

AUGUST 2019

# Youth Engagement and Action for Health!



## (YEAH!) Curriculum



This Curriculum Guide to improving Youth Engagement and Action for Health (YEAH!) incorporates recommendations from multiple, diverse communities around the United States. We partnered with middle schools, after-school programs, non-profit organizations, city council members, and other community leaders to understand how youth of color in urban, rural, and suburban places translate their needs for healthier communities into action steps for themselves, their families, friends and neighbors.

This YEAH! Curriculum provides guidance to adult leaders in schools, youth serving organizations, faith-based organizations, and other community groups on how to deliver this material to youth. The curriculum provides a variety of content and suggestions to help adults plan and deliver each session.

We hope you use this curriculum guide to successfully start a YEAH! Club with youth in your community. YEAH! is a fantastic way for youth to understand how the design and function of their school and/or community impacts their health, to develop an action plan that can lead to changes, and to advocate for these changes with decision makers in their own community.

Best regards,



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To access the full manual and additional online resources, visit <http://pwp.gatech.edu/yeah/>.  
More information on PARC is available at <https://paresearchcenter.org/>.



YEAH is a project administered by the Georgia Institute of Technology

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# Introduction to YEAH!

## Why YEAH!

This curriculum helps youth take an in-depth look at their neighborhoods' strengths and weaknesses that affect physical activity and food options. Based on their findings, participants will set priorities for a neighborhood improvement project and develop an action plan to advance the project. Finally, they will communicate with decision makers to advocate for changes that will shape a healthier neighborhood.

The YEAH! curriculum allows youth in partnership with adults the opportunity to advocate for improvements in the physical activity and food options in their communities. Students learn to identify strengths and weakness in the physical activity and food environments, develop evidence-based recommendations and present to decision makers to ask them for changes that can shape a healthier neighborhood.

### BENEFITS OF YEAH!

-  Team building
-  Healthy lifestyles
-  Advocacy
-  Leadership
-  Community involvement



## Characteristics of Successful YEAH! Programs

- ✓ Adult Leadership
- ✓ Youth Commitment
- ✓ Community Support

## About YEAH!

The Youth Engagement and Action for Health! (YEAH!) curriculum was created by the San Diego County Childhood Obesity Initiative (COI) and then adapted by the Physical Activity Research Center (PARC) for greater applicability to a diverse audience of youth.

YEAH! was initially based on two pilot projects developed through the San Diego County COI in La Mesa and Chula Vista, CA. The original YEAH! project was a hybrid of the Communities of Excellence in Nutrition, Physical Activity, and Obesity Prevention (CX3). It utilized pilot-tested tools and methods developed to assess indicators linked to improving neighborhood food and activity environments.

In November 2006, the County of San Diego Health and Human Services Agency's Department of Public Health Services (County) pursued involvement with the state-run CX3 program and was invited to participate in their trainings and utilize their tools and methods within the County's pilot project. Since the County did not receive USDA funding, they were able to modify the neighborhood assessments, which were generously provided by the California Department of Public Health's Network for a Healthy California. These modifications were made with assistance from WalkSanDiego, Chula Vista's Healthy Eating, Active Communities Campaign, and California Project LEAN.

The hybrid CX3 project assessed a range of indicators, including walkability, different food facilities, parks, school campuses, and advertisements within the specific neighborhoods. Neighborhood assessments were conducted by teams that were recruited from each city. In Chula Vista, assessment teams were comprised of high school students and promotoras, while in La Mesa, intergenerational teams of youth and seniors were formed.

From the information gained in the assessments, the County and its partners worked with the youth and other community members to set priorities for action and develop local action plans for advocacy and community change.

In February 2016, the Physical Activity Research Center (PARC) was established to build evidence that identifies policies, practices and aspects of the built environment that promote safe and developmentally appropriate physical activity opportunities for toddlers, children and their families. It promotes healthy children through conducting targeted studies that inform Robert Wood Johnson Foundation's (RWJF) priority area in childhood obesity prevention.

One of PARC's studies is the Physical Activity Advocacy Training among Youth in Lower-Income Racial and Ethnic Minority Communities or YEAH! study. Study participants included youth serving organizations (Abundant Life Ministries, BBBS, Boys and Girls Club, YMCA), Umbrella Youth organizations (AALEAD), and school clubs (Drew Charter School Junior

 *I truly felt good after the YEAH! program. I feel like I actually learned to help improve my school and I'm proud to be a part of it."*

- STUDENT PARTICIPANT



Academy, Glades Middle School). All assessment teams focused on middle school-aged youth. The research team modified the original YEAH! curriculum to fit the physical activity focus of the Center. The study version of the curriculum emphasized parks, walkability and school campuses. An additional neighborhood assessment was added to provide a microscale analysis of communities.

Your organization can use the YEAH! curriculum without participating in a study. You may choose to use the curriculum as laid out below or use parts of it to meet your group's needs. Additionally, you can use the pre- and post-curriculum surveys to evaluate the impact of the curriculum in your own group.

Components of YEAH!

The YEAH! project covers 14 sessions that are designed to be flexible and consists of three basic steps:

- 1. Training youth participants on the YEAH! process
- 2. Conducting neighborhood assessment(s)
- 3. Completing an advocacy project

That's it! Once you complete the assessment(s) you'll have the evidence you need to make your case to local policymakers and decision-makers.

We like to remind project leaders that advocacy takes time. It can be a fairly short process to train youth on the YEAH! process and conduct the community assessments. What takes the most time is seeing real change. For example, scheduling a meeting with a city council member or other decision maker can take up to six weeks. They have extremely busy schedules that fill up quickly. **Be encouraged.** It might take multiple attempts to get an appointment, but the work it takes to schedule a meeting is part of the lessons youth take away. Advocacy presentations to various policymakers, decision makers, and/or groups, can lead to significant change — you'll see.

Finally, it's important to celebrate your successes after each portion of your project is complete. Celebrations can consist of a field trip to a nearby park with healthy snacks, and/or certificates and letters of recognition. This will ensure that youth stay interested in the project and sustain its momentum.

The Big Picture: Youth Advocacy and Health

This curriculum is intended for use by adult leaders of youth groups to engage youth participants in planning and implementing projects designed to create healthier neighborhoods. Youth will be trained to conduct neighborhood assessments, select a meaningful project, and advocate for change with local policy and decision makers.



HEALTH CONSEQUENCES

The purpose of improving a neighborhood is to make it easier for all residents to engage in healthy behaviors, such as physical activity, walking and biking, to help avoid costly chronic health problems, such as heart disease, stroke, diabetes and cancer. We need to be especially focused on reducing childhood (ages 2-17) obesity because many obese children already have risk factors for these health problems. Childhood obesity often leads to adult obesity and more serious health problems. Two keys to staying healthy are access to healthful foods and opportunities for physical activity.



ADVOCACY

Advocacy is the act of communicating with people or organizations to persuade them to take a particular position. Youth advocacy is key to the success of your project. Advocacy offers promise for addressing disparities in lower-income racial and ethnic minority communities.

