identify possible implementation gaps and unequal impacts.
- I can describe oversight and accountability tools.
- I can develop questions and measures to evaluate whether a policy is working.
- I can identify community roles after a policy is adopted.

Age Adaptations

- **Ages 11–14:** Use a familiar school or recreation policy and a simple "promise versus practice" chart.
- **Ages 15–17:** Add agency plans, budgets, public information, complaint systems, and oversight hearings.
- **Ages 18–24:** Add appropriations, regulations, procurement, performance measures, enforcement discretion, administrative appeals, and policy evaluation.

Process

Participants compare a policy promise with a fictional implementation report, identify gaps, and develop an accountability plan that includes evidence, oversight questions, and community 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

- Policy promise and implementation scenario.
- Implementation and Accountability Plan.
- Chart paper and markers.
- Sample budget, staffing, outreach, and performance information.
- Optional Council oversight questions or agency performance materials.

Agenda and Activity Guide

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Welcome and Purpose	5 minutes	Shift focus from passage to results.	Posted purpose	Explain: “Winning a policy is important, but adoption is not the finish line. A policy must be funded, explained, staffed, carried out fairly, monitored, and improved.”
Check-In	5 minutes	Connect to promises and follow-through.	None	Ask: “What makes you trust that a promise will actually be kept?” Invite answers such as a plan, timeline, resources, communication, responsibility, and consequences.
Icebreaker: Build It with Missing Pieces	5 minutes	Experience implementation gaps.	Simple building or drawing task with missing materials	Give groups a quick task but quietly omit one necessary resource from some groups. Debrief how unclear instructions or unequal resources affect outcomes. Do not frame individual performance as failure.
Mini-Lesson: Implementation Ingredients	10 minutes	Identify what policy needs to work.	Implementation cards	Introduce authority, regulations or guidance, funding, staffing, training, communication, access, data, enforcement, complaint processes, oversight, and evaluation. Explain that gaps can be accidental, political, or structural.
Activity: Promise vs. Practice	20 minutes	Analyze one policy implementation case, including what worked, what changed for people, what remains unfinished, and what evidence supports those conclusions.	Scenario and worksheet	Groups compare a fictional policy promise with implementation information. Ask: What happened? Who experienced the gap? Was the problem authority, funding, staffing, access, enforcement, communication, or something else? What evidence is still needed?

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Activity: Accountability Plan	10 minutes	Plan post-adoption advocacy.	Accountability Plan	Groups identify: the responsible agency; one output measure; one outcome measure; an equity question; documents or testimony needed; an oversight venue; and one community action. Explain that performance oversight hearings, public records, agency reports, and community monitoring can reveal implementation problems. Use DATA to distinguish the measure, context, and missing voices, then use PAUSE to verify any claim before it enters the accountability plan.
Closing Reflection and Bridge	5 minutes	Connect policy knowledge to advocacy.	Exit slips	Ask: “What is one question advocates should keep asking after a policy passes?” Close: “Now that we can recognize, follow, read, and monitor policy, we are ready to organize people and influence it.”

Facilitator Check

Listen for whether youth identify concrete implementation conditions, distinguish outputs from outcomes, and include community experience as evidence rather than relying only on agency reports.

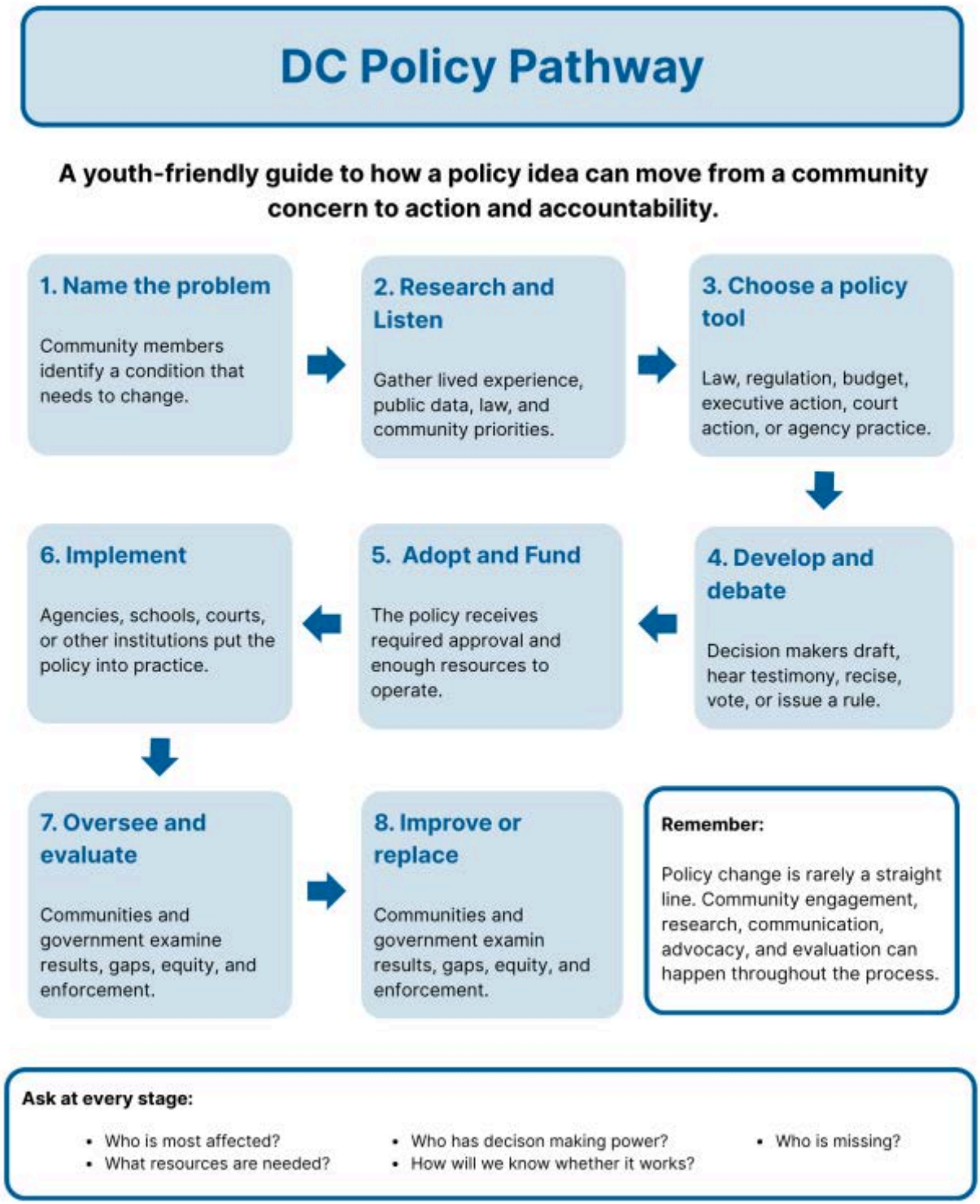
Module Appendix

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: DC Policy Pathway Visual.
- Appendix B: Policy Type Sort Cards.
- Appendix C: Daily-Life Policy Map.
- Appendix D: DC Policy Terms.
- Appendix E: POLICY Reading Guide.
- Appendix F: Fictional Youth Transit Access Act.
- Appendix G: Implementation and Accountability Plan.
- Appendix H: Completed Example.
- Appendix I: Sources and Further Research.

Appendix A: DC Policy Pathway Visual



Appendix B: Policy Type Sort Cards

Example	Suggested Category
The Council passes a requirement that every public high school provides free menstrual products.	Law
An agency publishes detailed procedures for how schools order, store, and report supplies.	Regulation or agency rule
The annual budget provides funding for supplies and staff.	Budget decision
The Mayor directs agencies to coordinate a citywide youth services plan.	Executive action
A court decides that an agency applied a rule unlawfully.	Court decision
A recreation center changes its registration procedure within existing authority.	Agency practice
A nonprofit recommends that the city expand evening transit.	Policy proposal or advocacy position—not yet official policy

Appendix C: Daily-Life Policy Map

Prompt	Notes
Policy, rule, or decision	
What problem is it supposed to address?	
What policy tool is being used?	
Who created or approved it?	
Who implements it?	
Who funds it?	
Who benefits?	
Who may face barriers or burdens?	
What evidence would show whether it works?	
What questions remain?	

Appendix D: DC Policy Terms

Term	Youth-Friendly Meaning
Bill	A proposed law introduced for consideration.
Act	A bill that the Council has approved and transmitted for the next required steps.
Law	An act that has completed the required approval and review process and taken legal effect.
Regulation / Rule	Detailed requirements or procedures issued by an agency under authority granted by law.
Resolution	A Council action often used for matters such as appointments, sense-of-the-Council statements, or actions that do not require a permanent law.
Budget	A legal and financial plan that authorizes how public money may be raised and spent.
Agency Practice	The way an institution carries out its responsibilities, which may be guided by law, regulation, policy manuals, or discretion.

Appendix E: POLICY Reading Guide

Letter	Question
P — Purpose	What problem does the policy name, and what outcome is it trying to create?
O — Operators	Which agency, official, school, court, or institution must act?
L — Limits and Coverage	Who and what are included or excluded? Which definitions matter?
I — Instructions	What must, may, or must not happen? What deadlines apply?
C — Capacity and Consequences	What funding, staffing, data, enforcement, reporting, or complaint process is included?
Y — Your Questions	What is unclear, missing, unfunded, inequitable, or dependent on later rules?

Appendix F: Fictional Youth Transit Access Act

This fictional excerpt is for learning only and is not a real DC law.

Beginning October 1, 2027, the Department of Transportation shall establish a Youth Mobility Pass Program providing no-cost public transit access to District residents ages 11 through 24 whose household income is at or below 300% of the federal poverty level. The Department shall publish an application in plain language and in the six languages most commonly used by District residents. The Mayor shall include funding sufficient to administer the program in the proposed annual budget. The Department shall report every six months on enrollment, application denials, average processing time, and participation by ward and age group. Within 120 days of enactment, the Department shall issue rules governing verification, appeals, replacement cards, and privacy protections.

Analysis prompts: What must happen? Who is covered? Who is excluded? Which deadlines matter? What depends on the budget? What later rules are required? What equity, privacy, or access questions remain?

Appendix G: Implementation and Accountability Plan

Area	Planning Question	Our Notes
Authority	Does the responsible institution have clear legal authority?	
Funding	What money is authorized or still needed?	
Staffing and Training	Who will carry out the policy, and what support do they need?	
Access and Communication	How will affected people learn about and use it?	
Rules and Procedures	What guidance, forms, regulations, or technology are needed?	
Equity	Who may face barriers or unequal outcomes?	
Outputs	What immediate products or services should be delivered?	
Outcomes	What change should people experience?	
Oversight	Who will review performance, spending, complaints, and results?	
Community Role	How will youth and residents monitor, respond, and recommend improvements?	

Appendix H: Completed Example

Question	Example Response
Problem	Some young people miss school, work, health care, and community activities because transportation is unaffordable or unreliable.
Policy Tool	A law creates a youth mobility program; the budget funds it; agency rules explain eligibility and appeals.
Responsible Institutions	DC Council, Mayor, transportation agency, and transit partners.
Policy Requirement	Provide no-cost transit access to eligible youth and publish accessible application procedures.
Implementation Risk	Insufficient funding, difficult documentation, slow processing, limited language access, or low public awareness.
Output Measure	Number of passes issued and average application processing time.
Outcome Measure	Change in missed school, work, medical, or program trips among participants.
Equity Question	Are participation and denial rates different by ward, age, disability, language, or housing status?
Community Action	Testify during budget and oversight hearings, gather user experiences, request public data, and propose improvements.

Appendix I: Sources and Further Research

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

- Council of the District of Columbia. (n.d.). *How a Bill Becomes a Law*. Provides an official, step-by-step overview of how permanent legislation moves through the DC Council. It covers the development and introduction of a bill, committee referral and public hearings, committee action, two Council readings, mayoral review, and congressional review. This is an accessible starting point for youth and facilitators learning the DC legislative process. Open resource.
- Council of the District of Columbia. (n.d.). *Legislation & Laws*. Serves as the Council's main gateway to legislative resources, including the Legislative Information Management System, the DC Code, the lawmaking process, Home Rule information, DC statutes, and historical regulations and resolutions. Open resource.
- Council of the District of Columbia. (n.d.). *Legislative Information Management System*. Provides the official system for researching and tracking DC Council legislation. Users can search for bills and resolutions and review related hearing records, committee reports, votes, amendments, and legislative history. This resource is especially useful for following a current policy proposal or researching what happened to an earlier measure. Open resource.
- DC Law Library. (n.d.). *Code of the District of Columbia*. Provides a searchable online publication of the laws currently codified in the DC Code. Users can browse by title and chapter, search for key terms, and review references to related laws and legislative history. The website is updated as new laws are codified, so users should note the "current through" date shown on the site. Open resource.
- Office of Documents and Administrative Issuances, Government of the District of Columbia. (n.d.). *District of Columbia Municipal Regulations and District of Columbia Register*. Provides access to the District's official rulemaking publication system. The DC Register publishes notices, proposed and final rules, mayoral orders, and other official actions. The District of Columbia Municipal Regulations contains the regulations adopted by District agencies. This resource can help participants follow how agencies turn laws into detailed rules and procedures. Open resource.
- Office of the City Administrator, Government of the District of Columbia. (n.d.). *DC Government Organization*. Explains the District government's executive, legislative, and judicial branches. It describes the roles of the Mayor, City Administrator, DC Council, Advisory Neighborhood Commissions, local courts, and independent

agencies, while also noting Congress's continuing authority over the District. Open resource.

- Council of the District of Columbia. (n.d.). *Hearings*. Provides access to live and archived DC Council hearings and meetings. Facilitators and participants can use it to observe how Councilmembers question witnesses, how residents provide testimony, and how public records contribute to policy discussions. The Council's hearing system also provides hearing notices, witness information, and instructions for submitting testimony. Open resource.
- Council of the District of Columbia. (n.d.). *Performance Oversight*. Provides current and archived schedules, agency responses, pre-hearing questions, hearing materials, and related documents used during the Council's annual review of District agencies. The materials can help young people investigate whether agencies carried out promised programs, spent public money as intended, and responded to community needs. Open resource.

Source and Accuracy Notes for Facilitators

- Verify procedures and timelines before each session. DC legislative calendars, committee assignments, rules, and agency processes can change.
- The main legislative pathway in this module describes permanent legislation at a youth-friendly level. Emergency, temporary, budget, referendum, initiative, and federal processes have important differences.
- DC lawmaking includes congressional review under the Home Rule framework. Review periods and effective-date requirements can vary by legislation type.
- The DC Official Code and DC Register are primary legal sources, but facilitators should not provide legal advice or interpret disputed legal questions without qualified support.
- When using a real policy, distinguish introduced, amended, enacted, effective, funded, regulated, and implemented status.

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 A: Definitions.
- Appendix B: Four Expressions of Power Cards.
- Appendix C: Power Analysis Worksheet.
- Appendix D: Ella Baker Visual Profile.
- Appendix E: Campaign Pathway Worksheet.
- Appendix F: Tactic Check.
- Appendix G: Inside and Outside Tactic Cards.
- Appendix H: Testimony Evidence Check.
- Appendix I: VOICE Testimony Planner.
- Appendix J: Sample Testimony.
- Appendix K: Peer Feedback Card.
- Appendix L: Optional Five Bases of Power Extension.
- Appendix M: Sources and Further Research.
- Appendix N: Facilitator Reflection.

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?

Module 6: From Me to We

Purpose: Participants identify the organizing gifts they bring, learn how organizers build and sustain a base, map decision-making power, select and escalate tactics strategically, and practice care as a shared responsibility. The module moves from individual contribution to coordinated collective action.

Outcomes

- Identify personal organizing strengths, preferred roles, and growth areas without treating styles as fixed labels.
- Explain collective action, base building, constituency, leadership development, and relational organizing.
- Create an evidence-informed power map that begins with a specific decision and identifies targets, constituents, allies, opposition, uncertainty, and pathways of influence.
- Develop an escalation ladder that increases strategic pressure while considering capacity, accessibility, and risk.
- Create individual and collective care practices that support sustainable participation and protect story ownership.

Learning Journey

Self-Awareness → Relationships → Base → Power Map → Strategic Pressure → Collective Care

Participants begin by identifying what they contribute to a team and connect those gifts to roles introduced in Module 5. They then learn how relationships become an organized base, how a base uses verified research and a specific policy or institutional decision to analyze power, and how inside and outside tactics can build pressure over time. The module closes by treating care, boundaries, safety, and sustainability as strategic responsibilities shared by the group.



Curriculum Connections

Connection	How This Module Fits
Builds from	Builds on Module 5's organizing roles, power analysis, strategy, tactics, and testimony work.
Reuses	A specific decision and target from Module 4 or 5; verified evidence from Module 3; partnership commitments from Module 1.
Frameworks and tools	Organizer roles; base-building map; power map; tactic rubric; escalation ladder; campaign care plan.
Products to carry forward	Carry the Base-Building Map, Power Map, Escalation Ladder, and Campaign Care Plan into Module 7.

Module at a Glance

Lesson	Primary Focus	Suggested Run Time	Key Product
1. What Kind of Organizer Am I?	Organizing gifts and team roles	60 minutes	Organizer role reflection
2. From Me to We.	Collective action and base building	60 minutes	Base-building and outreach map
3. Map the Power.	Targets, allies, opposition, and influence	60 minutes	Power map
4. Escalate with Purpose.	Tactic selection and strategic pressure	60 minutes	Escalation ladder
5. Care Is Part of the Strategy.	Boundaries, sustainability, and collective care	60 minutes	Campaign care plan

Lesson 1: What Kind of Organizer Am I?

Purpose: Participants identify the gifts, habits, and growth areas they bring to organizing and understand that strong movements need different kinds of leadership.

Outcomes / Youth Learning Goals

- I can identify organizing roles and strengths that feel natural to me.
- I can explain how different organizing styles contribute to a team.
- I can name one strength I bring and one skill I want to develop.
- I can choose a role I might practice in a campaign or group project.

Age Adaptations

- **Ages 11–14:** Use pictures to describe each role on cards using examples from school or neighborhood projects. Allow youth to choose more than one role.
- **Ages 15–17:** Use the full reflection and invite youth to compare a primary and secondary organizing style.
- **Ages 18–24:** Add questions about delegation, positional authority, organizational culture, and how identity affects whose leadership is recognized.

Process

Prepare organizer-style cards around the room. After a check-in and icebreaker, introduce the styles as flexible contributions rather than permanent identities. Youth complete a reflection, move to a role station, compare gifts and growth edges, and build a balanced campaign team.

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

- Organizer-style cards or posters.
- Organizer Style Reflection worksheet.
- Campaign role cards or a sample campaign scenario.
- Challenge cards; open space in the room.
- Chart paper, markers, pens, sticky notes, optional fidgets, music, water, and snacks.

Agenda and Activity Guide

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Welcome and Purpose	5 minutes	Introduce the module and reduce pressure around labels.	Organizer-style posters	Welcome participants and explain: “Today we will practice what advocacy and organizing looks like in action and how people work together over time. Today we will explore the different gifts people bring to a team. These styles are not boxes, diagnoses, or permanent labels. You may see yourself in several, and your role may change depending on the situation.”
Check-In	5 minutes	Connect participants’ experiences to teamwork.	None	Ask: “Think of a group project, event, or action you were part of. What role did you naturally take?” Offer examples such as planning, welcoming people, solving problems, speaking, creating, researching, or keeping the group calm. Participants may pass or write.
Icebreaker: Team Role Relay	5 minutes	Build energy and demonstrate that strong teams need different skills, instincts, and leadership styles.	Prepared challenge cards; open space in the room; optional music	Divide participants into small teams. Explain that each team will complete a series of fast, playful challenges. For each round, teams have 30–45 seconds to respond. Use challenges such as: Create a team name and pose; line up by birthday without speaking; make a five-second commercial for a random object; move everyone across an imaginary river using only three sheets of paper; create a frozen picture showing “people power.” Play music between rounds if available. Do not assign roles. After the final challenge, ask: “Who jumped in with ideas? Who helped the group decide? Who made sure everyone was included? Who kept the energy up? Who noticed a problem and adjusted the plan?” Invite participants to name contributions they noticed in others. Close by saying: “Different challenges brought out different kinds of leadership. Organizing works the same way. Strong teams need creativity, planning, care, communication, problem-solving, and people who help the group finish what it starts.”

