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Building Community: A Tool Kit for Youth & Adults in Charting Assets and Creating Change

Innovation Center

National 4-H Council

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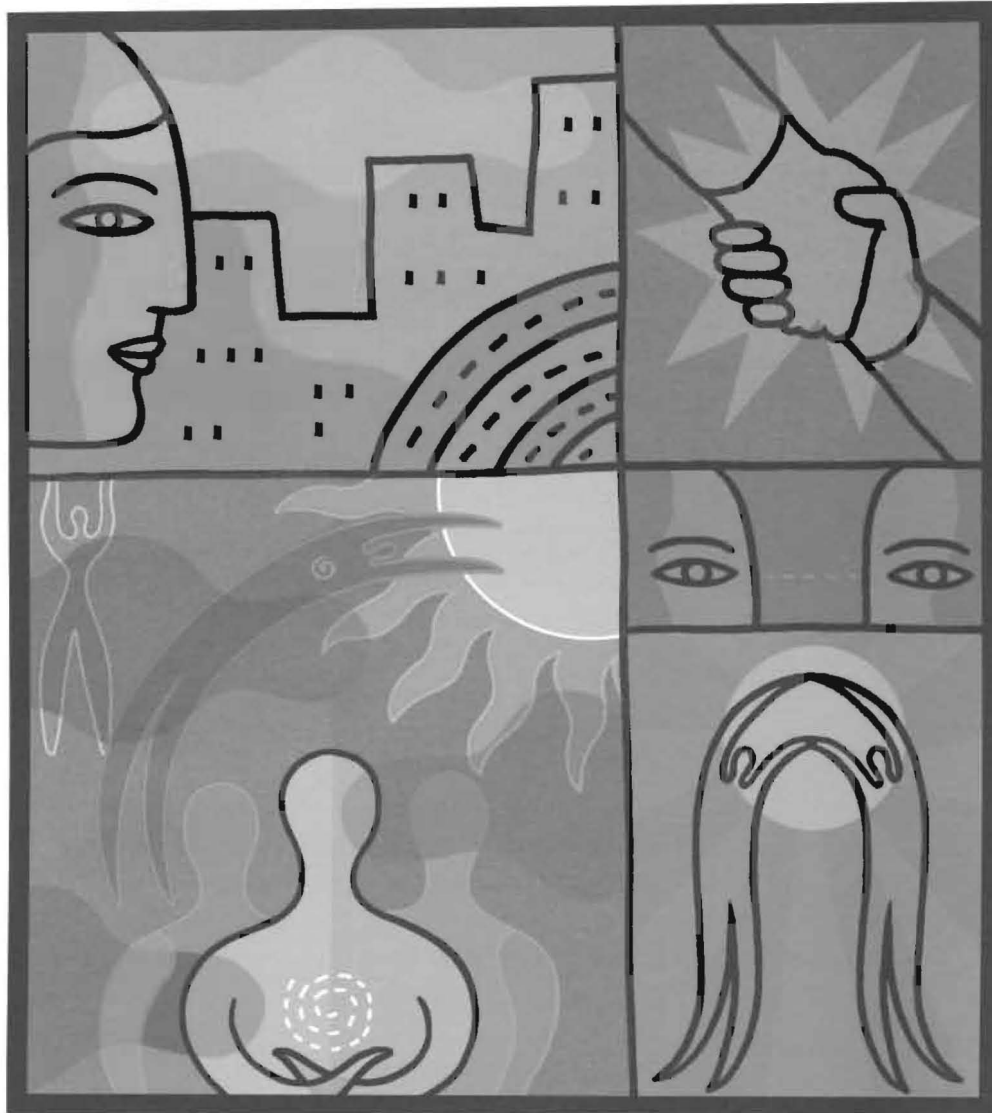
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Building Community



A TOOL KIT FOR YOUTH & ADULTS IN CHARTING ASSETS AND CREATING CHANGE



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2001

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Created by the Innovation Center for Community & Youth Development and National 4-H Council
Supported by Ford Foundation



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The Innovation Center for Community and Youth Development seeks, tests, and promotes bold and creative practices that achieve positive development for youth, communities, and society. In strategic partnership with key individuals and institutions, and with a cadre of youth and adult staff and volunteers who share a devotion to the potential of youth development, the Innovation Center works to transform and enrich the youth development field. The Innovation Center for Community and Youth Development is a project of the Tides Center.



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National 4-H Council works to advance the 4-H youth development movement to build a world in which youth and adults learn, grow, and work together as catalysts for positive change. National 4-H Council partners with the Cooperative Extension System, communities, and other organizations to provide technical support and training, develop curricula, create model programs and promote positive youth development to fulfill its mission. National 4-H Council also manages the National 4-H Conference Center, a full-service conference facility, and the National Supply Service, the USDA nationally authorized agent for the interstate sales of paraphernalia bearing the 4-H name and emblem. The 4-H name and emblem is protected under 18 U.S.C. 707. National 4-H Council is a nonprofit 501(c)(3) organization.

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The creation of this tool kit has been a journey with many partners and over several years. It is the product of piloting new ideas, adapting and tailoring processes and methods, and collective reflection. We recognize and thank our innovative partners in communities and organizations!

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The following are the members of the Charting Community Connections Facilitation Team, who developed, piloted, and documented many of the tools.

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ICA's Technology of Participation (ToP)[®] methods are woven into several parts of the toolkit, and provide grounding for the sections on meeting facilitation and visioning, in particular.

We want to thank the people in communities who shared their time and wisdom with us during the Charting Community Connections project. Without them, we would not have a tool kit:

Mishognovi Village, Hopi Reservation, Arizona
Salish Kootenai and Pend d'Oreille Tribal Community, Montana
Omaha Reservation, Nebraska
Waupaca, Wisconsin

Enjoy using the toolkit, and we look forward to hearing from you!



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Overview

The purpose of the Building Community tool kit is to equip youth and adult facilitators with a framework and specific tools to unleash the power of many diverse resources for positive community change. The Building Community process

- Identifies community assets
- Inspires action
- Promotes partnership between and among youth and adults
- Makes community dreams a reality
- Creates changes in communities that can be sustained and supported.

Building Community describes a process by which youth and adults in communities can explore the strengths and gifts of people, place, past, present, and future. Finding out about these gifts enables community members to both start and build on work to create positive community change. It's an idea that a group of youth and adults all over the country have been developing for several years. We're pleased that you, the user of this tool kit, also are interested in this idea, and we look forward to learning with you about how the community-building process works in your community.

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About This Tool Kit

In 1996, the National 4-H Council's Innovation Center for Community and Youth Development started a journey with our county Cooperative Extension System partners in 10 rural communities. The purpose of the journey was to build the capacity of community members to do positive youth and community development work in new ways. The idea was to share what we learned with other communities doing similar work. As part of that journey, we developed a process to examine local resources and put them into action to create positive change. We called this process "Charting Community Connections" (CCC). After testing the process with those ten communities and several others, we set out to document all the various tools and activities that had been successfully used and adapted in communities. Partnering with four additional communities, and looking at the total of this work, we realized that the name "Charting Community Connections" didn't fully reflect the scope of the process, so we decided to call it "Building Community". The Building Community tool kit reflects the work that the Innovation Center and fourteen communities have done to date.

Whether you are just starting or are already underway with your youth and community development work, this kit will provide you with resources and ideas. It is a practical guide that has resources for each of the phases of the process of youth and community development: building readiness, visioning and planning, taking action, and change and sustainability. What makes this process unique however are the principles it is based on:

- Youth/adult partnerships
- An asset-based approach that focuses on the gifts of communities
- Learning and reflection

The tools and resources found in Section 2, "Core Principles", describe these features in detail. The core principles relate to all four phases of the process. Explanations of how these principles can be used throughout the various phases of the work are provided in Sections 3-6.

WHO SHOULD USE THIS TOOL KIT?

Youth and adults who are interested in leading, facilitating, or participating in strength-based community development efforts should use this tool kit. This might include the following people:

- Young leaders
- Youth workers
- Teachers
- Community organizers
- Government officials
- Social service managers
- Anyone interested in bringing about positive change in a community.

The tools in this kit were primarily designed and piloted in rural communities, but most of them are applicable to urban and suburban communities. The tools were designed and piloted with youth in high school but could be adapted for use with younger youth.

A PICTURE OF THE BUILDING COMMUNITY MODEL



HOW THIS TOOL KIT IS ORGANIZED

Luckily, this kit is a little more organized than the average tool box. The five main sections after this one each correspond with one of the five parts of the figure on the previous page. Below is an overview of each section:

Section 2: ***Core Principles***

This section corresponds with the circle in the middle of the figure on page 4 and overlaps with Sections 3 through 6. You'll likely be doing a lot of flipping between Section 2 and the following sections because they relate to each other so closely. Section 2 describes the core principles that guide every part of the Building Community process. It includes the following materials:

- Building youth–adult partnerships—an overview and resources for learning ways that young people and adults can work together as equal partners.
- A guide to gifts of past—the assets and challenges from shared history that can be used in present and future work
- A guide to gifts of place—the assets and information that are found by looking at a picture of our space and which can help us organize our efforts and ensure that they connect all parts of the community
- A guide to gifts of relations—the assets that are found in people and organizations and our relationships to them
- A guide to individual gifts—the assets that every person has—and how to put them to work in your group or team
- Learning and reflection—tips and tools for reflecting on successes and challenges in your work.

The guides to past, place and relations were developed in partnership with the Institute of Cultural Affairs.

Section 3: ***Building Readiness***

This section summarizes some of the things that groups have done when they first form or when they start a new project together. It includes

- an introduction to approaches for youth and community development,
- resources for building relationships (teambuilding and forming youth–adult partnerships),
- notes on getting some "early wins," and
- a discussion of how examining resources can contribute to building readiness for community action.

Section 4: ***Visioning and Planning***

This section discusses the importance of creating a vision and plan, describes ways to do that, and gives stories and examples from communities.

**Section 5:
Moving into Action**

This section discusses the important step of using the vision, plan, and information about community resources to take action that will spark greater involvement. It includes

- processes for facilitating groups and making meetings successful,
- ideas about how to get the word out about your work, and
- a discussion of how you can identify and mobilize community resources for action.

**Section 6:
Change and Sustainability**

This section discusses “the point”—how you can keep your work going and create positive change. It includes

- resources and information about collaboration and
- a discussion of decision making and power, including resources for youth in decision making.

The purpose of this tool kit is to share tools that have already been tested and adapted in communities, and many of our community partners are currently developing, adapting, and testing tools for this phase. As a result, this is the least developed of the sections.

Each section begins with a table of contents for that section and ends with lists of additional resources. Those lists are important because they give information about how to access many of the other resources that we and people in communities use.

Key

Different types of information are included in this tool kit, and pages are marked accordingly with a label on the right side of the page.

Background information pages do not have any labels, and include overviews of specific topics and lists of resources on the concepts and ideas discussed in each section.



Notes for facilitators are step-by-step guides to facilitate activities for community groups as well as lists of possible adaptations.



Handouts are forms and worksheets that are ready to copy and share with participants and community members. Note that you are welcome to reproduce these pages to share. All of the other types of pages in the tool kit may be reproduced only with permission.



Notes from the field are stories from community members that relate to concepts and ideas in each section

HOW TO USE THIS TOOL KIT

Some people might want to look at the entire kit first, and others might pull the kit out only when they need it, such as when they are starting to work on a new step of the process. It works best when you can look over what is here and then talk with other community members about how you might use and adapt each tool to a given situation. It will be important to let people freely brainstorm about what they think of each of the pieces and how they might use it.

If you want to...	See section(s)
Bring a group of youth and adults together who have not worked with each other before.	Section 3: Building Readiness Section 2: Youth–Adult Partnerships
Become familiar with the variety of approaches for doing community and youth work.	Section 3: Building Readiness
Develop a shared idea that represents what different people and groups see as success in the future.	Section 4: Visioning
Launch a short-term or long-term project to excite people and engage them in larger process	Section 4: Planning
Learn about processes to make meetings more successful and participatory.	Section 5: Moving to Action
Build collaborations with other people and groups in the community to help sustain the work.	Section 6: Change and Sustainability
Identify a group of diverse people and organizations who are interested in and might support your work.	Section 2: Gifts of Relations
Create unity and appreciation for the shared history of your community.	Section 2: Gifts of History
Learn new ways to promote discussion and reflection on successes, challenges, and lessons learned.	Section 2: Learning and Reflection
Re-ignite the spirit of an existing group	Section 2: Gifts of History and Learning and Reflection

DEFINITIONS, LANGUAGE, AND CONCEPTS

If you haven't already noticed, there are some big, maybe unfamiliar, terms that we use when we talk about Building Community. Below are some of the terms that you may hear or read.

Asset-based community development	The process of identifying and mobilizing communities' unique local resources for creating positive change.
Community	A collection of people with things in common. What they have in common may be where they live, but it can also be their feelings about an issue or their situation.
Community development	Process of cooperation and understanding among a group of people who want to change and improve the economic, social, and environmental conditions of the place they live
Community youth development (CYD)	Process that encourages and empowers young people and adults to create change in their communities and to work as equal partners
Facilitation	The design and management of structures and processes that help a group do its work together and maximize the energy and voices of all of the group members.
Positive Youth Development	The ongoing process in which young people are engaged in building the skills, attitudes, knowledge and experiences that prepare them for the future.
Resource, asset, gift	Different words that describe the same concept—the things that we can identify and use to create positive change
Sustainability	The idea that something can be continually renewed and reused over the course of time
Technical assistance	Advice, training, and cooperation that staff and other people provide to community members
Youth development	Process by which young people learn skills and gain experience and knowledge in order to become productive members of their communities
Youth—adult partnership	A partnership between adults and young people that supports joint efforts toward solving community problems and acknowledges the contributions of both parties

HOW THE BUILDING COMMUNITY PROCESS HAS BEEN USED IN COMMUNITIES

Before we embark on a new adventure, it's always nice to know what other people have been able to do. More than fifteen communities in all parts of the country have been using the CCC process (or parts of it) since 1996. Below are some interesting stories about how it has worked.

One of the communities is a primarily African-American community that was settled by freed slaves after the Civil War. When the community did its history wall, there was a great community turnout. People traced the whole history of the community, which was a powerful and emotional experience that brought the group together.

The surveys and interviews that one community did were so complete that they gathered the first statistics the community has about the number of people under age 18 who live there. It turned out to be more than 50 percent of the population. Now they are able to say to the local government that ALL community programs must consider youth!

One community was concerned that there was not enough youth perspective in their community vision. They decided that middle and high school dances were the perfect times to have young people lead other youth in thinking about their vision for the future of the community.

Some residents in one community were pretty skeptical about the Building Community process. The group did the first parts of the work without the support of the whole community. However, planning group members were very good about getting the word out to people in the community about their progress in a community newsletter. Little by little, people could see the value of what they were doing. The group hosted a community dinner that got a great turnout and won over some new supporters!

Throughout the tool kit, you will see pages called "Notes from the Field." Each note provides a story about Building Community work or products in real communities.

Many stories about the tools and resources in rural communities are documented in, Hobson and Spangler, *Resources for Youth and Community Development in Isolated Communities: Stories from Ten Communities*, 2000, which is available through National 4-H Council, info@theinnovationcenter.org.

WHAT IS UNIQUE ABOUT THE BUILDING COMMUNITY PROCESS?

IT'S ABOUT YOUTH AND ADULTS WORKING TOGETHER.

The process is designed, implemented, and sustained by community-based groups of young people AND adults. Many other mapping tools are designed to be used by only young people or only adults. In contrast, the theory of youth–adult partnerships is built into all the steps of this process. We think that equal partnerships are essential for creating comprehensive, lasting change in communities.

Tools (like this kit!) are designed to be accessible to teens and adults, and the process highlights the gifts that community members of all ages bring. This process is designed to involve youth not just as data collectors but also as analysts, publicists, coordinators, and designers.

THE PROCESS IS MUCH BIGGER THAN JUST THE STEP OF CONDUCTING AND ANALYZING COMMUNITY INTERVIEWS AND SURVEYS.

When many people think of community asset mapping, they think of just the step where community members conduct interviews and surveys to find the gifts that organizations and individuals bring to the community. Many communities, however, find that interviewing and surveying either produce a lot of information that is difficult to use or do not fully capture and reflect all of their community's resources. For that reason, the Building Community process described in this tool kit focuses on resources other than people and organizations, like history; on new resources that can be used in ongoing planning efforts; and on sharing products with the public.

IT RECOGNIZES AND USES WORK THAT GROUPS HAVE DONE IN THE PAST.

The Building Community process is designed to be compatible with, rather than exclusive of, other community mapping planning. The steps are all pieces of a puzzle that can be solved in many different ways—every community will take a unique path. For example, in a community where surveys and interviews have already been done, it is possible to incorporate the results into other steps, such as examining history or geography. Likewise, a community group may choose to use only certain pieces of the puzzle because the group feels that those steps are the ones that will best further its community and youth development efforts.

THE PROCESS IS DESIGNED TO BE SUSTAINABLE OVER TIME.

The products generated by the Building Community process are intended to be updated and revised. Because the process is designed to avoid the dilemma of conducting mapping and gathering results that are either not easily used or used only for a short period of time, it includes processes that are simple, that continually renew and that renovate all the products over time. The results of the interviews and surveys may feed into the steps of articulating and documenting a community vision and a strategic plan. The community group may take "slices" of the vision to work on one by one over time. These slices may be further developed into a strategic plan that spans 3 to 5 years and reflects the community's strengths and challenges, as identified by looking at history, individual and organizational gifts, and geography.

BUILDING AND SHARING THE TOOLS

To continue to develop new tools and adapt the ones in this kit, we need to hear from you! Please share your stories, questions, suggestions, additions, and comments with us. We've set up a few ways to help make this happen:

SURVEY

At the end of the pages in this binder, you will find a survey that you can use to give us your feedback. You may also fill out an online survey at www.theinnovationcenter.org.

ONLINE FORUM

We have an online forum, which works like a bulletin board, where people can share experiences in using the tools and activities and ideas. It provides a chance to network with others who have the tool kit and who are implementing it in their communities. To participate in the forum, go to www.theinnovationcenter.org and take a minute to set up a user identification and password.

TECHNICAL ASSISTANCE AND TRAINING

With our community partners, we work to share and build the Building Community process. We conduct workshops at conferences and meetings to share this model and tools, and we offer training and technical assistance to community groups. If you are interested in finding out more about these services, please contact us at info@theinnovationcenter.org.

ADDITIONAL COPIES

If you would like additional copies of this tool kit, please use the order form that is included at the back of the binder, or e-mail us at info@theinnovationcenter.org.



Core Principles



In the graphic that represents the Building Community process, a circle in the middle connects each of four phases. In that circle are core principles—ideas that cut across all the work and guide not just what is done but how it is done. These principles include the following ideas:

- **Youth—adult partnerships—equal partnerships between young people and adults.** This section provides an overview of the partnerships approach, some activities and tools, and list of other resources on this topic.
- **An asset-based approach— a focus on resources and assets, not needs and deficiencies.** In this section are tools and activities for looking at the gifts in a community’s past, place, and relations as well as the gifts of individual community members.
- **Learning and reflection—being intentional about where we have been and where we are going.** In this section there are diverse tools and activities for doing reflection and learning.

In each of the following sections of the tool kit we’ll refer to Section 2 in discussing how the core principles can be used to build readiness, do visioning and planning, move to action, and create change and sustainability. This section contains specific activities and tools related to each of the principles that can be adapted to fit into every phase of your work.