Another key to the success of this project will be engaging neighborhood youth and adults. Their involvement in all aspects of the project will create a stronger community of people empowered to work for changes that support a healthier lifestyle. Their involvement will help build a foundation for lifelong community activism. When community residents are engaged, elected officials take notice, improving the likelihood of achieving policy changes and neighborhood improvements.

Why Change Your Neighborhood?

Childhood Obesity and Chronic Diseases

- Many obese children are now being diagnosed with high blood sugar, high blood pressure and high cholesterol. In years past, these conditions were seen only in adults.
- Obese children are likely to become obese adults, and those conditions may lead to chronic diseases such as diabetes, heart disease, stroke and cancer (and possibly a shorter lifespan than that of their parents).

The trio of obesity, poor eating habits and lack of physical activity is the second leading cause of these chronic conditions. This growing epidemic is creating enormous health, financial and emotional burdens on individuals, families and society.

This trend can be reversed. Empowered neighborhood youth can create this change!

WHAT KIDS GET OUT OF YEAH!



Teamwork



Cooperation



Leadership skills



Speaking experience



Improved socialization



Improved community



Division of labor

Although it is helpful for people to know the importance of regular physical activity, they cannot put their knowledge to work unless they live in an environment—a neighborhood—that supports healthy choices.

- Walking and biking have decreased over the past three decades, partly due to unsafe routes and poor walking conditions.
- In some neighborhoods parks may be unsafe, too far away or non-existent.

People need easy, inexpensive and safe access to opportunities for physical activity.

Everyone has a role to play in solving the childhood obesity epidemic. No matter who you are or what you do, you can help make your neighborhood a healthier place to live.

Curricular Impact on Youth

Advocacy training with YEAH! improved low-income racial and ethnic minority youth's outcomes along multiple measures including self-efficacy for health and advocacy behaviors, peer support for healthy behaviors, and nutrition and physical activity.

If you would like to participate in the YEAH! study please contact Physical Activity Research Center (PARC) Member Dr. Nisha Botchwey, Georgia Institute of Technology, [nisha.botchwey@design.gatech.edu](mailto:nisha.botchwey@design.gatech.edu)

About this Curriculum

The YEAH! curriculum consists of 14 sessions that are designed for youth to develop an action plan and advocate for community change. The curriculum is designed to be flexible so please feel free to add or remove sessions to meet the needs of your group. Note, you do not have to participate in the study to use the curriculum and the various online resources.

**Contents** - The sessions outlined below are designed to prepare youth to be effective advocates for community change.

**1: Introduction to YEAH! and Community Challenges Brainstorm.** In this session, you will introduce the YEAH! project to club members and have them discuss health challenges in their community.

**2: Civics 101.** In this session, club members will discuss civics and the decision makers who can help solve neighborhood challenges.

**3: Civics 101 Review & Power Game.** In this session, club members will review the Civics 101 findings and play the Policy Game.

**4: Introduction to YEAH! Assessments.** In this session, club members will learn about the five YEAH! assessments, select their assessment area, and hold elections.

**5: Conduct YEAH! Assessment 1.** In this session, club members will complete their neighborhood and/or school assessment.

**6: Conduct YEAH! Assessment 2.** In this session, club members will complete a second neighborhood and/or school assessment.

**7: Conduct YEAH! Data Research.** In this session, club members will conduct interviews with community members and research other local data.

**8: Prepare Action Plan.** In this session, club members will develop their action plan.

**9: Package Action Plan.** In this session, club members will package their action plan.

**10: Practice Makes Perfect.** In this session, club members will practice their action plan advocacy presentations.

**11: YEAH! Action Day.** In this session, club members will complete an optional day of action, or service project.

**12: Present Action Plan to Advocate for Community Change.** In this session, club members will present their action plans to decision makers.

**13: YEAH! Reflections.** In this session, club members will think about next steps to move their action plan forward.

**14: Celebrate!** In this session, club members will celebrate completing the YEAH! program and advocating for a healthier community.

# YEAH! Overview

## GETTING STARTED

- Participating in the Study? Contact the Study Organizer\*\*\*
- Adult Leader Online Training
- Sign and Return Consent Forms\*\*\*

## SESSION 1: INTRODUCTION TO YEAH! AND COMMUNITY CHALLENGES BRAINSTORM

- Icebreaker
- YEAH! Program Introduction
- Brainstorm
- Vision Board or Community Mapping
- Complete Youth and Adult Leader Pre-Assessments\*\*\*

## SESSION 2: CIVICS 101

- Icebreaker
- Introduction to Civics 101
- Civics 101 Scavenger Hunt

## SESSION 3: CIVICS 101 REVIEW & POWER GAME

- Civics 101 Review
- Policy Game
- Photo Tips and Tricks

## SESSION 4: INTRODUCE YEAH! ASSESSMENTS

- Play Civics 101
- Introduce YEAH! Assessment
- Select Assessment Area
- Student Elections
- Schedule Decision-Maker Presentation Dates

## SESSION 5: CONDUCT YEAH! ASSESSMENT 1

- YEAH! Assessment 1
- Assessment Debrief

## SESSION 6: CONDUCT YEAH! ASSESSMENT 2 (OPTIONAL)

- YEAH! Assessment 2
- Assessment Debrief

## SESSION 7: CONDUCT YEAH! PROJECT RESEARCH

- Data Research
- Community Survey
- Community Interviews

## SESSION 8: PREPARE ACTION PLAN

- Data Summary
- Review Survey Results
- Review Interview Results
- Brainstorm Action Plan

## SESSION 9: PACKAGE ACTION PLAN

- Package Action Plan
- Confirm Meeting with Decision Maker
- Invite Audience

## SESSION 10: PRACTICE MAKES PERFECT

- Play Civics 101
- Practice
- Decision-Maker Meeting Tips
- Prep Audience Evaluation
- Prep Decision-Maker Reflections

## SESSION 11: YEAH! ACTION DAY (OPTIONAL)

- Implement Action Day Activities or Service Project

## SESSION 12: PRESENT ACTION PLAN TO ADVOCATE FOR COMMUNITY CHANGE

- Decision-Maker Presentation
- Collect Decision-Maker Reflection
- Collect Audience Evaluation

## SESSION 13: YEAH! REFLECTIONS

- Reflect on the Presentation
- Thank You Letters
- Decision-Maker Follow-up

## SESSION 14: CELEBRATE!

- Celebrate
- Career Pathways
- YEAH! Evaluation
- Next Steps
- Complete Youth and Adult Leader Post Assessments\*\*\*

## WRAP-UP

- Adult Leader Follow-up Survey\*\*\*
- Decision-Maker Follow-up Survey\*\*\*

\*\*\*Indicates tasks for YEAH! study participants



# Supply List

**1: Introduction to YEAH! & Community Challenges Brainstorm**

Poster board, markers, magazines, scissors, glue sticks and tape

**2: Civics 101**

Civics 101 Handout

**3: Civics 101 Review & Policy Game**

Flip chart paper, pens

**4: Introduction to YEAH! Assessments**

Neighborhood assessments

**5: Conduct YEAH! Assessment**

Clipboards, pens, printed neighborhood assessments, camera

**6: Conduct YEAH! Assessment**

Clipboards, pens, printed neighborhood assessments, camera

**7: Conduct YEAH! Data Research**

Clipboards, pens, paper, computers (if available), voice recorder (if available)