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Organizer Styles Introduction	10 minutes	Introduce organizing gifts and growth edges.	Organizer-style cards	Briefly introduce the styles: Perfectionist, Caregiver, Winner, Artist, Strategist, Rock, Fixer, Warrior, and Peacemaker. For each, name a gift and a possible growth edge. Emphasize that every gift can become less helpful when overused and that no style is better than another.
Organizer Style Reflection	10 minutes	Support self-awareness without assigning fixed identities.	Reflection worksheet	Ask youth to mark statements that feel like them and identify two or three styles they connect with. Have them complete: “A gift I bring is...,” “A growth area is...,” and “One role I want to practice is....” Do not score the worksheet as a psychological assessment.
Build a Balanced Campaign Team	20 minutes	Apply styles to real team needs.	Campaign scenario and role cards	Give groups a simple campaign scenario. Ask them to choose roles needed for the campaign and connect each role to possible organizer styles. Require groups to explain how they will avoid over-relying on one person and how they will support each person’s growth.
Closing	5 minutes	Name a contribution and bridge to collective action.	None	Invite each participant to complete: “One gift I bring to collective work is...” and “One kind of support helps me use that gift well.” Close by explaining that the next lesson explores how individual gifts become an organized base.

Facilitator Check

Can participants name at least two different contributions an organizing team needs?

Can participants explain why an organizer style is flexible rather than fixed?

Did each participant identify one contribution and one growth area?

Lesson 2: From Me to We: Collective Action and Base Building

Purpose: Participants learn how organizers turn individual concern into relationships, shared leadership, and repeated collective action.

Outcomes / Youth Learning Goals

- I can define collective action and base building.
- I can distinguish constituents, leaders, members, supporters, allies, and the broader public.
- I can identify people directly affected by an issue and relationships that could strengthen a campaign.
- I can practice an outreach conversation that invites someone into meaningful action.

Age Adaptations

- **Ages 11–14:** Use concentric circles and familiar examples such as improving a school rule or neighborhood space. Practice a short invitation script.
- **Ages 15–17:** Add leadership ladders, follow-up, and a real youth issue.
- **Ages 18–24:** Add membership expectations, political education, coalition relationships, retention, and leadership development plans.

Process

After distinguishing a crowd, contact list, and organized base, participants map leaders, members, supporters, allies, and the broader public. They practice a relational outreach conversation and identify a next step that moves someone from interest to action.

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

- Concentric-circle Base-Building Map.
- Relationship Map worksheet.
- Outreach conversation cards.
- Sample engagement ladder.
- Chart paper, markers, sticky notes, pens, optional devices and fidgets.

Agenda and Activity Guide

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Welcome and Purpose	5 minutes	Connect individual gifts to organized collective power.	None	Explain: “Movements need people, but a large number of names is not automatically a base. A base is built through relationships, shared purpose, leadership, accountability, and repeated action.”
Check-In	5 minutes	Surface experiences of collective power.	None	Ask: “When have you felt powerful with other people?” Invite examples from sports, family, school, faith communities, arts, work, clubs, protests, or neighborhood projects.
Icebreaker: One Person Cannot	5 minutes	Show the value of coordinated action.	A lightweight object or short team puzzle	Give the group a task that becomes easier when people coordinate, such as moving an object across the room under a set of simple rules. Debrief: “What changed when people planned and worked together?”
Collective Power and Base Building	8 minutes	Define the core concepts.	Posted definitions	Define collective action as people acting together toward a shared goal. Define base building as developing relationships, shared analysis, leadership, and commitment among people who can act repeatedly. Clarify that turnout, followers, and contacts may support organizing but are not the same as a base.
Map the Base	12 minutes	Distinguish levels of relationship and responsibility.	Base-Building Map	Using a shared issue, place people in circles: constituency, leaders, active members, supporters, allies, and broader public. Ask what each group knows, contributes, decides, and needs. Discuss where the current base is strong or thin.
Practice a Relational Outreach Conversation	15 minutes	Build skill in listening and inviting action.	Outreach cards	Model a short conversation: connect, ask and listen, share why the issue matters, identify shared concern, invite a specific action, confirm support, and follow up. In pairs, youth practice once as organizer

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
				and once as community member. Avoid scripts that pressure or manipulate.
Choose the Next Engagement Step	5 minutes	Move beyond one-time recruitment.	Engagement ladder	Ask pairs to choose a realistic next step for the person they practiced with: attend a meeting, complete a survey, share a story privately, bring a friend, join a work group, lead outreach, or take another meaningful role. Discuss what support would make the step possible.
Closing	5 minutes	Commit to relationship-based organizing.	None	Invite participants to complete: “One way I can help someone move from concern to action is...” Bridge to the next lesson: once a base is growing, organizers need to know who controls the decision and how that power can be moved.

Facilitator Check

Can participants explain why a contact list is not the same as a base?

Can participants distinguish constituents, leaders, members, supporters, and allies?

Did participants make a specific, respectful invitation and identify a follow-up step?

Lesson 3: Map the Power

Purpose: Participants identify who controls a decision, who can influence that target, and how constituents, allies, and opposition relate to the campaign.

Outcomes / Youth Learning Goals

- I can identify a specific policy, budget, implementation, or institutional decision and the person or institution with authority over it.
- I can distinguish primary targets, secondary targets, constituents, allies, opposition, and undecided stakeholders.
- I can place stakeholders on a power map using verified evidence, clearly labeled inferences, and research-needed markers rather than assumptions.
- I can identify a relationship or action that could shift someone's position or influence.

Age Adaptations

- **Ages 11–14:** Use a school or recreation-center scenario and a simple high/low power and support/oppose grid.
- **Ages 15–17:** Add primary and secondary targets, influencers, and evidence notes.
- **Ages 18–24:** Add institutional interests, relationships, opposition strategy, informal power, and uncertainty or research needs. Require participants to distinguish verified information from assumptions.

Process

Participants define the exact decision at stake, identify the primary target, and then map constituents, allies, influencers, opposition, and undecided stakeholders. They test placements against evidence and identify a pathway for moving the target.

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

- Large power-map grid or worksheet.
- Stakeholder cards or sticky notes.
- DC-based campaign scenario.
- Markers, pens, chart paper, optional string for relationship lines.
- Current information about the decision-making process if using a real issue.

Agenda and Activity Guide

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Welcome and Purpose	5 minutes	Frame power mapping as strategic research.	Power-map grid	Explain: “A power map is not a popularity chart. It begins with a specific decision and helps us identify who has authority to make it, who influences them, where our relationships are strong, and what we still need to research.” Ask groups to use official role information from Module 4, verified evidence from Module 3, and a clear demand from Module 5.
Check-In	5 minutes	Connect power to everyday decision-making.	None	Ask: “Think of a decision that affected you. Who made the final decision, and who influenced them?” Participants may use a school, family, work, community, or government example.
Icebreaker: Who Decides?	5 minutes	Practice distinguishing authority from influence.	Short scenario cards	Read quick scenarios and ask youth to identify: who has formal authority, who has influence, and who is affected. Examples may include changing a school schedule, funding a recreation program, or changing a bus route.
Define the Decision and Target	8 minutes	Prevent vague power analysis.	Decision statement template	Ask groups to write: “We want [decision-maker] to [specific action] by [time or decision point].” Identify the primary target as the person or body with authority to make the decision. Add secondary targets only when they can meaningfully influence the primary target.
Build the Power Map	15 minutes	Visualize power, position, and relationships.	Power-map worksheet and sticky notes	Place stakeholders on a grid showing level of influence and level of support or opposition. Include constituents, organized base, allies, undecided people, influencers, primary and secondary targets, and opposition. Draw relationship lines and mark uncertain placements with a question mark.

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Test the Map with Evidence	10 minutes	Separate knowledge from assumptions.	Evidence notes	For each high-impact stakeholder, ask: “What evidence supports this placement? What do we know from official responsibilities, public statements, votes, budgets, relationships, or documented actions? What is an inference? What still requires research?” Mark uncertain placements as research needs rather than treating them as facts. Move stakeholders when the evidence suggests a different placement.
Choose a Pathway of Influence	7 minutes	Turn the map into strategic direction.	Completed map	Ask groups to identify one pathway that could move the target, such as constituents meeting with an ally who influences the target, public testimony combined with base turnout, or a trusted institution changing its position. The pathway should connect people and actions, not simply name a tactic.
Closing	5 minutes	Name the next research or relationship step.	None	Invite participants to complete: “The most important thing we still need to learn or build is…” Explain that the next lesson uses the map to choose and sequence tactics.

Facilitator Check

Does the map name a specific decision and primary target?

Are placements supported by evidence or clearly marked as research needs?

Can participants identify at least one pathway that connects the base to the target?

Lesson 4: Escalate with Purpose

Purpose: Participants learn to choose and sequence tactics that build power and increase strategic pressure without confusing escalation with danger or spectacle.

Outcomes / Youth Learning Goals

- I can explain the difference between strategy, tactics, visibility, and pressure.
- I can evaluate a tactic based on its goal, target, base, access, capacity, risk, care, and follow-up.
- I can build an escalation ladder that increases pressure intentionally.
- I can explain why a campaign might pause, repeat, adapt, or de-escalate.

Age Adaptations

- **Ages 11–14:** Use familiar tactics and a three-step ladder: ask, show support, increase public pressure.
- **Ages 15–17:** Add target response, participant roles, accessibility, and follow-up.
- **Ages 18–24:** Add leverage, coalition alignment, legal or organizational risk, counter-moves, decision points, and de-escalation.

Process

Participants sort tactics by purpose, distinguish awareness from pressure, use a tactic-selection rubric, and build an escalation ladder tied to a target and campaign goal. Facilitators emphasize consent, accessibility, and realistic capacity.

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

- Tactic cards.
- Tactic Selection Rubric.
- Escalation Ladder worksheet.
- Sample DC campaign scenario and power map.
- Chart paper, markers, sticky notes, pens, optional fidgets.

Agenda and Activity Guide

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Welcome and Purpose	5 minutes	Define escalation as increasing strategic pressure.	None	Explain: “Escalation does not mean doing the most dramatic or risky thing. It means increasing pressure in a way connected to the target, the campaign goal, the base’s capacity, and what happened at the previous step.”
Check-In	5 minutes	Connect attention and pressure to experience.	None	Ask: “What is a respectful way you have gotten someone’s attention when something needed to change?” Invite participants to distinguish being noticed from gaining a response.
Icebreaker: Tactic Charades	5 minutes	Build energy and surface tactic knowledge.	Tactic cards	Participants silently act out tactics such as a meeting, petition, teach-in, art action, testimony, rally, social media campaign, letter delivery, or boycott. After each, ask what purpose that tactic might serve.
Strategy, Tactics, Visibility, and Pressure	8 minutes	Clarify commonly confused terms.	Posted definitions	Review: strategy is the overall path to the goal; tactics are specific actions; visibility means people notice the issue; pressure affects the target’s interests, choices, relationships, legitimacy, resources, or timeline. Ask youth for examples where an action creates visibility but little pressure.
Tactic Purpose Sort	10 minutes	Connect actions to strategic function.	Tactic cards and purpose headings	Sort tactics under purposes such as research, relationship-building, base building, political education, inside advocacy, decision-maker access, public narrative, demonstration of support, disruption, noncooperation, or accountability. Connect the categories to the inside/outside advocacy framework from Module 5. Allow cards to fit more than one category when groups can explain why.
Evaluate	10 minutes	Use consistent criteria before	Tactic Selection	For a campaign scenario, evaluate tactics using: goal, target, base, leverage, access,

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Tactics		acting.	Rubric	capacity, accessibility, risk, care, public meaning, and follow-up. Ask who can participate, who bears risk, and what the campaign will do after the action.
Build an Escalation Ladder	12 minutes	Sequence tactics in response to target behavior.	Escalation Ladder worksheet	Create four or five steps. For each step identify the action, purpose, target, participant roles, support needs, expected target response, and decision rule for what happens next. Include a reason the campaign might repeat, pause, change direction, or de-escalate. Pause after the sample that gains a written target commitment and ask which earlier relationship, evidence, turnout, and follow-up steps made that progress possible.
Closing	5 minutes	Reinforce strategic discipline.	None	Ask each participant to complete: “A tactic is strategic when…” Close by noting that pressure must be paired with care, consent, and sustainability, which is the focus of the next lesson.

Facilitator Check

Can participants distinguish visibility from pressure?

Does the escalation ladder respond to the target and build from previous steps?

Did groups consider accessibility, risk, care, and follow-up—not only impact?

Lesson 5: Care Is Part of the Strategy

Purpose: Participants understand that sustainable organizing requires boundaries, shared care, consent, story ownership, and practical support before, during, and after action.

Outcomes / Youth Learning Goals

- I can distinguish self-care, collective care, and community care.
- I can identify personal limits, boundaries, and support needs without treating care as an individual responsibility only.
- I can explain that lived experience is expertise and that no one owes a public story.
- I can create a care plan for a campaign activity.

Age Adaptations

- **Ages 11–14:** Use concrete examples about rest, food, hydration, trusted adults, transportation, online boundaries, and asking before sharing stories. Name who will provide compensation or meaningful recognition when youth contribute work of public or organizational value.
- **Ages 15–17:** Add role rotation, consent for media, debriefing, and responding when someone needs to step back. Include transparent decisions about youth compensation, reimbursement, or other meaningful recognition.
- **Ages 18–24:** Add compensation, workload, secondary trauma, organizational responsibility, digital security, conflict repair, and sustainable leadership transition.

Process

After reflecting on stress and restoration, participants define self-care, collective care, community care, boundaries, limits, consent, and story ownership. They analyze a campaign scenario and create a before-during-after care plan.

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

- Campaign Wellbeing Bingo or No Burnout Bingo.
- Campaign Care Plan worksheet.
- Boundary and consent scenario cards.
- Chart paper, markers, pens, optional calming materials, water, and snacks.
- A quiet or lower-stimulation participation option.

Agenda and Activity Guide

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Welcome and Purpose	5 minutes	Position care as collective strategy.	None	Explain: “Care is not something we add after people are exhausted. Organizers plan for food, rest, transportation, accessibility, emotional support, boundaries, role rotation, and follow-up because people are the movement.”
Check-In	5 minutes	Notice stress without requiring disclosure.	None	Ask: “When community work becomes stressful, what helps you notice that you need support or a pause?” Participants may answer generally, write, share with a partner, or pass. Do not ask for trauma details.
Icebreaker: What Restores You?	5 minutes	Build connection around joy and restoration.	Optional bingo sheet	Use Campaign Wellbeing Bingo or ask participants to find people who enjoy different restorative practices such as music, laughter, movement, sleep, art, time outside, prayer, games, food, or being with trusted people. Avoid implying one practice works for everyone.
Care, Boundaries, and Story Ownership	8 minutes	Build a shared language for sustainable participation.	Posted definitions	Define self-care as practices an individual uses to support wellbeing; collective care as how a group shares responsibility for people’s needs; and community care as relationships and systems that help people survive and thrive. Define boundaries, limits, consent, digital detox, and lived experience. State clearly: lived experience is expertise, but no one owes the movement a public story.
Scenario Discussion	10 minutes	Recognize care and consent challenges in organizing.	Scenario cards	Use scenarios such as a youth speaker being asked to share a painful story, a late-night action without transportation, repeated social media exposure, one leader carrying every task, or conflict after a public event. Ask: “What is the risk? Who holds responsibility? What support or boundary is needed?” Include a

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
				public-testimony scenario: preparation, transportation, story choice, public-record consequences, adult support, debrief, and follow-up are organizational responsibilities—not burdens youth should carry alone.
Create a Campaign Care Plan	17 minutes	Translate care values into operational practice.	Campaign Care Plan worksheet	For a planned or fictional action, identify needs before, during, and after: food and water, transportation, accessibility, communication, consent for photos and stories, role choice, breaks, safety contacts, conflict support, debrief, follow-up, compensation, and rest. Assign responsibility rather than writing only general intentions.
Personal Boundary and Support Reflection	5 minutes	Help participants name what supports their participation.	Reflection page	Invite youth to complete privately: "I participate best when...," "A boundary I may need is...," "A sign I need a break is...," and "A person or support I can reach for is...." Sharing is optional.
Closing	5 minutes	End with a sustainable commitment.	None	Ask: "What is one care practice our group should protect in future campaigns?" Record commitments for use in campaign planning. Close: "Sustainable movements develop people, share responsibility, and make it possible for participants to remain whole."

Facilitator Check

Can participants distinguish individual self-care from collective responsibility?

Did the care plan assign concrete supports before, during, and after action?

Did the lesson reinforce consent, boundaries, and ownership of personal stories?

Module Appendix

This appendix contains the sources, further-research resources, worksheets, examples, and facilitator tools needed to deliver the module.

Appendix Index

- Appendix A: Organizer Style Reflection.
- Appendix B: Base-Building Map.
- Appendix C: Relational Outreach Guide.
- Appendix D: Power Map Worksheet.
- Appendix E: Tactic Selection Rubric.
- Appendix F: Escalation Ladder.
- Appendix G: Campaign Care Plan.
- Appendix H: Facilitator Reflection.
- Appendix I: Sources and Further Research.

Appendix A: Organizer Style Reflection

Style	Common Gifts	Possible Growth Edge
Perfectionist	Integrity, structure, depth, quality	Experimentation, flexibility, sharing control
Caregiver	Trust, welcome, mentoring, noticing needs	Boundaries, delegation, naming own needs
Winner	Momentum, goals, confidence, results	Pacing, listening, valuing process
Artist	Story, culture, imagination, creative action	Prioritizing, completion, operational planning
Strategist	Research, patterns, analysis, strong questions	Acting with incomplete information
Rock	Consistency, calm, reliability, long-term commitment	Adapting quickly, taking initiative
Fixer	Practical solutions, negotiation, removing barriers	Avoiding premature compromise
Warrior	Urgency, courage, confrontation of injustice	Assessing timing, risk, and team readiness
Peacemaker	Connection, conflict support, relationship repair	Not avoiding necessary disagreement

Reflection prompts: Which two or three styles feel most familiar? Which gift do others rely on? Which growth edge do you want to practice? What role would you like to try next?

Appendix B: Base-Building Map

- Constituency: people directly affected by the issue and whose leadership should shape the campaign.
- Leaders: people who take responsibility, develop others, and move the group toward action.
- Active members: people who participate consistently and carry agreed roles.
- Supporters: people who agree and may take occasional action.
- Allies: people or organizations not in the primary constituency who contribute relationships, resources, or influence.
- Broader public: people who may be unaware, undecided, or not yet connected.

Worksheet prompts: Who is in each circle? What relationship exists now? What next action could deepen involvement? What support would make participation possible?

Appendix C: Relational Outreach Guide

Step	Prompt
Connect	How do you know this person, and what creates trust?
Ask and listen	What are they experiencing? What do they care about?
Share	Why does the issue matter to you or the group?
Connect the issue	Where do your concerns overlap?
Invite	What specific, meaningful next action are you asking them to take?
Support	What information, access, transportation, preparation, or follow-up do they need?
Confirm and follow up	What did they agree to, and when will you reconnect?