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Part 1: Youth-Adult Partnerships



INTRODUCTION

One of the most unique aspects of the Building Community model is the fact that it is designed to be developed and implemented by youth and adults in partnership. It recognizes that young people must have an equal role with adults in both the development of opportunities for young people as well as in the development of the communities where they live as a whole. The approach where both youth and adults take the role of “partner” is one of the core principles of the Building Community model.

In the communities where we work, and as we talk to people in the field, we have made a few key discoveries about youth–adult partnerships:

- People like this approach!
- It makes work fun.
- It makes sense in doing community work and strengthens communities.
- It helps adults overcome negative attitudes.

Another discovery is how complex and challenging it can be:

- It is new territory for a lot of people.
- It is not something you just learn and finish.
- The way our schedules and lives are set up makes it hard.
- Youth and adults both have to be committed to learning and growing.

This part of the tool kit addresses both these benefits and challenges of youth adult partnerships, and includes:

- An overview of the phases of youth–adult partnerships
- Notes on ways in which young people are involved in communities
- A self-assessment tool
- Ways to track partnerships over time
- A list of resources for youth–adult partnerships and youth involvement

PHASES OF YOUTH-ADULT PARTNERSHIPS

Building partnerships occurs in several phases, and specific tools are helpful in different phases. Within the same group or community, elements of each phase often are present.

PHASE	THE FOCUS IS ON...	PEOPLE ARE SAYING...	HELPFUL TOOLS
I. Awakening	Discussing new ways of doing things	"Maybe we should include more diverse resources and people."	Reading about the partnerships approach—see resource list at the end of this section
II. Exploring	Exploring principles and values	<ul style="list-style-type: none"> ■ "I have a say." ■ "It means having respect for youth." ■ "I can be listened to." ■ "It's working with youth, not for youth." 	<ul style="list-style-type: none"> ■ Training activities to explore attitudes and partnerships ■ Conducting a successful community event
III. Taking action	Exploring "how to"—skills and competencies	<ul style="list-style-type: none"> ■ "The right attitude is not enough." ■ "Youth and adults are sharing ideas freely." ■ "Adults are really listening." 	<ul style="list-style-type: none"> ■ Looking at communication and leadership styles ■ Training and technical assistance in teamwork
IV. Sustainability	Making partnerships a natural thing to do Internalizing the approach	<ul style="list-style-type: none"> ■ "We would not do it if it wasn't in partnership with youth" ■ "Youth/adult partnerships is the best way to do things" 	<ul style="list-style-type: none"> ■ Projects and activities around specific issues
V. Making change	Building and extending the approach—changing structures and systems Practice and refinement	<ul style="list-style-type: none"> ■ "We should be a resource to other groups." ■ "We can train others." ■ "We need to extend this approach to groups where important decisions are made." 	<ul style="list-style-type: none"> ■ Training and technical assistance in youth in decision making and governance ■ Training of trainers ■ Looking at progress

You'll notice that the five phases of youth–adult partnerships are similar to the phases of the Building Community process described on page 4. This resemblance is significant—it is likely that you will be working on developing several phases at the same time as you move forward and make progress. For example, you may be in the action phase of your work, but because that phase may include building new youth–adult partnerships, you may be in the first phase of the chart above.

Hundreds of tools exist for youth–adult partnerships, and they address each of the phases. This tool kit includes only some additional background material and some sample activities. Perhaps the most important resource for youth–adult partnerships in this kit is the last page of this section—a list of diverse resources for youth–adult partnerships and youth involvement.

HOW DO WE GET STARTED?

A successful youth–adult partnership, like any type of partnership or relationship, isn't created overnight. Youth–adult partnerships can be especially challenging simply because they are not the traditional way we relate to each other.

A few conditions must be in place for your partnership effort to be successful:

- Adults need to be willing to share their power and responsibility.
- Young people need to be willing to gain power and take on responsibility.
- Both youth and adults need the skills to work successfully together.
- Everyone needs to forget everything they have ever thought about youth and adults as separate groups and start treating them the same way they would treat their peers.

(Adapted from Leifer and McLarney, *Younger Voices, Stronger Choices*, 1997)

Adults Need to Remember These Principles:

- *Don't expect more from a youth than you would from another adult.* If a young person shows up for a meeting 15 minutes late, an adult might think, "Aha, a slacker." When a fellow adult shows up 15 minutes late, the same person might think, "That's understandable. They've got deadlines and pressures." So do young people.
- *Treat young people as individuals; don't make one youth represent all youth.* Young people understand that adults may carry negative images of youth and may generalize from the behavior of a few. Assure young people that you are interested in their individual opinions, and don't expect them to embody an entire population.
- *Be careful about interruptions.* For the partnership to work, young people must feel that they are valued and respected. In many youth–adult relationships, that respect is lacking. When interrupted by an adult, young people tend to stop talking. Both parties need to respect each other's right to voice opinions without criticism or censure.
- *Remember that your role in a partnership is not to parent.* Although being a parent may be the most important role an adult can play, the purpose of youth–adult partnerships is to give both parties a different way to relate to each other.
- *It's okay to ask for help when you don't know how to do something.*

Young People Need to Remember These Principles:

- *Criticism doesn't necessarily equate to condescension.* Sometimes when adults offer criticism to a youth, they are treating the youth the same way they would a colleague. Remember that adults are used to critiquing others' ideas. Just because they disagree doesn't mean they are dismissing you.
- *Adults may not be aware of how capable you are.* Maybe they don't know any youth your age, so they don't know what to expect. You can enlighten them by showing them you can handle mature situations.
- *Adults will feel responsible for the success or failure of the project.* That is why it is hard for adults to share power and authority. They need reassurance that you are willing to share in the successes and failures.
- *It's okay to ask for help when you don't know how to do something.*

(Adapted from *Creating Youth/Adult Partnerships*, National 4-H Council, 1996)

HOW DO YOUTH PARTICIPATE IN COMMUNITY?

Young people participate in communities in many ways:

TYPE OF PARTICIPATION	SOMETHING KNOWN AS...	EXAMPLE
Delivering services within a community	Youth service or community service	Helping run neighborhood centers or renovate abandoned buildings
Informing/educating	Peer tutoring and education, performances, publications	Conducting assemblies that discuss dangers of drunk driving; tutoring peers or younger students
Supporting/helping others	Peer outreach, facilitation	Running support groups, staffing teen hotlines or referral networks
Advising/directing/making decisions	Youth boards and councils, raising awareness	Serving on boards of directors of nonprofit organizations, advocating for youth needs to policy makers
Training	Consultation, technical assistance, youth leadership training	Conducting workshops and sessions to peers; providing consultation on youth issues to PTAs, city councils, and other groups
Managing/staffing	Youth staff, youth coordinator	Organizing people for school projects, acting as staff for community organizations

(Adapted from Swinehart, *Youth Involvement: Developing Leaders and Strengthening Communities*, 1990)

CHARTING YOUTH INVOLVEMENT

(Adapted from the Points of Light Foundation, "Mapping Youth Programs for Youth Involvement" handout)

OVERVIEW

This activity "maps" the existence and nature of youth participation in the community.

OBJECTIVES

- To distinguish the various types of youth–adult relationships
- To identify existing areas and opportunities for youth participation in the community

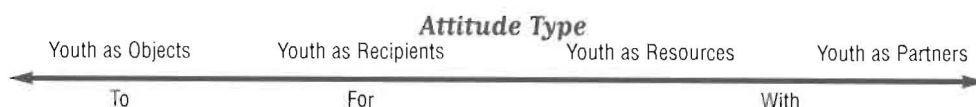
TIME REQUIRED

Approximately one hour

WHAT	TIME	HOW	MATERIAL
STEP 1: Setting the Context	5 minutes	<p>Introduce the spectrum of attitudes using Handout 2A or a flip chart with key points.</p> <p>As you describe each relationship, ask the group for a few examples.</p> <p>Say to the group, "Now we are going to look at this more closely by mapping youth involvement in our own community."</p>	Flip chart or copies of Handout 2A
STEP 2: Mapping	20 minutes	<p>Give everyone a copy of Handout 2B, and go through the instructions. It is helpful to go through the instructions using an example that you have created.</p> <p>NOTE: if the group has already done the mind map activity described in Section 3 on page 116, you can use the maps as a base for step 1 on the handout.</p>	Handout 2B
STEP 3: Sharing	20 minutes	If the group is small, offer each person a chance to share its map with the group. If it is large, split into smaller groups with a facilitator in each group.	
STEP 4: Reflection	10 minutes	<p>Ask the following questions:</p> <ul style="list-style-type: none"> ■ What images from the maps stand out to you? ■ Were there any surprises for you as people shared? ■ What similarities did you see in people's maps? ■ What differences did you see? ■ In general, how are youth involved in this community? ■ What opportunities for new roles for youth exist? Where? ■ What does this tell us about our work as a group? 	

THE SPECTRUM OF ATTITUDES

It is helpful to look at attitudes underlying youth–adult relationships as falling along a spectrum.



Youth as Objects:

Adults exercise arbitrary and near total control over youth. Programs and activities are TO youth.

Youth as Recipients:

Based on what they think is in the youth's best interest, adults determine needs, prescribe remedies, implement solutions, and evaluate outcomes with little youth input. Programs and activities are FOR youth.

Youth as Resources:

Youth help adults in planning, implementing, and evaluating work. Programs and activities are FOR and WITH youth.

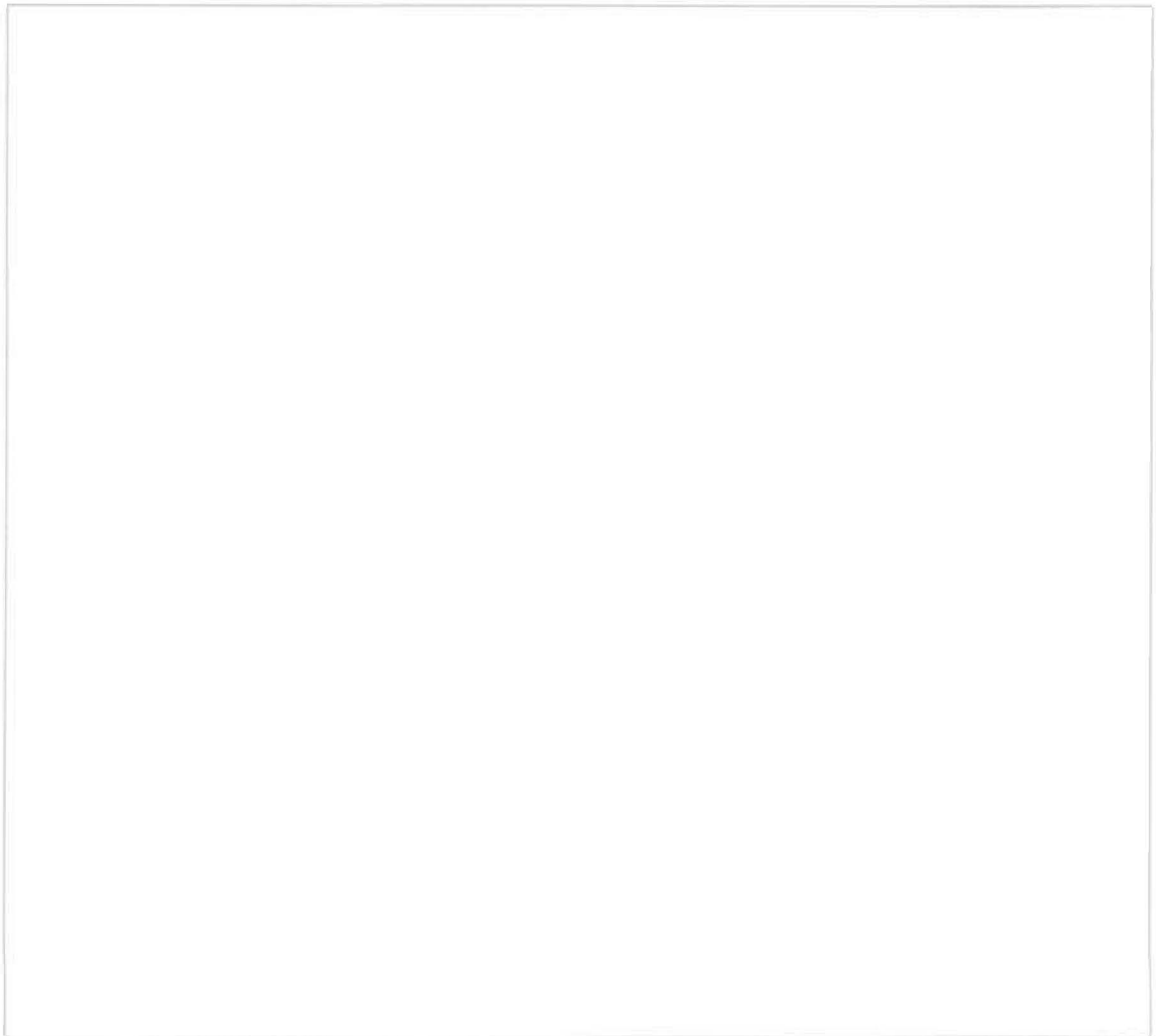
Youth–Adult Partnerships:

Youth and adults share decision-making power equally. Programs and activities are WITH youth.

(Adapted from Lofquist, *The Technology of Prevention Workbook: A Leadership development Program*, 1989).

CHARTING YOUTH INVOLVEMENT

1. Draw a map of your connections to organizations and groups in the community. Include the organizations and groups that you are a part of, that many youth are a part of, and that many adults are a part of.
2. With a different color pen, highlight the points at which young people participate. Make a note about how they participate:
 - P = as partners (with youth)
 - R = recipients (for youth)
 - O = as objects (to youth)
3. With another color pen, make a star to indicate the areas where new opportunities exist for youth to participate.



“TEN COMMANDMENTS” FOR INVOLVING YOUTH IN COMMUNITY BUILDING

1. Always start with the gifts, talents, knowledge, and skills of young people—never with their needs and problems.
2. Always lift up the unique individual, never the category to which the young person belongs (e.g., “Maria, the great soccer player,” not “Maria, the ‘at-risk youth’”).
3. Share the convictions that (a) every community is filled with useful opportunities for young people to contribute and (b) there is no community institution or association that can’t find a useful role for young people.
4. Try to distinguish between real community-building work and games or fakes—because young people know the difference.
5. Fight—in every way you can—age segregation. Work to overcome the isolation of young people.
6. Start to get away from the principle of aggregation of people by their sameness. Don’t put everyone who can’t read in the same room. It makes no sense.
7. Move as quickly as possible beyond youth “advisory boards” or councils, especially those boards with only one young person on them.
8. Cultivate many opportunities for young people to teach and lead.
9. Reward and celebrate every creative effort, every contribution made by young people. Young people can help take the lead here.
10. In every way possible, amplify this message to young people: “We need you! Our community cannot be strong and complete without you.”

Kretzmann, “Community Includes Youth”, *Wingspread Journal*, Volume 17, issue 3, p11.

PARTNERSHIP ACTIVITIES

Following are two activities from the National 4-H Council's *Creating Youth–Adult Partnerships* curriculum. This just provides you with a taste for the types of activity designs that are in it and other curricula. See the resource list at the end of this section for more information.

Activity 1: Taking a Stand

PURPOSE:

To have participants examine the values and perceptions that adults and youth have on more controversial issues

MATERIALS:

Five signs for the wall representing strength of opinion from "Strongly Agree" to "Strongly Disagree"

TIME:

20 to 30 minutes

PROCEDURE:

Let the participants know that they are going to take some time to examine how they feel about different issues. Point out that along the wall are signs that read from "Strongly Agree" to "Strongly Disagree" and that they will be asked to come forward and stand somewhere along the continuum based on what they believe. Stress that no one has a right or wrong answer but that each answer is how they personally feel. "We are not here to judge answers, but just to take a look to see how adults and young people may answer them."

Choose which statements you would like to use out of the following. Begin with a few simple statements so people can get used to the activity. Read the statement and then ask people to stand along the continuum based on their personal opinions:

- Chocolate ice cream is the best.
- Basketball is more fun to watch than football.
- Community service should be required for graduation from high school.
- The voting age should be lowered to 12.
- If I don't like someone in the group, I should stop my participation.
- Schools should provide information to students about safe sex practices.
- Adults need to be alcohol, drug, and smoke-free to work with teens.
- Teens have different ideas from adults about what is fun.

After you have finished the activity, facilitate the following discussion:

- What were some of the things you saw or heard when we did this activity?
- What does this tell us about adults and youth?
- What was one key learning for you from this activity?
- How can we use what we learned when we are trying to work together in partnership?
- How might you use this activity or what you learned in the future?

Activity 2: How Decisions Are Made

PURPOSE:

To examine how different groups come to decisions and analyze the significance of the differences when working in youth–adult partnerships

TIME:

45 minutes

PROCEDURES:

Explain to the group that any group of people can have different ideas about how things should be done: "We are going to break up into different groups to try and come to one decision.

Give the group a task that can be discussed as well as depicted on paper. Two scenarios that have been used successfully are:

'You go to a school that has a uniform. What should the school uniform be?'

"The community is building a community center. What should it look like?"

Consider making up a new scenario that is relevant to the group that you are working with!

Break the participants into groups of 4 or 5 people per group. One group should consist of all adults, one should consist of all youth, and one should be a mixed youth/adult group. Let all groups work until they all have come to a conclusion and a graphic representation of their decision (a drawing of the uniform, a plan for the community center, etc.).

DISCUSSION QUESTIONS

- How easy or hard was it to reach a decision?
- What do you think made different groups come to different conclusions?
- What different approaches do groups use to make decisions?
- What are the different roles of youth and adults?
- What does this tell us about trying to work together in partnerships?
- Do you think youth and adults should always have an equal voice in decision making? Why?
- What is one thing that happened in this activity that you can use in the future?

TRACKING YOUTH-ADULT PARTNERSHIPS OVER TIME

In communities that have been working on building youth–adult partnerships over months, and even years, youth and adults talk about how great it would be if they could measure, track, or document their progress. You can measure change and progress in many ways—some are formal, and some are informal. Below are some tools that can be used and adapted to check in and get a sense of what is changing, what is moving forward, and what continues to be a challenge.

Written Assessment

See the Handout 2D on the following page. It is a tool for both youth and adults to use to examine their skills, attitudes, and behaviors. It can be used just once or several times to examine change, progress, and remaining challenges.

Facilitated Discussions with Documentation

Opening: "For the past X months, we have been working as a group of youth and adults to create positive change in the community. One of our goals is to work in equal partnership. Let's take the next 10 minutes to reflect on the youth–adult partnership that we have been building."

QUESTIONS

- What words stand out for you from our work?
- What image from our work symbolizes partnership?
- What have been the times when you felt like things were right on target? When have you felt frustration?
- From your experience, what tips for success would you share with an adult?
- From your experience, what tips for success would you share with a young person?
- In what ways has the partnership helped our community work?
- What do you see as the barriers that we still need to work on overcoming?
- What is one area that you personally are going to work on in the coming months?

Periodic Group Reflection

You can adapt any of the tools in Part 6 of this section, "Learning and Reflection," to focus on youth–adult partnerships. The "idea carousel" activity has sample questions related to youth–adult partnerships.

NOTE: Think about doing each of the above exercises with separate youth and adult groups. Check in with the group and see what they feel would work best and how they would feel most comfortable. It is helpful to have a youth facilitate the youth group and an adult facilitate the adult group.

YOUTH-ADULT PARTNERSHIP SELF-ASSESSMENT TOOL

This is not a test! Rate yourself on a scale from 1-5, with 1 meaning that you are a beginner in the subject. In the first column, write the number corresponding to where you see yourself now. In the second column, indicate where you would like to be.