**8: Prepare Your Action Plan**

Pens, paper, flip chart paper

**9: Package Action Plan**

Paper, pen, computers

**10: Practice Makes Perfect**

None

**11: YEAH! Action Day**

None

**12: Present Action Plan to Advocate for Community Change**

None

**13: YEAH! Reflections**

Thank You cards

**14: Celebrate!**

Pen, paper, flip chart paper

# Online Resources

**1: Introduction to YEAH! & Community Challenges Brainstorm**

Session 1 PowerPoint, Ideas for Icebreakers, Vision Board Example, Sample Brainstorming Ideas, Community Mapping Examples

**2: Civics 101**

Session 2 PowerPoint, Intro to Civics 101, Civics 101 Handout

**3: Civics 101 Review & Policy Game**

Session 3 PowerPoint, Photo Tips and Tricks, Policy Game Instructions, Sample Civics 101 Game

**4: Introduction to YEAH! Assessments**

Session 4 PowerPoint, Neighborhood Assessments, List of Potential Decision-makers, Sample One Pager for Meeting with Decision-makers

**5: Conduct YEAH! Assessment**

Session 5 PowerPoint

**6: Conduct YEAH! Assessment**

Session 6 PowerPoint

**7: Conduct YEAH! Data Research**

Session 7 PowerPoint, Sample Surveys, Sample Interview Questions, Online Data Sources, Data Worksheet

**8: Prepare Your Action Plan**

Session 8 PowerPoint, Sample Action Plan, Your Action Plan

**9: Package Action Plan**

Session 9 PowerPoint, Sample Photo Essays, Sample Letter, Sample Advocacy Songs, Sample Advocacy Dances, Sample PowerPoint, Sample Letter of Commitment, Sample Resolution, Letter Writing Campaign, Phone Call Campaign

**10: Practice Makes Perfect**

Session 10 PowerPoint, Tips for Meeting With Decision-makers, Sample Audience Evaluation

**11: YEAH! Action Day**

Session 11 PowerPoint, Service Project Ideas

**12: Present Action Plan to Advocate for Community Change**

Session 12 PowerPoint

**13: YEAH! Reflections**

Session 13 PowerPoint

**14: Celebrate!**

Session 14 PowerPoint, Career Pathways

Online resources available at <http://pwp.gatech.edu/yeah/>  
More information on PARC available at [www.PAResearchCenter.org](http://www.PAResearchCenter.org)

# YEAH! Success Stories

YEAH! has been completed in youth-serving organizations from Boys & Girls Clubs, schools and afterschool programs across the country. Each club operates in their unique way, yet they follow the guidance of the curriculum. Below are four short inspirational stories from some YEAH! clubs.

## Boys & Girls Club, Lihue, HI

The Lihue Boys & Girls Club associated with Get Fit Kauai and the Lihue County of Kauai Planning Department completed an assessment of Kalena Park. The youth found the park underutilized despite its prime location near Lihue's business district. They surveyed people utilizing the park, including a nearby fire department, as well as the homeless, to envision a park for all residents.



The 10 students presented their ideas to the county council and a month later the mayor and council unanimously agreed to grant \$80,000 to the redevelopment of Kalena Park. A new action group was also formed, the Kalena Park Community Action Group, comprised of residents ranging from middle school youth to senior citizens.

"Young people are key to effective community decision-making and positive outcomes for local residents," said Bev Brody, director of Get Fit Kauai. "The YEAH! project taught a group of our young people to become agents of change as they learned how to create better places for themselves and others to live."

Since the presentation, the park hosted a movie night for community members and their families using a large inflatable movie screen. Over 100 people attended the event.

## Charles R. Drew Charter School, Atlanta, GA

In Spring 2018, 30 students attending Charles R. Drew Charter School Junior Academy in Atlanta, GA, started their YEAH! journey. This troop received workshops on physical activity, healthy eating, school nutrition and park restoration.

Based on their neighborhood assessment, the Drew YEAH! club decided to focus on a variety of efforts and titled their project *Healthy Eating, Healthy Living, and Healthy Me*.

Students decided to promote healthy eating to fellow students, parents and community members after realizing how limited healthy eating options were in the community. In response, they offered food demos to students in the cafeteria and afterschool, created a menu for weekly healthy snacks and promoted it with students, teachers and parents, and adopted a farm stand to sell locally grown fresh fruit and vegetables after school.



To promote healthy living, the Drew YEAH! club instituted a Community Clean-Up Day each semester in partnership with Park Pride of Atlanta. The first clean-up day was in their nearby East Lake Park, located 0.5 miles from the school.

Physical fitness and mental health were great concerns for youth at Drew Charter School. In response, the YEAH! club hosted yoga classes for students, teachers and parents. Students also organized a food drive that the entire school contributed to in support of Southwest Ecumenical Emergency Assistance Center and the Atlanta Food Bank.

The YEAH! students' activities helped them transform their mindsets and live their best lives. Participating in the YEAH! events led to additional project ideas for future YEAH! teams.

## Glades Middle School, Miramar, FL

Awareness!! Awareness is what YEAH! brought to the students at Glades Middle School. The Glades Middle School project in Miramar, Florida, created increased appreciation for how the policies and environment around the school powerfully impacts their choices, experiences and health.

Glades Middle School hosted three clubs with a total of 40 students in grades six through eight. The YEAH! students focused on the school assessment and became more conscious of the environmental and physical aspects of the school.



Students presented their findings and recommendations to the principal. This led to improvements in maintenance of the school water fountains, additions to programming, including a morning dance class for the students, and litter pickup.

YEAH! provided students with an opportunity to be mindful of their surroundings beyond the standard academic expectations. YEAH! empowered the students to be advocates for change. One student said, “The YEAH! program opened a window for the students of Glades Middle to find ways to improve their school.” The kids continue to wear their YEAH! t-shirts every Friday and are changemakers in their school!

**Penobscot Boys & Girls Club - Presque Isle/Micmac Unit, Presque, ME**

The Penobscot Boys & Girls Club and its Native Units (Aroostook Band of Micmacs and Houlton Band of Maliseets) successfully implemented the YEAH! project. Participants from both communities were excited to make positive change in their own communities. Micmac and Maliseet participants and leaders used the curriculum’s community assessment and developed a comprehensive action plan to address critical issues facing the community.



Their action plan objectives included:

- 1. Educating community members on the benefits of healthy lifestyles;
- 2. Increasing engagement with community; and
- 3. Improving quality of community environments.

Youth participants requested to be placed on their tribal council meeting agendas to present assessment findings and their action plans to their respective tribal council members. Parents, family members, elders, spiritual leaders and community members were in attendance as participants presented their findings and action plans to the tribal council. Council members were pleased to hear their perspective, and the action plan was prioritized. Council members thanked them for their work, offered assistance with funding, and encouraged them to come back with updates.