Step	Purpose	Example
Connect	Start with a real relationship.	We met at the youth summit, and I remembered your point about getting home safely.
Listen	Ask what matters.	What transportation problems do you or your friends run into most?
Share	Connect to the campaign.	We are organizing for youth fare support and safer evening routes.
Invite	Offer a specific next action.	Would you join a 30-minute listening session Tuesday?
Support	Remove barriers.	Offer transit support, food, interpretation, reminders, and online participation.
Follow up	Close the loop.	Send thanks, explain what happened with their input, and invite the next step.

Step	Purpose	Draft
Connect	Start with a real relationship.	
Listen	Ask what matters.	
Share	Connect to the campaign.	
Invite	Offer a specific next action.	
Support	Remove barriers.	
Follow up	Close the loop.	

Appendix D: Power Map Worksheet

Stakeholder	Role	Influence: Low/High	Position: Oppose/Support	Evidence	Relationship or Next Step
Primary target					
Secondary target					
Constituency/ base					
Ally or influencer					
Opposition					
Undecided/ research needed					

Completed Example: Power Map Worksheet

Stakeholder	Role	Influence: Low/High	Position: Oppose/Support	Evidence	Relationship or Next Step
Council committee chair	Primary budget target	High	Undecided	Asked about cost but has not committed.	Request a youth-led meeting with verified cost options.
Transportation agency director	Implementation authority	High	Potential support	Agency discussed youth mobility but no full proposal.	Invite staff to a listening session and request technical feedback.
Youth program coalition	Constituency ally	Medium	Support	Members can reach hundreds of youth.	Secure endorsement and shared outreach plan.
Budget watchdog	Expert influencer	Medium	Unknown	Publishes budget analysis.	Share research and request cost-analysis support.
Fiscal opposition group	Potential opposition	Medium	Oppose	Frequently opposes new recurring spending.	Prepare cost and equity response; do not prioritize persuading them first.

Appendix E: Tactic Selection Rubric

Question	Notes
Goal: What must this tactic accomplish?	
Target: Whose decision or behavior must it affect?	
Base: How does it involve or develop our people?	
Leverage: What interest, relationship, resource, reputation, or timeline does it affect?	
Capacity: Do we have the people, time, skills, and resources?	
Accessibility and care: Who can participate and what support is required?	
Risk: Who bears legal, school, work, family, digital, or emotional risk?	
Public meaning: What story will the action communicate?	
Follow-up: What happens immediately afterward?	

Completed Example: Tactic Selection Rubric

Question	Notes
Does it reach or pressure the target?	A youth hearing turnout places affected youth before Council decision-makers.
Does it build the base or leaders?	Youth recruit peers, prepare testimony, take roles, and follow up.
Does it fit current access and relationships?	Partners can secure space and transportation; Council staff are reachable.
What are the risks?	Public storytelling, school absence, transportation home, and online harassment.
What support is needed?	Consent choices, coaching, meals, transit, adult safety leads, and debrief.
What is the follow-up?	Deliver written asks, update the base, and evaluate target response.

Appendix F: Escalation Ladder

Step	Action	Purpose/Target	Participant Roles and Support	Expected Response	Decision Rule / Next Step
1					
2					
3					
4					
5					

Completed Example: Escalation Ladder

Fictional learning example: A youth coalition begins with a documented request and meeting, brings organized supporters and verified evidence to a public forum, and earns a written commitment with a follow-up date. Pause before adding pressure. Ask: What worked? What changed? What remains unverified? Does the target's response justify the next step, or should the group consolidate the progress it made?

Step	Action	Purpose/Target	Participant Roles and Support	Expected Response	Decision Rule / Next Step
1	Listening sessions and research brief	Build evidence and request agency meeting.	Youth facilitators and outreach leads; food and transit.	Agency reviews findings.	If no meeting in two weeks, publish findings and seek Council support.
2	Agency and Council meetings	Seek commitment to a funded proposal.	Youth spokespeople; rehearsal and accessible materials.	Officials request cost options or signal support.	If no commitment before budget release, move public.
3	Testimony and story-map release	Create visible pressure during hearings.	Testifiers, media team, turnout leads; consent and safety plan.	Committee signals amendment interest.	If funding is absent after markup, organize targeted action.
4	Youth art action and press conference	Raise political cost and demand amendment.	Artists, speakers, marshals, digital team; legal and wellness support.	Target responds or negotiates.	Evaluate and decide whether to negotiate or escalate.

Appendix G: Campaign Care Plan

Before	During	After
Food, water, rest, transportation, accessibility, role choice, preparation, consent, contacts	Breaks, check-ins, safety, communication, media consent, conflict support, role rotation	Transportation home, debrief, emotional support, follow-up, recognition, compensation, rest, learning review

Completed Example: Campaign Care Plan

Before	During	After
Consent for stories/photos; food, transit, access, roles, breaks, emergency contacts.	Buddy system, hydration, quiet space, timekeeper, safety lead, options to step back.	Rides home, food, debrief, check-ins, media monitoring, gratitude, recovery time.
Review risks and boundaries; identify public and behind-the-scenes roles.	Adults manage institutional conflict and harassment.	Remove content if consent changes; document learning and redistribute unfinished tasks.

Responsibility prompts: Who owns each support? What is the backup plan? How can someone step back without shame? How will the group respond if harm occurs?

Blank Worksheet: Campaign Care Plan

Before	During	After

Appendix H: Facilitator Reflection

- Did youth have multiple ways to participate?
- Were organizer styles presented as flexible rather than fixed?
- Did the base-building lesson center relationships and leadership development?
- Was the power map grounded in evidence and a specific decision?
- Did escalation planning consider target response, risk, accessibility, care, and follow-up?
- Did the care lesson protect consent, boundaries, and story ownership?
- What should be adapted before this module is facilitated again?

Appendix I: Sources and Further Research

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

- Smith, S. (2026, April 2). *There Are Nine Kinds of Great Organizers. You Don't Have to Be Them All*. Convergence Magazine. Presents nine organizing styles and describes the gifts, struggles, and common frustrations associated with each. Open resource; no account required.

- Iyer, D. (2017; updated resources available). *Social Change Ecosystem Map*. Building Movement Project. Provides a reflection framework for identifying the different roles people and organizations can play in social change. The map includes ten roles and emphasizes that movements are stronger and more sustainable when people contribute in different, connected ways. Open resource; no account required.

- Harvard Kennedy School, Building State Capability. (2024). *Leadership, Organizing, and Action*. Features a six-part audio series with Marshall Ganz on the core practices of organizing: leadership, relationship building, storytelling, strategy, action, and structure. Open audio resource; no account required.

- Harvard Kennedy School. (n.d.). *Public Narrative: Leadership, Storytelling, and Action*. Introduces Marshall Ganz's public-narrative framework, including the story of self, story of us, and story of now. The framework helps organizers connect personal values, shared identity, and urgent collective action. This resource is best used as facilitator background and translated into plain language for younger participants. Open PDF.

- Hammond, H., & Commons Librarian. (2022, May 9). *Campaign Wellbeing Bingo*. Commons Social Change Library. Provides a printable bingo activity with simple actions individuals and teams can take to support wellbeing during high-pressure campaign periods. The page includes text-only and illustrated versions and suggests ways to adapt the activity for a campaign team. Open resource; no account required.

- Sharp, G. (n.d.). *198 Methods of Nonviolent Action*. Albert Einstein Institution. Categorizes methods of nonviolent action into three broad groups: protest and persuasion, noncooperation, and nonviolent intervention. The list can help participants expand their understanding of possible tactics, but it should not be used as a stand-alone activity menu. Facilitators should connect tactic selection to campaign goals, power analysis, accessibility, safety, legal considerations, community consent, and strategy. Open resource; no account required.

Trauma-Informed Facilitator Background

- National Council for Mental Wellbeing. (2022). *Trauma-Informed, Resilience-Oriented Engagement*. Provides facilitator background on stress, anxiety, compassionate engagement, regulation, relationship-building, and approaches to increase connection. The presentation was developed for behavioral-health and human-service professionals, so it should be used as optional facilitator preparation rather than assigned directly to youth. Open PDF; no account required.

Module 7: From Problems to Campaigns

Purpose: Participants move from naming a broad community problem to developing an actionable campaign. They analyze human needs and root causes, define an issue with a constituency, demand, and target, create a values-based frame and messages, and assemble a complete campaign plan.

Outcomes

- Use an adapted hierarchy of needs and issue tree to examine effects, contributing conditions, root causes, community strengths, evidence gaps, and policy or institutional intervention points.
- Distinguish a broad problem from an actionable issue with a constituency, grievance, demand, and institutional target.
- Create truthful, values-based frames and messages that use verified evidence appropriately for different audiences and messengers.
- Develop a SMARTIE campaign goal, strategy, tactics, roles, timeline, care plan, and measures of progress.
- Connect campaign design to base building, power mapping, inside advocacy, outside advocacy, escalation, and testimony.

Learning Journey

Human Needs → Effects → Conditions → Root Causes → Actionable Issue → Demand and Target → Frame and Message → Campaign Plan

Participants begin with what people need to survive, belong, participate, and thrive. They use evidence and lived expertise to build an issue tree, look beneath visible harms, and identify what is known, assumed, or still needs research. They then choose a specific policy or institutional intervention using the policy skills from Module 4, define a demand and target using Modules 5 and 6, and build a campaign plan that links people, power, truthful communication, action, care, and learning.





Curriculum Connections

Connection	How This Module Fits
Builds from	Builds on Module 3 evidence, Module 4 policy analysis, Module 5 advocacy and power, and Module 6 base building, power mapping, escalation, and care.
Reuses	Verified research questions, a policy or institutional decision, a constituency, a target, and a realistic capacity assessment.
Frameworks and tools	Adapted hierarchy of needs; Issue Tree; Campaign Issue Test; framing worksheet; SMARTIE goal; Campaign Plan Canvas.
Products to carry forward	Carry the Issue Tree, Issue Development Canvas, message, and Campaign Plan into media, evaluation, and future leadership work.

Module at a Glance

Lesson	Primary Focus	Suggested Run Time	Key Product
1. Dig to the Roots.	Hierarchy of needs and issue-tree analysis	60 minutes	Completed issue tree
2. Turn a Problem into an Issue.	Constituency, grievance, demand, and target	60 minutes	Issue Development Canvas
3. Frame the Story.	Values, narrative, messages, and messengers	60 minutes	Framing and Message Worksheet
4. Build the Campaign.	Goals, strategy, tactics, roles, care, and learning	Two 60-minute sessions	Campaign Plan Canvas

Lesson 1: Dig to the Roots: Needs, Conditions, and the Issue Tree

Purpose: Participants examine how a community problem affects human needs and use an issue tree to distinguish visible effects, contributing conditions, root causes, protective factors, and possible intervention points.

Outcomes / Youth Learning Goals

- I can explain the difference between an effect, a contributing condition, and a root cause.
- I can use an adapted hierarchy of needs to examine how an issue affects people and communities.
- I can create an issue tree that shows what people experience, what keeps the problem going, and what systems sit underneath it.
- I can identify community strengths and a possible campaign intervention without blaming affected people.

Age Adaptations

- **Ages 11–14:** Use a large illustrated tree, picture cards, and one school or neighborhood example. Allow drawing and concrete “because” questions.
- **Ages 15–17:** Add policy, budget, and institutional conditions and ask groups to distinguish verified facts, lived expertise, reasonable inferences, and assumptions that require research.
- **Ages 18–24:** Add historical and institutional analysis, intersecting systems, data needs, and discussion of who benefits from current conditions.

Process

Post an adapted hierarchy-of-needs visual and a large issue tree. After the check-in and icebreaker, youth examine which needs are affected, build the tree from branches to roots, add community strengths, and identify possible intervention points. Use research and data from Module 3 when available, and clearly mark claims that still require verification.

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

- Large Issue Tree poster or worksheet with roots, trunk, branches, water/sunlight, and intervention points.
- Adapted Hierarchy of Needs cards or poster.
- DC youth issue scenario cards.
- Sticky notes in several colors or clearly labeled categories.
- Chart paper, markers, pens, optional music, fidgets, water, and snacks.

Agenda and Activity Guide

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Welcome and Purpose	5 minutes	Frame root-cause analysis as a path to better solutions.	Issue-tree visual	Explain: “When we organize, we need to understand both what people experience and what keeps the problem going. An issue tree helps us look beneath the visible problem so our campaign does not only respond to symptoms.”
Check-In	5 minutes	Connect needs to participants’ current experience without forcing disclosure.	None	Ask: “What is one thing people need in order to feel ready to learn, participate, or lead?” Participants may answer generally with needs such as safety, food, rest, respect, transportation, belonging, information, or support.
Icebreaker: Needs Sort	5 minutes	Build energy and introduce the hierarchy as flexible.	Needs cards	Give groups cards such as food, housing, safety, friendship, culture, respect, voice, education, creativity, purpose, and community power. Ask them to group the cards in a way that makes sense to them. Compare groupings and emphasize that needs overlap and are not a rigid ladder.
Hierarchy of Needs for Advocacy	8 minutes	Connect policy conditions to survival, dignity, and self-determination.	Hierarchy visual	Introduce six overlapping areas: basic needs and survival; safety and stability; belonging and connection; dignity, voice, and respect; growth, purpose, and opportunity; and collective liberation and self-determination. Explain that people may pursue many needs at once and that unmet basic needs do not erase political voice or leadership.
Choose and Name the Core Problem	7 minutes	Create a clear trunk statement.	Scenario cards and tree worksheet	Choose one issue and write a neutral, specific condition in the trunk, such as “Many DC youth cannot reliably access safe transportation to afterschool programs.” Avoid describing young people or communities as the problem.

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Build the Issue Tree	20 minutes	Analyze effects, conditions, causes, strengths, and intervention points.	Issue Tree worksheet and sticky notes	Add branches/leaves for effects; soil and surrounding conditions for policies, practices, beliefs, or resource gaps; roots for deeper systems and histories; water/sunlight for protective factors and community strengths; and signs or arrows for places organized people could intervene. Repeatedly ask “What makes that happen?” and “What evidence do we have?”
Gallery Walk and Pattern Finding	5 minutes	Compare analysis and identify missing perspectives.	Completed trees and sticky notes	Groups review one another’s trees and leave one question, one connection, and one possible intervention. Ask: “Where did groups agree? Which claims are supported by evidence or lived expertise? What needs more research? Whose perspective is missing?”
Closing	5 minutes	Bridge from analysis to issue selection.	None	Invite participants to complete: “One root cause or condition we should not ignore is…” Close by explaining that the next lesson turns a broad problem into an actionable issue with a constituency, demand, and target.

Facilitator Check

Can participants distinguish an effect, condition, and root cause?

Did the hierarchy of needs remain flexible rather than being taught as a rigid sequence?

Does the issue tree include community strengths and intervention points—not only harms?

Lesson 2: Turn a Problem into an Issue: Constituency, Demand, and Target

Purpose: Participants transform a broad social problem into a winnable and power-building campaign issue with a constituency, grievance, demand, and institutional target.

Outcomes / Youth Learning Goals

- I can distinguish a broad problem from an actionable campaign issue.
- I can identify the constituency most affected and describe the grievance.
- I can write a clear demand and identify the institutional target with authority to act.
- I can evaluate whether an issue is meaningful, specific, power-building, and connected to a larger vision.

Age Adaptations

- **Ages 11–14:** Use a school, park, transportation, or recreation example and provide sentence starters for constituency, demand, and target.
- **Ages 15–17:** Add a real DC institution and ask youth to test whether the target has authority.
- **Ages 18–24:** Add feasibility, opposition, budget or policy pathways, leadership development, coalition alignment, and short- versus long-term goals.

Process

Participants sort examples into problems and issues, use the Issue Development Canvas to identify constituency, grievance, demand, and a target with actual authority, and test the issue for impact, clarity, power building, connection to root causes, evidence, and a realistic policy or implementation pathway.

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

- Problem and issue statement cards.
- Completed Issue Tree from Lesson 1.
- Issue Development Canvas.
- Campaign Issue Test.
- Current DC decision-making information verified through official sources, plus relevant research, data, and policy analysis from Modules 3 and 4.
- Chart paper, markers, sticky notes, pens, optional devices and fidgets.

Agenda and Activity Guide

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Welcome and Purpose	5 minutes	Move from analysis to an actionable campaign focus.	Issue Tree	Explain: “A problem names a broad condition. An organizing issue identifies a specific change people can fight for, who is affected, and who has the authority to act.”
Check-In	5 minutes	Connect the lesson to participants’ priorities.	None	Ask: “What is one community problem you wish decision-makers would stop treating as normal?” Participants may answer with a general topic and are not required to share a personal experience.
Icebreaker: Problem or Issue?	5 minutes	Practice making the distinction quickly.	Statement cards	Read statements and have participants move to a PROBLEM or ISSUE side of the room. After each choice, ask what is missing. An issue should point toward a solution, affected constituency, demand, and target.
Define Problem and Issue	8 minutes	Create a shared campaign-planning vocabulary.	Posted definitions	Define a problem as a broad condition or system harming a community. Define an issue as a specific solution or partial solution organized people can pursue. Explain the four elements: constituency with a grievance, clear demand, institutional target, and connection to a larger vision.
Complete the Issue Development Canvas	15 minutes	Turn the tree into a campaign issue.	Issue Development Canvas	Using the issue tree, complete: problem; constituency; grievance; desired change; demand; primary target; why the target has authority; timeline or decision point; and connection to the long-term vision. Ask affected youth to shape the demand rather than being treated only as evidence.
Test the Issue	10 minutes	Evaluate strategic quality and power-building	Campaign Issue Test	Test whether the issue is specific, deeply felt, widely felt, connected to the root analysis, supported by credible evidence, capable of improving conditions, able to develop leaders and grow the base,

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
		potential.		directed at a target with authority, and meaningful even if it is a stepping-stone victory. Mark questions that require research.
Revise the Issue Statement	7 minutes	Produce a clear campaign statement.	Canvas	Write: “We are organizing [constituency] to win [specific demand] from [target] because [grievance and value]. This moves us toward [long-term vision].” Invite feedback on clarity, power, and whether the constituency is centered.
Closing	5 minutes	Bridge to values-based framing.	None	Ask: “What value is underneath this issue?” Record values such as dignity, safety, freedom, belonging, opportunity, justice, or self-determination. Explain that the next lesson turns the issue into a frame and message people can understand and act on.

Facilitator Check

Does the issue name a constituency, grievance, demand, and target?

Does the target have actual authority over the demand?

Will pursuing the issue improve conditions and build leadership or collective power?

Lesson 3: Frame the Story: Values, Narrative, Messages, and Messengers

Purpose: Participants create a truthful, values-based frame and adapt a core message for different audiences without changing the campaign's demand or integrity.

Outcomes / Youth Learning Goals

- I can define frame, narrative, message, messenger, audience, and call to action.
- I can create a frame that connects the issue to shared values and names responsibility.
- I can build a core message with a problem, value, solution, demand, and action.
- I can adapt the message for different audiences and choose credible messengers.

Age Adaptations

- **Ages 11–14:** Use short message formulas, visuals, slogans, and one audience at a time.
- **Ages 15–17:** Add messenger choice, audience concerns, social media, testimony, and opposition frames.
- **Ages 18–24:** Add narrative power, strategic communications, media framing, message discipline, counternarrative, and ethical use of data and lived experience.

Process

After analyzing familiar frames, participants define core communications terms, develop a values-based frame from their issue, write a core message, adapt it for two audiences, and practice delivery through a chosen format.

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

- Framing and Message Worksheet.
- Sample headlines, slogans, social posts, testimony excerpts, or campaign messages.
- Audience and messenger cards.
- Completed Issue Development Canvas.
- Chart paper, markers, pens, optional devices and recording tools.