Where I am now	Where I would like to be	
_____	_____	I am familiar with resources about youth participation and youth-adult partnerships (e.g., technical assistance, books).
_____	_____	I affirm and support people's feelings and ideas.
_____	_____	I treat all group members with respect.
_____	_____	I appreciate and incorporate the strength of similarities and differences among people (gender, spiritual, class, etc.).
_____	_____	I resist the urge to take over.
_____	_____	I am careful about interrupting people of all ages.
_____	_____	I provide opportunities to have youth reflect and learn.
_____	_____	I believe in the potential and empowerment of all youth.
_____	_____	I trust youth to be powerful.
_____	_____	I identify positive possibilities in difficult situations.
_____	_____	I listen carefully to people of all ages.
_____	_____	I get involved and provide support when a person puts down or devalues another or her- or himself.
_____	_____	I seek to learn from people.
_____	_____	I expect youth to make their own decisions.
_____	_____	I say something when young people's rights and due respect are being denied or violated.
_____	_____	I celebrate people's successes.
_____	_____	I advocate for improvement of youth-adult partnerships in teams, organizations, and communities.

RESOURCE LIST FOR YOUTH-ADULT PARTNERSHIPS AND YOUTH INVOLVEMENT

Below are the resources cited in this section, as well as others that may be useful.

Resources available from the Innovation Center for Community and Youth Development

Creating Youth-Adult Partnerships, a training curriculum that includes workshop activities for youth-only groups, adult-only groups, and mixed groups. Available by calling (301) 961-2837 or e-mailing innovation@fourhcouncil.edu.

Taking the Reins Together: Youth-Adult Partnerships, a short video that shows the power of youth and adults working together in partnership. Available by calling (301) 961-2837 or e-mailing innovation@fourhcouncil.edu.

At the Table: Youth Voices in Decision-Making, a two-part video and discussion guide that outlines the why and how of bringing youth into decision-making. Available by calling (301) 961-2837 or e-mailing innovation@fourhcouncil.edu.

Youth Decision Making: A Study of the Impacts of Youth on Adults and Organizations, a report based on interviews with youth and adults and written by Shepard Zeldin, PhD., and Annette Kusgen McDaniel of the University of Wisconsin-Madison.

Other Publications

W. Schaetzel Lesko and E. Tsourounis, II. *Youth! The 26% Solution*. Kensington, MD: Activism 2000 Project, 1998.

A practical resource that reveals how young people can succeed at getting decision makers to respond to their ideas for change. Available by calling (800) KID-POWER or by visiting www.youthactivism.com.

W. Schaetzel Lesko. *No Kidding Around! America's Young Activists Are Changing the World and You Can Too*. Kensington, MD: Information USA, Inc., 1992.

A resource book that's full of success stories of how young people have made a difference on real-world issues. Available by calling (800) KID-POWER or by visiting www.youthactivism.com.

Alliance for Justice, *Co/Motion: Civic Responsibility Training Manual*. Washington, DC: Alliance for Justice, 1998.

A training manual for youth who want to get involved in a specific issue or cause. Available by calling (202) 822-6070.

B. Lewis. *The Kid's Guide to Social Action: How to Solve the Social Problems You Choose and Turn Creative Thinking into Positive Action*. Minneapolis, MN: Free Spirit Publishing, 1991, 1998.

A how-to guide for young people who want to make a difference. Available by calling (800) 735-7323.

J. Kretzmann. "Community Includes Youth", in *Wingspread Journal* Vol. 17, Issue 3, 1995.

continued on page 28

Publications (continued)

L. Loring and L. Leffer. *Younger Voices, Stronger Choices, a guidebook for youth—adult partnerships*. Kansas City, MO: Kansas City Consensus, 1997.

Available by calling (520) 798-1513 or from www.amazon.com.

Youth on Board. *14 Points: Successfully Involving Youth in Decision-Making*. Somerville, MA: Youth on Board, 1999.

A handbook for organizations that want to involve youth in decision-making roles. Available by calling (617) 623-9900, ext. 1242.

Community Partnerships with Youth, Inc. *Youth in Governance, Youth as Trustees, and Youth as Philanthropists*. Fort Wayne, IN: Community Partnerships with Youth, Inc., 1994.

Three training resources for involving young people in real ways in organizations and communities. Available by calling (219) 436-4402.

B. Swinehart. *Youth Involvement: Developing Leaders and Strengthening Communities*. Washington, DC: U. S. Department of Housing and Urban Development, Office of Public and Indian Housing, 1990.

W. Lofquist. *The Technology of Prevention Workbook: A Leadership development Program*. Associates for Youth Development, 1989.

Points of Light Foundation's "Mapping your Program for Youth Involvement" handout. Available at 202-729-8000, or youth@pointsoflight.org

E-Mail Discussion Lists

ATT (At the Table)

For youth and adults interested in the growing movement to involve youth in decision making. To subscribe, send a blank e-mail to subscribe-innovate@4hlists.org.

ATTYOUTHBOARD

A forum for youth who serve in decision-making positions. To subscribe, send a blank e-mail to subscribe-att youthboard@4hlists.org.

YAPARTNERS (Youth—Adult Partnerships)

For youth and adults interested in learning more about working in partnership together. To subscribe, send a blank e-mail to subscribe-yapartners@4hlists.org.

Part 2: Gifts of Past



This part of the tool kit was created in partnership with the Institute of Cultural Affairs (ICA).

INTRODUCTION

When you think about your community's past, what are the events you remember? Can you remember important things that happened 5 years ago? How about 10 years ago? Chances are the events that you remember helped shape you into the person you are today. If everyone in your entire community thought about the events and experiences of their past, the events would form a picture that shows the development of your community. When you think about creating a vision for your community's development, it's important to get a clear picture of the events and trends that have occurred in your community. If your community wishes to develop a plan for the future, everyone needs to have a common picture of what happened in the past. You can do this by making a history wall. The history wall is adapted from ICA's "Wall of Wonder" method of facilitating a participatory environmental trends analysis for an organization or community.

Why Create a History Wall?

Communities and groups have created history walls with many purposes:

- *To take the lessons from the past in order to plan for the future.* Creating a history wall can be a good way to begin a vision day or planning session. If you can identify the trends that have shaped history and which are still affecting the community, you can take them into consideration and plan appropriately.
- *To create connections and common ground between generations.* The history wall activity lets people of all ages share perspectives on what has happened in the community.
- *To reflect on what has been accomplished.* The history wall can be a tool that enables a group to think about the accomplishments of the past and celebrate them, rather than focus on what did not get done.
- *To bring new people into a group and create a shared understanding of where the group has been.* Groups have used the history wall as a way to build the sense of a team and understanding between members when new people become involved.

BASIC HISTORY WALL EXERCISE

OVERVIEW

A participatory activity that generates a shared picture of the past of the community and the assets contained in history

OBJECTIVES

- To create a shared picture of the history of the community
- To identify both the gifts and challenges from the past that may affect the future of the community

TIME REQUIRED

After set-up, about 1.5 hours for the entire activity

PREPARATION

Work with a few members of the larger group to answer the following questions:

- How far in the past do you want to go back? To the time when the oldest person was born? To a time in early history that is significant?
- What is the overarching question?
- What are the "divisions" on the wall (e.g., society, community, individual)?
- What do we want to do with the finished product?
- What materials besides written notes do we want to use? If people want to use pictures, sound recordings, or other media, make sure they bring these.

This activity requires a sticky wall (a large piece of nylon sprayed with adhesive). You may make your own or purchase one through the Institute of Cultural Affairs, at www.ica-usa.org.

WHAT	TIME	HOW	MATERIALS
Step 1: Set-up	30 min. before the session starts	Split one wall of fabric into 3 horizontal sections. On the far left side of each section, put up a half sheet labeled "in society," "in the community," and "in youth's lives in the community." Along the top of the wall, put a set of half sheets with dates on them. (See Figure A)	Half sheets of paper Sticky wall Markers Tape/thumbtacks
Step 2: Setting the con- text	15 min.	Say to the group, "We are going to look at the history and journey of this community by recalling key events, people, and actions which have affected our community, its spirit, and especially its young people." "Every neighborhood or community has a richer and more powerful history than just one person can be aware of. We want to take the next hour to hour and a half to quickly develop a shared picture of the history and journey of our community. In this way, we can come to a new appreciation of our shared past."	

continued on page 31

WHAT	TIME	HOW	MATERIALS
		<p>Ask some “warm-up” questions:</p> <ul style="list-style-type: none"> ■ When did you first become connected with the community? ■ What is one key event that you remember happening in the community? ■ Who were the key people involved in the events? ■ Why is it useful to look at our history? ■ Why is it dangerous if we do not look at our history? <p>Explain how the wall is set up: A timeline runs along the top. On the sides are the different groups whose history we are examining (society, community, youth). Explain what each category is and get the group to provide examples of events that could go into each category.</p> <p>Explain the purpose of the activity: “We will be doing this to answer the question, What are the resources and challenges that come from the past related to _____ (complete sentence with the overarching question decided with the group beforehand—e.g., youth in the community).”</p> <p>Explain the process that will be used: “First we will brainstorm individually, and then we will share our ideas in teams. When all the events are on the timeline, we will step back and reflect on our community journey.”</p>	
Step 3: Brainstorming	45 min.	<p>Say to the group, “To start our brainstorming, take 3 to 5 minutes working alone to jot down about 3 events for each of the 3 categories. Try to include events from different time periods, and write the approximate date in the corner of your paper.”</p> <p>“In groups of 3, share ideas and eliminate duplicates. Write each event on the half sheets of paper that are in front of you. Write one event per sheet, and write in large, easy-to-read letters. Be sure you have some cards for each category. Take about 10 minutes to do this, putting your cards on the wall as you go along.”</p> <p>NOTE: If a lot of people are present, consider asking for cards that are unique and clear and have a few volunteers from the group put about 50 of them up on the wall.</p> <p>When all the cards are posted, the wall will look like Figure B. Read through all the cards in one category, from left to right. Let people tell stories that others want to hear. Ask if anything is missing. Do the same for the other categories</p>	<p>Markers</p> <p>Sticky wall</p> <p>Half sheets of paper</p>

continued on page 32

WHAT	TIME	HOW	MATERIALS
		<p>NOTE: It is possible that there will be many negative events as well as positive ones. As a facilitator, keep an eye out for this, and solicit more positive cards during the brainstorming as a way to move people into a more future-oriented frame of mind.</p>	
Step 4: Trends and phases	10 min.	<p>Ask the group, “Think of our history as a story—if you were to divide it into chapters, where would the turning points be?”</p> <p>Mark the turning points on the timeline with a colored arrow. Then draw arches between points.</p> <p>Ask, “What would each chapter be called?” Label those chapters or eras.</p> <p>Ask, “If you were to describe the whole journey, how would you fill in the blank: ‘The Great Journey of _____?’”</p> <p>Write the answer across the top of the butcher paper.</p> <p>See Figure C & D to see what the above looks like.</p>	<p>Butcher paper across top of wall</p> <p>A set of colored arrows</p>
Step 5: Reflection	10 min.	<p>Ask a series of reflection questions:</p> <ul style="list-style-type: none"> ■ What were some of the key things that you heard in the stories? ■ What are some of the feelings that this raises for you about your community? ■ How was it to be one of the youth (or elders) and tell your story? ■ What does this tell us about this community? ■ What have our challenges been over time? (Note these on a flip chart.) ■ What gifts from the past might help us as we move into the future? (Note these on a flip chart. See Figure E for an example.) 	<p>Flip chart paper</p>

FIGURE A: SET-UP FOR THE HISTORY WALL



FIGURE B: THE HISTORY WALL AFTER BRAINSTORMING

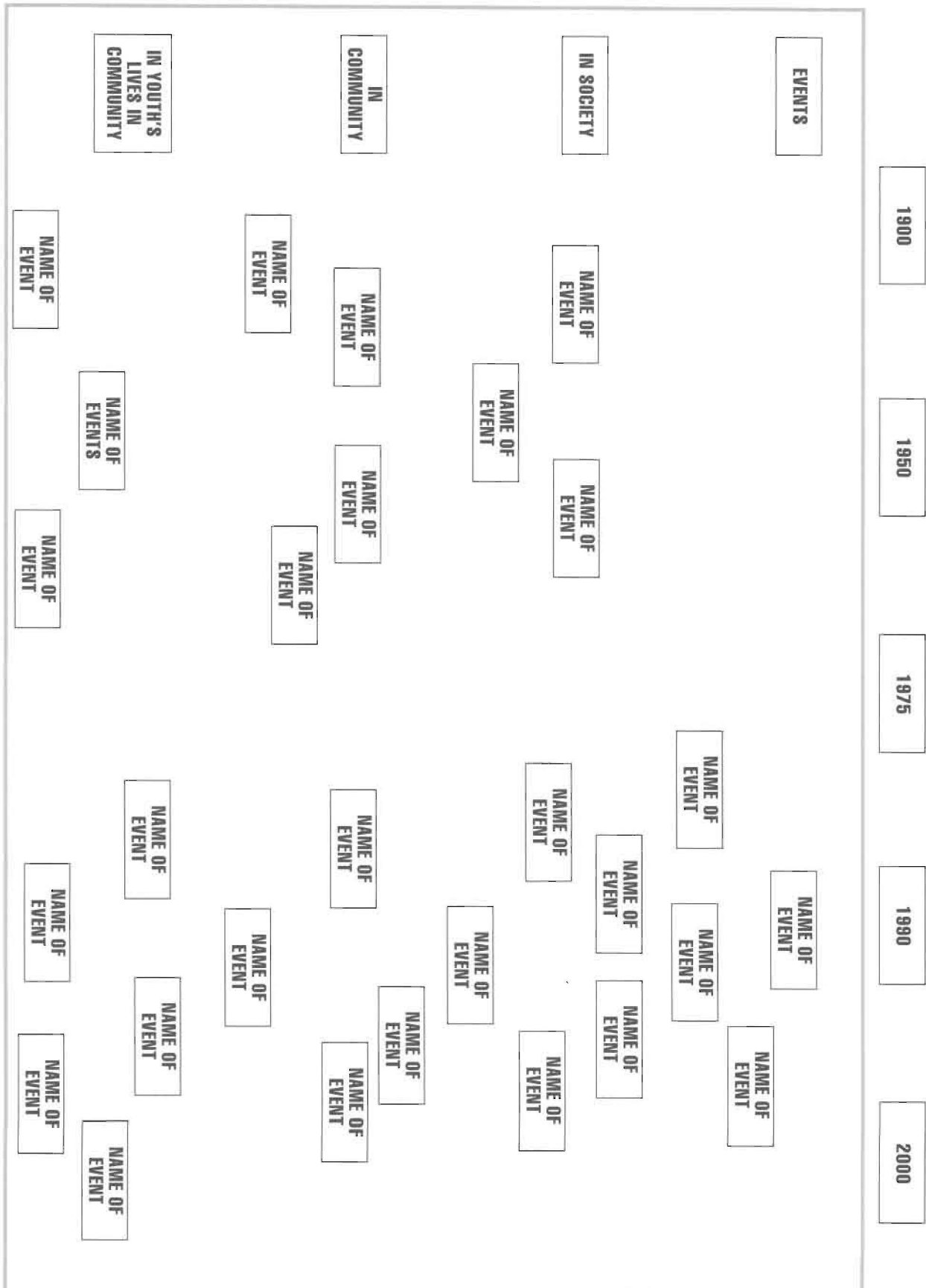


FIGURE C: THE HISTORY WALL WITH TRENDS AND PHASES

THE GREAT JOURNEY OF

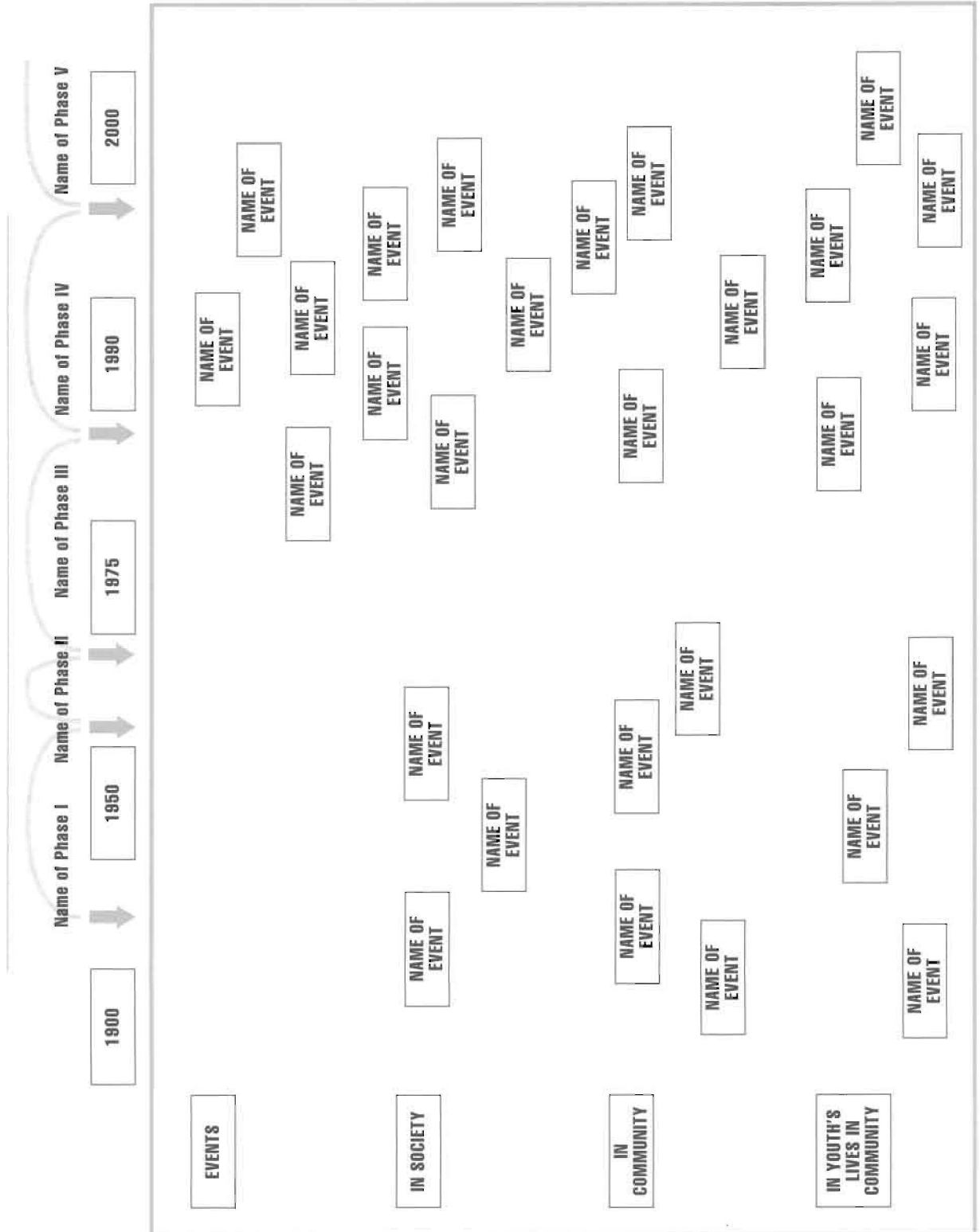


FIGURE D: DOCUMENTATION OF A HISTORY WALL

	The Beginning of a Modern History 1914	A New War Between Modern and Traditional Ways			A Growing Interest in Tradition		Accepting New Ways and Restoring Old Ways		
	1914	1930	1950	1960	1970	1980	1990	1995	2000
Events in the Village		General Store was built (1930) Cars were first driven around the village (1940)		Roads were paved Electricity for homes at the mid-level (1962) Community center built (1962)	Drilled Water in Villages (Mishongnovi and Shipaulovi) (1979) Free Coal for Village from Peabody (1976)—broader Wall was built for all to enjoy (1978)	Futures for Children started a program (1985) Running water (1989) New houses built with cinder blocks (1988) Hopi JR/SR High school (1987) Water for lower village (1989)	Rebuilding of Kivas in Village (1992)	Port-a-Jon for the village (1999) Electricity in the Upper Village (1992) Kachina Resting area was fixed up (1998) Renovation of Kivas (1991-1992) Formation of Hopi Pu'tavi Project (1997) Restoration of Kachina House (Kachina Resting area) (1996) Electricity in the homes (1992)	
Events of the Tribe	War with the Apaches (1900?) In 1914, the Dawa put people into groups Children were sent off to boarding schools (1914) Famous Runner in Olympics (Louis Tewanima) (1912)	Navajo started to encroach on Hopi land (1930's) Tribal Constitution written and adopted—Tribe Government formed (1936) Turiva Clinic (1935) Highway 264 built (1934-35)	Cut down grade level from 10th to 7th at Kykotsmovi school. Students had to leave the reservation to finish school (1957)	Hopi Cultural Center was built (1969) Television brought to village (1960) Men sent off to war (1962) Hospital opened in Keams Canyon (1962) Hopi people went to war (1968)	Taos to Hopi Run (1977)	Indian Day at school every year Tribe was allotted Village money—Village allocations (1983) Civic/Veterans center built (1985) Debra Baker crowned Miss Indian America (1989)	Gathering of Nations (Dancing) (1991) Second Mesa Day School was torn down/the old Building (1993)	Clan Runs (1996) Navajo-Hopi Land Treaty (1998) Hopi Youth Council was established (1999)	New Hospital being built (Feb. 2000)

FIGURE E: DOCUMENTATION OF ASSETS AND CHALLENGES

These are challenges and gifts that a community identified during step 5 of the history wall activity on page 32. Note that they do not correspond with the history wall on the previous page.

