### Leaders to Leaders Youth Summit

**Student Workbook**

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<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>Registration &amp; Breakfast</td>
<td>7th Floor Lobby</td>
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<tr>
<td>Team Prep &amp; Greetings</td>
<td>Room 710/712</td>
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<tr>
<td>Workshop #1: Case Studies</td>
<td>Breakout Rooms</td>
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<td>Workshop #2: Skill-Building</td>
<td>Breakout Rooms</td>
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<td>Keynote Speaker</td>
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<td>Action Planning</td>
<td>Room 710/712</td>
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<tr>
<td>Closing Remarks</td>
<td>Room 710/712</td>
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#### TEAM PREP

- Meet with your group; remind yourself of the work you’ve done, why you’re here, and what you hope to get out of the experience at each stage.

#### KEY QUESTIONS

- Q1: What issue is your group tackling?
- Q2: What are the root causes?
- Q3: What is your group doing to address the issue? What steps have you taken so far?
- Q4: What challenges have you faced? What are your next steps?
- Q5: What information do you hope to leave with today?
- Q6: What connections/partners do you hope to make today?

#### NOTES
<table>
<thead>
<tr>
<th>SESSION</th>
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</table>
| CASE STUDY: Learn from real NYC community leaders and nonprofit managers about their experiences in the field. Hear about how they identified an issue and then tackled it! Get inspired by their story and how they took action. | Q1: How does this case study relate to your issue/work?  
Q2: What did you learn that could help advance your campaign?  
Q3: How might this case study impact your campaign/approach? |       |
Workshop #2: SKILL-BUILDING
Basics of Community Organizing

The Planning Process for your Diversity/Social Justice Project

1. Form a core group and identify an issue
2. Develop goals
3. Develop deliverables
4. Identify allies and opponents
5. Discuss tactics
6. Develop a work plan and timeline
7. Recruit people
8. Assess and evaluate

Form a core group

Identify people who are committed to improving conditions for your community and who would be interested in initiating a community organizing effort (for example, the students at the conference today).

Identify an issue

For the purposes of this workshop, we have given you an issue to address as a teaching example. Later, your group will select an issue that you find important and apply these steps to your own issue. Make sure to be specific!

Before we can move on to the next step, developing goals, we must know more about the issue. What do you think is the cause of this issue? Why do you think this issue exists? How often does the issue occur?
After we’ve determined the issue, we need to decide how we’re going to address it. Our goals are often connected to the reason the issue exists.

Setting clear, realistic goals to address the problem you have identified is key to successfully addressing the problem. You should have short-term and long-term goals. Be practical about the number of goals you take on at once. If you are a small group, consider focusing on one or two goals.

Your goals must be S.M.A.R.T.:

**S** - **SPECIFIC**
- Define the goal as much as possible with no unclear language
- **Who** is involved, **WHAT** do I want to accomplish, **WHERE** will it be done, **WHY** am I doing this – reasons, purpose, **WHICH** constraints and/or requirements do I have?

**M** - **MEASURABLE**
- Can you track the progress and measure the outcome?
- How much, how many, how will I know when my goal is accomplished?

**A** - **ATTAINABLE/ACHIEVABLE**
- Is the goal reasonable enough to be accomplished? How so?
- Make sure the goal is not out or reach or below standard performance.

**R** - **RELEVANT**
- Is the goal worthwhile and will it meet your needs?
- Is each goal consistent with the other goals you have established and fits with your immediate and long term plans?

**T** - **TIMELY**
- Your objective should include a time limit. Ex: I will complete this step by month/day/year
- It will establish a sense of urgency and prompt you to have better time management.

Image Credit: [http://teacherweb.com](http://teacherweb.com)
A strategy describes *how* to achieve a goal. In other words, it is a plan of action designed to achieve a goal. In your strategy, you must include **deliverables**, or concrete products or outcomes of your project; this is what your work will *deliver* to the community. A deliverable must be measurable. You know when you’ve met your goal by using your deliverables as measuring points.

**Exercise:**

<table>
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<tr>
<th>The Problem: Teens are being cyberbullied (through the internet, social networking websites, text messages etc.) at an increasing rate.</th>
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<tbody>
<tr>
<td><strong>Goals</strong></td>
<td><strong>Deliverables</strong></td>
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| To raise awareness of the consequences of cyberbullying by the end of the school year | 1. “cyberbullying” is uniformly defined throughout the school  
2. Students know the harmful and possibly fatal consequences of cyberbullying |
| Increase the reporting of cyberbullying incidents by the end of the school year | 1. Students will know where and to whom they can report instances of bullying  
2. Creation of a hotline or other entity for reporting cyberbullying anonymously |

1.  
2.  

1.  
2.
When organizing a project, it is important to consider the key players in your community. These are people and/or organizations you may want to engage or be aware of in your planning process.