# Getting Started

As the YEAH! adult leader, you will be facilitating meetings with youth and any adults who have volunteered to assist with your club. An adult leader accepts responsibility to help the group accomplish a common task—to move through the curriculum in the time available and to make the necessary decisions and plans for implementation. An adult leader makes no decisions for the group, but suggests ways to help the group move forward. The adult leader works so that the youth are aware that they are in charge, that they are directing the process, and that each person has a role to play. Finally, the adult leader’s responsibility is to the group and its work rather than to individuals within the group. Therefore, you should work to build consensus within the group rather than favoring one outcome over another.






**Preparation**

- ✔ Review the neighborhood assessments.
- ✔ Walk through the geographic areas your group may select for the assessments.
- ✔ Create routes for data collection teams to follow to conduct the neighborhood assessments.
- ✔ Mark Google map with the locations of assessment sites. You may want to keep an electronic map or print one out from Google and mark it by hand.
- ✔ Pull materials together from online resources.

**FOR YEAH! STUDY PARTICIPANTS**

- ✔ Participating in the study? Contact the study director
- ✔ Sign and return consent forms

**TYPICAL YEAH! SESSION**

- |  |  |
|--|--|
|  Attendance |  Take and post pictures       |
|  Snack      |  Prepare for the next session |
|  Activity   |  |



# 1 | Introduction to YEAH! and Community Challenges Brainstorm

In this session, you will introduce the YEAH! project and have the YEAH! club members discuss health challenges in their community.

## SESSION OVERVIEW

This session is designed to get youth thinking about what their community could be, based on its assets and areas for improvement. Studies have shown that youth have a wealth of knowledge and enthusiasm about where they live. The activities in this section can help youth connect advocacy lessons with their environments.

## ACTIVITIES

1. Icebreaker
2. YEAH! Program Introduction
3. Brainstorm or Vision Board
4. Community Mapping

**RECOMMENDED MATERIALS:** Poster board, markers, magazines, scissors, glue sticks and tape

**YEAH! ONLINE RESOURCES:** Session 1 PowerPoint, Ideas for Icebreakers, Vision Board Example, Sample Brainstorming Ideas, Community Mapping Examples



## SESSION PREP AND REFLECTION:

- What's your plan for this session?
- What worked well?
- What did not work well?
- What was a challenge for you?
- What were the "wows" from this Session?
- What are you going to do differently next time?

## FOR YEAH! STUDY PARTICIPANTS

- ✓ Complete Youth and Adult Leader Pre-Assessments

Note: This is useful for all groups interested in completing their own program evaluation



## HELPFUL HINTS

- Contact public library for additional magazines as needed
- Have the youth participants practice mindfulness by doing breathing exercises

## 1 ICEBREAKER

**Purpose of Activity:** This activity helps break the ice in new groups and allows participants to get to know each other

**Instructions:** Various ideas in the online resource *Session 1—Icebreaker*

**Time:** 15 minutes

**Materials:** Depends on which icebreaker you choose

**Questions for Discussion:** What did you learn about people in the group during the activity?

## 2 BRAINSTORM

**Purpose of Activity:** This activity gets the youth thinking about challenges in their community

**Instructions:** Lead the youth in a discussion about the challenges in their community

**Time:** 30 minutes

**Materials:** Flip chart paper, pens

**Questions for Discussion:** What is a healthy community? What makes your community healthy? What parts are unhealthy? What could be added to make your community healthier?

or

## 3 VISION BOARD

**Purpose of Activity:** This activity has the youth envision their community as a healthy place for everyone

**Instructions:** Have the youth use pictures from magazines to create a vision board of their community as a healthy place; allow participants to share; give positive feedback and ask questions

**Time:** 30-45 minutes

**Materials:** Magazines, glue, poster board, markers

**Questions for Discussion:** What is healthy living? What is healthy eating? What do I need to be healthy in my community?

## 4 COMMUNITY MAPPING

**Purpose of Activity:** To have youth participants think about the features of their neighborhood

**Instructions:** 1) Have each youth draw a map of their community; label all features (e.g., stores, parks, schools); identify the most important places; 2) Have the youth describe their maps to each other; examples are available in the online resource *Session 1 - Community Mapping*

**Time:** 15-30 minutes

**Materials:** Paper and pens

**Questions for Discussion:** What are the similarities between each map? What are the differences?

## 2 | Civics 101

*In this session, YEAH! club members will discuss civics and the decision makers who can help solve neighborhood challenges.*

### SESSION OVERVIEW

Youth want to make their communities better and, often, youth want to talk to someone about how to do that—adult leaders—but do not know how or do not have the confidence. Civics 101 teaches youth about how decisions get made and where they can participate in the decision-making process.

### ACTIVITIES:

1. Icebreaker
2. Introduction to Civics 101
3. Civics 101 Scavenger Hunt

**RECOMMENDED MATERIALS:** Civics 101 Handout

**YEAH! ONLINE RESOURCES:** Session 2  
PowerPoint, Introduction to Civics 101, Civics 101 Handout

### SESSION PREP AND REFLECTION:

- What's your plan for this session?
- What worked well?
- What did not work well?
- What was a challenge for you?
- What were the “wows” from this Session?
- What are you going to do differently next time?



### HELPFUL HINTS

- Adult leader should complete the scavenger hunt before the session
- Adult leader can provide prizes for youth participants (Optional)

### 1 INTRO TO CIVICS 101

**Purpose of Activity:** To have youth participants start thinking about the decision makers in their community

**Instructions:** Follow the *Introduction to Civics 101* online resource

**Time:** 15-30 minutes

**Materials:** None

**Questions for Discussion:** What is civics? Why is civics important?

### 2 CIVICS 101 SCAVENGER HUNT

**Purpose of Activity:** To learn about the decision makers that impact their community

**Instructions:** Have the youth participants fill out the *Civics 101 Handout* (available in the online resources)

**Time:** 30 minutes

**Materials:** Pens, computers with internet access

**Questions for Discussion:** None



# 3 | Civics 101 Review and Policy Game

In this session, YEAH! club members will build their vocabulary and understanding of civics and policy in their own community.

## SESSION OVERVIEW

This section will begin to give youth the vocabulary (from the fields of urban planning and public health) to address community development and health issues. Understanding how to measure urban environments' form, quality and design is an important skill for any citizen to learn. It is also one that many of us pickup later in life; teaching youth how to engage on these topics from a young age helps build their confidence and power.

## ACTIVITIES

1. Play the Civics 101 Game
2. Play the Policy Game
3. Photo Tips and Tricks

**RECOMMENDED MATERIALS:** Flip chart paper, pens

**YEAH! ONLINE RESOURCES:** Session 3 PowerPoint, Photo Tips and Tricks, Policy Game Instructions, Sample Civics 101 Game

## SESSION PREP AND REFLECTION:

- What's your plan for this session?
- What worked well?
- What did not work well?
- What was a challenge for you?
- What were the "wows" from this Session?
- What are you going to do differently next time?