Agenda and Activity Guide

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Welcome and Purpose	5 minutes	Introduce communication as part of strategy.	Sample messages	Explain: “A frame helps people understand what the issue means, who is responsible, what should change, and why it matters. Framing is not manipulation. It should be truthful, values-based, and connected to the campaign demand.”
Check-In	5 minutes	Connect language to meaning and identity.	None	Ask: “What is a word, phrase, image, or song that makes you feel understood or powerful?” Invite participants to share why it works.
Icebreaker: Same Object, Different Frame	5 minutes	Show how presentation shapes meaning.	A simple object or image	Show one object and ask groups to present it as a treasure, a danger, a necessity, or a symbol of community. Debrief how the facts stayed similar while the meaning and values changed.
Frame, Message, Audience, and Messenger	8 minutes	Build a shared communications vocabulary.	Posted definitions	Define frame as the way the campaign explains the issue through values and responsibility; narrative as the larger story about how the world works; message as the specific language used; audience as the people the message must reach; messenger as the person or group delivering it; and call to action as what the audience should do next.
Create the Campaign Frame	10 minutes	Connect issue facts to values and accountability.	Framing worksheet	Complete: “We believe...,” “Right now...,” “This is happening because...,” “Those with responsibility must...,” and “When they do, our community will....” Check that the frame does not blame affected people or rely on stereotypes.
Build the Core Message	10 minutes	Create message discipline around the demand.	Message worksheet	Write a short message containing the value, problem, one piece of evidence or lived expertise, solution, specific demand, and call to action. Keep the demand consistent even when language changes

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
				for different audiences.
Adapt for Audience and Messenger	7 minutes	Practice strategic communication without losing integrity.	Audience and messenger cards	Choose two audiences, such as affected youth, parents, agency staff, councilmembers, media, providers, or neighbors. Identify what each audience values, what they know, what barrier may prevent action, and who they are likely to trust. Adapt examples and emphasis, not the truth or demand.
Message Practice	5 minutes	Test clarity and motivation.	Optional phones, poster paper, or microphones	Deliver the message as a 30-second spoken pitch, short testimony opening, social post, poster, or video script. Listeners respond: “What value did you hear? What is the demand? What action should I take?” Revise if any answer is unclear.
Closing	5 minutes	Prepare the message for campaign planning.	None	Ask participants to complete: “The message I want people to remember is...” Save the strongest language for the Campaign Plan Canvas in Lesson 4.

Facilitator Check

Can listeners identify the value, problem, demand, and call to action?

Does the frame name responsibility without blaming the constituency?

Are audience adaptations truthful and consistent with the campaign goal?

Lesson 4: Build the Campaign: Goals, Strategy, Tactics, Roles, and Learning

Purpose: Participants integrate the module's analysis and the tools from earlier modules into a coherent campaign plan that builds power, advances a demand, supports participants, and measures progress.

Outcomes / Youth Learning Goals

- I can write a SMARTIE campaign goal connected to the demand and target.
- I can describe a strategy and choose tactics that fit the power analysis.
- I can assign roles, supports, and a timeline that reflect the team's capacity.
- I can identify measures of policy progress, power building, participation, narrative change, care, and learning.

Age Adaptations

- **Ages 11–14:** Use a one-page campaign canvas with one goal, target, three actions, simple roles, and a care checklist.
- **Ages 15–17:** Add a power pathway, inside/outside tactics, timeline, message, outreach goal, and measures.
- **Ages 18–24:** Add coalition roles, budget, opposition, escalation triggers, data collection, governance, communications, risk, and evaluation.

Process

Participants review the outputs from Lessons 1–3 and previous modules, write a SMARTIE goal, choose a strategy and coordinated tactics, assign roles and supports, create a timeline, and define measures of progress and learning.

Suggested Run Time

Two 60-minute sessions (120 minutes total). Part A: Set the Campaign Direction. Part B: Build and Review the Campaign Plan. Each part includes its own welcome or reconnection, choice-based participation, practice or creation time, reflection, and closing.

Materials and Preparation

- Completed Issue Tree, Issue Development Canvas, power map, base-building map, framing worksheet, and escalation ladder.
- Campaign Plan Canvas.
- SMARTIE goal guide.
- Timeline materials or sticky notes.
- Chart paper, markers, pens, optional devices and calculators.

Agenda and Activity Guide Part A: Set the Campaign Direction

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Welcome and Purpose	5 minutes	Frame the work as a supported first campaign draft.	Posted agreements; campaign products	Explain that a plan is a working document. Youth will make choices, test assumptions, and revise after learning more.
Check-In	5 minutes	Assess energy and role preferences.	Role cards	Invite youth to choose how they want to contribute today: decide, write, map, question, time, illustrate, or observe.
Icebreaker: Plan the Impossible Party	8 minutes	Practice connecting goals, strategy, and tactics.	Scenario card	Use a playful fictional challenge. Debrief what changed when the group named the goal and decision-maker first.
Review the Campaign Building Blocks	10 minutes	Reconnect prior products.	Issue Canvas; Power Map; Care Plan; message	Review constituency, demand, target, power, base, message, capacity, care, and learning. Mark any item that still needs research.
Write a SMARTIE Goal	15 minutes	Create a strategic, measurable, ambitious, realistic, time-bound, inclusive, and equitable goal.	SMARTIE guide	Draft one goal tied to a real decision point. Do not treat every letter as a separate sentence; use the guide to test and revise one clear goal.
Align Goal, Target, and Strategy	12 minutes	Confirm the campaign's direction before choosing tactics.	Power Map; strategy prompts	Name who can make the decision, what power the group must build or shift, and the overall approach. List assumptions to verify.
Closing and Bridge	5 minutes	Prepare for Part B without rushing.	Exit slips	Name one strong decision and one question to carry into the Campaign Plan Canvas.

Agenda and Activity Guide Part B: Build and Review the Campaign Plan

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Welcome and Capacity Check	5 minutes	Reconnect and confirm practice mode or live-action readiness.	Practice-to-Action Check	Default to a fictional or composite campaign. If considering live action, confirm opt-in, access, staffing, compensation when appropriate, consent, safety, and follow-through.
Complete the Campaign Plan Canvas	25 minutes	Build a connected first draft.	Campaign Plan Canvas; prior products	Complete constituency, demand, target, strategy, tactics, timeline, roles, resources, and communication. Mark unknowns rather than inventing answers.
Measures and Learning	10 minutes	Plan how the group will notice progress and adapt.	Campaign Learning Map prompts	Choose a few activity, power-building, and change measures. Name who will review evidence and when.
Roles, Care, Consent, and Access	10 minutes	Make responsibility and support visible.	Campaign Care Plan; role cards	Assign owners and backups. Include transportation, access, communication, rest, story ownership, and ways to step back without penalty.
Campaign Plan Review	5 minutes	Test alignment and identify revisions.	Campaign Issue Test	Use the same questions as the Appendix D worksheet. Treat this as a first draft that should improve with research and constituency feedback.
Closing Reflection	5 minutes	End with one owned next step.	Exit slips	Each participant names a next step, support need, or question. Confirm the next review date.

Facilitator Check

Does the plan connect a specific demand and target to a coherent strategy?

Do tactics reflect the base, power map, capacity, accessibility, care, and target response?

Does the plan measure leadership and power building—not only events or attendance?

Module Appendix

This appendix contains the sources, further-research resources, worksheets, examples, and facilitator tools needed to deliver the module.

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- Appendix A: Adapted Hierarchy of Needs for Advocacy.
- Appendix B: Issue Tree Worksheet.
- Appendix C: Issue Development Canvas.
- Appendix D: Campaign Issue Test.
- Appendix E: Framing and Message Worksheet.
- Appendix F: SMARTIE Goal Guide.
- Appendix G: Campaign Plan Canvas.
- Appendix H: Example: Safe Transportation to Youth Programs.
- Appendix I: Facilitator Reflection.
- Appendix J: Sources and Further Research.

Appendix A: Adapted Hierarchy of Needs for Advocacy

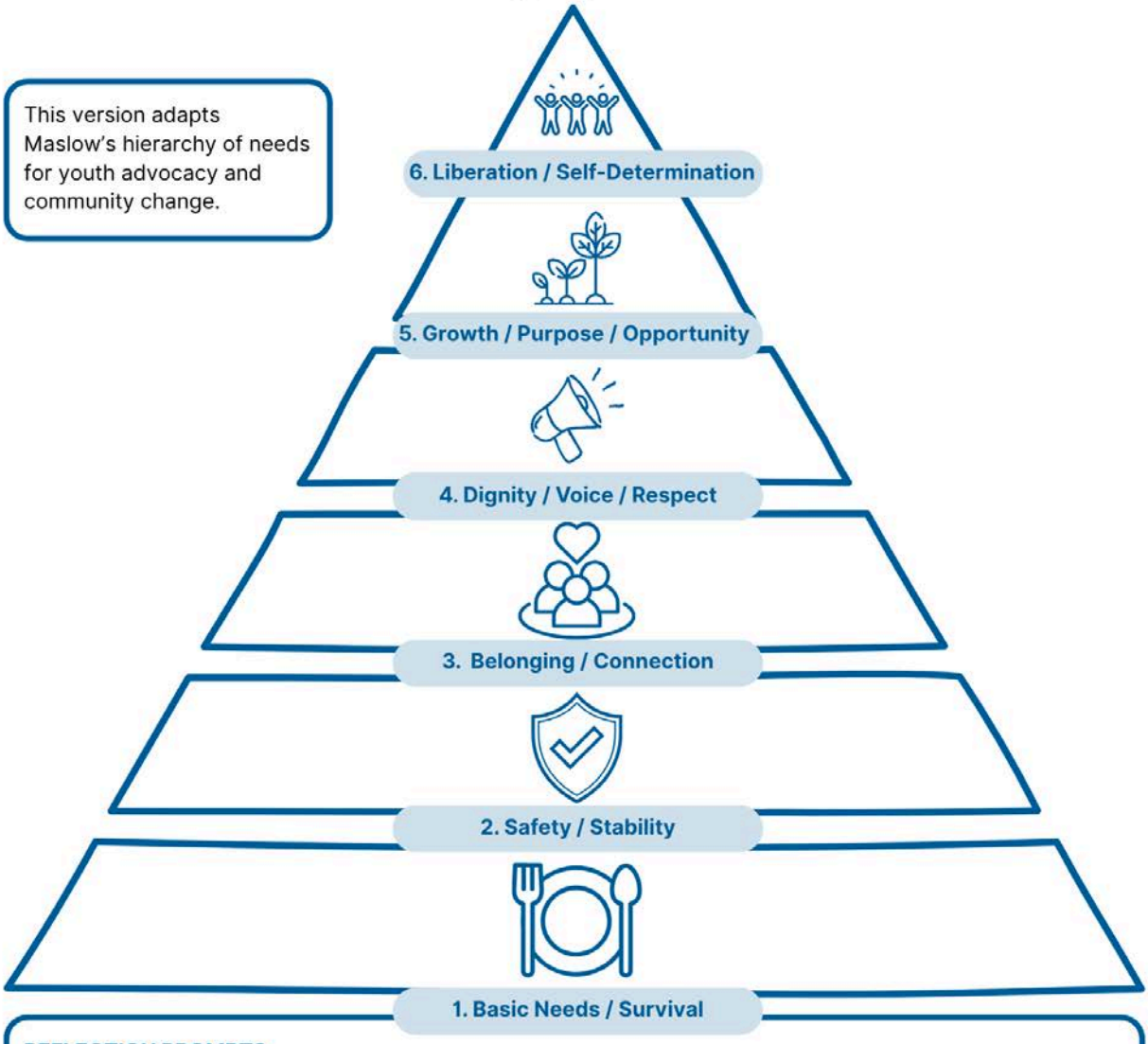
Area	Questions for Analysis
Basic Needs and Survival	Are people able to access food, water, sleep, housing, health care, transportation, and physical access?
Safety and Stability	Are people protected from violence, displacement, harassment, instability, and unpredictable systems?
Belonging and Connection	Do people have supportive relationships, culture, identity, acceptance, and community?
Dignity, Voice, and Respect	Are people heard, represented, trusted, valued, and able to influence decisions?
Growth, Purpose, and Opportunity	Can people learn, create, heal, lead, work, experience joy, and pursue goals?
Collective Liberation and Self-Determination	Do communities have the power, resources, and freedom to shape their future?

Facilitator note: These areas overlap. Do not teach them as a rigid ladder or suggest that people experiencing unmet basic needs cannot organize, lead, create, or pursue justice.

Hierarchy of Needs

Use this tool to explore how community conditions affect what young people need to survive, belong, grow, and lead.

This version adapts Maslow's hierarchy of needs for youth advocacy and community change.



REFLECTION PROMPTS

1. Which needs are most under pressure in our community?

2. How do policies and systems affect these needs?

3. What would help young people move from survival toward safety, dignity, and self-determination?

Source: Adapted from Abraham H. Maslow, "A Theory of Human Motivation," Psychological Review, 1943.

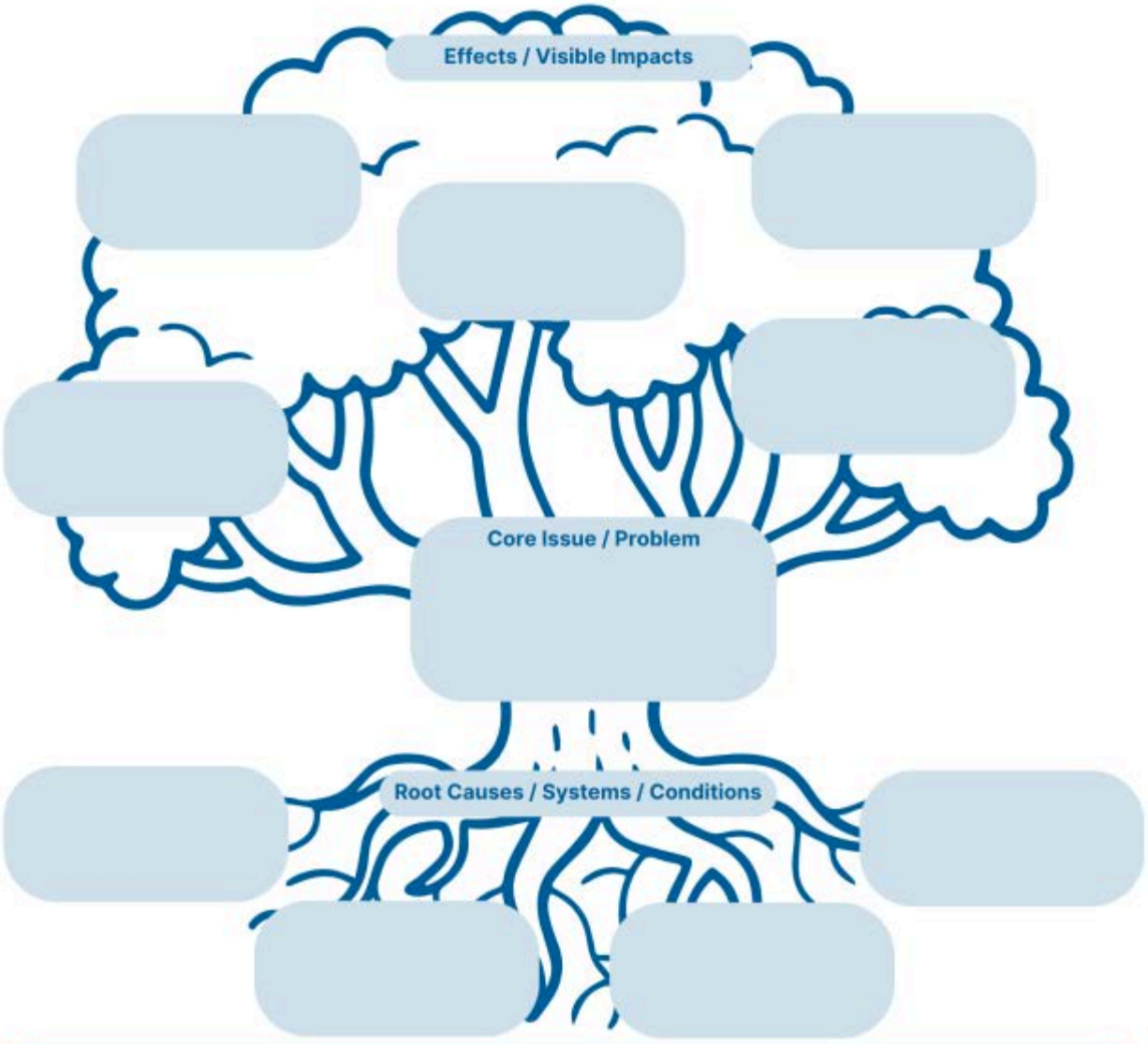
Appendix B: Issue Tree Worksheet

- Branches and leaves — Effects: What do people experience or notice? What happens because the problem exists?
- Trunk — Core problem: What specific condition is the group examining?
- Soil and surrounding conditions — Contributing factors: What policies, practices, beliefs, resource gaps, or institutional behaviors keep the problem going?
- Roots — Root causes: What deeper systems, histories, power arrangements, and patterns shape those conditions?
- Water and sunlight — Protective factors and community strengths: What relationships, knowledge, culture, programs, and organizing already support people?
- Intervention points — Where could organized people act? Which policy, budget, practice, decision, or institution could be changed?

Evidence check: What do we know? What is based on lived expertise? What data or policy information is available? What is an assumption that requires research?

Issue Tree

Use the tree to explore a community problem, its visible impacts, and root causes.



REFLECTION PROMPTS

1. What problem do we see?

2. How does it affect young people and community?

3. What deeper systems or conditions are we feeding it?

Appendix C: Issue Development Canvas

Element	Draft
Broad problem	
Constituency most affected	
Grievance: What are people experiencing?	
Desired change	
Specific demand	
Primary institutional target	
Why this target has authority	
Decision point or timeline	
Connection to root causes	
Long-term vision	

Completed Example: Issue Development Canvas

Element	Draft
Problem / condition	Transportation cost and unreliable evening service limit youth access.
Constituency	DC youth ages 12–24 traveling to school, work, programs, and services.
Grievance	Public investments are less useful when youth cannot reach them.
Demand	Fund youth fare support and improve evening service on priority routes.
Primary target	Council budget decision-makers and the Mayor.
Policy pathway	Budget, authorizing language, agency rules, and oversight.
Stepping-stone goal	Secure data and a formal youth listening session.
Milestone goal	Win a funded one-year pilot with paid youth co-design.
Long-term change	Universal, reliable youth transportation access.

Appendix D: Campaign Issue Test

Question	Yes / No / Research Needed
Is the issue specific and understandable?	
Is it deeply and/or widely felt by the constituency?	
Will winning improve people's lives?	
Is the demand directed to a real target with authority?	
Can the issue develop leaders and grow the base?	
Does it connect to root causes and a larger vision?	
Can progress or a win be measured?	
Can the group realistically act within the time and capacity available?	
Are affected youth meaningfully shaping the issue?	

Completed Example: Campaign Issue Test

Question	Yes / No / Research Needed
Is the issue specific and understandable?	Yes - youth transportation access is concrete and easy to explain.
Is it deeply and/or widely felt by the constituency?	Research needed - confirm how widely cost, safety, and evening service barriers are felt across wards and youth settings.
Will winning improve people's lives?	Yes - improved access supports school, work, services, programs, and safe spaces.
Is the demand directed to a real target with authority?	Yes, after verification - the Mayor and Council control key budget decisions; agencies and transit partners hold implementation authority.
Can the issue develop leaders and grow the base?	Yes - youth can lead research, outreach, testimony, meetings, and follow-up while recruiting new leaders.
Does it connect to root causes and a larger vision?	Yes - the issue connects unequal access and transportation investment to a larger vision of reachable opportunity.
Can progress or a win be measured?	Yes - funding, service changes, target commitments, participation, and leadership growth can be tracked.
Can the group realistically act within the time and capacity available?	Research needed - the group must confirm the budget window, staffing, transportation, access supports, and partner capacity.
Are affected youth meaningfully shaping the issue?	Yes, if paid youth leaders across wards and settings hold real decision-making roles and review the final demand.