Part of this process is to identify people who have influence over the issue on which you are working. How are you going to gain their support? Their assets and strengths can be used to meet those same community needs.

**Allies** – the people and organizations that can help you get what you want. Who will be supportive or helpful on the project? What do they gain if they win? What risks are they taking?

**Opponents** – the people against your project. What will your victory cost them? What will they do/spend to oppose you? How strong are they?

**Exercise:** *Let’s identify your key players!*

<table>
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<tr>
<th>Allies</th>
<th>Opponents</th>
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Your tactics are specific activities that will help you carry out your deliverables. Any tactic you choose should:

- Be focused
- Put power behind a specific demand
- Build support for your project and advance you toward solving the issue
- Be within the experience of your own members
- Be based in the context of the issue
- Be flexible and creative

Tactics may include:

- Media events
- Committees
- Meetings with public/school officials
- Strikes/boycotts
- Rallies/protests
- Poster campaigns
- Elections
- Negotiations
- Forums
Develop a work plan and timeline

Working backward from the end of the project, list each task or step (look back at your deliverables and tactics) that will be necessary to carry out each of your tactics. Remember to include deadlines or timelines for each task. This will help your group stay on track and stay organized.

Exercise:

<table>
<thead>
<tr>
<th>Tactic</th>
<th>Next Steps</th>
<th>Deadline</th>
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<tbody>
<tr>
<td>Hold a rally during lunch to bring awareness of the consequences of cyberbullying</td>
<td>1. Approve the rally with school administration.</td>
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<td>2. Create flyers to announce the rally during lunch</td>
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<td></td>
<td>3. Prepare a speech for the rally about consequences of cyberbullying</td>
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Engaging people in your organizing initiative is an on-going effort. When doing any type of outreach, it is essential that you are able to talk clearly, succinctly, and energetically about the project and the issue.

Engage via:
- Tabling and flyering – attend community events, post and distribute flyers in the neighborhood
- Canvassing and surveying – knock on doors, get to know your neighbors and their needs
- Word of mouth and social media – ask your friends to join, use social media as a tool to increase awareness

Assess and evaluate
To learn from and improve an organizing effort, it is important to evaluate your progress in order to understand what worked and what didn’t. Some questions to ask are:
- What goals were met or not met and why?
- What strategies were effective or ineffective?
- What additional resources are needed?
- Which groups have been most supportive?
- What were the greatest challenges?
## Review of Workshop #2: SKILL-BUILDING

<table>
<thead>
<tr>
<th>SESSION</th>
<th>KEY QUESTIONS</th>
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| SKILL-BUILDING WORKSHOP: Students and teachers will reconvene in their groups and learn how to create a project from scratch using skills that anyone can learn and utilize. Want to solve a school problem? This session will teach you community organizing skills and walk you through the process needed to tackle the issue, step by step! | Q1: What important skills did you learn?  
Q2: How might you use these skills to improve and advance your campaign/approach? |  |


**Review of Part #3: Keynote Speaker**

<table>
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<tr>
<th>SESSION</th>
<th>KEY QUESTIONS</th>
<th>NOTES</th>
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<tr>
<td><strong>KEYNOTE:</strong> Hear from an inspirational keynote speaker. After this speech, every student will want to get out of their seats and make a difference in this world. This is a call to action!</td>
<td>Q1: What did you learn that could help advance your campaign? Q2: How might this keynote address impact your campaign/approach?</td>
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Workshop #4: ACTION PLANNING

Please complete this worksheet as you follow along with the facilitator.

Community Mapping

Allies and Experts

_________________________  _______________________

_________________________  _______________________

Effects

Issue Area

Tangles

Root Causes

______________________

______________________

______________________

______________________
Forming a Problem Statement

Our focus issue:

➢ Write in your general statement here

We wish...

➢ Answer the following questions about your general issue/statement.

Who:


What:


When:


Where:


Why:


➢ Using the information from your answers, write down your newly formed and specific problem statement here.

We Wish:
## Work Plan

**We Wish Statement:**

<table>
<thead>
<tr>
<th>Deliverables</th>
<th>Tactics</th>
<th>Next Steps</th>
<th>Deadline</th>
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**Review of Workshop #4: ACTION PLANNING**

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<tr>
<th>SESSION</th>
<th>KEY QUESTIONS</th>
<th>NOTES</th>
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<tr>
<td>ACTION PLANNING: Students and teachers will reconvene in their groups and start identifying which issue they want to address. What are some of the most important issues that affect them? Students and teachers will plan out a few of their ideas and goals and then head out of the conference with the knowledge, skills, and inspiration to make a change in their schools and/or communities.</td>
<td>Q1: How can you revise and improve your action plan based upon all you’ve learned today? (see responses above) Q2: Are there any potential partners (youth and/or adult) you would like to contact before you leave?</td>
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