## HELPFUL HINTS

- Create your YEAH! group's civics 101 game based on the *Civics 101 Handout* completed by students in the previous session

## 1 PLAY CIVICS 101 GAME

**Purpose of Activity:** To help youth participants learn about important decision makers in their community

**Instructions:** Have the youth play the Civics 101 game

**Time:** 15 minutes

**Materials:** Kahoot or Flashcards

**Questions for Discussion:** None

## 2 PLAY THE POLICY GAME

**Purpose of Activity:** To have youth participants brainstorm problems and solutions

**Instructions:** Follow instructions in the online resource *Policy Game*

**Time:** 30 minutes

**Materials:** Flip chart paper, pens

**Questions for Discussion:** What characteristics of the neighborhood need the most urgent attention? What will make the biggest impact on making healthy food and physical activity choices?

## 3 PHOTO TIPS AND TRICKS

**Purpose of Activity:** To have youth participants understand how to best capture pictures of their community

**Instructions:** Walk the youth through tips for good photographs and common mistakes. You'll find a complete list in the online resource *Tips for Taking Photos*

**Time:** 15 minutes

**Materials:** PowerPoint

**Questions for Discussion:** None

### Tips for taking good photographs:

- Try different angles and points of view.
- Keep the sun to your back or to the side.
- Be sure your subject is in the focus of the photo.

### Tips for avoiding common mistakes:

- Keep your finger away from the lens and don't cover the flash.
- Stand about three to eight feet away from your subject.
- To prevent blurry pictures, hold your elbows close to your sides, or use a tripod to steady the camera.

(For examples and more information, use the online resource *Tips for Taking Photos*)



# 4 | Introduction to YEAH! Assessments

In this session, YEAH! club members will learn about the various YEAH! assessments, select their assessment area, and hold elections.

## SESSION OVERVIEW

Presentations can be scary, but they are an effective way to accomplish a few things: (1) to demonstrate what has been learned so far, (2) to practice public speaking, and (3) to build self-confidence. This session will put into practice the civics lessons that youth learned in the previous sessions by giving their group additional structure with elected positions and a focus on an assessment area.

## ACTIVITIES

1. Play Civics 101
2. Introduce YEAH! Assessments
3. Select Assessment Area
4. Elections
5. Select Decision-maker Presentation Dates

**RECOMMENDED MATERIALS:**Neighborhood Assessments

**YEAH! ONLINE RESOURCES:** Session 4 PowerPoint, Neighborhood Assessments, List of Potential Decision makers, Sample One-pager for Meeting with Decision makers

## SESSION PREP AND REFLECTION:

- What's your plan for this session?
- What worked well?
- What did not work well?
- What was a challenge for you?
- What were the "wows" from this Session?
- What are you going to do differently next time?



## HELPFUL HINTS

- Use Remind (a private mobile messaging platform) or something similar to communicate with YEAH! club members and parents

## 1 AVAILABLE YEAH! ASSESSMENTS

- Fast Food Outlet
  - Physical Activity
  - MAPS
  - School Food Environment
  - Outdoor Advertising
  - Store
  - Park
- (Instructions for each assessment are available in online resources)

## 2 SELECT ASSESSMENT AREA

**Purpose of Activity:** To define the assessment areas

**Instructions:** After presenting the different assessments, have the youth participants decide which ones are most appropriate for their community

**Time:** 30 minutes

**Materials:** Computers with internet access (if available)

**Questions for Discussion:** Where are the assessment boundaries? Why do you think one assessment is more appropriate than another?

## 3 STUDENT ELECTIONS

**Purpose of Activity:** To give youth ownership over different aspects of the YEAH! project

**Instructions:** Describe each role and have the participants nominate and vote on individuals to fill them

- *Communicator:* Schedules meeting times with the decision maker(s)
- *Clerk:* Takes attendance and notes
- *Photographer:* Takes and uploads photos and/or videos (Google Drive, Instagram, Facebook, etc.)
- *Internal Event Coordinator:* Handles supplies required for each group session, reminds participants about how to prepare for each session
- *Healthy Snack Ambassador:* Coordinates snacks for each session

**Time:** 15 minutes

**Materials:** Paper and pens

**Questions for Discussion:** None

## 4 SCHEDULE DECISION MAKER DATES

**Purpose of Activity:** It can take multiple requests to get on a decision maker's schedule, so start early to find an available time

**Instructions:** Have the youth brainstorm which decision makers to invite. The communicator (with support from the adult leader) will contact decision makers to confirm their attendance. A sample script to guide this invitation is available in the online resources

**Time:** 15 minutes

**Materials:** None

**Questions for Discussion:** Who has the power to say yes to the changes that you want to see or to reach the people who can say yes?

# 5 | Conduct YEAH! Assessment 1

In this session, the YEAH! club members will go out and complete their neighborhood or school assessment.

### SESSION OVERVIEW

This session is a fun one! It is important that youth have the hands-on experience of measuring and assessing their community themselves. This activity builds curiosity and leads to new discoveries about the community and how it is designed. Youth in particular have important perspectives on the places they live, learn and play in, often giving different feedback than adults regarding comfort and usability.

### ACTIVITIES

- 1. YEAH! Assessment 1
- 2. Assessment Debrief

**RECOMMENDED MATERIALS:** Clipboards, pens, printed neighborhood assessments, camera

**YEAH! ONLINE RESOURCES:** Session 5 PowerPoint

### SESSION PREP AND REFLECTION:

- What's your plan for this session?
- What worked well?
- What did not work well?
- What was a challenge for you?
- What were the "wows" from this Session?
- What are you going to do differently next time?



### STUDENT LEADER TO-DOS

- ✔ *Communicator:* Contacts decision maker(s) to schedule the presentation
- ✔ *Clerk:* Takes attendance, summarizes community assessment, takes notes during the assessment debrief
- ✔ *Photographer:* Takes and uploads photos and/or videos to the selected location
- ✔ *Event Coordinator:* Passes out supplies for each group
- ✔ *Healthy Snack Ambassador:* Hands out snacks



### HELPFUL HINTS

- Invite another adult to assist the adult leader on the assessment day; this can be a parent or another community member
- Some youth do not have access to camera phones; coordinate with your organization/community resources to secure a camera if camera phones are not available to youth participants

### 1 YEAH! ASSESSMENT 1

**Purpose of Activity:** To have youth participants complete Assessment 1

**Instructions:** Walk through the assessment area with the youth

**Time:** 1 hour

**Materials:** Clipboards, pens, printed neighborhood or school assessments, camera

**Questions for Discussion:** None

### 2 ASSESSMENT DEBRIEF

**Purpose of Activity:** To lead youth participants through a discussion about the neighborhood or school assessment

**Instructions:** Have the youth discuss what they saw during the assessment

**Time:** 15-30 minutes

**Materials:** None

**Questions for Discussion:** What did you notice during your assessment? Was anything missing from the community? What surprised you?

# 6 | Conduct YEAH! Assessment 2

In this session, YEAH! club members will go out and complete another neighborhood or school assessment.

### SESSION OVERVIEW

Continuing the fun from last session, youth will conduct another neighborhood or school assessment. This will provide good context for them to understand how different measurements can reveal new information and insight. Youth can reflect on which assessment they liked better and which they found to be more useful.