Appendix E: Framing and Message Worksheet

Prompt	Draft
We believe...	
Right now...	
This is happening because...	
Those with responsibility must...	
When they do, our community will...	
Core value	
One key fact or lived expertise	
Specific demand	
Call to action	
Primary audience	
Credible messenger	

Completed Example: Framing and Message Worksheet

Prompt	Draft
Shared value	Opportunity should not depend on whether a young person can afford transportation.
Problem	DC funds jobs and programs that some youth cannot reliably reach.
Harmful frame	Youth are irresponsible or uninterested when they miss opportunities.
What is missing	Cost, route reliability, safety, and program hours shape participation.
Responsible institutions	Mayor, Council, transportation agencies, and youth-serving agencies.
Demand	Fund youth fare support and safer evening service with youth co-design.
Core message	DC cannot call an opportunity accessible if young people cannot get there.
Call to action	Support the youth transportation amendment and attend the budget hearing.

Appendix F: SMARTIE Goal Guide

Element	Question
Strategic	How does the goal advance the campaign strategy and build power?
Measurable	What evidence will show progress or success?
Ambitious	Does the goal require meaningful change rather than routine work?
Realistic	Can the group pursue it with available time, resources, relationships, and organizing?
Time-bound	By what decision point or date?
Inclusive	Who must participate in shaping and carrying the goal?
Equitable	How does the goal reduce inequity and avoid increasing harm or exclusion?

Completed Example: SMARTIE Goal

Element	Question / Completed Example
Strategic	Advances access and builds a citywide youth base.
Measurable	Secure at least $3 million and 200 public youth supporters.
Ambitious	Requires new funding and coordinated leadership.
Realistic	Coalition partners, data, and a budget window make it possible.
Time-bound	By the final June budget vote.
Inclusive	Paid youth leaders from five wards and multiple settings.
Equitable	Prioritize youth with the longest, most expensive, or least safe trips.
Final goal	By June, win at least $3 million for a youth-designed transit pilot while developing 20 leaders and 200 supporters.

Appendix G: Campaign Plan Canvas

Campaign Element	Plan
Problem and root analysis	
Constituency and organized base	
Demand and primary target	
SMARTIE campaign goal	
Strategy / pathway to change	
Inside advocacy tactics	
Outside advocacy tactics	
Escalation and decision rules	
Frame, core message, and messengers	
Outreach and leadership development	
Roles and decision-making	
Resources, partners, and budget	
Care, accessibility, consent, and safety	
Timeline and decision points	
Measures and learning review	
Immediate next steps and owners	

Blank Worksheet: Campaign Plan Canvas

Campaign Element	Plan
Problem and root causes	Transportation barriers; unequal investment, fragmented eligibility, and limited youth decision-making.
Constituency	Youth ages 12–24 affected by cost, safety, and service gaps.
Demand	Recurring fare support, evening service, and paid youth co-design.
Primary target	Mayor and Council budget leaders.
Power-building goal	20 youth leaders; 200 supporters; coalition across five wards.
Strategy	Research, inside budget advocacy, youth base building, and escalating public pressure.
Inside tactics	Agency meeting, Council meetings, testimony, memo, amendment language.
Outside tactics	Story map, petition, forum, art action, press, digital recruitment.
Base-building plan	One-to-ones, program outreach, peer ambassadors, regular updates.
Frame and message	DC opportunities are not accessible if youth cannot get there.
Care and access	Transit, food, consent, interpretation, flexible roles, debrief.
Timeline and roles	Research in fall; meetings in winter; budget campaign in spring.
Measures and learning	Funding movement, target commitments, base growth, leadership, narrative reach, wellbeing.

Appendix H: Example: Safe Transportation to Youth Programs

Element	Example
Problem	Young people cannot consistently and safely travel to and from evening youth programs.
Constituency	Youth who attend afterschool, recreation, workforce, and community programs, especially those traveling across neighborhoods.
Demand	The responsible DC agencies should fund and implement a youth-centered safe transportation plan for designated programs, including extended service, transportation support, and youth-designed safety protocols.
Target	The agency or officials with budget and implementation authority, verified for the specific proposal.
Value frame	Young people deserve safe, reliable access to opportunities throughout their city.
Strategy	Organize affected youth and providers, document access barriers, build public support, and combine inside meetings and testimony with visible outside advocacy.
Possible tactics	Listening sessions, data and story collection, agency meetings, budget testimony, coalition letter, youth-led media, public action, and accountability follow-up.
Power-building measure	Number of affected youth taking leadership roles and providers committing resources or influence.
Care measure	Transportation home, consent for stories and media, food, preparation, debrief, and compensation are built into every activity.

Appendix I: Facilitator Reflection

- Did the issue-tree activity distinguish effects, conditions, root causes, strengths, and intervention points?
- Was the hierarchy of needs taught as overlapping and flexible?
- Did the issue center the constituency and name a real demand and target?
- Was framing truthful, values-based, and free of stereotypes or blame?
- Did the campaign plan connect people, power, strategy, tactics, care, and learning?
- What information must be verified before this module is used with a live campaign?
- What should be adapted before the next facilitation?

Appendix J: Sources and Further Research

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

- Community Tool Box, Center for Community Health and Development at the University of Kansas. (n.d.). *Analyzing Community Problems and Designing and Adapting Community Interventions*. Provides open, step-by-step guidance for identifying community problems, examining root causes, selecting strategies, setting goals, developing logic models, adapting interventions, and evaluating community-change efforts. Facilitators can select individual sections rather than assigning the full collection to youth. Open resource.
- UNICEF. (2023). *The Activist Suitcase: Station 2—Problem Tree*. Provides a visual, youth-friendly activity for placing a central problem on the trunk of a tree, its underlying causes in the roots, and its effects in the branches. Although UNICEF is not U.S.-based, this short visual resource is included because it is accessible, easy to facilitate, and directly supports the module's problem-tree activity. Open resource.
- UNICEF. (2025). *Innovation Monitoring, Evaluation, and Learning Toolbox*. Explains how to turn a problem tree into an objective tree by rewriting problems, causes, and effects as desired conditions and possible results. This is best used as facilitator background because the full toolbox is more technical than the youth-facing activity. Open resource.
- Maslow, A. H. (1943). *A Theory of Human Motivation*. *Psychological Review, 50*(4), 370–396. Presents Maslow's original theory of human motivation and the idea that human needs are interrelated. Facilitators should not present the familiar pyramid as a scientifically proven, universal, or rigid sequence. The original article itself did not include the commonly used pyramid graphic, and people may pursue belonging, justice, purpose, creativity, and collective action even when other needs remain unmet. Historical primary source; best for facilitator background.
- Advocates for Youth. (2025). *Youth Activist Toolkit*. Provides a youth-centered guide to identifying issues, developing strategy, building collective power, choosing tactics, organizing coalitions, navigating group conflict, and practicing care while working for change. The toolkit was developed from the experiences of youth activists and is better suited for direct youth use than for academic writing on motivation. Open resource.
- FrameWorks Institute. (n.d.). *FrameWorks Institute Resources*. Provides research-based guidance on framing social issues through shared values, clear explanations of how problems arise, systemic solutions, and collective

responsibility. Facilitators can use selected briefs and examples to help young people move from messages focused solely on individual behavior to messages that explain systems, causes, solutions, and shared responsibility. Some materials are better suited to facilitator preparation. Open resource.

- The Opportunity Agenda. (n.d.). *Vision, Values, and Voice: A Communications Toolkit*. Offers practical guidance for creating values-based messages that communicate a positive vision, connect with audiences, challenge harmful narratives, and support social-justice campaigns. The toolkit includes examples, messaging guidance, and short "opportunity flashcards" that facilitators can adapt for youth campaign activities. Open resource.
- The Management Center. (2021, May 10). *SMARTIE Goals: Complete Guide and Worksheet*. SMARTIE Goals: Complete Guide and Worksheet. Expands SMART goals by adding Inclusive and Equitable considerations. The guide includes definitions, examples, reflection questions, and a downloadable worksheet to help youth develop campaign goals that specify intended results while considering who participates, who benefits, and how inequities may be addressed. Open resource.
- Beautiful Trouble. (n.d.). *Beautiful Trouble Toolbox*. Provides an interconnected collection of campaign tactics, organizing principles, theories, methodologies, and movement stories. The toolbox can help participants distinguish strategy from tactics, explore creative actions, identify targets and audiences, and connect individual activities to a broader theory of change. Open resource; no account required.

Suggested Facilitator Note for the Hierarchy-of-Needs Activity

Maslow's theory can help us consider how needs such as safety, belonging, dignity, and purpose affect people's lives. It should not be treated as a rigid ladder or a universal rule. People often seek connection, justice, creativity, leadership, and collective change while other needs remain unmet. Use the framework as a discussion tool, not as a diagnosis or a ranking of which needs matter most.

Module 8: Move the Message

Purpose: Participants examine how media and public stories shape what people believe. They learn to challenge stereotypes, create truthful and liberating counternarratives, choose creative advocacy formats, use digital tools to build relationships and collective action, and protect story ownership, access, privacy, and safety.

Outcomes

- Analyze how media frames, stereotypes, and missing context shape public understanding of Black and brown youth.
- Create truthful counternarratives rooted in dignity, culture, lived expertise, and collective possibility.
- Choose creative formats including photography, video, spoken word, podcasts, graphics, performance, and public speaking that fit a message and audience.
- Connect personal or community stories to systems, policy, collective demands, and a future vision without requiring trauma disclosure.
- Distinguish digital content, engagement, outreach, and organizing, and move people from attention into relationships and action.
- Apply consent, credit, compensation, accessibility, verification, privacy, safety, and community-accountability practices.

Learning Journey

Representation → Narrative → Story Ownership → Creative Expression → Audience → Action → Digital Power → Safety and Accountability.

Youth first examine how stories about their communities are created, then develop counternarratives, choose formats that fit their culture and strengths, move audiences toward collective action, and protect the people whose stories make advocacy possible.



Curriculum Connections

Connection	How This Module Fits
Builds from	Builds on Module 3 verification and AI accountability, Module 5 testimony, Module 6 care, and Module 7 framing and campaign planning.
Reuses	Campaign demand, target, audience, message, consent expectations, and care plan.
Frameworks and tools	Media Representation Audit; Story-to-System Planner; digital-to-relational pathway; CARE+ communications review.
Products to carry forward	Carry the Creative Advocacy Piece, Story Ownership and Consent Agreement, organizing pathway, and safety plan into Module 9 and any portfolio work.

Module at a Glance

Lesson	Primary Focus	Suggested Run Time	Key Product
1. Who Tells Our Story?	Media representation, stereotypes, framing, and counternarrative	60 minutes	Media Representation Audit and Counternarrative
2. Tell It Our Way.	Youth storytelling, culture, creative formats, and story ownership	Two 60-minute sessions	Creative Advocacy Piece and Consent Plan
3. From Post to People Power.	Digital organizing, platforms, relationships, and supporter journeys	60 minutes	Digital-to-Relational Organizing Pathway
4. Protect the People, Protect the Story.	Consent, accessibility, racialized risk, privacy, moderation, and accountability	60 minutes	Communications Safety and Support Plan

Lesson 1: Who Tells Our Story?

Purpose: Participants examine how media frames shape public understanding and policy, then create truthful counternarratives that center Black and brown youth as experts, leaders, and creators of change.

Outcomes / Youth Learning Goals

- I can identify stereotypes, missing perspectives, and harmful frames in media about young people and their communities.
- I can explain how a frame influences who is blamed, who is believed, and which solutions seem possible.
- I can identify who created a message, whose voice is centered, and who benefits from the story being told.
- I can create a truthful counternarrative rooted in dignity, community knowledge, and collective power.

Age Adaptations

- **Ages 11–14:** Use fictional headlines, familiar school or neighborhood examples, images, and short sentence frames.
- **Ages 15–17:** Add real local headlines, social posts, and questions about stereotypes, context, and policy impact.
- **Ages 18–24:** Add media ownership, criminalizing narratives, opposition framing, institutional communications, and narrative strategy.

Process

Participants examine how Black and brown youth are represented in media, identify the choices that create a frame, and develop a counternarrative that connects truth, dignity, systems, and a collective future.

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

- Chart paper, markers, sticky notes, and pens.
- Media examples or fictional headlines.
- Media Representation Audit and Youth Narrative Builder.
- Verified evidence and community knowledge from earlier modules.
- Community agreements.

Agenda and Activity Guide

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Welcome and Purpose	5 minutes	Frame communication as narrative power.	Posted purpose	Say: "Communication does more than share facts. Stories influence who people see as a problem, who they trust, and which solutions seem possible. Today we will examine who tells stories about young people and practice telling fuller, truer stories ourselves."
Check-In	5 minutes	Connect representation to lived experience without requiring disclosure.	None	Ask: "When have you seen young people or your community represented in a way that felt accurate, powerful, incomplete, or unfair?" Participants may pass, write, or discuss a fictional example.
Icebreaker: Caption This	5 minutes	Demonstrate how framing changes meaning.	One neutral image or written scene	Show one neutral image or describe a scene. Small groups create three captions: one that blames youth, one that treats youth as helpless, and one that centers youth leadership and systems. Debrief: "What changed even though the image stayed the same?"
Mini-Lesson: Frames, Narratives, and Power	10 minutes	Define representation, frame, narrative, stereotype, context, and counternarrative.	Posted definitions	Explain: "A frame highlights some details and leaves others out. A narrative is a repeated story that shapes what people believe. A counternarrative challenges harmful assumptions with truth, context, dignity, and possibility." Connect media stories to public opinion and policy choices.
Activity: Media Mirror Gallery Walk	15 minutes	Analyze representation and missing context.	Media examples, sticky notes, Media Representation Audit	At each example, youth note: How are young people shown? Who is blamed? What context is missing? Whose voice is absent? Who benefits from this frame? Use fictional or carefully selected public examples; do not display humiliating images of identifiable youth.

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Activity: Build a Counternarrative	15 minutes	Create a youth-centered alternative frame.	Youth Narrative Builder	Youth complete: “People often say ____. What that leaves out is ____. What young people and communities know is ____. The value at the center is ____. The change we need is ____. The future we are building is ____.” Add verified evidence and a clear action where appropriate.
Closing Reflection	5 minutes	Name a narrative youth want to change.	Exit slip	Complete: “One story about young people or my community that I want to challenge is... and a truer story is....”

Facilitator Check

Listen for whether youth can identify a frame, name missing context and voices, and create a counternarrative that is truthful, dignifying, and connected to systems rather than stereotypes.

Lesson 2: Tell It Our Way

Purpose: Participants use culture, creativity, and multiple media formats to tell advocacy stories that connect lived experience to systems and collective demands without exploiting trauma.

Outcomes / Youth Learning Goals

- I can choose a communication format that fits my message, audience, culture, and strengths.
- I can create an advocacy story without being required to share trauma.
- I can connect an experience or observation to a system, policy, collective demand, and future vision.
- I can explain who owns a story and how consent, credit, editing, and compensation should work.
- I can use creativity, joy, humor, culture, and imagination as part of advocacy.

Age Adaptations

- **Ages 11–14:** Use short chants, posters, photo captions, role-play, drawing, and 30-second creative shares.
- **Ages 15–17:** Add spoken word, short-form video concepts, podcast openings, photo essays, and one-minute speeches.
- **Ages 18–24:** Add media interviews, campaign videos, op-eds, creative direction, editorial approval, compensation, and spokesperson roles.

Process

Participants explore multiple forms of media, choose formats that fit their message and strengths, develop a story-to-system narrative, and establish consent, credit, ownership, and boundaries before sharing.

Suggested Run Time

Two 60-minute sessions (120 minutes total). Part A: Choose the Story, System, and Format. Part B: Create, Practice, and Confirm Consent. Each part includes its own welcome or reconnection, choice-based participation, practice or creation time, reflection, and closing.

Materials and Preparation

- Creative Format Planner and Story-to-System worksheet.
- Story Ownership and Consent Agreement.
- Format cards and advocacy prompts.
- Timer.
- Optional art or recording tools with explicit consent.

Agenda and Activity Guide Part A: Choose the Story, System, and Format

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Welcome and Purpose	5 minutes	Center youth choice and story ownership.	Posted agreements; agenda	Explain that no one must share a personal story. Fictional, composite, issue-based, visual, or data-based approaches are all valid.
Check-In	5 minutes	Identify conditions for safe creativity.	None	Ask: 'What helps you create without feeling rushed or exposed?' Speaking, writing, drawing, and passing are welcome.
Icebreaker: Remix the Message	8 minutes	Practice changing format without changing truth.	Short fictional messages	Adapt one message for two audiences. Notice what should stay accurate and what can change.
Mini-Lesson: Story to System	12 minutes	Connect an experience or observation to a larger condition and demand.	Story-to-System planner	Model story, pattern, system, decision-maker, and demand. Do not require disclosure of personal hardship.
Activity: Format Marketplace	10 minutes	Choose an accessible format aligned with purpose.	Format cards	Compare formats by audience, access, time, skill, privacy, cost, and ability to support relational follow-up.
Activity: Story Choice and Ownership Check	15 minutes	Decide what may be used and under what conditions.	Story Ownership and Consent Agreement	Name the story source, owner, audience, platform, credit, editing rights, removal process, expiration date, and who must ask again.
Closing and Bridge	5 minutes	Prepare a secure creation plan.	Exit slip	Name the chosen format, one boundary, and one support needed for Part B.

Agenda and Activity Guide Part B: Create, Practice, and Confirm Consent

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Welcome and Reconnection	5 minutes	Reopen agreements and consent choices.	Part A plans	Confirm that participants may change their story, format, role, or permission.
Creative Warm-Up	5 minutes	Lower pressure before production.	Optional art or writing prompts	Offer a quiet and a collaborative option. Keep the prompt fictional or issue-based.
Activity: Create the Advocacy Piece	25 minutes	Produce a supported first draft or prototype.	Chosen creation materials	Facilitators help with tools and access while leaving message, voice, and final choices with youth.
Activity: Consent and Accuracy Review	10 minutes	Check permission, credit, privacy, and truthfulness.	Consent Agreement; PAUSE; CARE+	Confirm every image, quotation, claim, name, and collaborator credit. Remove anything without clear permission or support.
Practice, Feedback, and Revision	10 minutes	Test whether the piece connects and invites an action.	Feedback prompts	Use affirming, choice-based feedback: what is clear, what stays with you, what question remains, and what the creator wants to revise.
Closing Reflection	5 minutes	End with ownership of the next step.	Exit slip	Participants choose: keep private, revise, share only with the group, or consider wider use after the Practice-to-Action Check.

Facilitator Check

Listen for whether youth choose formats strategically, connect story to system and demand, protect boundaries, and clarify consent, ownership, credit, editing, and compensation.

Lesson 3: From Post to People Power

Purpose: Participants distinguish digital content from advocacy and organizing and build a pathway that turns online attention into trusted relationships, collective action, and youth leadership.

Outcomes / Youth Learning Goals

- I can distinguish content, engagement, outreach, and organizing.
- I can identify how culture, trust, platform choices, and algorithms affect who sees and responds to a message.
- I can design an invitation that feels personal, relevant, accessible, and easy to act on.
- I can move people from online attention into conversation, relationships, meetings, actions, and leadership.
- I can recognize when digital attention is not building a base or changing power.