Challenges Evident in Our History

- Overcoming debilitating core beliefs and stereotypes
- Alcohol/substance abuse
- Greed, selfishness, self-esteem
- Cultural preservation/practices/identity
- Environmental protection, land preservation
- Resource management
- Racism
- Highway 93

Gifts in Our History

- Land base
- Water, air
- Heart, will, resiliency, tenacity of our people
- Private sector businesses
- Sense of belonging
- Leadership and vision for the future
- Education structures
- Our children

ADAPTATIONS

On page 30 are facilitators' notes for the basic history wall activity. Like all the activities in this kit, this activity can be adapted in many ways.

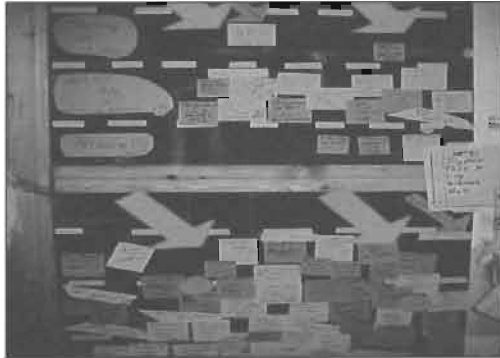
Pictorial Histories

- Research the history of your community at your public library or archives. Make copies of historical pictures, and arrange a pictorial history of your community. Ask community members to contribute pictures to add to your history wall. This method is a great way for your community to "see" history.
- Ask community members to draw pictures of events that have happened to them in the community. Make sure to label each picture. Your team can use the pictures to create a wall collage in a community meeting place for everyone to enjoy.

Oral Histories

- Ask community members to share their most memorable stories about the community. Record the stories on audio or videotape. Then catalogue the tapes for other community members to listen to them.
- Eliminate the part of Step 3 that has people do individual brainstorming, and move right into small-group brainstorming and storytelling. This adaptation was used in Macy, Nebraska, and fit well with their more oral, group-minded tradition.

SAMPLE HISTORY WALLS FROM COMMUNITIES

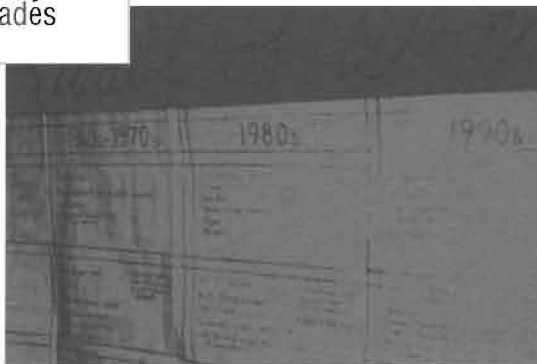


A written history



A history in pictures

A history of decades



YOUR LOGISTICAL QUESTIONS ANSWERED!

How Far Back in Time Should We Go?

This is a decision that is going to be unique to your community. You may have a past of a century or of many centuries. The recent past may be more significant for people to talk about than the not-so-recent past. Following are some examples of how communities have made this decision and why their decision was important.

In a community that originated as a settlement of freed slaves at the end of the Civil War, the history wall focused on the past back to the point of settlement. Community members felt that remembering and talking about the origins of the community offered a powerful story that would provide strength to their current community situation.

A Native American community with a past that could be traced for centuries decided to focus on the past 50 years or so. This was a way of examining the events in the recent past that were breaking down the community togetherness, traditions, and culture. Focusing on this history was most important in order to help the community think about directions for future work and regaining some of the spirit of the past.

When Should We Create a History Wall?

Since history is about the past and vision is about the future, it flows nicely to think about history first and vision second. In fact, when people reflect on the history of the community it often leads right into what they dream about for the future. It's interesting—sometimes what people would like to see in the future is a return to some element of the past. For example, during the history part, adults might reminisce about a café where they all hung out on weekends when they were young. Since then, the café has closed. During the vision, both youth and adults talk about how great it would be if there were a place like a café for youth to hang out in now.

The process can help bring the community together early in the process. The town of Tryon, Nebraska, created its history wall by placing newsprint in the local café and asking patrons to add past community happenings to the wall. Because the café was a meeting place for the entire community, nearly everyone had a chance to add something to the wall. The Tryon community became aware of the efforts of community groups through the history wall.

Working on the history wall early in the process will allow the team to identify trends that can be researched further using the tools in the Gifts of Place and Relations parts of this section of the tool kit.

How Can Looking at Gifts from the Past Help Build Youth–Adult Partnerships?

Building a history wall is an excellent opportunity for the youth, adults, and elders of your community to collaborate. Each group has specific gifts and memories to bring to the table for the completion of the project. Elders and adults are more familiar with the events that happened in the community 30 or more years ago. Since many of them have lived in the community longer than most youth, they can contribute to that part of the history wall. Moreover, it is interesting for adults to see which key events youth see as part of their history. Most important, thinking about history together allows youth and adults to identify the strengths and challenges of the past that can be drawn on to think about future directions.

Here are some things to keep in mind:

- *Youth:* Even though you have lived in the community for less than 20 years, you still know about important community events. In fact, you probably have a better memory of recent events than lots of adults. You are bringing a valuable perspective on the events of your community. You also might know about significant events that affected the lives of young people that adults do not know about.
- *Adults:* Enjoy thinking about your memories of past events—but also look at the value of the perspective that young people can add. Remember things that happened to you as a young person.

How Can Technology Be Used in Creating a History Wall?

Technology can save time during the history process, and it will improve your final product. Think about ways you might incorporate technology in your work. Some ideas are as follows:

- Create a computer presentation of the history to show to community members. You might publish it on the Web or use presentation software to show it at community gatherings.
- Publicize your history gathering with flyers and brochures made with desktop publishing software.
- Gather information from community members using electronic mail.
- Use audio or video recorders to track your progress.
- Compile your historical information in timeline software or a database.

How Do You Share the History Wall?

Teams have found that one of the best methods of sharing their history wall is to put the completed wall in a place that is visible and to involve members of the community in the history wall process. Because everyone in your community remembers important or special events, you will want to involve as many people as possible in the creation process. They will have the chance to share their experiences with the group, which in turn will make them feel that the team values their ideas. Your team will also gather more information for the community's history.

Part 3: Gifts of Place



This part of the tool kit was created in partnership with the Institute of Cultural Affairs (ICA).

INTRODUCTION

Why Look at Gifts of Place?

Space is an important asset to your community. It includes the places people live, work, go to school, and interact with each other. Becoming more familiar with those places and their relations to each other is a vital part of charting your community's connections. One way to do this is through a process called gridding, which is described on page 45.*

Gridding allows us to picture the interactions within a community's space. We can see how and where things happen. With gridding we become familiar with the community's geography and the people in it.

You can make a picture of your community's space in hundreds of ways. You've probably looked at your community on a road map, but the best way to look at your community's space is through the eyes of the community. Everyone in your community has a somewhat different picture of the place you live. Combining those pictures into a common picture allows everyone to see the community's space from the same viewpoint. The more members of your community who provide input on the grid, the more complete the picture will be. Whatever gridding method you choose, solicit ideas from people in your community.

Ways in which communities have used their grids:

- *To celebrate and recognize the natural resources that exist in the community's space.* During one community's gridding process, people had a special opportunity to talk about the natural beauty of their community. Mountains, lakes, and other natural resources were important parts of the grid.
- *To determine and come to agreement on the space that they will focus on in their community.* Before creating its grid, one community assumed that the space they would be focusing on was just the central part of the community. However, after they sat down and created the grid, several people pointed out that they should be taking into consideration some outlying areas of the community. Their work from that point forward included those other areas.
- *To identify people who are not included and involved and make sure that no one and no area is "falling through the cracks."*

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* The principles of "Geo-social Gridding", developed by sociologist Kevin Lynch, were a tool for ICA's Human Development Projects around the world from 1965-1985.

- *To identify the places that people meet and communicate.* Because one of the things that the grid focuses on is gathering places, it can be used as a tool to think about how you can strategically use those spots to get the word out about your community work. For example, the central gathering spot in one community was a grocery store, so it was decided that putting paper inserts into people's grocery bags was the best way to get the word out!

To create a simple picture or image that everyone can remember and identify with—something that could go on a T-shirt!

- *To organize a plan for conducting a survey or inviting people to an event.* The sections of the grid can become a way to organize your planning. People can be assigned to certain sections to conduct surveys with the people who live in each section or to invite youth and adults from each section to an event.
- *To learn about how a particular issue plays out across different areas of a community.* A grid can reveal where different languages are spoken across the community.

When Should We Do Gridding?

Gridding is a process that can be incorporated at any stage in your work. We have learned that it is most successful when the grid is being used for a specific purpose. For example, if you are about to conduct a community-wide event, that is an ideal time to create a grid and use it as a tool for recruiting. If the grid is done with no immediate purpose, it will get put away and collect dust.

BASIC GRIDDING EXERCISE

OVERVIEW

An activity designed to generate a shared picture of a community's space

OBJECTIVES

- To create a common operating vision of space
- To create awareness and pride in the assets and gifts that are contained in a community's space

TIME REQUIRED

The time required to facilitate the basic gridding exercise using the guidelines below is approximately 1.5 hours. Plan on at least that long, and add more time if you facilitate the process using the variations described on pages 48–50.

THINGS TO CONSIDER BEFORE DOING THE EXERCISE

- The most important thing to have beforehand is a purpose for gridding. Otherwise, the grid will not be a living, valuable tool for the work! See the list on the previous page for ideas on how to use the grid.
- In Step 2, the task is to define the physical boundaries of the community. If you know that a major lack of consensus exists around this issue, do some prep work before doing the exercise to come to common ground that will allow you to get through the activity.

WHAT	TIME	HOW	MATERIALS
Step 1: Setting the context	10–15 min.	<p>Describe the function of gridding: “Everyone has a partial or different view of his or her community. Gridding allows a group to form a common picture of the community. This can be a tool for community organizing as well as a symbol for the community that people take pride in.”</p> <p>Talk about the focus of the work and record it on a flip chart: “The purpose of the grid that we are going to create today is _____” (e.g., to help us recruit people for an event, to identify where there are places for youth to hang out).</p> <p>“Remember—this is a community's own operating picture that we can use—it is not necessarily one imposed on us by the school, government, or other entities.”</p>	Flip chart with the purpose of the grid that the group is creating.
Step 2: Looking at our com- munity	10–15 min.	<p>Look at an actual map of the community. Ask: What do you notice? What are the natural features? What are the main lines? Where are the natural resources? Where are the boundaries? What are the built-up areas and open spaces?</p>	<p>United States Geological Survey (USGS), transportation, or Internet map</p> <p>Demographic info</p>

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WHAT	TIME	HOW	MATERIALS
		Form a consensus around the boundaries for the grid that you are creating today. If that is not possible, decide what research or steps need to be taken to come to an agreement on this issue. [NOTE: if you know or think that this is a difficult issue, have preliminary conversations with group members ahead of time so that this matter is already clarified.]	
Step 3: Drafting grids	30–40 min.	<p>Describe the key features of grids: boundaries, pathways, gathering places, sacred spaces, landmarks, and subsections</p> <p>Use either copies of Handout 2E or a flip chart that describes what each feature is.</p> <p>Divide the group into 3 or 4 teams, with youth and adult representation on each team.</p> <p>Use a flip chart with instructions to describe the task.</p> <p>Each group should do the following:</p> <ol style="list-style-type: none"> 1. Draw the edges of the community or area in pencil. 2. Plot the key pathways, gathering places, sacred spaces, and landmarks (you may want to color code these). 3. Divide the whole area into 3 to 7 subsections that show how people really think of the parts of the community. 4. Give each subsection a name that is something that people identify with—it could be the name that people who live there call it. 5. Draw the boundaries with a marker, trying to make them as clear as possible. 	<p>Flip charts that explain what each of these things are OR Handout 2E</p> <p>Flip chart with instructions as indicated at left.</p>
Step 4: Group sharing and reflection	30 min.	<p>Ask each group to put its grid on the front wall and quickly (less than 2 minutes) walk through it with the rest of the group.</p> <p>After all the groups have reported, ask the following questions:</p> <ol style="list-style-type: none"> 1. What about the grids caught your attention? 2. Where do you see similarities? 3. Where do you see differences? 4. What did you learn about the community from this exercise? 5. What are the gifts or assets of our space that we might build on? [Facilitator should record these on the flip chart] 6. As we move forward with our project, how will we be able to use this information? 7. Are there any questions related specifically to the task for which the grids were created? <p>Ask for one or two volunteers from each group who could work with each other to combine the draft grids into a single grid and report back to the entire group at the next gathering.</p>	Flip chart

ELEMENTS OF A GRID

BOUNDARIES—

A community's edges or boundaries delineate it to the people who live there. These boundaries can be natural limits, like rivers or mountains, or human-made limits, like highways or railroad tracks.

DISTRICTS OR SECTIONS OF YOUR COMMUNITY—

Communities are made up of smaller areas inside their boundaries. They may be areas that are defined, like neighborhoods, or they could be defined by roads, pathways, or natural features.

PATHWAYS—

Streets, roads, paths, etc. that people use to get from place to place.

LANDMARKS—

A community has features that define it and make it unique. Landmarks also help outsiders identify the community. Water towers, church towers, trees, ponds, hills, and old buildings all are landmarks.

SACRED SPACES—

Places of worship, special landmarks and places, and other sacred places.

GATHERING PLACES—

These are buildings, restaurants, parks, and other places where people get together. These gathering places provide residents with the opportunity to interact and feel like they are part of the community.

VARIATIONS ON THE BASIC GRIDDING PROCESS

NAME	USE THIS VARIATION IF YOU...	POSSIBLE DRAWBACKS...	NOTES FOR THE FACILITATOR
Mind mapping	<p>Want to get people “warmed up” for gridding.</p> <p>Want to bring out people’s views and feelings about community.</p> <p>Want to engage people in an activity that is more creative and open than the basic gridding activity.</p>	<p>Not grounded in real space.</p> <p>Can be somewhat repetitive with the gridding activity if people’s mind maps are focused on “real space.”</p>	<p>Additional time required: half an hour</p> <p>Expand Step 1 to include the steps included in the facilitator’s notes on page 116 of Section 3.</p> <p>See examples of mind maps on page 116 of Section 3.</p>
The story grid	<p>Have more time.</p> <p>Really want to understand the special meaning behind community places.</p> <p>Want to use gridding as part of a social studies or language arts class.</p> <p>Want to involve more people in the development of the picture of the space of the community.</p> <p>Want to gather more stories and insights from events that have been gridded.</p>	<p>Takes more time.</p> <p>Need to provide training and technical assistance on soliciting the stories from people.</p>	<p>Additional time required: several weeks to gather and document the stories.</p> <p>Once Step 4 is completed and you have a single grid that represents the space of the community, look at the grid to identify the landmarks, gathering places, sacred spaces, and so forth that have stories behind them. Develop a list of how to get stories about each space through looking at community archives or old newspapers or interviewing people.</p> <p>Have a short session to practice interviewing people and documenting their stories.</p>
The grid through time	<p>Really want the history wall (past) and vision (future) to be connected to the grid.</p> <p>Want to highlight changes in where people live, land use, transportation, and so forth.</p> <p>Want to use gridding as part of a history or geography class.</p>	<p>The process of gathering historical data about geography is complex and time consuming.</p> <p>Need to have access to and assistance in interpreting old maps and access to people who are familiar with the geography through time.</p>	<p>Additional time required: several weeks to gather and document data to show changes in the community’s space.</p> <p>Once Step 4 is completed and you have a single grid that represents the space of the community, brainstorm a list of resources for acquiring historical information.</p> <p>Finish the process by making a list or report of the trends that you have learned about (e.g., more roads, loss of farm land, more gathering places) so that you can share your results. Think about using this information to set the context for the vision day.</p>

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NAME	USE THIS VARIATION IF YOU...	POSSIBLE DRAWBACKS...	NOTES FOR THE FACILITATOR
Gridding with technology	<p>Have access to geographic information systems (GIS) technology.</p> <p>Want a totally accurate picture of the community.</p> <p>Want to be able to correlate your grid with other demographic data.</p>	<p>Need to have access to GIS images of your area.</p> <p>It can be hard for people who can't use the technology to get involved.</p> <p>It likely requires the use of a resource person and computer equipment.</p>	<p>Additional time required: It will take several months to get the technology set up and teach people how to use it.</p>
"Layered" gridding (Manual GIS!)	<p>Want to highlight differences in perspective (such as in youth–adult gridding, below)</p> <p>Want to be able to have varying levels of data that you can combine or separate.</p> <p>Have access to an overhead projector.</p>	<p>You need to get demographic data and other information ahead of time.</p> <p>It can be difficult for people who don't feel comfortable with reading maps.</p>	<p>Additional time required: From one to several hours, depending on level of detail.</p> <p>In Step 3, give each group a transparency with an image of the community on it. Ask that each group map the boundaries, landmarks, and other elements on separate overlaying transparencies, using a different color marker for each element.</p> <p>In Step 4, use an overhead projector to compare groups' work and ask additional reflection questions about more detailed similarities and differences.</p>
Seasonal gridding	<p>Want to explore how the different seasons affect people's relation to their space.</p> <p>Are doing work in a community where there are major seasonal changes.</p>	<p>Takes longer.</p>	<p>Additional time required: From one to several hours, depending on level of detail.</p> <p>In Step 3, give each group four (or the appropriate number of seasons) transparency sheets with an image of the community on it. Ask that each group map the boundaries, landmarks, and other things that do not change on each transparency. Ask that they then map gathering places, pathways, and the other features that change in each season.</p> <p>In Step 4, use an overhead projector to compare groups' work and ask additional reflection questions about more detailed similarities and differences and implications for the work.</p>