### ACTIVITIES

- 1. YEAH! Assessment 2
- 2. Assessment Debrief

**RECOMMENDED MATERIALS:** Clipboards, pens, printed neighborhood assessments

**YEAH! ONLINE RESOURCES:** Session 6 PowerPoint

### SESSION PREP AND REFLECTION:

- What's your plan for this session?
- What worked well?
- What did not work well?
- What was a challenge for you?
- What were the "wows" from this Session?
- What are you going to do differently next time?



### STUDENT LEADER TO-DOS

- ✔ *Communicator:* Follows up with decision maker(s) to confirm their attendance
- ✔ *Clerk:* Takes attendance, summarizes community assessment, takes notes during the assessment debrief
- ✔ *Photographer:* Takes and uploads photos and/or videos
- ✔ *Event Coordinator:* Passes out supplies for each group
- ✔ *Healthy Snack Ambassador:* Hands out snacks



### HELPFUL HINTS

- Invite another adult to assist the adult leader on the assessment day; this can be a parent or another community member
- Some youth do not have access to camera phones; coordinate with your organization/community resources to secure a camera if camera phones are not available to youth participants

## 1 YEAH! ASSESSMENT 2

**Purpose of Activity:** To have youth participants complete Assessment 2

**Instructions:** Walk through the assessment area with the youth

**Time:** 1 hour

**Materials:** Clipboards, pens, printed neighborhood or school assessments, camera

**Questions for Discussion:** None

## 2 ASSESSMENT DEBRIEF

**Purpose of Activity:** To lead youth participants through a discussion about the neighborhood or school assessment

**Instructions:** Have the youth discuss what they saw during the assessment

**Time:** 15-30 minutes

**Materials:** None

**Questions for Discussion:** What did you notice during your assessment? Was anything missing from the community or school? What surprised you?



# 7 | Conduct YEAH! Data Research

In this session, YEAH! club members will conduct surveys and interviews with community members and research other neighborhood and/or school community data.

### SESSION OVERVIEW

Community assessments can demonstrate challenges but when it comes time for the final presentation, it is helpful to have supporting evidence. Doing data research from sources like the census can help, but public data may not be enough. Surveys and interviews of neighborhood and/or school members or peers can provide quantitative (information represented by numbers) and qualitative data (information that helps tell a story). Youth participants can include the findings in their final presentation.

### ACTIVITIES

- 1. Data Research
- 2. Community Survey
- 3. Community Interviews

**RECOMMENDED MATERIALS:** Clipboards, pens, paper, computers (if available), voice recorder (if available)

**YEAH! ONLINE RESOURCES:** Session 7 PowerPoint, Sample Surveys, Sample Interview Questions, Online Data Sources, Data Worksheet

### SESSION PREP AND REFLECTION:

- What's your plan for this session?
- What worked well?
- What did not work well?
- What was a challenge for you?
- What were the "wows" from this Session?
- What are you going to do differently next time?



### STUDENT LEADER TO-DOS

- ✔ *Communicator:* Follows up with decision maker(s) to confirm their attendance
- ✔ *Clerk:* Takes attendance
- ✔ *Photographer:* Takes and uploads photos and/or videos
- ✔ *Event Coordinator:* None
- ✔ *Healthy Snack Ambassador:* Hands out snacks



### HELPFUL HINTS

- Split the youth into three groups (Data research, survey team, interviewers)
- Survey questions with answers that are on a numeric scale, or yes/no responses are better than only short answer, as they can be tallied and represented in simple charts

### 1 DATA RESEARCH

**Purpose of Activity:** To find supporting data for the final presentation

**Instructions:** Have the youth work through the online resource *Data Worksheet*

**Time:** 30-45 minutes

**Materials:** Paper, pen, computers with internet access

**Questions for Discussion:** Does the data surprise you? Does the data alone tell the whole story? What data do you want to include in the final presentation?

### 2 COMMUNITY SURVEY

**Purpose of Activity:** To have youth participants survey neighborhood and/or school community members or peers to get supporting data for their final presentation

**Instructions:** Have the youth prepare survey questions and conduct surveys; examples are available in the online resource *Sample Surveys*

**Time:** 1 hour

**Materials:** Pen, paper

**Questions for Discussion:** What information is missing from the assessment and what questions would fill that hole? Who should we survey? How many people should be surveyed?

### 3 COMMUNITY INTERVIEW

**Purpose of Activity:** To collect relevant stories and quotes from neighborhood and/or school community members or peers for final presentation

**Instructions:** Have the youth prepare interview questions and then conduct interviews; examples are available in the online resource *Sample Interviews*

**Time:** 1 hour

**Materials:** Pen, paper, voice recorder (if available)

**Questions for Discussion:** What information is missing from the assessment and what questions would fill that hole? Who should be interviewed? How many people should be interviewed?

# 8 | Prepare Action Plan

In this session, YEAH! club members will develop their action plan.

### SESSION OVERVIEW

It is always best to prepare before a big meeting, and this is no different. At this point, youth may know what they want to say to decision makers, but they might be confused on how to say it. Creating an action plan helps channel all the new knowledge accrued thus far, and the policy game provides a fun introduction to that process.

### ACTIVITIES

- 1. Data Summary
- 2. Review Survey Results
- 3. Review Interview Results
- 4. Brainstorm Action Plan

**RECOMMENDED MATERIALS:** Paper, pens, flip chart paper

**YEAH! ONLINE RESOURCES:** Session 8 PowerPoint, Sample Action Plan, Your Action Plan

### SESSION PREP AND REFLECTION:

- What's your plan for this session?
- What worked well?
- What did not work well?
- What was a challenge for you?
- What were the "wows" from this Session?
- What are you going to do differently next time?



### STUDENT LEADER TO-DOS

- ✔ *Communicator:* None
- ✔ *Clerk:* Takes attendance and take notes
- ✔ *Photographer:* Takes and uploads photos and/or videos
- ✔ *Event Coordinator:* Hands out supplies
- ✔ *Healthy Snack Ambassador:* Hands out snacks

## 1 DATA SUMMARY

**Purpose of Activity:** To have the youth participants present their data findings

**Instructions:** Have the data team present their findings

**Time:** 15 minutes

**Materials:** None

**Questions for Discussion:** Does the data surprise you? Does the data alone tell the whole story? What data do you want to include in the final presentation?

## 2 REVIEW SURVEY RESULTS

**Purpose of Activity:** To have the youth participants present their survey findings

**Instructions:** Have the survey team present their findings

**Time:** 15 minutes

**Materials:** None

**Questions for Discussion:** Do the survey findings surprise you? Do the survey findings alone tell the whole story? What survey findings do you want to include in the final presentation?

## 3 REVIEW INTERVIEW RESULTS

**Purpose of Activity:** To have the youth participants present their interview summary

**Instructions:** Have the interview team present their interview summary

**Time:** 15 minutes

**Materials:** None

**Questions for Discussion:** Does the interview summary surprise you? Are there any quotes or stories you want to include in your final presentation?