Age Adaptations

- **Ages 11–14:** Use a fictional school campaign, paper platform cards, and a simple See → Talk → Join → Act pathway.
- **Ages 15–17:** Add group chats, text, email, social media, school announcements, peer outreach, virtual events, and sign-up forms.
- **Ages 18–24:** Add platform power, algorithms, supporter data, segmentation, conversion, moderation, distributed leadership, and organizational risk.

Process

Participants examine where youth actually build trust and exchange information, distinguish posting from organizing, and create a digital-to-relational pathway that includes personal follow-up, offline connection, repeated action, and leadership development.

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

- Platform, culture, and outreach cards.
- Digital-to-Relational Organizing Pathway.
- Sample posts, messages, flyers, announcements, and sign-up forms.
- Chart paper.
- No real personal accounts required.

Agenda and Activity Guide

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Welcome and Purpose	5 minutes	Define digital organizing as relationship building.	Posted definition	Say: “A post can inform people. Organizing builds relationships, listens, invites action, follows up, and develops leadership. A large audience is not automatically a base.”
Check-In	5 minutes	Connect to trusted communication spaces.	None	Ask: “Where do young people actually hear about opportunities, decide what is trustworthy, and talk about what matters?” Include online and offline spaces.
Icebreaker: Would You Stop Scrolling?	5 minutes	Explore what moves people from attention to action.	Fictional posts or scenario cards	Youth move to signs: Keep Scrolling, Watch/Read, Share, Comment, Sign Up, or Show Up. Ask what made each message trustworthy, culturally relevant, confusing, weak, or actionable.
Mini-Lesson: Content Is Not Organizing	10 minutes	Distinguish communication functions.	Posted definitions	Define content, engagement, outreach, recruitment, organizing, and base building. Introduce: See → Feel Connected → Respond → Talk to a Person → Join → Act → Reflect → Return → Lead. Emphasize the human conversation.
Activity: Culture and Platform Map	15 minutes	Identify where trust and participation are built.	Platform and community-space cards	Map social media, group chats, text chains, school announcements, gaming spaces, recreation centers, barbershops, salons, faith communities, youth programs, events, and peer conversations. Ask who is included, excluded, trusted, monitored, or at risk in each space. Platforms, privacy settings, moderation tools, age requirements, and youth practices change quickly. Before each session, update the examples with participants and verify current features rather than presenting the list as fixed.

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Activity: Build the Pathway	15 minutes	Design a digital-to-relational organizing flow.	Pathway worksheet	Groups map the message, personal invitation, sign-up, confirmation, conversation, preparation, action, follow-up, next ask, return opportunity, leadership step, and data-protection plan. Require at least one human relationship-building step.
Closing Reflection	5 minutes	Focus on relationships rather than metrics alone.	Exit slip	Complete: “To turn attention into power, we must....”

Facilitator Check

Listen for whether youth distinguish posting from organizing, include a human relationship-building step, plan follow-up, and explain how participation can grow into leadership.

Lesson 4: Protect the People, Protect the Story

Purpose: Participants protect story ownership, accessibility, privacy, and safety while recognizing that Black and brown youth may face unequal exposure, surveillance, harassment, and institutional risk online.

Outcomes / Youth Learning Goals

- I can decide what information, images, and identifying details should remain private.
- I can ask permission and clarify ownership, credit, editing, compensation, and withdrawal before using another person's story or image.
- I can make communication accessible through captions, alt text, readable design, plain language, translation, and multiple participation options.
- I can identify unequal online risks involving racism, surveillance, immigration status, disability, gender identity, police contact, and public harassment.
- I can create a support and response plan so young people are not left to manage mistakes, harassment, or threats alone.

Age Adaptations

- **Ages 11–14:** Focus on permission, location privacy, names and faces, readable design, captions, blocking/reporting, and asking a trusted adult for support.
- **Ages 15–17:** Add alt text, translation, source attribution, comment moderation, documentation, correction plans, and unequal exposure risks.
- **Ages 18–24:** Add data governance, surveillance, organizational duty of care, compensation, legal approval, sponsorship disclosures, media protocols, and crisis response.

Process

Participants assess consent, access, representation, reliability, exposure, and support; repair sample content; and develop a communications safety and community-accountability plan.

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

- Content and risk audit examples.
- Communications Safety and Support Plan.
- Alt-text, caption, translation, and readable-design practice examples.
- Correction template.
- Moderation scenarios.

Agenda and Activity Guide

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Welcome and Purpose	5 minutes	Name communication care as a shared responsibility.	Posted commitments	Explain: “Youth should not have to trade dignity, privacy, safety, or access for visibility. Adults and organizations share responsibility for protecting youth communicators.”
Check-In	5 minutes	Surface access and support needs.	None	Ask: “What helps you feel informed, included, and supported when communicating online or in public?” Participants may name captions, translation, clear expectations, privacy, moderation, or a trusted person.
Icebreaker: Risk, Repair, or Ready?	5 minutes	Practice quick ethical judgment.	Scenario cards	Read short scenarios. Youth move to Risk, Repair, or Ready. Examples: a post shows a school location; a video has captions and consent; a quote has no source; a youth story is edited without approval. Ask what would make each item ready.
Mini-Lesson: CARE+ Framework	10 minutes	Provide a youth-centered review tool.	CARE+ poster	Teach: Consent, Credit, and Control; Access and Audience; Representation and Reliability; Exposure, Equity, and Emergency Support. Explain that risks are not equal: identity, immigration status, disability, gender, neighborhood, police contact, and public visibility can change what protection is needed.
Activity: Content Repair Lab	20 minutes	Apply accessibility, representation, and safety practices.	Audit examples	Groups revise captions, alt text, translation, source notes, framing, consent language, identifying details, and calls to action. Ask: Does this reinforce a stereotype? Who is exposed? Who approves the final version? What should not be posted?

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Activity: Safety and Support Plan	10 minutes	Clarify adult and organizational responsibility.	Safety and Support Plan	Plan youth and adult contacts, comment moderation, harassment escalation, screenshots/documentation, correction steps, emotional support, transportation or physical-safety needs, conditions for pausing/removing content, and follow-up after public exposure.
Closing Reflection	5 minutes	Commit to collective care.	Exit slip	Complete: “One way our team can protect people—not just the message—is....”

Facilitator Check

Listen for whether youth address access, consent, representation, verification, unequal exposure, adult responsibility, moderation, correction, and support.

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: Media Representation Audit.
- Appendix B: Youth Narrative and Message Builder.
- Appendix C: Creative Format Planner.
- Appendix D: Story Ownership and Consent Agreement.
- Appendix E: Digital-to-Relational Organizing Pathway.
- Appendix F: Communications Safety and Support Plan.
- Appendix G: Sample Completed Youth Counternarrative.
- Appendix H: Sources and Further Research.

Appendix A: Media Representation Audit

Question	Notes
Who created or shared this message?	
How are young people or the community described or shown?	
What stereotypes, labels, or assumptions appear?	
Who is treated as responsible for the problem?	
What history, policy, or community context is missing?	
Whose voice is quoted, centered, or absent?	
Who benefits from this frame—and who may be harmed?	
What would a truthful, youth-centered counternarrative say?	

Completed Example: Media Representation Audit

Question	Notes
Who created this message?	A local news account summarizing youth transit complaints.
How are youth shown?	As angry students disrupting a meeting.
What stereotype appears?	Youth complain but do not understand budgets or offer solutions.
Who is treated as responsible?	Young people are framed as the problem; agency decisions are barely mentioned.
What context is missing?	Survey findings, travel times, missed programs, prior meetings, and the youth proposal.
Whose voice is absent?	Youth organizers, families, program staff, and riders.
Who benefits from the frame?	Decision-makers can avoid discussing policy responsibility.
What should a counternarrative say?	Youth researched barriers and proposed a funded solution because opportunities must be reachable.

Appendix B: Youth Narrative and Message Builder

- The harmful or incomplete story people often hear is....
- What that story leaves out is....
- What young people and communities know is....
- The value at the center of our story is....
- The system, policy, or institution connected to this issue is....
- The change we need and the future we are building is....

Appendix C: Creative Format Planner

Format	Possible Audience	Strength	Resources Needed	Risk or Limitation
Photography				
Short video				
Spoken word / performance				
Podcast / audio				
Meme / graphic / carousel				
Zine / poster / mural				
Music / chant / call-and-response				
Speech / interview / op-ed				

Completed Example: Creative Format Planner

Format	Possible Audience	Strength	Resources Needed	Risk or Limitation
Photo story map	Council staff, public, media	Shows travel distances and experiences visually.	Youth photographers, consent, map tool, captions.	May reveal locations; needs alt text.
60-second video	Youth peers and online supporters	Fast, creative, shareable, youth-led.	Phone, editing, captions, music rights, moderation.	Algorithms and harassment; limited nuance.
Podcast segment	Community and policy audiences	Allows deeper context and multiple voices.	Recording, host, editing, transcript.	Longer production; protect private stories.
Go-go call-and-response	Action participants and local media	Culturally grounded, energetic, collective.	Artists, sound plan, rehearsal.	Needs context so policy ask is clear.

Story-to-System Planner

Stage	Planning Question
Moment	
Meaning	
System	
Community	
Demand	
Future	

Completed Example: Story-to-System Planner

Stage	Planning Question
Moment	A youth leader left a paid internship early every day to catch the last safe route home.
Meaning	Transportation schedules shape whether youth can fully participate.
System	Transit service, program hours, fare policy, and budget decisions.
Community	Many youth reported similar barriers across programs and wards.
Demand	Fund youth fare support and safer evening routes.
Future	Youth can reach opportunities without sacrificing safety, time, or basic needs.

Appendix D: Story Ownership and Consent Agreement

- What story, image, recording, artwork, or quotation is being shared?
- Where will it appear, who may see it, and how long may it be used?
- Are names, faces, schools, neighborhoods, locations, or organizations visible?
- Who may edit it, who approves the final version, how will credit or compensation work, and how can permission be changed or withdrawn?

Appendix E: Digital-to-Relational Organizing Pathway

Stage	Planning Question
See	How will the right people encounter the message?
Feel Connected	What values, culture, experience, or relationship helps it feel relevant and trustworthy?
Respond	How can people ask a question, react, or share what they care about?
Talk to a Person	Who will follow up through a direct message, text, call, conversation, or one-to-one?
Join and Act	How will people sign up, prepare, participate, and know what is expected?
Reflect and Return	How will the group debrief, appreciate people, share results, and invite a next step?
Lead	How can participants take ownership, recruit others, facilitate, create content, or help make decisions?

Completed Example: Digital-to-Relational Organizing Pathway

Stage	Example
See	Youth watch a short video: DC opportunities are not accessible if we cannot get there.
Connect	The post reflects a familiar commute and links to youth research.
Respond	Youth completes a poll or signs up.
Conversation	A peer organizer follows up personally.
Join	Youth attends a listening session or orientation.
Act	Youth surveys peers, testifies, recruits, or joins an action.
Reflect / Return	Organizer shares results and invites the next step.
Lead	Youth facilitates outreach, speaks to decision-makers, or mentors others.

Appendix F: Communications Safety and Support Plan

Planning Area	Team Decision
Youth point person	
Adult or organizational support person	
Consent, credit, and compensation check	
Privacy, location, and identifying-information check	
Accessibility, caption, translation, and format check	
Comment moderation and harassment response	
Screenshot, documentation, and correction process	
Emotional support and debrief plan	
Conditions for pausing, removing, or changing content	

Completed Example: Communications Safety and Support Plan

Planning Area	Team Decision
Story and photo consent	Separate choices for internal, partner, social, news, and future use; no pressure to show faces.
Privacy and location	Do not post live locations, home routes, school schedules, or identifying legal/health details.
Accessibility	Caption videos, add alt text, use plain language, translate, and provide non-digital access.
Comment moderation	Two adults and one youth lead monitor; youth do not manage threats alone.
Harassment response	Document, block/report, contact support, assess safety, and pause content if needed.
Corrections	Correct inaccurate facts publicly and preserve the source record.
Emotional support	Pre-publication review, opt-out, debrief, and follow-up.
Pause/remove conditions	Consent withdrawal, threat, identifying information, factual error, or unplanned harm.

Appendix G: Sample Completed Youth Counternarrative

Incomplete narrative: “Young people do not care about their communities and only show up when adults organize something for them.”

What this leaves out: Young people often face barriers related to transportation, work, school, caregiving, safety, and information. Many also organize through peer networks, arts, mutual aid, testimony, youth councils, and digital spaces that adults may not recognize.

Youth-centered counternarrative: Black and brown young people are already researchers, storytellers, organizers, caregivers, artists, and policy leaders. When institutions share information, resources, decision-making power, compensation, and safe ways to participate, youth do more than attend; they shape solutions and bring other people with them.

System connection: Programs and agencies often invite youth after major decisions have already been made or fail to fund transportation, food, technology, interpretation, and youth time.

Demand: Include young people early, compensate for their expertise, remove barriers to participation, and give them meaningful authority over decisions that affect them.

Future vision: A DC where young people are trusted and resourced as partners in building safe, joyful, and equitable communities.

Appendix H: Sources and Further Research

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

- Critical Exposure. (n.d.). *Visual Storytelling Gallery*. Provides examples of youth photography, photo storytelling, portraits, community care, and organizing in action. Facilitators can use selected images to help participants examine how visual stories communicate lived experience, community strengths, problems, and possible solutions. Review image-use requirements before reproducing photographs in curriculum materials.

- Global Action Project. (n.d.). *Media in Action Curriculum*. Offers a free, youth-centered curriculum developed over more than two decades of media arts and youth organizing practice. Activities address media analysis, framing, cultural expression, storytelling, collective reflection, and the use of media to support organizing and political change. Global Action Project encourages facilitators to adapt the curriculum to their participants and context. Open U.S.-based resource; no account required.

- Global Action Project. (n.d.). *Workshop Principles and Media Advancing Movements*. Provides facilitation principles and a youth workshop examining how media can reinforce oppressive systems or help movements communicate values, build participation, and advance liberation. The workshop includes reflection activities and movement case studies, although some older external links within the curriculum may no longer work and should be checked before a session. Open PDF.

- Global Action Project, DataCenter, & Research Action Design. (2015). *Media in Action: A Field Scan of Media and Youth Organizing in the United States*. Examines how youth organizers across the United States use media to organize, frame community stories, conduct media analysis, and support movement building. This resource is more detailed than the youth activities and is best suited for facilitator preparation or deeper research. Open resource.

- MediaJustice. (2011, September 25). *Communicate Justice 101: The Organizers' Essential Guide to Strategic Communications*. Provides practical tools for grassroots and racial-justice organizers to assess communications readiness, monitor media, challenge racist bias, develop messages, plan media campaigns, conduct press outreach, and evaluate communications work. The page links to the complete downloadable toolkit. Open resource.

- Color Of Change & Family Story. (2020). *Changing the Narrative About Black Families*. Identifies inaccurate and biased terms and narratives that harm Black

families and provides guidance for more accurate, affirmative, and anti-racist communication. The guide can help participants examine how language shapes public attitudes, policy choices, and whose experiences are treated with care or blame. A direct PDF of the guide is also available. Open resource.

- Youth Media Council & We Interrupt This Message. (2002). *Speaking for Ourselves: A Youth Assessment of Local News Coverage*. Presents youth-led research on how local news represented young people and youth-related issues. The report examines whose voices were included, how youth were described, whether root causes and policy solutions were discussed, and how biased reporting could influence public opinion and policy. This is a valuable historical example of youth-led media monitoring, but facilitators should explain that it reflects an earlier media environment and connect it to current platforms and examples. Open legacy PDF.

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.

Module 10: Cultivate Your Future

Purpose: Participants identify their leadership gifts, translate advocacy experience into professional language and work samples, build supportive relationships, explore careers across advocacy and public service, evaluate opportunities, and create a realistic personal leadership and career action plan.

Outcomes

- Describe skills and values developed through advocacy, organizing, research, policy, communications, and campaign work.
- Tell a concise leadership story and write a short professional biography.
- Develop or strengthen a résumé and advocacy portfolio.
- Practice informational interviews, networking, mentorship, and professional follow-up.
- Explore career pathways and understand education, experience, compensation, workplace culture, and advancement factors.
- Create a 6–12 month leadership, learning, and career plan that includes wellbeing and boundaries.

Learning Journey

Gifts → Story → Evidence → Relationships → Options → Decisions → Action.

Youth name what they have learned, translate it into language others can recognize, gather proof of their work, build relationships without losing authenticity, explore multiple pathways, and choose next steps that align with their values, needs, and wellbeing.





Curriculum Connections

Connection	How This Module Fits
Builds from	Builds on the complete curriculum portfolio: agreements, civic vision, research, policy analysis, testimony, organizing tools, campaign products, media, and evaluation learning.
Reuses	Only work the participant is authorized to use, with accurate credit, confidentiality protections, and renewed permission for personal or professional sharing.
Frameworks and tools	Leadership Skills Inventory; story builder; portfolio and privacy plan; relationship map; opportunity comparison; 6–12 Month Future Plan.
Products to carry forward	A truthful leadership story, professional bio, portfolio plan, outreach message, career comparison, and 6–12 month plan.

Module at a Glance

Lesson	Primary Focus	Suggested Run Time	Key Product
1. Name Your Gifts and Leadership Story.	Skills, values, identity, and transferable experience	60 minutes	Leadership Story and Skills Inventory
2. Show Your Work.	Biography, résumé, and advocacy portfolio	Two 60-minute sessions	Professional Bio and Portfolio Plan
3. Build Relationships with Purpose.	Networking, informational interviews, mentors, and follow-up	60 minutes	Relationship Map and Outreach Message
4. Explore Careers and Evaluate Opportunities.	Career pathways, job research, compensation, and workplace culture	60 minutes	Career Pathway Comparison
5. Plan Your Next Chapter.	Goals, learning, boundaries, support, and action	Two 60-minute sessions	6–12 Month Future Plan

Lesson 1: Name Your Gifts and Leadership Story

Purpose: Participants identify skills, values, roles, and accomplishments developed through advocacy and connect them to a leadership story.

Outcomes / Youth Learning Goals

- I can name skills I developed through this curriculum and community work.
- I can distinguish a task from a skill and an accomplishment.
- I can identify values that guide my leadership.
- I can tell a short story about a challenge, action, and result.
- I can describe growth without comparing myself to others.

Age Adaptations

- **Ages 11–14:** Focus on strengths, school/community roles, and a one-minute story.
- **Ages 15–17:** Add transferable skills, achievements, and future interests.
- **Ages 18–24:** Add leadership philosophy, quantified accomplishments, and role alignment.

Process

Participants complete a skills inventory, translate activities into transferable skills, and develop a Challenge–Action–Learning leadership story.

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

- Skills cards.
- Leadership Story worksheet.
- Past module products.
- Chart paper and markers.

Agenda and Activity Guide

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Welcome and Purpose	5 minutes	Frame experience as evidence of leadership.	Posted purpose	Say: “Leadership is not only a title. It includes how you listen, advocate, research, communicate, care, solve problems, follow through, work across differences, and help yourself and other people contribute their strengths. Leadership is both individual and relational.”
Check-In	5 minutes	Recognize growth.	None	Ask: “What is something you can do now that you could not do or did not feel confident doing before?”
Icebreaker: Skill Charades	5 minutes	Name transferable skills.	Skills cards	Youth act out facilitation, research, planning, listening, problem-solving, outreach, or teamwork. Group names the skill and where it is useful. Connect examples to the NACE career-readiness competencies while keeping the curriculum's broader, youth-centered language.
Mini-Lesson: Task, Skill, Accomplishment	10 minutes	Translate experience.	Examples	Example: task—helped organize a forum; skills—outreach, logistics, facilitation; accomplishment—recruited 30 participants and gathered recommendations. Avoid inventing numbers.
Activity: Leadership Skills Inventory	15 minutes	Document strengths and evidence.	Inventory	Youth list roles, tasks, skills, evidence, values, and areas for growth. Include unpaid, school, family, community, and volunteer experience.
Activity: Leadership Story	15 minutes	Practice a concise story.	Story worksheet	Use Challenge → Action → Result → Learning → Future. Participants choose what they are comfortable sharing and receive strengths-based feedback.