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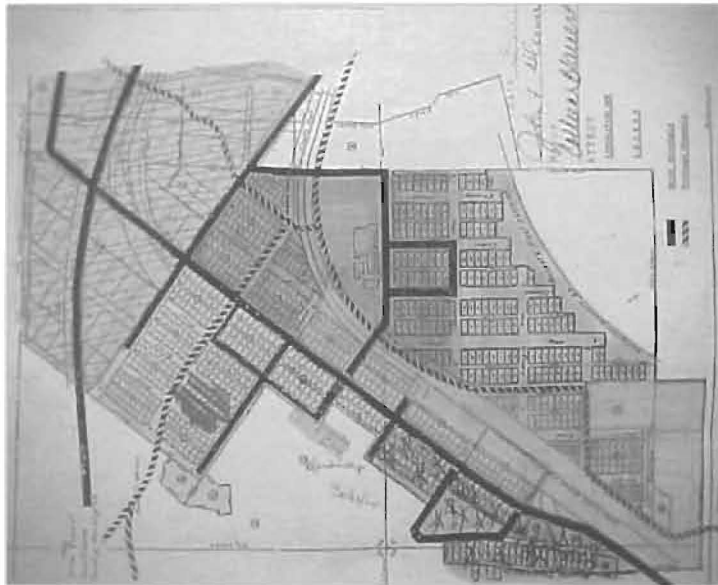
NAME	USE THIS VARIATION IF YOU...	POSSIBLE DRAWBACKS...	NOTES FOR THE FACILITATOR
Youth–adult gridding	<p>Highlight the unique perspective that age brings to how we view place.</p> <p>Have access to an overhead projector.</p>		<p>Additional time required: about an hour.</p> <p>In Step 3, instead of breaking up into 3 or 4 teams, break into 2 teams, with youth in one and adults in the other.</p> <p>See the instructions in “layered gridding,” above.</p> <p>In Step 4, ask questions that prompt reflection on the similarities and differences in youth and adult grids.</p>
Issue-specific gridding	<p>Want to see how a certain issue plays out in space in the community (e.g., child care or technology).</p>	<p>Takes more time.</p>	<p>You first need to get confirmation of the issue from the group.</p> <p>All the other steps would be the same, but focused on one issue only.</p>
Gridding with photos	<p>Want to create a product that can be displayed.</p> <p>Want to incorporate the gridding activity with an art or photography class or project.</p>	<p>Takes more time and resources for equipment and film development.</p>	<p>Additional time required: Several weeks to shoot pictures and create the final product.</p> <p>Once Step 4 is completed and you have a single grid that represents the space of the community, make assignments for photographing key elements of the community space. One way to do this might be to assign a team of photographers to each subsection.</p> <p>Once the final product is created, have a celebration to share it (maybe in conjunction with a vision day). Use the celebration to ask some additional reflection questions.</p>

Grids from Washtucna, Washington

Washtucna, a small town in eastern Washington, created a grid for the community. Below, you can see the process that they used. Since creating the grid, the community has used it to ensure that community work includes residents from all sections of the grid.

First, they got hold of a blank town map from the local department of transportation (not pictured). They decided to grid the central area of the community.

Next the group worked together to chart the important points on the grid and divide it into sections (see below). This allowed them to see where businesses, residences, and gathering places were.



Then, the group took the image that they had created on top of the map and simplified it—taking away lines, markings, etc. They highlighted just the pattern and colors of the sections.

They now have an image that is clean and neat and that can be shared! They can look at the different sections as a way to organize their work.



TIPS FOR GRIDDING YOUTH AND ADULT PARTNERING

Tips for the gridding process presents special opportunities for youth and adults to work together to make a complete grid. Because youth and adults see their community in different ways, both have different ideas to add to the grid. For example, many adults use the government center in a community and would probably include it on their grid. Youth are more likely to place items like a local teen hangout on their grid. To get the best picture possible, it's important that both are included. What are some other reasons we should involve youth and adults in this process?

GENERAL TIPS

- Make it public—quickly! Get that grid or the information you discovered out there as soon as it is done.
- Grid for a purpose—have the grid be a team-building activity or part of a strategy for recruiting people to a meeting.
- Think about the different models you might use before starting (see the chart on pages 48–50)
- Involve as many community members as possible.

Gridding with GIS in Greater Grand Canyon, Arizona

Imagine what the experience of living in the Grand Canyon would be! There are advantages to living in such an inspiring place, but issues around community development are complex. The towns have no governing body; the National Park Service owns almost all the land. Decisions about where people live are made by the Park Service and the concessionaires.

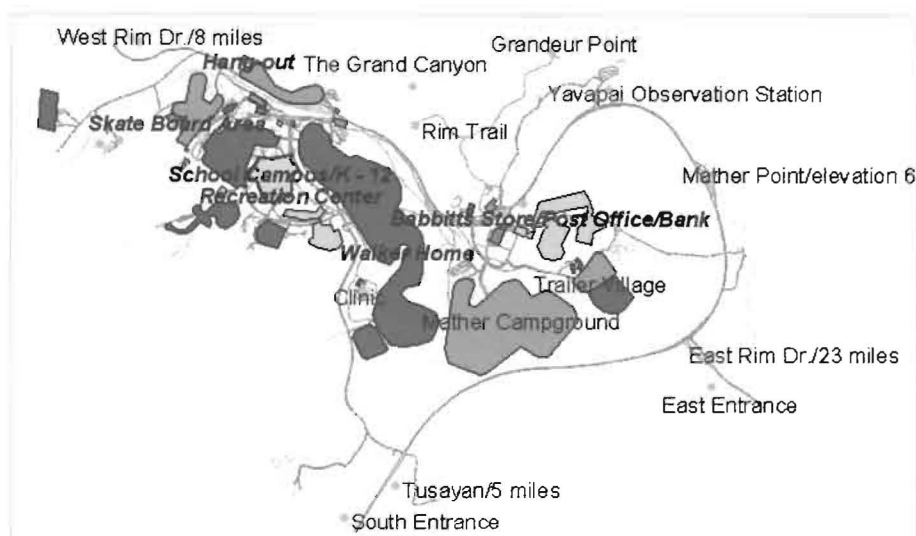
When we did our asset mapping and gridding, we used Geographic Information Systems (GIS) to help us better see and understand our community issues. A team of youth and adults from Grand Canyon and Tusayan worked with local Cooperative Extension Service staff and people from the University of Arizona College of Agriculture to do the work.

What we found out about community assets:

- There are fewer buildings that residents use and places to go in the Grand Canyon area than in other areas.
- More of the space in Grand Canyon is for the Park Service and tourists than it is for community resources.
- One of the most important nodes in the community is the Subway shop at the airport. It is affordable, and it provides a safe local space without feeling like you are "going to work" because it is not surrounded by tourists.

What we found out about potential resources:

- Our visioning session and interviews made it clear that both youth and adults wanted a place to swim.
- There is no public pool, but three of the hotels have swimming pools.



CONNECT TO TECHNOLOGY!

Geographic Information Systems (GIS) software is now used by many communities to develop a grid. GIS allows communities to make layers that contain a single element (e.g., trees, streets, houses), then combine the layers into a single grid. Because the layers overlap, resources that involve two or more elements are easy to spot. For example, if your community has great hiking trails but no roads that lead up to the trails, the GIS software can help you find the most environmentally friendly place to locate an access road to the trails.

GIS software also can be handy if you've already completed the gift assessment process. If you want to see how concentrated a certain gift is within your community, you can plot the locations of people with that gift on the software. If you know places where that gift can be used, you can plot those, too. Then you can match up the need with the closest resource. In the map below, you can see how the city of Chicago used GIS software to look at the locations of public schools, tutor/mentor programs, and schools on probation in relation to the poverty levels in the city. If they noticed an area with a high concentration of schools on probation, they would start a tutor/mentor program there to help the students in those schools.



The map below is another example of the types of things you can do. In this case, you could use data from the U.S. Census to find out where the largest concentrations of young people are in this Washington, DC, neighborhood. The darkest areas contain the highest concentration of youth between 5 and 17. The lighter the area, the fewer youth live in that area. If this community was interested in constructing a youth center, they might use the data to determine a convenient location for the center. Other data, like the location of schools and public transportation stops, would also be helpful in making the decision.



Part 4: Gifts of Relations



This part of the tool kit was created in partnership with the Institute for Cultural Affairs (ICA).

INTRODUCTION

Every community has groups and organizations, which consist of people who get together for a common reason. People might get together for economic reasons and create a small business, or people who love to play a certain sport might form a club or team. You can probably think of many groups and organizations that you and people you know are a part of.

Thinking about, talking to, and working with these groups and organizations is one of the best ways you can reach out to the community. One way to look at which groups and organizations your team is or could be connected to is to group them into different sectors. Each sector represents people who are involved or could be involved. Another way to gather information is to conduct surveys and interviews to get specific data about resources and skills that local people and organizations can offer. This section describes two processes to help you identify the gifts of people and organizations in the community: resource mapping and a listening project.

MAPPING THE SECTORS OF INVOLVEMENT

OVERVIEW

This activity is designed to produce a picture of the people and organizations involved in community work and the type and level of their involvement.

OBJECTIVES

- To identify the primary sectors in which the people and groups in the community are part
- To examine the level of involvement of people and groups in our work
- To inform direction of building relations and involvement

TIME REQUIRED

About an hour

SET UP

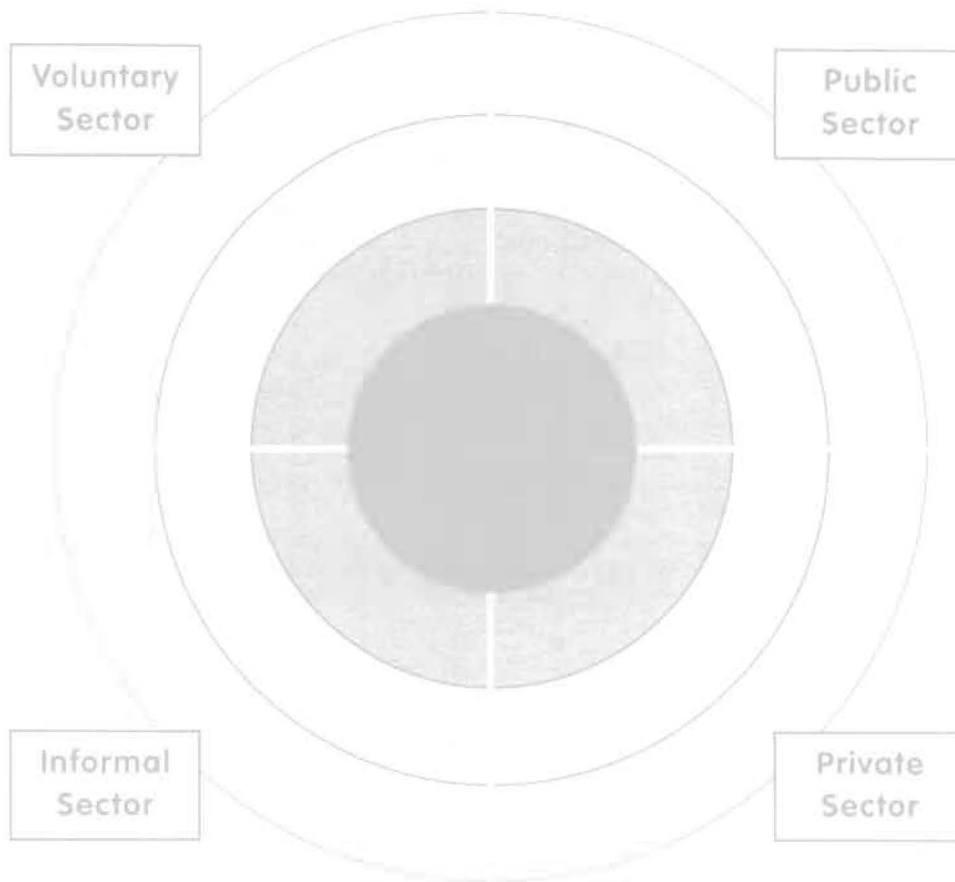
You will need a "sticky wall" for this activity, which is a large piece of nylon coated with adhesive spray. Sticky wall kits are available through the Institute of Cultural Affairs, at www.ica-usa.org. You will need to divide the sticky wall with pieces of tape into labeled sections that represent the sectors of the community that are identified in step 1.

WHAT	TIME	HOW	MATERIALS
Step 1: Setting the context	15 min.	<p>Say to the group, "Looking at human resources is a complex task. This activity was designed to provide a simple way of examining the people and groups in the community and how they can be resources to our work."</p> <p>Ask the group to quickly brainstorm some of the organizations and groups in their community and log these on flip chart paper. Urge the group to think diversely—not just of organizations or groups that have buildings attached to them.</p> <p>Next, introduce the sectors of involvement framework. Talk about each of the sectors on Handout 2F. Briefly discuss the unique strengths and challenges that each sector brings. Discuss the areas where the different sectors overlap with each other.</p> <p>Go back to the flip chart and think about where some of the organizations fit in. Ask the group whether any sectors might be missing. This step is important as a way to check if those listed are indeed the "right sectors" to look at. Some communities have identified or split the 4-sector framework, creating up to 7 sectors that best captured what was going on in their communities.</p>	<p>Flip chart paper</p> <p>Handout 2F</p>

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WHAT	TIME	HOW	MATERIALS
		Explain to the group “For the next 10 minutes, we are going to focus on the organizations and individuals that exist in each sector and examine our group’s relationship with them. This will help us develop a clear picture of how we should move forward in building involvement in our work. At the end of this activity, we will have a plan for identifying all the key people to _____ (fill in task—e.g., “invite to our event”).	
Step 2: Brainstorming	10 min.	Give each participant a stack of sticky notes. Ask everyone to think of at least one person or organization in each sector and write it on a note. If you want to highlight the young people you are connecting with, ask people to write names of youth on a different color sticky note.	Sticky notes
Step 3: Filling in the resource map	15 min.	Ask each person to go up to the front of the room and stick his or her sticky notes in the part of the sticky wall where they fit. After all the cards are posted, read each section one by one. After you read each section, ask people to write on sticky notes any additional people or organizations they think should be included. Introduce the levels of the circle using Handout 2G—from core team in the inner circle to the potential supporters in the outer circle. Ask the group to then look at all the sticky notes and organize them on the wall that way—with close-in people in the center of the wall and less involved people on the outside parts of the wall.	Sticky wall set up as indicated above Handout 2G
Step 3 adaptation (optional)	25 min.	Ask them to think about what is important about that person. Use Handout 2G to describe roles that people play. Ask them to go back to their sticky notes and write LEVER, SYMBOL, DOER, or OTHER on the note. Once these are up, ask additional questions to examine which type there are most of, in which sectors, and look at implications for the group’s work.	Sticky notes Handout 2G
Step 4: Reflection	10 min.	Ask a series of discussion questions: <ul style="list-style-type: none"> ■ Which sectors are most full? ■ In which sectors are there gaps? ■ Where are youth most/least represented? ■ How could some of the people who are only informed could be made into direct supporters? ■ What could you do to get better representation in the various sectors? 	
Step 5: Planning	15 min.	Make a plan for contacting and connecting with the people whom you identified. Assign teams to sectors or to individual people and organizations. Make sure that your plan is documented.	

THE RESOURCE MAP



Here is a description of each sector:

Private Sector: In this sector are groups and organizations that are created and supported by private citizens, usually for economic gain. Typically these are businesses in your community; however, they may also include newspapers, radio stations, and other media.

Public Sector: In this sector are groups and organizations that are supported by the public (i.e., local, state, or federal government). These include schools, libraries, local government, Cooperative Extension, and other social services agencies.

Voluntary Sector: In this sector are the groups and organizations that are run on a voluntary basis, including nonprofit groups, such as Boys and Girls Clubs, and religious groups.

Informal Sector: In this sector are the groups that are not directly affiliated with an organization or government: softball teams, card clubs, women's groups, clans, kinship groups, and some community associations.

TYPES OF INVOLVEMENT AND ROLES IN THE RESOURCE MAP

Types of Involvement

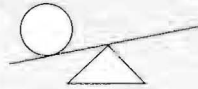
Core team members—people and organizations that participate in your key group of people and who regularly attend meetings.

Team's direct supporters—people and organizations who don't come to all the meetings (or even most of them!) but who would support the team by contributing to special events or influencing other community members.

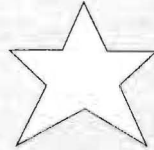
Informed of team's work—people and organizations who haven't supported the team in any way yet but who know about what the team is doing and planning and could be brought in as supporters.

Roles and Relations

LEVER



SYMBOL



DOER



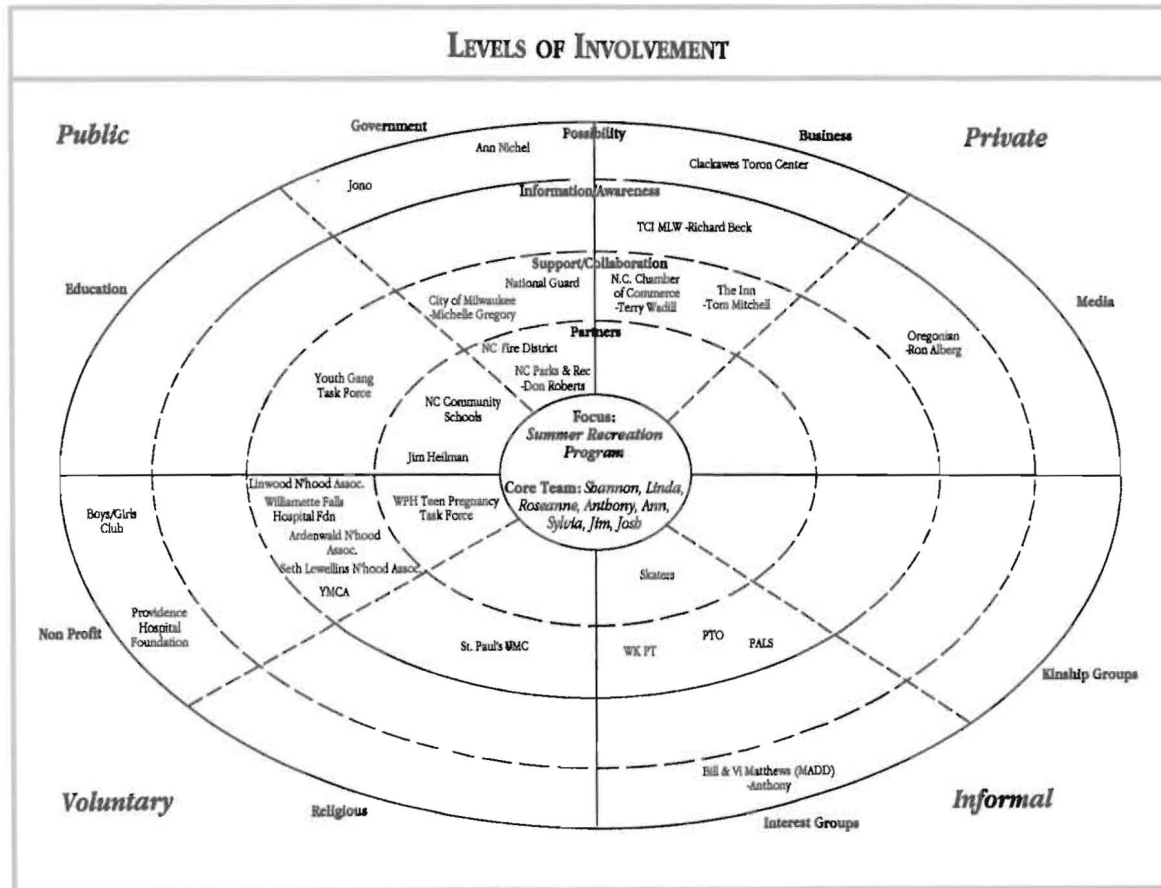
If this person or group is involved, we will get access to other people or resources or get other people to come.