## 4 BRAINSTORM ADVOCACY PLAN

**Purpose of Activity:** To have the youth participants brainstorm advocacy ideas

**Instructions:** 1) Look at *Sample Action Plan*. 2) Fill out *Your Action Plan* (each of these are available in the online resources).

**Time:** 30-45 minutes

**Materials:** Flipchart paper, pen, paper

**Questions for Discussion:** What do you want to see changed in your community? How can it be changed?

# 9 | Package Action Plan

In this session, the YEAH! club members will package their action plan.

## SESSION OVERVIEW

This session also gives youth an opportunity to be creative. Research has shown that exploring diverse forms of communication helps people process information and build understanding across perspectives. Sometimes an old idea can become new if the presentation is different. Encourage youth to identify communication methods that align with their interests and abilities.

## ACTIVITIES

- 1. Package Action Plan
- 2. Confirm Decision Maker's Attendance
- 3. Invite Audience

**RECOMMENDED MATERIALS:** Paper, pen, computers (if available)

**YEAH! ONLINE RESOURCES:** Session 9 PowerPoint, Sample Photo Essays, Sample Letter, Sample Advocacy Songs, Sample Advocacy Dances, Sample PowerPoint, Sample Letter of Commitment, Sample Resolution, Letter Writing Campaign, Phone Call Campaign

## SESSION PREP AND REFLECTION:

- What's your plan for this session?
- What worked well?
- What did not work well?
- What was a challenge for you?
- What were the "wows" from this Session?
- What are you going to do differently next time?



## STUDENT LEADER TO-DOS

- ✔ *Communicator:* Confirms decision-maker availability; sends out audience invitations to parents and other adults
- ✔ *Clerk:* Takes attendance
- ✔ *Photographer:* Takes and uploads photos and/or videos
- ✔ *Event Coordinator:* Passes out supplies
- ✔ *Healthy Snack Ambassador:* Hands out snacks



## HELPFUL HINTS

- Make a list of people to invite and send them out
- Create an action plan timeline
- Prep a resolution or letter of commitment for the decision maker to sign (see examples in online resource *Resolution* or *Letter of Commitment*)

## 1 ACTION PLAN IDEAS

There are many ways to present an action plan (examples of each idea located in online resources)

- |                           |                       |
|---------------------------|-----------------------|
| • Dance or Song           | • Phone call campaign |
| • Letter writing campaign | • Photo essay         |
| • Painting                | • PowerPoint          |

## 2 CONFIRM DECISION MAKER

**Purpose of Activity:** To ensure the decision maker is still available for the final presentation

**Instructions:** Have the student communicator call and/or email the invited decision-maker(s) to confirm his/her attendance

**Time:** 15 minutes

**Materials:** None

**Questions for Discussion:** None

## 3 INVITE AUDIENCE

**Purpose of Activity:** To invite audience members in addition to the decision makers

**Instructions:** Have the youth brainstorm and invite audience members; invitations can be email, verbal, flyer and/or Evite (an online invitation program)

**Time:** 15-30 minutes

**Materials:** Pens, paper, computers with internet access (if available)

**Questions for Discussion:** Besides decision makers, who should be at our final presentation?



# 10 | Practice Makes Perfect

In this session, the YEAH! club members will practice their action plan advocacy presentations. If you are able, have the youth practice in the location of the final presentation.

### SESSION OVERVIEW

Does practice make perfect? It is clear that practice helps prepare for successful engagement by brainstorming potential conflicts, identifying awkward moments during a presentation, and reducing nervousness. It is important for youth to practice leading up to their presentation to decision makers.

### ACTIVITIES

- 1. Play Civics 101
- 2. Practice
- 3. Decision Maker Meeting Tips
- 4. Prep Audience Evaluation
- 5. Prep Decision-Maker Reflections

**RECOMMENDED MATERIALS:** None

**YEAH! ONLINE RESOURCES:** Session 10 PowerPoint, Tips for Meeting With Decision Makers, Sample Audience Evaluation

### SESSION PREP AND REFLECTION:

- What's your plan for this session?
- What worked well?
- What did not work well?
- What was a challenge for you?
- What were the "wows" from this Session?
- What are you going to do differently next time?



### STUDENT LEADER TO-DOS

- ✔ *Communicator:* None
- ✔ *Clerk:* Takes attendance
- ✔ *Photographer:* Takes and uploads photos and/or videos
- ✔ *Event Coordinator:* Reminds students what to bring for the YEAH! action day
- ✔ *Healthy Snack Ambassador:* Hands out snacks



### HELPFUL HINTS

- Have a timer and make sure each group presents for only 15 minutes
- Limit the audience evaluation and decision-maker reflections to a few numeric scale and/or yes/no questions and one answer questions

### 1 DECISION-MAKER MEETING TIPS

**Purpose of Activity:** To prepare the youth to meet with decision makers.

**Instructions:** Talk with the youth participants about proper behavior when meeting with decision makers; detailed tips are available in the online resource *Session 10—Tips for Meeting with Decision makers*

**Time:** 15 minutes

**Materials:** None

**Questions for Discussion:** None

### 2 PREP AUDIENCE EVALUATIONS

**Purpose of Activity:** To assess the audience's reaction to the final presentation

**Instructions:** Have youth participants create a short audience evaluation

**Time:** 30 minutes

**Materials:** Pen, paper, computers (if available)

**Questions for Discussion:** What questions do you want to ask the audience? How many questions should we ask?

### 3 PREP DECISION-MAKER REFLECTIONS

**Purpose of Activity:** To assess the decision-maker's reaction to the final presentation

**Instructions:** Have the youth create a short decision-maker evaluation

**Time:** 30 minutes

**Materials:** Pen, paper, computers (if available)

**Questions for Discussion:** What questions do you want to ask the decision maker? How many questions should we ask?

# 11 | YEAH! Action Day

In this session, YEAH! club members will complete an optional day of action. Youth can implement a project or keep practicing for the presentation.

### SESSION OVERVIEW

This optional session puts allows youth to take. Youth participants conduct a service project to improve a neighborhood or school feature they identified in previous sessions, using the neighborhood or school assessments and data research. This enables youth to see the impact their advocacy activities can have firsthand. If your group does not complete a YEAH! action day, have the youth continue to practice for their final presentation or skip to session 12.

### ACTIVITIES

- 1. Implement Action Day Activities or Service Project

**RECOMMENDED MATERIALS:** Items necessary for action day project

**YEAH! ONLINE RESOURCES:** Session 11  
PowerPoint, Service Project Ideas

### SESSION PREP AND REFLECTION:

- What’s your plan for this session?
- What worked well?
- What did not work well?
- What was a challenge for you?
- What were the “wows” from this Session?
- What are you going to do differently next time?



### STUDENT LEADER TO-DOS

- ✔ **Communicator:** Reconfirms decision-maker attendance; reminds other attendees of the presentation
- ✔ **Clerk:** Takes attendance and takes notes
- ✔ **Photographer:** Takes photos and/or videos before, during, and after the day of action; uploads to the selected location
- ✔ **Event Coordinator:** Brings all necessary supplies, reminds students what to bring for the presentation
- ✔ **Healthy Snack Ambassador:** Hands out snacks



### HELPFUL HINTS

- Invite YEAH!/club members, their friends, and parents to participate in service projects
- Reach out to local community organization for assistance (funding, supplies, volunteers etc.)