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Closing Reflection	5 minutes	Name a leadership identity.	Exit slip	Complete: “I lead by....”

Facilitator Check

Listen for whether youth name skills with specific evidence, describe growth without exaggeration or self-dismissal, and identify how their values shape the leader they are becoming.

Lesson 2: Show Your Work

Purpose: Participants create professional materials that communicate their skills, values, experience, and work products accurately.

Outcomes / Youth Learning Goals

- I can write a short professional biography.
- I can turn responsibilities into strong résumé bullets.
- I can identify work samples for an advocacy portfolio.
- I can protect confidential information, credit collaborators, and obtain new permission for each personal or professional use of shared work.
- I can tailor materials to an opportunity.

Age Adaptations

- **Ages 11–14:** Create a strengths profile and sample project page rather than a formal résumé.
- **Ages 15–17:** Add school, volunteer, paid, and project experience.
- **Ages 18–24:** Add tailored résumés, cover letters, portfolios, and online professional profiles.

Process

Participants review examples, write a bio, revise résumé bullets, and create a portfolio plan with privacy and ownership checks.

Suggested Run Time

Two 60-minute sessions (120 minutes total). Part A: Build Your Skills and Experience Bank. Part B: Tailor and Share Your Work. Each part includes its own welcome or reconnection, choice-based participation, practice or creation time, reflection, and closing.

Materials and Preparation

- Bio template.
- Résumé worksheet.
- Portfolio planner.
- Sample job or fellowship descriptions.
- Past curriculum products.

Agenda and Activity Guide Part A: Build Your Skills and Experience Bank

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Welcome and Purpose	5 minutes	Connect lived experience to career-ready language.	Posted agreements; agenda	Explain that paid, unpaid, school, family, community, and advocacy work can all build skills. Youth decide what is appropriate to share.
Check-In	5 minutes	Name one experience worth counting.	None	Invite participants to name, write, draw, or privately note something they helped accomplish.
Icebreaker: Strong Verb Swap	8 minutes	Translate tasks into active skill language.	Verb cards	Replace vague phrases with accurate verbs that show what the person did. Do not exaggerate responsibility.
Mini-Lesson : Bio, Résumé, Portfolio, and Skills Bank	10 minutes	Distinguish the tools and show how they connect.	Examples	A skills and experience bank is a private running record of roles, tasks, accomplishments, skills, feedback, credentials, and work samples used to tailor future materials.
Activity: Build the Skills and Experience Bank	15 minutes	Create reusable evidence for applications.	Skills bank worksheet; Leadership Inventory	Connect informal and formal experience to accurate skills. Include collaborators, results, growth areas, and any information that must remain private.
Activity: Résumé Bullet Lab	12 minutes	Write evidence-based accomplishment statements.	Résumé planner; sample posting	Use action, task, skill, and result. Mirror relevant job-post language only when it truthfully describes the participant's experience; do not copy or stuff keywords.
Closing and Bridge	5 minutes	Choose what to develop in Part B.	Exit slip	Select one audience and one item to tailor. Name any access, technology, or coaching support needed.

Agenda and Activity Guide Part B: Tailor and Share Your Work

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Welcome and Audience Check	5 minutes	Reconnect the material to a real purpose.	Sample posting or audience card	Name who will read the material and what they need to understand. A fictional posting may be used.
Check-In: What Should They Know?	5 minutes	Center the participant's own priorities.	None	Participants privately choose one strength, value, or experience they want represented.
Mini-Lesson: Tailoring and Screening	10 minutes	Explain ethical tailoring and common automated screening.	Sample posting	Employers may use software or AI to scan application language. Use accurate terms from the posting when they match real experience, keep formatting readable, and never invent a skill or credential.
Activity: Write or Revise a Short Bio	15 minutes	Create a truthful, audience-appropriate introduction.	Professional Bio Template; skills bank	Draft and tailor a short bio that names focus, evidence, and next direction without sharing confidential information.
Activity: Portfolio and Permission Plan	15 minutes	Select one work sample and protect shared ownership.	Portfolio Planner; Module 8 Consent Agreement	Credit collaborators, remove private information, and ask again before personal or professional use. Campaign permission does not automatically transfer to a résumé, portfolio, website, social profile, application, or interview.
Peer Review and Revision	5 minutes	Make one useful improvement.	Feedback prompts	The writer chooses the feedback focus. Check truthfulness, relevance, readability, and permission.
Closing Reflection	5 minutes	Name the next update step.	Exit slip	Complete: 'Before I share this, I will...'

Facilitator Check

Listen for whether youth create truthful, audience-appropriate materials; credit collaborators; remove confidential information; and obtain new permission before using campaign work in a personal portfolio.

Lesson 3: Build Relationships with Purpose

Purpose: Participants practice relationship-building, informational interviews, mentorship requests, and professional follow-up in ways that are mutual and authentic.

Outcomes / Youth Learning Goals

- I can explain the difference between networking, mentorship, sponsorship, and friendship.
- I can map people and communities who may offer information, guidance, access, or support.
- I can write a respectful outreach message.
- I can ask useful informational interview questions.
- I can follow up and maintain boundaries.

Age Adaptations

- **Ages 11–14:** Focus on trusted adults, teachers, coaches, and community leaders.
- **Ages 15–17:** Add informational interviews, references, and program connections.
- **Ages 18–24:** Add mentors, sponsors, peer networks, professional associations, and reciprocal relationship maintenance.

Process

Participants create a relationship map, practice outreach and an informational interview, and plan respectful 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

- Relationship Map.
- Outreach templates.
- Informational interview questions.
- Role cards.

Agenda and Activity Guide

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Welcome and Purpose	5 minutes	Reframe networking as relationship.	Posted purpose	Say: “Networking is not collecting people for what they can give you. It is building respectful relationships, learning, offering value, and staying connected over time.”
Check-In	5 minutes	Name supportive relationships.	None	Ask: “Who has helped you learn something important, and what did they do?”
Icebreaker: Six Degrees of Support	5 minutes	Notice existing networks.	None	Name a goal and brainstorm categories of people who might know something helpful: peers, alumni, educators, family, community groups, or professionals.
Mini-Lesson: Relationship Roles	10 minutes	Define different forms of support.	Role cards	Define peer, connector, mentor, coach, sponsor, reference, and collaborator. One person may play more than one role, but no one owes access.
Activity: Relationship Map	15 minutes	Identify current and future connections.	Map	Map people already known, people to meet, what you hope to learn, what you can offer, and appropriate boundaries.
Activity: Outreach and Informational Interview	15 minutes	Practice respectful contact.	Templates, questions	Draft a concise message with connection, reason, specific request, flexible timing, and thanks. Practice questions about daily work, skills, pathway, challenges, culture, and advice.
Closing and Follow-Up	5 minutes	Build consistency.	Follow-up card	Draft a thank-you and one appropriate next step. Do not pressure people who do not respond.

Facilitator Check

Listen for whether youth make a clear and respectful relationship-building request, practice reciprocal conversation, protect personal boundaries, and plan an appropriate follow-up.

Lesson 4: Explore Careers and Evaluate Opportunities

Purpose: Participants explore career pathways across advocacy, organizing, policy, research, communications, government, philanthropy, and community services and learn to evaluate opportunities beyond title alone.

Outcomes / Youth Learning Goals

- I can identify several career pathways connected to civic and community change.
- I can research duties, education, skills, pay, and outlook using credible sources.
- I can compare a role's mission, responsibilities, supervision, compensation, benefits, culture, and growth opportunities.
- I can identify questions to ask before accepting an opportunity.
- I can recognize that careers may be nonlinear.
- I can define what a good job or learning opportunity means for me right now, including whether it meets an immediate need, builds a longer-term career asset, or does both.
- I can compare the education, training, credentials, cost, time, aid, mentorship, and work conditions connected to different pathways.

Age Adaptations

- **Ages 11–14:** Use career cards and focus on curiosity, skills, and education pathways.
- **Ages 15–17:** Add internships, apprenticeships, college, certifications, and paid work.
- **Ages 18–24:** Add salary research, benefits, negotiation, job descriptions, organizational finances, and workplace culture.

Process

Participants rotate through career pathways, research two roles, and compare opportunities using a values-and-needs lens.

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

- Career pathway cards.
- Internet access or printed BLS/O*NET profiles.
- Opportunity Comparison worksheet.
- Sample job descriptions.

Agenda and Activity Guide

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Welcome and Purpose	5 minutes	Expand career possibilities.	Career cards	Explain that advocacy skills appear in many sectors and titles. A career can include paid work, public service, consulting, elected or appointed roles, creative work, and community leadership.
Check-In	5 minutes	Surface interests.	None	Ask: "What kind of problem would you like your future work to help solve?"
Icebreaker: Career Match	5 minutes	Connect tasks to roles.	Task and role cards	Match tasks such as analyzing a budget, facilitating youth, writing media, collecting data, or building partnerships to multiple careers. Emphasize that skills travel.
Activity: Career Pathway Gallery	15 minutes	Explore options.	Career profiles	Review organizing, policy, research, communications, legal, government, program management, fundraising, evaluation, media, and community engagement roles.
Activity: Opportunity Comparison	20 minutes	Evaluate roles holistically.	Worksheet, sample descriptions	Compare mission; duties translated into skills; required and preferred qualifications; role-aligned credentials or certifications; pay range; benefits; schedule; location and remote, hybrid, or in-person expectations; supervision; access to mentorship; culture; safety; accessibility; growth; and alignment with values. Identify missing information and verify time-sensitive details.
Mini-Lesson: Ask Before You Say Yes	5 minutes	Build decision confidence.	Question list	Practice questions about expectations, decision-making, workload, compensation, youth safety, supervision, mentorship, professional development, evaluation, workplace inputs that support strong work, and why the role is open.
Closing Reflection	5 minutes	Identify a pathway to explore.	Exit slip	Complete: "A role or field I want to learn more about is... because...."

Facilitator Check

Listen for whether youth compare opportunities using mission, duties, compensation, benefits, access, culture, supervision, safety, growth, and values and identify information they still need.

Lesson 5: Plan Your Next Chapter

Purpose: Participants create a realistic 6–12 month plan for leadership, learning, career exploration, relationships, applications, and wellbeing.

Outcomes / Youth Learning Goals

- I can set one or more specific next-step goals.
- I can break a goal into actions, deadlines, supports, and evidence of progress.
- I can identify barriers and backup plans.
- I can include rest, boundaries, finances, and care in my plan.
- I can decide how and when to review and revise my plan.

Age Adaptations

- **Ages 11–14:** Use a three-month exploration plan with one trusted adult.
- **Ages 15–17:** Add academic, internship, service, and skill-building goals.
- **Ages 18–24:** Add employment, compensation, portfolio, networking, education, and financial planning.

Process

Participants conduct a future-self reflection, build a 6–12 month action plan, identify support and accountability, and close the curriculum with commitments and celebration.

Suggested Run Time

Two 60-minute sessions (120 minutes total). Part A: Choose Your Direction. Part B: Build the Plan, Support, and Accountability. Each part includes its own welcome or reconnection, choice-based participation, practice or creation time, reflection, and closing.

Materials and Preparation

- Future Plan worksheet.
- Calendar.
- Opportunity tracker.
- Support map.
- Reflection cards.

Agenda and Activity Guide Part A: Choose Your Direction

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Welcome and Purpose	5 minutes	Frame planning as flexible and values-led.	Posted agreements; agenda	Explain that a future plan is a tool for choice, not a promise that circumstances will stay the same.
Check-In	5 minutes	Reconnect to wellbeing and readiness.	None	Invite participants to name an energy level and choose a quiet, partner, or group working option.
Icebreaker: Postcard from the Future	8 minutes	Imagine a meaningful direction without requiring certainty.	Postcards or paper	Write or draw one future scene. Participants decide whether to share.
Activity: Goal and Big Why	15 minutes	Choose one to three goals and the change each could create.	Future Plan	Name why each goal matters, what the participant expects to change, and how it connects to values—not only outside pressure.
Activity: Pathway and Learning Requirements	12 minutes	Research possible routes and costs.	Career resources; pathway cards	Compare credentials, short-term training, adult education, certificates, associate, bachelor's, and graduate pathways when relevant, including cost, time, aid, access, and alternatives.
Activity: Now Job, Stepping-Stone, or Longer-Term Fit	10 minutes	Define a good opportunity based on current and future needs.	Opportunity criteria	A good job may meet immediate income or experience needs, build a longer-term asset, or do both. Name the tradeoffs, boundaries, and conditions that matter.
Closing and Bridge	5 minutes	Choose one direction to plan in Part B.	Exit slip	Name one goal, one question, and one person or source that could help.

Agenda and Activity Guide Part B: Build the Plan, Support, and Accountability

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Welcome and Reconnection	5 minutes	Reopen goals and choice.	Part A notes	Invite changes to any goal based on new thinking or current circumstances.
Check-In	5 minutes	Identify the support needed for planning.	None	Participants select a quiet, partner, coach, or group option.
Activity: Build the 6–12 Month Plan	20 minutes	Turn one direction into manageable steps.	6–12 Month Future Plan	Set next-30-day, 90-day, six-month, and twelve-month actions, evidence, alternatives, and review points. Keep the plan realistic and revisable.
Activity: Support, Barriers, Inputs, and Care	15 minutes	Plan for conditions that help the participant do their best work.	Support map	Name people, transportation, technology, schedule, location, in-person or remote environment, accessibility, compensation, rest, boundaries, and backup plans.
Activity: Accountability and Relationship Steps	10 minutes	Create supported follow-through.	Calendar; relationship map	Schedule at least one relationship step, one skill or work-sample step, one wellbeing step, and one plan review. Ask permission before naming an accountability partner.
Curriculum Closing and Celebration	5 minutes	Recognize growth without forcing public sharing.	Optional certificates; reflection cards	Offer multiple ways to participate. Celebrate learning, relationships, care, and leadership—not only public wins or completed goals.

Facilitator Check

Listen for whether youth create a realistic 6–12 month plan with specific steps, checkpoints, support, boundaries, wellbeing, and room to revise as circumstances change.

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: Leadership Skills Inventory.
- Appendix B: Leadership Story Builder.
- Appendix C: Professional Bio Template.
- Appendix D: Resume Bullet and Portfolio Planner.
- Appendix E: Relationship Map and Outreach Template.
- Appendix F: Career Pathway Comparison.
- Appendix G: 6–12 Month Future Plan.
- Appendix H: Sources and Further Research.

Appendix A: Leadership Skills Inventory

Experience or Role	Tasks	Skills	Evidence / Result	Values

Completed Example: Leadership Skills Inventory

Experience or Role	Tasks	Skills	Evidence / Result	Values
Youth transit campaign outreach lead	Recruited peers, sent reminders, led listening sessions.	Relationship building, facilitation, communication, follow-up.	Recruited 38 youth; 26 attended; feedback shaped demands.	Access, community, accountability
Public testimony team	Researched policy, drafted testimony, practiced delivery.	Research, policy analysis, public speaking, editing.	Delivered testimony and answered follow-up questions.	Courage, accuracy, youth voice
Digital media volunteer	Created captions, videos, and comment guidelines.	Storytelling, digital organizing, accessibility, moderation.	Video reached 4,000 views and generated 72 sign-ups.	Creativity, inclusion, care

Appendix B: Leadership Story Builder

- Challenge or opportunity: What was happening?
- Action: What did you do, and with whom?
- Result: What changed or what did you produce?
- Learning: What did you learn about yourself, people, or systems?
- Future: How will you use this learning next?

Appendix C: Professional Bio Template

[Name] is a [current role, identity, or area of study] focused on [issue or purpose]. Through [relevant experience], they have developed skills in [2–3 skills] and contributed to [accurate accomplishment or project]. They value [values] and hope to [future direction].

Completed Example: Professional Bio

Fictional Example for Modeling Only

Completed example
Maya Johnson is a Washington, DC student organizer focused on transportation access, youth opportunity, and civic participation. As an outreach lead for a youth transit campaign, she facilitated listening sessions, recruited young people across several wards, contributed to policy research, and delivered public testimony before the DC Council. Maya is interested in communications, community organizing, and public policy and hopes to continue building campaigns that make city programs more accessible to young people.

Appendix D: Resume Bullet and Portfolio Planner

- Résumé formula: Action verb + what you did + purpose or verified result.
- Portfolio fields: title, date, role, collaborators, challenge, process, product, result, reflection, permissions, and link or file location.
- Remove private information and credit collaborators before sharing.

Appendix E: Relationship Map and Outreach Template

Subject: Request for a brief informational conversation
Hello [Name], I am [brief introduction and connection]. I am learning about [field or role] and appreciated [specific reason for reaching out]. Would you be open to a 20-minute conversation about your pathway and work? I am available [options] and understand if your schedule does not allow. Thank you for considering it.

Completed Example: Informational Interview Outreach

Completed example message
Subject: Request for a brief informational conversation Hello Ms. Lee, My name is Maya Johnson, and I am a DC student organizer interested in transportation policy and youth engagement. Jordan Smith suggested I contact you because of your work in city government. I would appreciate 20 minutes to learn about your career path, the skills you use most, and advice for a young person exploring public policy. I am available after 4:00 p.m. on Tuesdays and Thursdays, but I am happy to work around your schedule. Thank you, Maya

Appendix F: Career Pathway Comparison

Factor	Opportunity A	Opportunity B
Mission and duties		
Required skills / experience		
Pay and benefits		
Schedule and location		
Supervision and culture		
Learning and advancement		
Questions / concerns		

Completed Example: Career Pathway Comparison

Factor	Opportunity A	Opportunity B
Opportunity	Paid youth policy fellowship	Unpaid community media internship
Mission and duties	Research, meetings, testimony support, policy recommendations.	Photography, video editing, and storytelling.
Skills / learning	Policy analysis, writing, government relationships.	Creative production, interviewing, visual storytelling.
Pay / benefits	$20/hour; transit provided.	Unpaid; equipment available.
Schedule / location	10 hours/week; hybrid; school-year.	15 hours/week; in person; summer.
Culture / power / support	Youth advisory council and mentor; ask how recommendations are used.	Youth-led creative team; ask about consent, ownership, and credit.
Decision	Strong fit if schedule works; compensation and policy experience support goals.	Creative fit, but unpaid hours create an access barrier.

Appendix G: 6–12 Month Future Plan

Goal	Next 30 Days	By 90 Days	By 6 Months	By 12 Months	Support, Care, and Review

Completed Example: 6–12 Month Future Plan

Goal	Next 30 Days	By 90 Days	By 6 Months	By 12 Months	Support, Care, and Review
Apply for two paid policy or organizing opportunities	Update resume and identify five aligned opportunities.	Complete two informational interviews and submit two tailored applications.	Begin a paid opportunity or complete a targeted skill-building course; reassess the search if needed.	Add verified work samples to the portfolio and choose the next leadership or career step.	Mentor review, transit support, weekly application block, rest after deadlines, and monthly check-ins.
Strengthen public speaking and facilitation	Record one practice testimony and choose one facilitation skill to strengthen.	Facilitate a short meeting segment and gather growth-focused feedback.	Speak at a public or community event with preparation, choice, and debrief support.	Facilitate a longer session or mentor another youth speaker while protecting boundaries.	Practice partner, accessible formats, choice about public recording, and a review after each milestone.