If this person or group is involved, it will send a special message to others.

This person or group will jump right in and help us get the work done.

DOCUMENTING THE RESOURCE MAP

Below is an example of a completed resource map from a community group. Note how full some of the sectors are and how empty others are.



USING AND REUSING THE RESOURCE MAP

The last step of creating a resource map activity is to make a plan for contacting and connecting with the people and organizations in the various sectors. Doing that last step puts the resource map into action and can help organize your efforts to gain support for your work. This should not be the final step, however. Some additional ways of using and reusing your resource map are as follows:

- If you created a resource map as a way to recruit people to a specific activity, then you might want to think about making a new resource map for other upcoming activities. If your resource map was created as a way to look at the people and organizations that are generally connected to your group, then you might want to make a new resource map for a specific activity.
- If you created your resource map during the building readiness phase, then you can use it during later phases to see how far you have come in involving people from various sectors and getting some of your potential supporters to become real supporters or team members. Reflecting on the differences and similarities between the old and new versions of your resource maps will help you identify areas where you are having progress or getting stuck.

THE LISTENING PROJECT

Overview

This piece of the process allows you to look at the gifts that individuals, groups, and organizations bring to your community. These resources emerge through the words of the community members when you listen to them (e.g., through interviews and surveys). It is the best way for you to get a perspective on the skills, abilities, experiences, and dreams of people and groups that might be resources to the community. Also, talking to people and listening to them is sometimes the single most important thing you can do to build people's interest, support, and commitment. Listening well is a great skill that can have many benefits!

Here are some of the issues we'll examine:

- When should you do this piece of the process and why?
- Types of surveys and interviews
- The variety of ways you may want to design this piece of the process
- Tips for doing surveys and interviews
- Youth–adult partnerships
- Technology
- Sharing and PR.

When Should We Do This Piece of the Process?

In the case of interviews and surveys, more is not necessarily better. There is an infinite amount of information that you can find out about people and groups in your community. The key is to narrow it down to the information that will help you move forward.

The key to creating helpful surveys and interviews is putting your finger on precisely what it is that will be valuable for you to find out. An EXCELLENT tool to help you narrow this down is your community vision. If you know the elements of the community's dreams, hopes, and ideas for the future, then you can use the listening project to get information that tells you more about those specific elements. Imagine that you create a community vision and find out that the four main things that community members would like to see are more economic opportunities, better community safety, after-school programs for elementary school youth, and better technology. You can focus your survey or interview on people's skills and ideas in those particular areas.

Interviews vs. Surveys

Before even beginning to talk about the various types of interviews and surveys, it is important to define what interviews and surveys are:

An **interview** is a conversation with a person or group of people focused on answering a specific set of questions.

A **survey** is a questionnaire to document a specific set of information about a group or person.

Survey Pros

- Can be quick
- Easy to administer and analyze
- Focuses on specific questions

Survey Cons

- People intimidated by a written format
- More short answers about facts instead of opinions
- Difficulties in distributing surveys and getting them back

Interview Pros

- Allows more personal interaction with people
- Makes people feel that they are contributing more
- Good potential for obtaining more in-depth information

Interview Cons

- Harder to document responses
- Difficult to analyze interviews

ASSET-BASED INTERVIEWS AND SURVEYS

Section 3 of this tool kit describes “asset-based community development”—the process of looking at the positive things that a community has to tap into rather than its problems. When you designing your surveys, you have a great opportunity to be “asset-based” and look at the resources of the people and groups in the community. Below are two sample surveys.

Survey #1—Problem-focused

1. How long have you lived in this community?
2. What is one thing you would change about this community?
3. Use the following list to indicate what you think this community’s primary youth-related problems are?

Violence	Teen Pregnancy	Drug use
Underage drinking	Vandalism	Loitering
Reckless driving	Unemployment	Academic performance

Survey #2—Asset-Based

1. How long have you lived in this community?
2. “I’m going to read you a list of skills. Please say ‘yes’ whenever I say one that you have.”

Caring for babies and young children	Driving a van or bus
Working with people who are sick or disabled	Teaching English
Word processing	Tutoring elementary-age students
Using the Internet	Interviewing people
Creating Web pages	Coaching sports
3. When you think about your skills, what three things do you think you do best?
4. What three things do you most enjoy doing?

With an asset-based survey, you send the message that people have important things to contribute to the community, no matter who they are. You also send the message that your goal is to match resources with opportunities, not to highlight deficiencies and fix all of the community’s problems.

MAKING A SURVEY AND INTERVIEW PLAN

Good surveys and interviews that give you the results you want usually begin with careful planning. Below are some things that you may want to consider at each step along the way.

Writing Survey and Interview Questions

- *Determine how the questions should be asked (survey or interview).* Look at the information in this tool kit and in other sources about types of surveys and interviews to decide which is best for you. Think about how different ways of asking the question will affect how people feel they are being listened to.
- *Know what you want to know before you ask.* By relating your survey or interview to the community vision, you will be able to get a better idea of what to ask. Think first about what you will do with the information you gather. Then think about how you can record it and what you will want to share.
- *Simplify questions.* Keep questions direct and short.
- *Use easy to understand words.* Use language that everyone taking the survey or responding to the interview can understand. Think about translating your survey if you are working with groups who best understand another language.
- *Know your audience.* Be aware of the interest, age, and number of people you survey.
- *Do pilot testing/field testing.* Have several people who will not be involved in the process respond to your questions. Clear up any confusion in the wording. Estimate how long it will take for each questionnaire to be completed.
- *Think about who you are involving to come up with the questions.* The questions you come up with will be a reflection of the people who made them. Try to make the group that comes up with the questions representative of the group of people who will be answering them.

Who Conducts the Interviews or Surveys?

- *Youth and adults within your community whom you already know and who support your issue.*
- *People who understand the goals of the work.* It is important that people be able to give answers to questions that come up. Think about giving people a "what to say" sheet or a sheet with frequently asked questions so that they'll feel prepared.
- *When possible, have people interview or survey people whom they know or are acquainted with.* It's a good idea to work in pairs so that one person can ask the questions and the other can record answers.

Whom Do We Interview or Survey?

- *Interview students of local schools, friends, business employees, county officials or other people within the community. Everyone!*
- *Think about the "less-known" people in the community. There may be people in your community whom you don't know very well (e.g., older people who might not be able to get out of their homes often or a person who recently moved to your community).*
- *Interview people who represent all sections of the community grid. One of the steps of creating the community grid was to think about the "sections" of the community. Before you go out to do the interviews or surveys, look at those sections and make sure that you have people covering each of them.*

Where Do We Interview or Survey People?

This can vary according to your purpose:

- *In comfortable surroundings. Interviews may be appropriate here so that people will relax as they respond to your questions.*
- *In a place where a variety of people gather.*
- *Accessibility. A survey here may be better as you can access lots of people and not take up much of their time. Think about how much the time, focus, and access to numbers of people you need. This will help you make your decision on location.*

TIPS FOR INTERVIEWING AND LISTENING

- Set the stage regarding your purpose. Think about what you want to say to people. (One possibility: "Hello. I'm with [group name]. We're talking to local people about their skills and interests. With this information, we hope to help people contribute to improving the community, find jobs, or start businesses. May I ask you about some of your skills and interests?")
- Let people know that their answers are confidential. If for any reason you want to give out someone's name with an answer, you will get their permission first. (If your purpose is to connect people's interests with other people's their permission will obviously be necessary and should be built in.)
- Watch your body language and nonverbal communication.
- Be sensitive about dress; dress for your audience. If you are too formally dressed, it might put people off. If you are too informally dressed, however, people may not take you as seriously.
- Let people know what to expect and give them a choice. (e.g., "This survey is designed to take 5 to 10 minutes to answer. Is this a good time for you to talk?")
- Provide questions ahead of time to interview respondents (if possible).
- Tape the interviews (if possible). Transcribe the tapes or listen to them if something is unclear later.
- Be nonjudgmental in verbal and nonverbal responses. Listen by nodding, giving eye contact, and saying *hmm*. . . . Avoid giving responses like "That's good" or "great." If you use these words for some responses and not others, people may feel like they are being judged on their answers.
- Use brochures, pictures, and business cards with organization's name.
- Tell people how you will share information after the interview process is done.

WHAT DO WE DO WITH OUR INFORMATION?

Organize It

- *By topic.* If you conducted interviews, consider grouping the interview answers by topic. You will be able to see the most popular topics and the different perspectives on issues.
- *By similarities or groups.* Look for similar answers in interviews, and group those ideas.
- *Make graphs or charts.* If you have survey answers, you may want to put the information in a chart or a graph.

Analyze It

- *Go in depth.* If you aren't clear about the survey or interview results, follow up your interview or survey with more questions or additional research.
- *Look at trends.* If you notice that several people feel the same way about an issue, make special note of their opinions.
- *Hypothesize.* Think about the possible answers to a question before you ask.

Publicize It

- *Publish.* Get your results printed in your local newspaper or broadcast on radio and television.
- *Case studies.* If you uncover especially interesting stories during an interview, consider publishing them as a case history. Make sure you get permission from the story teller.
- *Editorialize.* If the information gathered leads to an opinion about an issue, write an editorial to your local newspaper.

Apply It

- *Real-life situations.* Look for the connections between your interviews and the reality your community faces.
- *Look for mistakes.* Identify areas that may need improvement in the future.
- *Develop a model.* If the group identifies a new trend, you may be able to develop it into a new mode of thinking.

EXCERPTS FROM SAMPLE SURVEYS

Sample Introduction

The purpose of this survey is to discover what is positive about our community and what we can do that will make it even better. To determine those positive aspects it is necessary to find out about the people who live here. What are our likes and dislikes? What talents and abilities do we each have? We have developed the attached survey to help discover what our "assets" are. It asks you to examine the community as well as yourself and to assess your activities, hobbies, interests, and talents.

Some questions you might have about this survey—

Am I committing or obligating myself if I answer?	NO!
Are you volunteering for anything?	NO!
Will you get to see the results?	YES!

Your responses, along with those of all other youth and adults in the community, will provide a foundation and direction for future community work. We will share the results in the *Town Times* next month along with an invitation to a town meeting to discuss how we can use people's assets to make the vision that was created last month a reality.

It is important that we get responses from many members of the community—youth and adults, male and female. Each person is important! We appreciate the time you are taking to respond to this survey. If you have questions or would like additional information, you may contact Joe Schmoie at (123) 456-7890.

Sample questions for an economic development survey

Business Interests

Have you ever considered starting a business? If yes, what kind of business did you have in mind?
 Did you plan to start it alone or with other people?
 Did you plan to operate it out of your home?
 What obstacle kept you from starting the business?

Business Activities

Are you currently earning money through the sale of services or products?
 If yes, what are the services or products you sell?
 Who are your customers?
 How do you get customers?
 What would help you improve your business?

(Adapted from Kretzmann and McKnight, *Building Communities from the Inside Out*, 1993)

YOUTH-ADULT PARTNERSHIPS AND THE LISTENING PROJECT

Gathering information about people's and organization's resources and gifts can be a good opportunity for youth and adults to work together in partnership. Teams that have done surveys in the past have approached partnership in this area of the process in many different ways. You may want to think about the different roles that team members will play during this part of the process before you start so that you can ensure that responsibility is shared. Some "youth–adult traps" seem to go with this type of information gathering, and you want to avoid falling into them. Think about the reasons behind why you might want to avoid some of the traps described in the box below.

Youth–Adult Traps!

- Young people are the only team members who end up entering the information from hundreds of surveys into a database.
- Young people only interview or survey young people, and adults only interview or survey adults.
- Only young people do the door-to-door interviews and surveys and have to walk around town.
- Survey and interview questions are written in more complicated "adult language."
- Adults are the only ones who analyze results and draw conclusions.

GETTING THE WORD OUT ABOUT SURVEYS

Keeping people up to date and informed about what you are doing is a key part of the survey process. Look at the media and public relations inventory on page 191 of the tool kit to think about what ways in which you might get the word out. Below are some ideas for keeping people informed during the various phases of the survey or interview process.

Before You Start

Let people know what you are planning to do. They will be much more willing to participate if they expect that it is coming. It is especially important to let people know why you are doing this and what they can expect. Let them know when you might call on them, how long the interview or survey might take, and whom they could contact for further information. If you choose to do the visioning process first, you can provide this information at that time. The people who help create the vision are excellent candidates for becoming interviewers OR interviewees!

While You Are Interviewing or Surveying

Keep people up to date on your progress. Have the local radio station or newsletter remind people that you are doing surveys for a certain number of days and to expect you to stop by their home or business. Take advantage of word of mouth by asking each person you interview or survey to tell others about it. Leave extra brochures with them.

After You Finish

Although getting the word out before and after the surveys and interviews is important, letting people know the results and how you are going to use them is even more important. You can do that in many ways, such as by posting results in a public place, publishing them in a brochure or flyer, or getting a summary of them in your local paper. The challenge lies in putting the results in a form that can be easily understood and read. See the section above for specific ideas about organizing your data.

RESOURCES FOR EXPLORING GIFTS OF RELATIONS

Publications

John Kretzmann and John L. McKnight, **A Guide to Creating a Neighborhood Information Exchange: Building Communities by Connecting Local Skills and Knowledge**. Evanston, IL: Institute for Policy Research, Northwestern University, 1998.

This step-by-step guide shares a process that is a simple, inexpensive way to create a list of community members' skills and capacities and work as a referral service for matching local resources and needs and interests. It can be ordered through ACTA Publications, at (800) 379-2282.

John Kretzmann and John McKnight, **Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets**. Evanston, IL: Institute for Policy Research, Northwestern University, 1993.

It can be ordered through ACTA Publications, at (800) 379-2282.

Web Resources

There are several resources under "publications" and "mapping tools" at www.northwestern.edu/IPR/abcdpubs.html.

Part 5: Gifts of Individuals



In the introduction to this tool kit, we discussed that one of the things that makes it unique is that it is built on an asset-based approach, looking at the gifts of communities and the people in them. This part of the core principles examines the gifts that individual people have and bring to a group. We need to take care of people and discover the skills, interests, and gifts that we each bring!

This part includes the following materials:

- Notes and activities related to discovering and using individual interests, skills, and gifts
- Activities focused on fitting individual gifts into a team
- Activities for appreciating and recognizing people
- A description of tools for self-assessment
- Notes and activities about shared leadership
- Notes on roles in teams
- Notes on teamwork.

CHARTING INDIVIDUAL CONNECTIONS

OVERVIEW

This is a participatory activity for youth and adults to explore their gifts and strengths.

OBJECTIVES

- To identify participants' strengths
- To connect the strengths of others to team needs

TIME REQUIRED

Approximately 45 minutes

WHAT	TIME	CONTENT	MATERIALS
Step 1: Setting the context	10 min.	<p>Describe the purpose of session: “We are all leaders in this project. One key aspect of leadership is the ability to identify your own strengths (i.e., what you are good at and what you can offer the team). Sometimes it is hard for us as individuals to realize and name our skills and potential connections to the whole of the team. Therefore, others play a key role in helping people connect their skills to team needs. This exercise will help us practice those skills.”</p> <p>Refer to flip charts.</p> <p>Give an example: “For example, someone may be a skilled artist—how could those skills be used in our team?” Push to get the group to elicit at least 5 different examples (e.g., make posters for PR, draw invitations to vision meeting, decorate trashcans for service project, help design team shirt). Then say, “Now for another example, how about someone who has great skills in basketball, how could those skills be helpful to our team?” Ask the group to provide some possible answers: Since they are a good team player, they could help us understand how teams work effectively and help us work together; they could recruit their teammates to help us out on service projects; they could ask the coach to let us use the facilities for meetings.”</p>	<p>Flip chart with the following written on it:</p> <p>Effective Leaders</p> <ol style="list-style-type: none"> 1. Know their skills/gifts 2. Can connect their skills to team needs 3. Can help other connect their skills to team needs <p>Markers Tape</p>
Step 2: Brain- storming	10 min.	<p>Say to the group, “Now we are going to do an activity where we identify our individual gifts and think of ways these can be connected to our team needs and opportunities.</p> <p>“Let’s take a moment to close our eyes . . . think about something that you are really good at. You might want to think about when you are happy or feeling good. Can someone give me an example?”</p> <p>Solicit a couple of examples. Then say, “Everyone get it? Okay, now write your gift on a half sheet.”</p>	<p>Half sheets of paper Markers</p>

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WHAT	TIME	CONTENT	MATERIALS
Step 3: Sharing	15 min. Allow about 1 min. per person	<p>Say, "Now we are going to practice making the connections and speaking in front of a group. I am going to ask each of you to come to the front of the room and tell us what your gift or skill is. Then we are going to give you some ideas of how those skills can be useful to our team and work. Who would like to go first?"</p> <p>The first person walks to the front of the room and states his or her name and gifts. Ask the group, "How could X's skills be useful?" Ask for a couple of different examples to help people realize that the same skills can be useful in a variety of ways. Do this for each participant.</p>	Tape or sticky wall
Step 3 Adaptation		If group members are shy or inexperienced with speaking in front of a group, pay special attention to encouraging them and to coaching them to speak loudly, look at the group, smile, and so forth. You might also try an additional set-up: Ask speakers to say "Hello my name is _____," and ask the group to respond "Hi _____, we are glad you are a part of our team."	
Step 4: Reflection	10 min.	<p>Processing: Say, "Now I have some questions for you. Let's think about your experience in figuring out what your skills are. Was that easy? hard? What did it feel like when I asked you to visualize your skills? Pause to leave time for answers.</p> <p>"How about when you walked in front of the room and shared your skill? What was that like (ask for a couple of answers)? How many of you were scared thinking about the fact that you would have to stand in front of the group (ask for a show of hands). What about after you did it? Were you still scared? What helped you become less scared?</p> <p>"How about giving feedback and connecting skills to needs? What was that like? How is this helpful? Why is it an important leadership skill? What did you learn? Think about the gifts and connections we made in the group. What skills do we have a lot of? What others might be useful?"</p>	

ADDITIONAL SHORT ACTIVITIES TO EXPLORE INDIVIDUAL GIFTS

ACTIVITY 1: MY PARTNER'S GIFTS

This is a "getting to know you" introduction activity.

Participants are paired with a person/partner they don't know and are asked to interview each other.

Ask:

1. What are your skills?
2. What would you like to learn?
3. What do you offer to the team?

Give partners specific feedback regarding how those skills might be useful to the team.

ACTIVITY 2: GIFTS BINGO

See Section 5, Part 2 "Processes for your Group's Success."

ACTIVITY 3: MAKING STONE SOUP

Tell the stone soup story:

Once upon a time there was a village in a land of drought. People were running out of food. The head of the village told the people, "Well if we don't have anything to eat, we will have to make stone soup." She asked the people to come to the town square the next day with stones to make stone soup. One family set off to find a stone to add to the soup, and as they put it in a basket to carry, noticed some potatoes in the kitchen. They brought the stone and the potatoes. As they walked to the town square, another family saw them, and when they saw the potatoes, they remembered that there were a few carrots in the garden that had not been pulled. So they brought the carrots. Another family saw the carrots, and brought some beans, and so on. The stone soup ended up being chock full of things to eat, and the whole town had a feast.