### SERVICE PROJECT IDEAS

-  Set up food bank for students and/or teachers in need
-  Collect nonperishable food and donate to a community organization
-  Organize a healthy food cooking demonstration
-  Create, print, and distribute a healthy cookbook
-  Deliver needed items to a local nursing home
-  Pick up trash in the community
-  Volunteer at a 5k or bike event
-  Host a bike rodeo
-  Host a community walk or bike ride
-  Organize a community play day at your school or a nearby park

For more ideas, see the online resource *Service Project Ideas*

# 12 | Present Action Plan to Advocate for Community Change

In this session, YEAH! club members will present their action plans. Don't forget to take pictures and videos!

### SESSION OVERVIEW

Having youth present to decision makers is important for both parties. For youth, the experience builds self-confidence, leadership, and community pride. For the decision maker, the experience demonstrates youth capacity and excitement for thoughtful engagement and targeted action.

### ACTIVITIES

- 1. Present Action Plan
- 2. Collect Decision-maker Reflections
- 3. Collect Audience Evaluation

**RECOMMENDED MATERIALS:** Items necessary for presentation

**YEAH! ONLINE RESOURCES:** Session 12 PowerPoint

### SESSION PREP AND REFLECTION:

- What's your plan for this session?
- What worked well?
- What did not work well?
- What was a challenge for you?
- What were the "wows" from this Session?
- What are you going to do differently next time?



### STUDENT LEADER TO-DOS

- ✔ **Communicator:** Hands out and collects audience evaluations and decision-maker reflections
- ✔ **Clerk:** Takes attendance and takes notes during the presentation
- ✔ **Photographer:** Takes photos and/or videos before, during and after the presentation; uploads to the selected location
- ✔ **Event Coordinator:** Brings all necessary supplies for the presentation
- ✔ **Healthy Snack Ambassador:** Hands out snacks

## PAST YEAH! CLUBS AND PROJECTS



# 13 | YEAH! Reflections

In this session, YEAH! club members will think about necessary next steps to move their advocacy plan forward.

### SESSION OVERVIEW

This YEAH! Reflections session offers an appropriate time to debrief, process how the presentation went, determine next steps, reflect and complete thank you notes.

### ACTIVITIES

- 1. Reflect on the Presentations
- 2. Thank you Notes
- 3. Decision-maker Follow-up

**RECOMMENDED MATERIALS:** Thank you cards

**YEAH! ONLINE RESOURCES:** Session 13 PowerPoint

### SESSION PREP AND REFLECTION:

- What's your plan for this session?
- What worked well?
- What did not work well?
- What was a challenge for you?
- What were the "wows" from this Session?
- What are you going to do differently next time?



### STUDENT LEADER TO-DOS

- ✔ *Communicator:* Sends thank you notes to decision maker(s) and other key audience members
- ✔ *Clerk:* Takes attendance
- ✔ *Photographer:* Takes and uploads photos and/or videos
- ✔ *Event Coordinator:* Summarizes audience evaluations
- ✔ *Healthy Snack Ambassador:* Hands out snacks

## 1 REFLECTION ON THE PRESENTATIONS

**Purpose of Activity:** To have the youth participants think through what did and did not go well for the action day and the decision-maker presentation

**Instructions:** Lead the youth through reflections on the action day and the decision-maker presentation

**Time:** 30 minutes

**Materials:** None

**Questions for Discussion:** What went well with the action day/decision-maker presentation? What would you have done differently? Were you surprised by anything?

## 2 THANK YOU NOTES

**Purpose of Activity:** To have the students send thank you notes to all decision makers who attended the final presentation

**Instructions:** Write thank you notes

**Time:** 30 minutes

**Materials:** Thank you cards, pens

**Questions for Discussion:** Why are thank you notes important to send? Who should we send them to? Who in addition to the decision makers should receive a thank you note?

## 3 DECISION-MAKER FOLLOW-UP

**Purpose of Activity:** To identify ways to follow-up with the decision maker

**Instructions:** Have the students brainstorm follow-up ideas; for example, the decision maker can sign a resolution or letter of commitment

**Time:** 15-30 minutes

**Materials:** Paper and pens

**Questions for Discussion:** What are the ways the decision-maker can commit to your advocacy project? How do you plan on following-up to see how the decision maker was impacted by the presentation? Was action taken or did something change as a result of the presentation?



# 14 | Celebrate!

In this session, YEAH! club members will celebrate the success of presenting their advocacy plan and explore career pathways.

### SESSION OVERVIEW

It is important to celebrate accomplishments. Though it is fun, this project can be difficult! Youth must be rewarded for all the work they have completed so far. It is also a good time to explore career pathways.

### ACTIVITIES

- 1. Celebrate
- 2. Career Pathways
- 3. YEAH! Evaluation
- 4. Next Steps

**RECOMMENDED MATERIALS:** Pen, paper, flipchart paper

**YEAH! ONLINE RESOURCES:** Session 14 PowerPoint, Career Pathways

### SESSION PREP AND REFLECTION:

- What's your plan for this session?
- What worked well?
- What did not work well?
- What was a challenge for you?
- What were the "wows" from this Session?
- What are you going to do differently next time?



### FOR YEAH! STUDY PARTICIPANTS

- ✔ Complete Youth and Adult Leader Post-Assessments

Note: This is useful for groups interested in completing their own program evaluation

### STUDENT LEADER TO-DOS

- ✔ *Communicator:* Confirms all youth participants completed the YEAH! evaluation
- ✔ *Clerk:* Takes attendance
- ✔ *Photographer:* Takes pictures and uploads (Google Drive, Instagram, Facebook, etc.)
- ✔ *Event Coordinator:* None
- ✔ *Healthy Snack Ambassador:* Hands out snacks

## 1 CAREER PATHWAYS

**Purpose of Activity:** To introduce the youth to various future careers in advocacy

**Instructions:** Talk to the students about careers doing advocacy work; you can find a full list in the online resource *Career Pathways*

**Time:** 15-30 minutes

**Materials:** None

**Questions for Discussion:** Did the YEAH! project make you interested in any new careers? Do any of these careers sound interesting to you? Are there any advocacy careers missing from this list that you would like to explore?

## 2 YEAH! EVALUATIONS

**Purpose of Activity:** To have youth participants complete the evaluation

**Instructions:** Have the students fill out the online resource *YEAH! Evaluation*

**Time:** 30 minutes

**Materials:** Computer with internet access (if available) or pen and copies of the evaluation

**Questions for Discussion:** None

## 3 NEXT STEPS

**Purpose of Activity:** To have the students determine next steps for their advocacy project

**Instructions:** 1) Have the students first brainstorm ideas about ways to move their advocacy ideas forward; 2) Have the students create a list of action items along with a timeline

**Time:** 30 minutes

**Materials:** Pen, paper, flip chart paper

**Questions for Discussion:** What steps do we need to complete our advocacy idea? Who should we talk to? How long do you think it will take?

What  
will you  
do next?