Appendix H: Sources and Further Research

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

National Association of Colleges and Employers. Career Readiness Defined. Describes eight widely used career-readiness competencies that can help youth translate advocacy, school, family, community, and work experience into employer-recognized skill language. Use as one reference—not as a limit on youth gifts. https://www.naceweb.org/career-readiness/competencies/career-readiness-defined/

DC Department of Employment Services. Labor Market Information. Provides current District labor-force, industry, occupation, wage, and employment data. Recheck the site and publication dates before facilitation. https://does.dc.gov/page/labor-statistics

Recommended Youth Career and Employment Resources

- National Center for O*NET Development. (n.d.). *My Next Move*. Provides a youth-friendly way to explore careers by interests, industry, or job title. Its Interest Profiler helps young people identify possible career areas without treating the results as a fixed decision about their future.
- CareerOneStop. (n.d.). *GetMyFuture*. U.S. Department of Labor. Designed for young people ages 16–24, this mobile-friendly resource supports career exploration, education and training searches, résumé preparation, interviews, and job searches.
- U.S. Bureau of Labor Statistics. (n.d.). *Occupational Outlook Handbook*. Provides current information on career duties, education and training requirements, work environments, pay, and employment outlook. It is most useful after youth identify one or two careers they want to research more deeply. Open U.S. government resource
- DC Department of Employment Services. (n.d.). *Summer Jobs and Youth Programs*. Serves as the main portal for DC youth employment opportunities, including the Mayor Marion S. Barry Summer Youth Employment Program and the High School Internship Program. Facilitators should use this site to verify current deadlines, age requirements, eligibility, and application instructions. Open U.S. government resource
- DC Department of Employment Services. (n.d.). *Youth Services*. Provides information about DC workforce programs for residents ages 14–24, including paid

work experience, occupational training, workplace-readiness support, leadership development, and academic enrichment.

- U.S. Equal Employment Opportunity Commission. (n.d.). *Youth@Work*. Provides plain-language information about workplace discrimination, harassment, disability protections, employee rights, and how young workers can seek help. Open U.S. government resource.
- LinkedIn. (n.d.). *Create a Good LinkedIn Profile*. Provides an official, step-by-step overview of profile sections, including a profile photo, headline, summary, experience, education, skills, and accomplishments. The guidance encourages users to present their interests, values, experiences, and professional goals clearly. A LinkedIn account is required to create a profile, but the help article is publicly viewable.

Facilitator Note: Confirm Salary Information

Salary ranges can change based on location, experience, education, employer, and the year the data was collected. Before sharing salary information with participants, confirm the most current figures using a reliable source such as the **U.S. Bureau of Labor Statistics Occupational Outlook Handbook**, **CareerOneStop**, or a current local job posting.

When discussing pay with youth:

- Present salary ranges as estimates, not guarantees.
- Check whether the figure is national, regional, or specific to Washington, DC.
- Note whether the amount reflects an entry-level, median, or experienced salary.
- Confirm the publication or update date.
- Remind participants that benefits, work hours, union status, and contract type can affect total compensation.

Glossary of Terms

How to Use This Glossary

This glossary standardizes the key terms used throughout the curriculum. Facilitators should introduce terms in plain language, connect them to concrete examples, and invite participants to restate definitions in their own words. Definitions may be adapted for age and context without changing the core meaning. The glossary is a living document and may be expanded as young people identify additional language that matters to their work.

Term	Youth-Friendly Definition
Accessibility	Designing spaces, information, activities, and technology so people with different disabilities, languages, learning styles, transportation needs, schedules, and resources can participate meaningfully.
Accountability	Taking responsibility for decisions, actions, impacts, and commitments; explaining what happened; repairing harm when needed; and following through on next steps.
Act	A bill that has passed the DC Council and completed the Council process but may still be waiting for mayoral action, congressional review, or other conditions before becoming law.
Action	A step people take to advance a goal. An action may be a meeting, testimony, outreach effort, public event, creative project, direct action, or another tactic.
Activism	Visible action that challenges injustice, raises awareness, or creates public pressure and urgency.
Adult Ally	An adult who listens to young people, shares information and power, provides resources, challenges adultism, and supports youth leadership without taking over.

Term	Youth-Friendly Definition
Adultism	The belief or practice that adults are automatically more capable, knowledgeable, or deserving of power than young people because of age. Adultism can exclude youth from decisions that affect them.
Advocacy	Actions intended to influence a decision, policy, practice, budget, institution, or public understanding of an issue.
Advocacy Strategy	A plan for building influence, support, access, and pressure so decision-makers act on a clear goal or demand.
Ageism	Stereotyping, prejudice, or discrimination based on age. It can affect people of any age; adultism is the specific form that targets young people.
Agency Practice	The everyday procedures, choices, and ways a government agency carries out laws, regulations, programs, and services.
AI Disclosure	A clear explanation of how artificial intelligence was used in creating a document, message, image, analysis, or other work product.
Algorithm	A set of instructions a digital platform or computer system uses to sort information, make recommendations, or decide what people see. Algorithms can reflect bias in their design or data.
Ally	A person or organization that supports a campaign or community and is willing to use its relationships, resources, voice, or access to help advance the work.
Archive	An organized collection of records, photos, videos, stories, documents, decisions, and other materials preserved for learning, accountability, memory, and future use.
Base	A group of people who are directly connected to an issue, share an interest in change, have ongoing relationships with one another, and can act together over time.

Term	Youth-Friendly Definition
Base Building	The ongoing work of identifying, recruiting, developing, and retaining people who are directly affected by an issue or committed to the campaign, then moving them into deeper relationships, action, and leadership.
Bill	A proposed law introduced for consideration by a legislative body such as the DC Council or Congress.
Brave Space	A space where people can discuss difficult issues, ask questions, make mistakes, experience discomfort, and grow while being treated with care and dignity.
Budget	A plan for how a government, organization, or group expects to raise and spend money. Public budgets show what leaders choose to fund and prioritize.
Budget Decision	A choice about how much money will be collected, allocated, reduced, or spent on a program, agency, service, or community need.
Call to Action	A clear request telling an audience what specific step to take next, such as attend, testify, contact an official, share information, join a meeting, or volunteer.
Campaign	A coordinated and sustained effort that organizes people, resources, messages, and tactics to win a specific change from a target.
Campaign Goal	The specific change a campaign intends to achieve within a defined period.
Campaign Strategy	The overall plan for building enough power to move a target, overcome opposition, and achieve a campaign goal.
Care Plan	A plan for supporting people before, during, and after advocacy activities through consent, rest, food, transportation, safety, accessibility, debriefing, emotional support, and clear boundaries.
Civic Engagement	Participation in the decisions, institutions, relationships, and actions that shape public and community life.

Term	Youth-Friendly Definition
Coalition	A group of organizations, leaders, or communities that coordinate around a shared goal while maintaining their separate identities.
Collective Action	People acting together in a coordinated way to address a shared concern or pursue a common goal.
Collective Care	Shared practices and responsibilities that protect the well-being, dignity, safety, access, and sustainability of a group; not leaving care only to individuals.
Collective Power	The influence and ability people build when they act together through relationships, organization, shared leadership, and coordinated action.
Community Agreements	Commitments created by a group to guide how people participate, communicate, disagree, share power, protect privacy, repair harm, and care for one another.
Community Media	Media created with and for communities especially people most affected by an issue to tell their own stories, challenge harmful narratives, build skills, and support organizing.
Consent	Freely given and informed permission. Consent should be specific, understandable, voluntary, and able to be withdrawn when possible.
Constituency	The people who share a concern, are affected by an issue, or have a direct stake in the outcome and should help shape the campaign.
Counternarrative	A story or frame that challenges a harmful, incomplete, or dominant narrative by adding missing context, centering affected people, and showing dignity, agency, and possibility.
Court Decision	A ruling by a court that interprets a law, resolves a dispute, or determines whether a government action is legal.
Credible Source	A source that is relevant, transparent about where its information comes from, supported by evidence, and appropriate for the question being asked.

Term	Youth-Friendly Definition
Data	Information collected to answer questions, understand patterns, make decisions, or evaluate change. Data may include numbers, stories, observations, documents, images, or other evidence.
Data Minimization	Collecting only the information that is truly needed for a clear purpose and avoiding unnecessary personal or identifying details.
Demand	A clear statement of what a target or decision-maker should do to address the issue.
Digital Organizing	Using digital tools to build relationships, recruit people, share information, coordinate action, develop leaders, and move online participation into sustained collective power.
Digital Safety	Practices that protect people, accounts, devices, locations, personal information, and communities from harassment, surveillance, misuse, or unwanted exposure.
Direct Action	A public tactic that directly interrupts business as usual or creates pressure on a target, such as a sit-in, boycott, walkout, disruption, blockade, or other coordinated action.
Disinformation	False or misleading information created or shared deliberately to deceive people or cause harm.
Dominant Media	Large or influential media systems that shape widely accepted stories and public understanding. Dominant media may reproduce the interests and assumptions of powerful institutions.
Effect	A visible result or consequence of a problem, policy, system, or condition.
Equity	Fairness that recognizes people face different barriers and may need different resources, opportunities, or supports to participate and thrive.

Term	Youth-Friendly Definition
Escalation	A planned increase in pressure, participation, visibility, or disruption when earlier tactics have not moved the target. Strategic escalation connects each step to the campaign goal, risk, capacity, and care.
Evaluation	A structured process for understanding what happened, what changed, who benefited, what did not work, what was learned, and what should happen next.
Evaluation Question	A focused question an evaluation is designed to answer.
Evidence	Information that supports, challenges, or helps answer a claim or question. Evidence can include data, testimony, records, observations, research, and lived experience.
Executive Action	A decision, directive, order, or administrative action taken by a mayor, president, governor, or another executive official within their legal authority.
Facilitation	Guiding a group process so people can participate, learn, make decisions, address conflict, and move toward a shared purpose.
Fact	A statement that can be checked and supported or disproved using reliable evidence.
Formal Authority	Official power to make or carry out a decision, such as voting on a law, approving a budget, issuing a regulation, deciding a court case, or managing a public program.
Frame	The way an issue is presented so people understand what is happening, why it matters, who is responsible, what values are at stake, and what should change.
Goal	A specific result a group intends to achieve.
Grassroots Organizing	Organizing led by people directly affected by an issue and rooted in local relationships, leadership development, and collective action.

Term	Youth-Friendly Definition
Grievance	A harm, unfair condition, or unmet need experienced by a constituency.
Home Rule	DC's limited local self-government created by federal law. Home Rule allows elected local government while Congress retains constitutional authority over the District.
Impact	A broader or longer-term change in conditions, systems, power, or people's lives.
Implementation	The process of putting a law, policy, budget, program, or decision into practice.
Indicator	A sign or measure used to understand whether progress or change is happening.
Influence	The ability to affect what a person or institution thinks, decides, or does, even without formal authority.
Informational Interview	A conversation with someone about their career, role, field, organization, or experience for learning and relationship-building—not a job interview.
Inside Advocacy	Working through formal decision-making channels and relationships, such as meetings with officials, hearings, advisory bodies, public comments, negotiations, or agency processes.
Issue	An actionable way of addressing a broader problem. An organizing issue includes a constituency with a grievance, a clear demand, and a target with authority.
Issue Identification	The process through which a group examines needs and experiences, researches conditions, and chooses a specific issue around which to organize.
Issue Tree	A visual tool that places the core problem in the trunk, visible effects in the branches, and deeper systems, conditions, and root causes in the roots.

Term	Youth-Friendly Definition
Lateral Reading	Checking a claim by leaving the original page or post to investigate the source, compare other credible sources, and locate original evidence.
Law	A rule adopted through an authorized legislative process and legally enforceable by government.
Leader	A person who helps others understand an issue, build confidence, take responsibility, act together, and develop their own leadership.
Liberated Space	A space people co-create where everyone's humanity, culture, joy, healing, dignity, and power are valued and the group practices the values it is fighting for.
Lived Experience	Knowledge developed through directly experiencing a condition, system, identity, place, or issue. Lived experience is a form of expertise but should never be demanded or extracted.
Media Literacy	The ability to access, analyze, evaluate, create, and respond to media while considering source, evidence, purpose, audience, ownership, representation, and power.
Mentor	A person who offers guidance, feedback, encouragement, knowledge, and support for someone's growth.
Message	A clear statement that communicates what is happening, why it matters, what should change, and what the audience should do.
Milestone Win	A meaningful achievement that moves a campaign closer to its long-term goal and shows that the balance of power or policy is shifting.
Misinformation	False or misleading information shared without necessarily intending to deceive.
Mixed Methods	Using more than one kind of evidence often both quantitative and qualitative to understand a question more fully.

Term	Youth-Friendly Definition
Movement	A broad and sustained effort involving many people, organizations, campaigns, ideas, and actions working toward social, political, cultural, or economic change.
Narrative	A connected story or set of ideas that shapes how people understand an issue, a group, responsibility, and what change seems possible.
Narrative Power	The ability to shape the stories, values, assumptions, and public understanding that influence culture, policy, and action.
Objective	A specific result or step that contributes to a broader goal.
Opposition	People, organizations, institutions, or interests that may resist a campaign's demand or lose power, resources, or control if the campaign succeeds.
Organizing	Building relationships, leadership, structure, and collective power so people can act together over time to improve lives and transform institutions or systems.
Outcome	A change in knowledge, behavior, relationships, decisions, policies, conditions, or power that happens because of an activity or effort.
Output	An immediate product, service, event, or reach created by an activity, such as the number of meetings held, people trained, testimonies delivered, or materials produced.
Outside Advocacy	Building a base, public participation, narrative change, visibility, and pressure outside formal decision-making spaces.
Participatory Action Research (PAR)	Research conducted with community members as co-researchers to understand a problem, take action, reflect, and improve future action.
Participatory Evaluation	Evaluation in which people affected by the program or campaign help define success, choose questions, gather and interpret evidence, and decide how findings will be used.

Term	Youth-Friendly Definition
Policy	A law, regulation, budget decision, executive action, court decision, procedure, rule, or official practice that shapes what happens.
Policy Goal	The specific law, budget, regulation, practice, or institutional decision a campaign wants to create, change, fund, implement, or stop.
Policy Implementation	The staffing, funding, rules, procedures, communication, services, and accountability needed to carry out a policy.
Political Education	Collective learning that helps people understand history, systems, power, current conditions, and possible strategies for change.
POP	A planning framework that identifies Purpose (why the activity matters), Outcomes (what should result), and Process (how the group will get there).
Portfolio	A collection of work samples, reflections, skills, accomplishments, and learning products that shows what a person can do.
Power	The ability to influence decisions, control resources, shape ideas, create conditions, or determine what happens.
Power Mapping	A tool for identifying a decision-maker, the people and institutions that influence them, allies, opposition, relationships, and pathways for moving power.
Power Over	Power used to control people, choices, information, rules, or resources.
Power To	The ability to act, create, decide, solve problems, or make something happen.
Power With	Collective strength created through relationships, solidarity, shared leadership, and coordinated action.
Power Within	Confidence, dignity, identity, awareness, and belief in one's own ability and worth.

Term	Youth-Friendly Definition
Power-Building Goal	A specific change in relationships, leadership, participation, organization, skills, public support, or leverage that increases a group's ability to win now and in the future.
Praxis	The cycle of reflection and action: learning from experience, applying ideas in practice, reflecting on results, and acting again.
Primary Source	Original information created by someone directly involved in an event, decision, study, or experience, such as a law, interview, dataset, testimony, government record, or firsthand account.
Primary Target	The person or institution with the formal authority to meet the campaign's demand.
Privacy	A person's ability to control access to their personal information, identity, images, location, experiences, and communications.
Problem	A broad social condition, system, or pattern that harms a community.
Professional Biography	A short written description of a person's role, experience, strengths, interests, and accomplishments for a specific audience or opportunity.
Public Comment	Written or spoken input submitted to a government body or agency during an official decision-making process.
Public Policy	Decisions and actions taken by government or public institutions to address issues, distribute resources, regulate behavior, or provide services.
Public Testimony	A spoken or written statement submitted to a government body or decision-maker during a hearing or other public process.
Qualitative Change	Change understood through experiences, meaning, relationships, behavior, stories, or descriptions rather than numbers alone.

Term	Youth-Friendly Definition
Qualitative Data	Non-numerical information such as interviews, stories, observations, open-ended responses, photographs, or documents.
Quantitative Change	Change measured using numbers, counts, rates, percentages, or other numerical indicators.
Quantitative Data	Numerical information that can be counted, measured, compared, or analyzed.
Regulation	A detailed rule created by a government agency under authority granted by law.
Relational Organizing	Building power through intentional one-to-one relationships that connect people's values and experiences to shared action and leadership.
Research Question	A focused, answerable question that guides what information should be collected and why.
Resilience	The ability of people or communities to adapt, recover, learn, and continue through difficulty. Resilience should not be used to excuse harmful systems or deny people needed support.
Root Cause	A deeper system, policy, institution, belief, or condition that helps create or maintain a problem.
Root Cause Analysis	A process for looking beneath visible effects to identify the systems, policies, institutions, and conditions that create or maintain a problem.
Safe Space	A space where people are welcomed, respected, and protected from personal attacks, ridicule, and denial of their humanity.
Secondary Source	Information that analyzes, explains, summarizes, or interprets primary information, such as a report, article, textbook, or documentary.

Term	Youth-Friendly Definition
Secondary Target	A person or institution that cannot directly meet the demand but can influence or pressure the primary target.
Self-Care	Actions a person takes to support their own physical, emotional, mental, cultural, or spiritual well-being.
Self-Determination	The right and ability of people and communities to understand their values, make meaningful choices, shape their own lives, and determine their future.
SMARTIE Goal	A goal that is Strategic, Measurable, Ambitious, Realistic, Time-bound, Inclusive, and Equitable.
Social Movement	A sustained effort by many people and organizations working together to change systems, institutions, culture, policy, or public life.
Sponsor	A person with influence who actively opens doors, recommends someone for opportunities, and uses their credibility to support that person's advancement.
Stepping-Stone Win	A smaller achievement that builds information, access, skills, relationships, confidence, participation, or momentum toward a larger goal.
Story Ownership	The principle that people should have meaningful control over whether, how, where, and for how long their experiences, words, images, or identities are shared.
Strategy	The overall theory and pathway for building enough power to achieve a goal and improve the lives of people affected by the issue.
Supporter	A person who agrees with a cause or campaign and may take occasional action but is not yet in an ongoing leadership or membership role.
System	A connected set of institutions, rules, relationships, resources, beliefs, and practices that produce patterns or outcomes over time.

Term	Youth-Friendly Definition
Tactic	A specific action used as part of a strategy to build power, influence a target, recruit people, shift a narrative, or advance a demand.
Target	The person or institution a campaign seeks to influence because they have authority or strong influence over the decision.
Tokenism	Including young people or another group mainly for appearance, representation, or approval without giving them meaningful preparation, influence, resources, or decision-making power.
Transferable Skills	Skills developed in one setting that can be applied in another, such as facilitation, research, public speaking, project management, outreach, writing, teamwork, and problem-solving.
Truth-Telling	Naming experiences, evidence, history, harm, responsibility, and possibility honestly, while respecting consent and avoiding unnecessary exposure.
Vision	A description of the future a group wants to create.
Youth Voice	Young people expressing their ideas, experiences, analysis, creativity, and recommendations about issues that affect them. Meaningful youth voice includes real opportunities to influence decisions.
Youth-Centered	An approach in which young people's needs, dignity, safety, development, culture, and well-being guide the design and delivery of work.
Youth-Informed	An approach in which adults seek and use youth feedback to shape a program, decision, policy, or evaluation and report back on how the input was used.
Youth-Led	An approach in which young people hold primary leadership and decision-making roles while adults provide support, resources, access, and accountability without taking over.

Term	Youth-Friendly Definition
Youth–Adult Partnership	A relationship in which young people and adults share information, responsibility, resources, and clearly defined decisions while recognizing adults’ greater institutional responsibility.

DC ACTION