Ask people to add their "stone" to the soup, writing one of their personal gifts on a sheet of paper and putting it in the pot. Read all of the papers back to the group and ask a few questions for reflection:

- What did you notice about our team's gifts?
- What was exciting about hearing about our gifts?
- Based on this, what would you say our strengths are?
- What would you say our challenges are?
- How can we use this information?

EXAMPLE OF ONE TEAM'S GIFTS FROM THE CHARTING INDIVIDUAL CONNECTIONS ACTIVITY

Team Gifts

- Shooting 3-pointers in basketball
- Setting examples to provide a positive influence—have family to think of and want to prevent use of drugs and alcohol
- Painting or offering assistance
- Improv acting
- Dribbling and shooting
- Being a team player
- My contributions to Improv: projecting my acting skills, making people think positively, making people laugh, changing my voice, changing our community
- Football: providing competition and improving skills of self and team
- Weight lifting
- Football: carrying out the plays and protecting the quarterback
- Leadership
- Basketball shooting skills
- Being a volunteer
- Being helpful
- Basketball: Giving 100%—it improves team and self and results in winning games
- Being a good writer
- Liking to work with others
- Having worked with youth groups for a long time

APPRECIATING AND RECOGNIZING INDIVIDUALS

One way to build your team is by appreciating each other. Here are some short activities that you can use at ANY time during the development process to shift focus to individuals and the gifts that they bring.

ACTIVITY 1: THE PARTY

Go outdoors or to a room with a large amount of open space. Envision that you are at a party (you can decide what kind of party!) and that you are all “mingling”—having short conversations with each other. In this activity, what you talk about is what you appreciate about the other person. For example, “I appreciate your sense of humor—it really lightens things up” or “I appreciate how logical you are—I think it will help keep us focused.”

There are only two rules:

1. Talk to as many people as possible. When you finish talking, move on.
2. When someone is talking to you, you may not say anything to them. You just have to listen.

Take a few minutes to mingle and say your “appreciation” to people. After you have finished, sit down as a group to talk. Think about how you felt during the activity. Was it easy or difficult? Why? What was surprising about what people told you? How as a team can you continue to appreciate each other even after this activity?

ACTIVITY 2: GUESSING GAME

Prepare small, folded pieces of paper with the names of the members of the group (or the people in the room at the present). Pass around a hat with the names and have everyone pick one, ensuring that no one picks his or her own name and that no one tells whose name he or she has picked. Give the following instructions: “Look at the name on your paper and think about that person. Think of one thing that you appreciate about that person. Sitting in a circle, choose one person to start, and ask him or her to share the thing that they appreciate about the person whose name they drew. Ask the other members of the group to guess who is being described. Continue around the circle until everyone has had a chance to share and be appreciated!”

ACTIVITY 3: 101 WAYS TO RECOGNIZE PEOPLE

Divide the group into teams of 3 to 5 people. Ask each team to take 3 minutes to write as many ways they can think of to recognize people. After the time is up, identify the team that has the longest list, and ask one member to read the team’s list out loud. At the same time, ask the other teams to check off any duplicates. After the list has been read, ask the other teams to read any ways of recognition that are unique.

Ask the group: “What new ideas did you get? What things might we do in our group to recognize people?”

ACTIVITY 4: CREATE A WALL OF APPRECIATION

When you are holding a large meeting or event, take pictures of people when they walk in, as part of the registration process. Either take instant photos or make arrangements for one-hour developing. When the pictures are developed, put each on a sheet of colored paper, and put all of the papers on a wall. During lunch or a break, invite people to write things that they appreciate about everyone on their cards. Have someone monitor the process by ensuring that people are writing appreciations and by adding things to the cards that do **not** have much written on them. At the end of the event or day, invite people to take their cards home.

ACTIVITY 5: CREATE CERTIFICATES OF APPRECIATION OR RECOGNITION

The easiest way to create personalized certificates is to use a desktop publishing program and/or special certificate paper available at large office supply stores.

THE WORLD OF SELF-ASSESSMENT TOOLS

MANY tools have been developed over time for people to assess and reflect upon themselves. Such tools allow us to look at many things, including our personalities, leadership styles, and learning styles. Self-assessment tools can be a powerful tool for examining, sharing, and reflecting on how our individual traits, preferences, and skills can be brought into a group. They therefore can also allow a group to examine how the people in it relate to each other.

Self-assessment tools vary in their focus, availability, and cost. Information about many of them is available through local Cooperative Extension System offices and local chapters of the American Society for Training and Development (www.astd.org). Below is a chart that outlines some of the most commonly used tools.

NAME	FOCUS	PROS	CONS
Myers-Briggs Type Indicator	Determining personality preferences	A short version and a long version of the assessment are available. It is a commonly used tool, so it is easily applied in many situations	It must be given by a certified person. The assessment tends to be a bit wordy.
True Colors	Determining personality preferences	It is short and straightforward.	It is not an in-depth assessment—it doesn't take many variables into consideration.
DISC Profile	Determining leadership styles	It allows you to look at how you perceive yourself and how others perceive you.	The power of the tool lies in the interpretation—you need a good facilitator.

CREATING OUR CIRCLE OF SHARED LEADERSHIP

OVERVIEW

This activity allows a team to apply the circle of shared leadership to itself in order to examine where its strengths and gaps are.

OBJECTIVES

- To build awareness of the skills and interests of the members of the group
- To understand the concept of shared leadership
- To understand the preferences, strengths, and gaps in the team

TIME REQUIRED

Approximately 1 hour

SET-UP

Sticky wall that is divided with tape into four sections marked with the names of the four elements of shared leadership.

WHAT	TIME	HOW	MATERIALS
Step 1: Setting the context	5 min.	Say, "Our team is composed of diverse people with diverse interests and skills. We are going to spend the next hour doing an activity that will help us more closely examine what these are so that we can get a better picture of our team's strengths and gaps."	
Step 2: Skills and interests inventory	20 min.	Use the inventory on pages 84–85. Urge people to use the blank spaces! After people have completed both sections, ask them to circle 5 interests or skills that they want to share with this team. Point out that these do not have to be the things that they think that they are best at, but the things they really want to contribute to this group. Ask that they write each interest or skill on a separate sticky note.	Sticky notes Copies of Handout 2I
Step 3: Filling in the circle of shared leadership	15 min.	Provide an introduction to the circle of shared leadership. Use handout 2J. Say, "Look at each of the sticky notes in front of you. For each note, ask yourself, 'What kind of leadership does this skill or interest contribute to?' For example, 'motivating' would be probably be 'champion,' and 'observing' might be 'relate experience.'" Ask participants to put each note in the section of the sticky wall where it fits. Note that many notes will fit into more than section—people can either choose, write it twice, or put it on the "border."	Sticky wall Sticky notes Handout 2J
Step 4: Reflection	10 min.	Ask the group the following questions: <ul style="list-style-type: none"> ■ Looking at the wall, what stands out? ■ How did it feel to do this activity? ■ What do you see that is exciting? ■ Where do you see gaps? ■ What does this mean for our team? 	

SKILLS AND INTERESTS INVENTORY

(Adapted from Community Partnerships for Youth, *Youth in Governance*, 1994)

Name _____

Date _____

Remember that a skill is something that you can do, something in which you are proficient or have expertise.

"I am good at" _____

(Circle the appropriate words and add more of your own.)

Writing	Defining	Researching
Analyzing	Organizing	Evaluating
Creating new things	Planning	Directing
Starting new things	Coordinating	Delegating
Developing	Implementing	Leading
Recruiting	Persuading	Administering
Counseling	Training	Educating
Reconciling	Encouraging	Negotiating
Bookkeeping	Promoting	Budgeting
Reporting	Motivating	Giving your opinion
Fundraising	Communicating	Public speaking
_____	_____	_____
_____	_____	_____
_____	_____	_____

SKILLS ASSESSMENT

This exercise can help you determine the skills you currently have and could use with a community group as well as gain new skills.

Place a check mark under the column(s) after each skill to indicate which skills you have, which ones you enjoy, and which ones you wish to develop.

	Have	Enjoy	Wish to Develop
1. Assembling (kits, models)	_____	_____	_____
2. Researching, doing experiments	_____	_____	_____
3. Creating music, art, or literature	_____	_____	_____
4. Communicating: talking, listening	_____	_____	_____
5. Influencing people	_____	_____	_____

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SKILLS ASSESSMENT (continued)

	Have	Enjoy	Wish to Develop
6. Organizing, scheduling	—	—	—
7. Constructing	—	—	—
8. Analyzing, examining	—	—	—
9. Performing	—	—	—
10. Counseling	—	—	—
11. Leading	—	—	—
12. Following directions	—	—	—
13. Using computers	—	—	—
14. Drawing, painting	—	—	—
15. Risking trying new things	—	—	—
16. Attending to details	—	—	—
17. Educating, teaching	—	—	—
18. Promoting, marketing	—	—	—
19. Observing	—	—	—
20. Advocating, lobbying	—	—	—
21. Handling disputes, making peace	—	—	—
22. Coordinating, arranging	—	—	—
23. Speaking to the public	—	—	—
24. Creating, imagining	—	—	—

Look at your assessment:

- Does anything surprise you?
- Was it difficult or easy to do this assessment?

Think about ways you can use this assessment individually and with your group!

THE CIRCLE OF SHARED LEADERSHIP

When people think of leadership, they often think of the “traditional leader”—the person who is good at public speaking, who has experience, and who is well respected by many people. The idea of shared leadership recognizes that there are several ways to provide leadership, some of which are not traditional. Shared leadership is a way for groups to make decisions by coming to a consensus. It allows a group to take the diverse opinions of all involved and incorporate them, in some form, into the actions of the group. The diagram below illustrates the different parts of shared leadership:

People who **RELATE**
EXPERIENCE share their wisdom, skills and knowledge with the group. They connect the present with the future.

People who **FACILITATE** help move the team or community to their goals through discussions at meetings or gatherings. They rely on the group’s ability and seek consensus.

People who **CHAMPION** are those who really get behind an idea and provide the spirit and will to get the ball rolling. They get the word out—letting people know what is going on and building the effort.

People who **IMPLEMENT** work with their team or community to take the actions that will help them move toward their goals. They enjoy the discovery that comes with doing things and moving toward results and outcomes.

A team needs to have all of the parts of shared leadership represented. Individual group members can fill one or more roles, and each role can be filled by more than one person at the same time. Watch out for one person playing all the roles and getting overwhelmed!

(Adapted from Institute of Cultural Affairs)

TEAMS AND ROLES ACTIVITY

OVERVIEW

A short activity where one-on-one conversations form the basis of a conversation about roles in teams.

OBJECTIVES

- To define the characteristics of successful teams and team members
- To foster a feeling of team building among participants

TIME REQUIRED

Approximately 30 minutes

WHAT	TIME	HOW	MATERIALS
Step 1: Set the Context	5–10 min.	Say to the group, "Teams take many forms, such as a group working together, organized sports, or friends. Visualize a time when you were a member of a successful team. What was it? What did you do?"	
Step 2: Discussion	10 min.	Say to the group, "Talk with a partner, asking him or her the questions on the flip chart." Questions: 1. When were you a member of a successful team? What was it like to be on the team? 2. How would you describe your role and contribution to the team? 3. What did others do? 4. How did you know the team was successful? 5. What did you learn as a member of this team?	Flip chart with the questions at left written on it.
Step 3: Reflection	10 min.	Record answers to questions (2) and (3) Give people the handouts on the next pages to check against and look back on.	Copies of handouts 2K & 2L

ROLES—WHAT CAN YOU BRING TO YOUR TEAM?

As a member of any team, it is helpful to know what is expected of you. Ideally, what is expected of you will be something that matches your interests and skills. All teams should cover certain important roles. Below is a list and description of what some of those roles are. It is really just the beginning of a list—blank spaces are included for roles unique to your team.

ROLE	DESCRIPTION
<i>Future thinker(s)</i>	Thinks about the big picture and reminds people of what they could accomplish
<i>Gatherer(s)</i>	Makes sure that everyone knows about meetings and activities and reminds them to come
<i>Speaker(s)/performer(s)</i>	Enjoys speaking or being in front of large groups of people to make presentations or share information
<i>Money person (or people)</i>	Keeps track of current funds and makes plans for getting funds in the future
<i>Organizer(s)</i>	Keeps track of time and deadlines
<i>Networker(s)</i>	Makes partnerships with new people and groups
<i>Facilitator(s)</i>	Creates processes for the group's success and reflection
<i>Documentor(s)</i>	Helps the team think about where they've been and what they've accomplished
_____	_____
_____	_____
_____	_____

It may take a while for people to decide what they are interested in and what they are good at. Roles change as people gain new interests and skills. Roles also overlap: People might play more than one role. Likewise, you might decide that you want to learn more about another aspect of leadership. Leadership—and all the things that go into being a leader—involves skills that you can learn and fit into your own personal style.

A BIRD'S EYE VIEW OF TEAMWORK

Geese can teach us some lessons about building a good team. Next fall when you see geese heading south for the winter, flying along in V formation, you might consider what science has discovered as to why they fly that way:

- As each bird flaps its wings, it creates uplift for the bird immediately following.
- By flying in V formation, the whole flock adds at least 71 percent greater flying range than if each bird flew on its own.
- When a goose falls out of formation, it suddenly feels the drag and resistance of trying to go it alone and quickly gets back into formation to take advantage of the lifting power of the bird in front.
- When the head goose gets tired, it rotates back in the wing, and another goose flies the point.
- Geese honk from behind to encourage those up front to keep up their speed.
- Finally, when a goose gets sick or is wounded by gunshots and falls out of formation, two other geese will fall out with that goose and follow it down to lend help and protection.
- They stay with the fallen goose until it is able to fly or until it dies; only then do they launch out on their own or with another formation to catch up with their group.

People who share a common direction and sense of community can get where they are going quickly and easily because they are traveling on the momentum of one another. If we share work and leadership, we will be able to stay moving in the right direction for longer. It makes sense to take turns doing demanding jobs and to encourage people to keep up the good work.

Adapted from a speech given by Angeles Arrien at the 1991 Organizational Development Network, based on the work of Milton Olson. It is circulated to Outward Bound staff throughout the United States.

INCLUSIVE VS. EXCLUSIVE

If the goal of your team's work in the community is to build involvement and sustain it, it is important to think about what your team does to make people feel included. Making people feel included in a community group can sometimes be a sticky situation: There may be factions or stereotypes between groups, politics between people and organizations, and simply different cultures and styles. The challenge is to overcome those things and create an environment in which people feel included, not excluded.

Here are some tips for creating an inclusive group:

- Time meetings so that all team members can be present. This is especially important when you are working with youth and adults—two groups with very different schedules!
- Have a policy to make decisions based on group consensus. When making a decision, ask the group, "Can everyone live with this?" If someone cannot, think about ways to compromise. Have a fallback option for using a majority vote when you are stuck or a quick decision needs to be made.
- When you bring in new people, make sure that they know why they are there and that they are appreciated. Orient them to your group and its work or make sure they have a buddy. Update them and share examples of some of the things you have been working on as a group.
- Try to make sure that people don't feel like they are in the minority, whether because of age, geography, or ethnicity. Make sure that people know that they are welcome to bring others with them to the meetings and activities.
- Use language that everyone understands. This may be the actual language you speak in if it is a multilingual group. Also be careful about "jargon," which consists of subject-specific and words that some people might not understand. Take time out to explain what words mean.
- Always encourage questions and make time for feedback. Allow for group thought to lead to actions, not individual action.

TEAM MEMBER GUIDELINES

When you are in the process of forming your team, think about what things you want all members to know and do. What things will you tell, show, or expect of new team members? To clarify these matters, teams sometimes develop a set of guidelines for their work. For example:

Team members should be

- willing to learn new things,
- willing to make mistakes and learn from them,
- willing to recruit community residents, and
- willing to share their gifts and talents.

As you seek new members for your team, sometimes it is helpful to think about desirable traits of team members:

Respectful of others

Punctual

Responsible

Patient

Fun

Organized

Friendly

Good listener

Leadership potential

Flexible

Positive attitude

Good communicator

Once you establish your team guidelines, you can write them up so that you can share them with new members and continue to revise them as your team and its expectations change.

RESOURCES FOR LEADERSHIP AND TEAMBUILDING

There are many, many resources about leadership and teambuilding. In the list below we provide some of our favorites as well as resources that catalog diverse resources about specific topics.

Organizations

Every county in the United States has programs and staff through the Cooperative Extension System that do leadership development and teambuilding work. Look in your local phone directory to find your local Extension office.

The National Association for Community Leadership, www.communityleadership.org, provides programs and resources for community leaders.

The Peter Drucker Foundation for Nonprofit Management provides resources to organizational leaders, and has many resources and articles available on their web site, www.pfdf.org.

Publications

Jossey-Bass Publications, www.josseybass.com, prints hundreds of books, videos and workbooks about topics such as nonprofit leadership, women and leadership, mentoring, and teamwork.

Part 6: Reflection and Learning



Introduction

When you finish a project or overcome a challenge, what do you do next? Move on? Before you put your accomplishments behind you, it can be good to reflect on what happened. Stopping to reflect will help bring together all the pieces of what you have learned from the experience. It can shed new light on things or give you a new perspective. Because it brings out what we have learned, sometimes it makes just as much sense to stop and reflect before or during our work as it does when the work is finished.

Ways to Reflect

Through speaking

- Group discussions
- Debriefing
- Conducting question-and-answer sessions
- Interviews
- Presentations

Through writing

- Journal writing
- Newspaper articles
- Creative writing
- Reports
- Stories, poems, songs
- Newsletters

Through art or performance

- Photography
- Skits
- Role-playing
- Drawing/painting
- Murals

Through math and science

- Survey analysis
- Graphs and charts

[adapted from Barbara Lewis, *A Kid's Guide to Social Action*, 1991, 1998]

continued on page 94

From our experience, successful learning and reflection involves a few key steps:

1. *It has to be fun.* What's fun will vary from group to group. Try out different ways of learning and reflecting.
2. *It doesn't just happen.* If you don't set aside a special time and space to do reflection, it is EASY to leave it behind. Add 5 minutes to meetings, agendas, events, and so forth to make sure that it happens, and identify group members who will take responsibility for it!

This part of Section 2 provides specific tools for doing some of the many types of learning and reflection, including the following:

- Notes on conducting reflective discussions
- Sample questions for reflective discussions
- Activities for written reflection
- A list of other participatory tools for reflection

REFLECTIVE DISCUSSIONS

One of the most common ways in which groups learn and reflect is to engage in facilitated discussions. For a discussion to be fun, lead to learning, and be productive, you need several key ingredients. First, a good facilitator is essential (see Section 5). Second, the questions for the reflection must be interesting. One of the ways to organize reflective questions is as follows:

- *What?—the first set of questions.* These questions focus on the “objective” information—the facts based on “real” things, such as what people saw, heard, or did.
- *Gut?—the next set of questions.* These questions focus on the emotions and feelings people experience.
- *So what?—the final set of questions.* These questions focus on significance, implications, and “direction.” They help us interpret and focus on next steps and implications for the future.

The next pages contain facilitators notes’ and some sample reflection questions for specific situations. All are adapted from Institute for Cultural Affairs, *The Art of Focused Conversation*, 1997.

Reflecting on an Event

OBJECTIVES

- To highlight the impact that the event has had on people and on the work
- To draw out lessons learned from the event to use in the future

HINTS

If you are doing this right after the event, it will probably need to be quick and sort of light. Try to do it as soon after the event ends as possible—let people know ahead of time to expect it!

OPENING

Say to the group, “Any group event, such as the great session that we just experienced, has time for preparation, a time for the actual event, and a time for reflection on the event. Sometimes, the reflection is what makes the event memorable. Thanks for staying for these few minutes to be part of this reflection!”

QUESTIONS

- If you were a reporter for [name of local paper] and were reporting on this event, how would you report in one sentence what happened today?
- What image from today will you remember?
- When did you get excited over the course of the day?
- When did you get frustrated over the course of the day?
- What was the biggest surprise?
- What were the key elements in the process?
- What were the things from our planning that really paid off?
- What different situation has this event put us in?
- What next steps do we need to take as a group?

Reviewing the Past Three Months

THE SITUATION

Your group has just reached the end of its first 3 months of work together. You are planning the next 3 months based on your experiences. You want to reflect on where you have come from—the ups and downs.

OBJECTIVES:

- To harvest the lessons of the past 3 months and apply them to the 3 months ahead
- To appreciate and affirm the group's journey and lessons

OPENING

Say to the group, "Before we plan for the coming months, it would be good for us to reflect on the past 3 months."

QUESTIONS

- What have been some of the key events of the past 3 months?
- What major things have we worked on?
- If we had to describe the past 3 months as an animal, what animal would you say it has been?
- When have you felt like we were "in a groove?"
- When have you felt frustrated?
- Which events have made a big difference to you—changed how you felt or thought?
- How would you talk about the key accomplishments of the past 3 months?
- What did we learn from the things that went well?
- What did we learn from the times that we struggled?
[record answers to the two questions above on flip chart]
- How will what we have learned affect what we do in the next months?
- What do we want to do differently?

CLOSING

Say to the group, "This has been a fine reflection on the last 3 months. I think we all have new insights and ideas. I'll get these lessons typed up and circulated to everyone."

Reflecting on a Frustrating Meeting

THE SITUATION

You and a few group members are sitting down the day after a frustrating meeting.

OBJECTIVES

- To figure out what happened in the meeting and extract the lessons from the situation
- To heal the wounds of participants and the meeting leader so that the experience does not consume their energy or mushroom into something larger.

OPENING

Say to the group, "I think we need to debrief yesterday's meeting, so we can learn from it."

QUESTIONS

- What were the agenda items of yesterday's meeting?
- What was the original intent of the meeting?
- This is hard to remember, since it happened so fast, but we need the data first. Let's reconstruct what actually happened. What did we do first? Then what?
- When did you first start getting frustrated?
- When did you notice other people's frustration?
- What images come to your mind as you remember the meeting?
- What parts of the meeting seemed to work the best?
- What patterns can you see here?
- What are some of the reasons this may have happened? (If the response is "because George is a jerk" or some other personal blaming, ask "Why do suppose he acted that way?")
- What are possible ways to deal with this situation?
- What might we do differently another time?
- What can we learn from this?
- Let's put our lessons into a statement or two, such as "From this situation, we have learned..."
- Based on this, what do we commit to doing in the future?

CLOSING

Say to the group, "I'm really glad we have a chance to be a part of a group that learns from its painful experiences."

WRITTEN REFLECTION TOOLS

Activity 1: Idea Carousel

In an idea carousel, participants have an opportunity to reflect individually and as a group. A set of 5 or 6 key reflection questions is placed on flip chart paper around the walls of a room. Each person is given a set of sticky notes or a marker and is asked to visit all the flip charts and note some of his or her reflections. Depending on the size and nature of the group, you can have people browse around and skip between questions, or the group can be divided and then rotate around the room according to the facilitator's call to "Switch!" Allow at least 3 minutes for people to visit each chart.

After people have had a chance to visit all the flip charts, bring the group back together. Start with the first question and read everything on the flip chart. Asking for a volunteer to do this is a good way to encourage participation. Ask for any questions of clarification. Ask 1 or 2 discussion questions from the list below. Proceed in the same way with the other flip charts.

Sample discussion questions:

- What similarities do you see in the reflections?
- What differences do you see?
- What is significant about the responses?

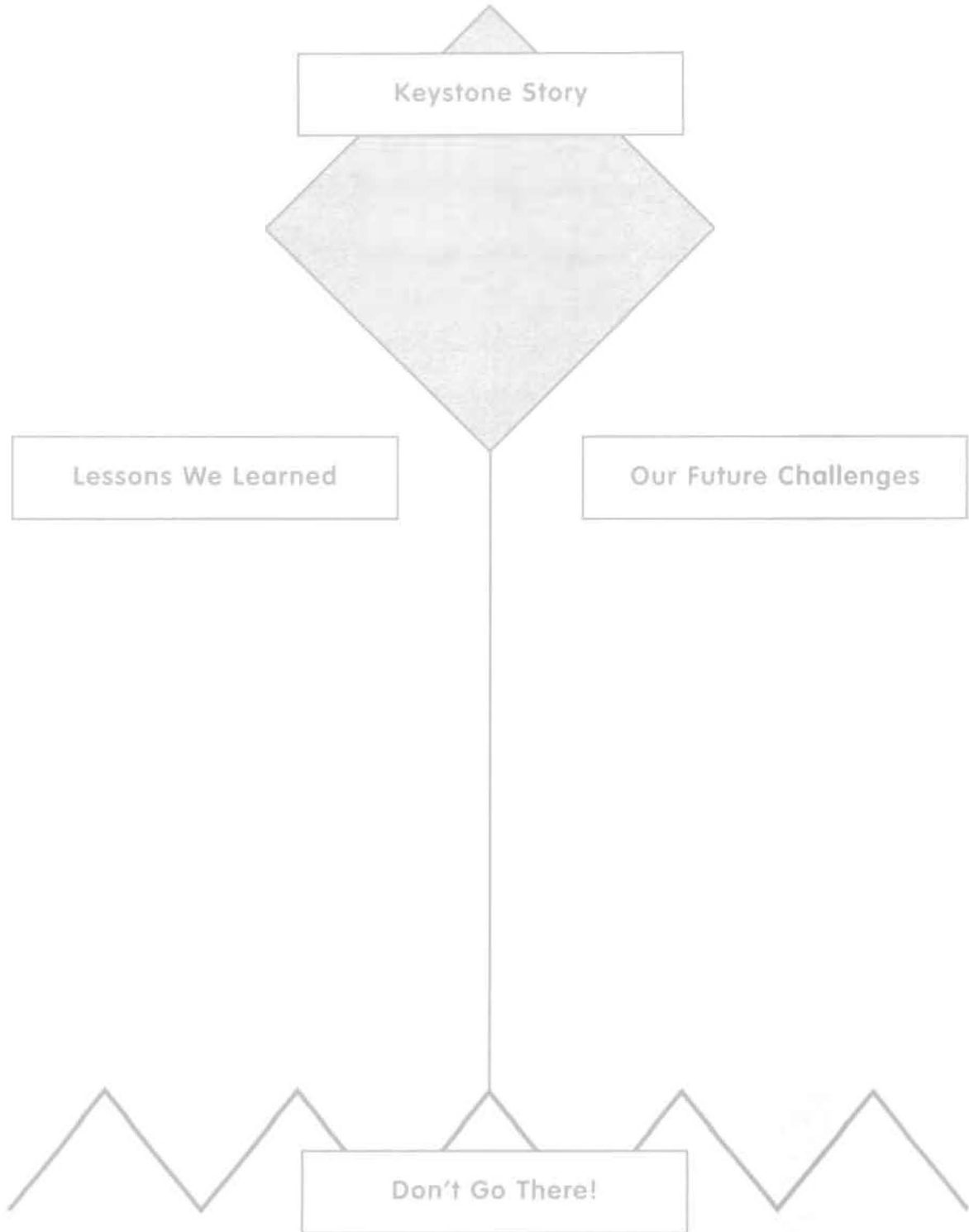
Sample reflection questions (for reflecting on youth–adult partnerships):

- When did you say to yourself, "Now this feels like a partnership!"
- What is a barrier to partnership that we still need to address?
- What is one tip that you would give an adult about successfully partnering with youth?
- What is one tip that you would give a youth about successfully partnering with an adult?

Activity 2: Team Sharing

On the following page, Handout 2M, you will find a format that teams have used when they come together as a larger group. Telling "keystone stories" grounds the reflection in reality. The format promotes focused, targeted reflection. To use the format, you can break into small groups, assigning each group the task of looking back on the past (day, 2 weeks, 6, months, etc.) thinking of a story that stands out, outlining lessons learned and future challenges, and identifying areas that they would avoid in the future. The format can be transferred to flip chart paper so that each group can share with the others.

KEYSTONE STORY



OTHER TOOLS FOR REFLECTION

Creating a History Wall—

The History Wall activity described in Part 2 of this section is an excellent tool for engaging in group reflection. You can adapt the history wall activity in many ways to make it fit into your reflection plans:

- Reduce the amount of time to a year or 6 months, with months running across the top and recent events on the cards.
- Instead of having many people participate, create a history wall with your team or small group.
- Adapt the reflection questions so that they focus on celebrating recent accomplishments and challenges.

Taking a Pulse—

You can take the pulse of a group in many ways. Like a doctor making a diagnosis, if you keep taking the pulse over time, trends will emerge. Here are some possible activities:

- What animal are you today and what are you doing?
- If our team were an animal, what would it be, and what would it be doing?
- Pretend you are a meteorologist. What is the weather for our work right now? Chance of rain, gusty winds, chance of a tornado? What is your forecast?

As time goes on, think about how the type of animal or the weather forecast is changing!

MOVING FROM SUCCESS TO SIGNIFICANCE: TAKING LEARNING AND REFLECTION TO THE NEXT LEVEL

Imagine a group that is successful— involvement is consistent, key community groups support the work and collaborate, young people and adults have voice and leadership, and actions have been taken in key areas of the vision. What is the next step after success?

For many groups and organizations, after success comes a need to be significant—making sure that success is truly leading to significant effects and results that will be sustained.

One tool that groups use to examine their work is a “theory of change.” Some people and groups also refer to this as a “logic model”. A theory of change, in its simplest form, is a way of charting who participates in the work, what the group’s assumptions are, and what activities of the group contribute to different future outcomes. Below is an example:

Audience	Assumption	Activities	Short-term outcomes (1-3 years)	Intermediate outcomes (3-5 years)	Long-term outcomes (> 5 years)
Youth and adult leaders	Young people must have voice in making the decisions that affect them	<ul style="list-style-type: none"> ■ Secure youth participation in city council ■ Youth–adult partnership training ■ Youth participation on boards of local organizations 	Individual adults change attitudes about young people Young people and adults feel that working in partnership is natural and the best method for doing work.	Decisions that are made reflect the reality of young people’s lives. New systems and structures are in place that ensure young people are always at the tables where decisions are made.	Adults have a positive view of youth and create spaces for them to have power. Young people are invested, safe, and engaged in the community.

The mini-theory of change on the previous page just covers one aspect of the work related to youth in decision-making. A theory of change can be build to cover all the elements of a group's work.

After a theory of change has been built, it enables you to do the following:

- Check to ensure that the activities that you are doing at least lead to a short-term outcome
- Check to ensure that your short-term outcomes are the ones that will lead to intermediate and long-term outcomes
- Check your assumptions, as they change over time, to ensure that your activities fit with them

Share with others why you are doing your work and what you will accomplish.
(This is a powerful tool for seeking funding resources!)

Theories of change are tools commonly used by researchers and evaluators. Developing and writing a theory of change can be a challenging and difficult task; researchers or evaluators from a local or regional university or organization may serve as resources for helping your group develop its theory of change.

CREATING A THEORY OF CHANGE

OVERVIEW

An activity to produce a simplified outline of the work of an organization or group that charts its activities and the outcomes they produce.

OBJECTIVES

- To understand and articulate the purposes and desired outcomes of a group's work.
- To create a lasting tool for evaluating and reflecting on a group's focus and success.

TIME REQUIRED

At least 3 hours for initial draft. This draft then should be expanded, edited, and reworked in various ways. A theory of change is a living document that will not be finalized quickly, if ever.

****Note: this activity is most effective when conducted with a group of 15 people or fewer****

WHAT	TIME	HOW	MATERIALS
Step 1: Overview	10 min.	Use the previous page to set the context of the activity, describing what the theory of change will help you do. Include a discussion of the purposes of creating a Theory of Change and go over the process that will be followed. Explain that the purpose of this activity is just to create a draft version and that part of the task will be to identify a team to continue to tighten and write parts of the theory of change so that the entire group can then review it again.	
Step 2: Examining assump- tions	45 min.	<p>Explain that the first step of creating a theory of change is to identify the underlying assumptions of why the group or organization is working and how it works. Explain that the assumptions should be broad ideas, and give a few sample assumptions:</p> <ul style="list-style-type: none"> ■ All people have skills that are not being used to the fullest extent. ■ Young people must be engaged in decision making in this community in order to maintain a growing population of youth and young adults here. <p>Ask for a few examples from the group. Then, ask each person to write 3 to 5 assumptions on half sheets of paper. If the group is large, consider asking for fewer cards or having people work in small groups.</p> <p>Collect all the half sheets, and read them out loud. Allow time for the group to ask any clarifying questions.</p>	<p>Half sheets of paper and a sticky wall</p> <p>Markers</p> <p>Flip chart paper</p>

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WHAT	TIME	HOW	MATERIALS
		Work with the group to pair or group any similar ideas. Give each pair or group a short name to describe similar ideas. Ask the group what further work needs to be done to make sense out of the groupings. Note the answer on a piece of flip chart paper.	
Step 3: Listing audiences	20 min.	<p>Set the context; say to the group, “The step after this one is going to be an examination of the outcomes that occur as a result of the work. Before we do that, however, it is useful to think about audiences—who are we working for and with?”</p> <p>With the entire group, generate a list of key audiences. If you are able to group or cluster any similar audiences together, do that. Make a short name tag to describe similar ideas. Ask the group what further work needs to be done to make sense out of the groupings. Note the answer on flip chart paper.</p>	<p>Sticky wall</p> <p>Half sheets</p> <p>Markers</p> <p>Flip chart paper</p>
Step 4: Examining outcomes	1 hour	<p>Explain that this is the most difficult part of creating a theory of change. Review the time periods that are associated with each category of outcomes:</p> <ul style="list-style-type: none"> ■ Short term—1 to 3 years ■ Intermediate—3 to 5 years ■ Long term—5 years and beyond <p>Briefly discuss what an outcome is. Note that outcomes are the changes you want to see, among individuals, groups, and in the community, and that they are closely linked with the assumptions. “For example, if a key assumption is that young people must have voices in making the decisions that affect them, then the outcomes are probably things like youth having seats on a governing body, or youth are project leaders.”</p> <p>Ask the group to give examples of outcomes in each category. Then break the group into teams of 2 or 3 people. Ask each group to start by writing 3 or 4 short-term outcomes on half sheets of paper. Share and cluster these, as was done in step 2. Repeat this process to develop lists of intermediate and long-term outcomes.</p> <p>A suggestion for facilitating this step: Encourage the group to use the first list of short-term outcomes as a way to generate the list of intermediate outcomes, and to use the intermediate ones to generate the list of long-term outcomes.</p> <p>Ask the group what further work needs to be done to make sense out of these groupings. Note the answer on flip chart paper.</p>	<p>Sticky wall</p> <p>Flip chart paper</p> <p>Half sheets of paper</p> <p>Markers</p>

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WHAT	TIME	HOW	MATERIALS
Step 5: Listing activities	30 min.	<p>Explain the purpose of this step—"to identify our activities and actions that lead to outcomes."</p> <p>Repeat the process described in Step 3—engaging the entire group in a brainstorming process—to facilitate this step.</p>	<p>Half sheets of paper</p> <p>Sticky wall</p> <p>Flip chart paper</p> <p>Markers</p>
Step 6: Reviewing and checking	25 min.	<p>Review all of the pieces by reading them out loud. Ask the following questions:</p> <ul style="list-style-type: none"> ■ Is this really what we are all about? ■ Is this accurate? ■ Are there parts that are missing? ■ Can we really do this? <p>Add any additional questions that seem appropriate. This discussion is what makes the Theory of Change a useful tool!</p>	
Step 7: Closing	20 min.	<p>Congratulate the group on the work that it has accomplished, noting that the creation of a theory of change is one of the most difficult and important things that a group can do to explore the real impact of its work.</p> <p>Ask the following discussion questions:</p> <ul style="list-style-type: none"> ■ Looking at our work, what stands out to you? ■ What part of this makes you feel most excited? ■ What part of this worries you? ■ Based on our work today, what new insights do you have about our work? ■ How can we use the theory of change in our project planning and evaluation efforts? <p>What further work do we need to do on our theory of change? (use the flip charts created in steps 2–5 to do this)</p> <p>Log the answers to the final question, and ensure that people have committed to doing each of these tasks by a certain date. Remind the group that what they have created is a living document that they will continue to use and change as the work moves forward.</p>	<p>Flip chart paper</p> <p>Markers</p>

RESOURCES FOR REFLECTION AND LEARNING

Note that the following list reflects some of the resources cited in this part of the toolkit, and also includes additional resource materials.

Publications

R.B. Stanfield, ed. *The Art of Focused Conversation: 100 Ways to Access Group Wisdom in the Workplace*. Gabriola Island, British Columbia: New Society Publishers. Available through www.newsociety.com.

North Central Regional Center for Rural Development. *Measuring Community Success and Sustainability: An Interactive Workbook*. Ames, IA: Iowa State University. Available by contacting jstewart@iastate.edu.

B. Lewis. *The Kid's Guide to Social Action: How to Solve the Social Problems You Choose and Turn Creative Thinking into Positive Action*. Minneapolis, MN: Free Spirit Publishing, 1991, 1998. Available by calling (800) 735-7323.

P. Mattessich and B. Monsey. *Community Building: What Makes it Work: A review of factors influencing successful community building*. St. Paul: Amherst Wilder Foundation, 1997.

WK Kellogg Foundation. *Logic Model Development Guide*. Battle Creek, MI: WK Kellogg Foundation 2000. Available through 1-800-819-9997.

Building Readiness



When a group forms to bring people in the community together to plan for the future, progress and success don't happen immediately. Even when a group that already exists decides to start a new project, a phase occurs even before planning, when they get ready to work together. We call that important phase "building readiness": It brings a group together, orients group members, and sets the stage for the next phases of work. Building readiness may be a shorter process if the group already has a history of working together or a clear idea of what its mission is. It may take longer if the group really wants to work on building relationships and trust, getting more people involved, and learning more about the community's resources.

In communities, building readiness has included the following activities:

- Getting familiar with the various approaches to youth development and community development
- Building relationships—exploring what each person brings to the group, team building, and creating youth—adult partnerships
- Working for some early wins or visible successes to gain recognition and trust from the community
- Learning about community resources.

This section discusses tools and resources related to each of those activities.

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Part 1: Approaches to Youth and Community Work



INTRODUCTION

The Building Community model stems from a variety of ideas, feelings, and beliefs that all come together when we start thinking about youth in their communities. People have been talking about some of the key concepts for years. This process just puts it all together in a new way. Below are some of the ideas:

No community is perfect. However, the good in a community always outweighs the bad.

Again, this is a positive view of looking at communities. Communities are full of human, physical, spiritual and, sometimes, financial wealth that can be discovered and tapped into by community members to make changes.

We call this idea ASSET-BASED COMMUNITY DEVELOPMENT.

SEE PAGE 110 FOR MORE INFO!!

Youth are not community problems—they are community problem solvers and community builders.

This is a positive view of looking at young people, in contrast to seeing young people as a group of people who "need to be fixed" or "trained for adulthood."

We call this idea POSITIVE YOUTH DEVELOPMENT.

SEE PAGE 111 FOR MORE INFO!!

Youth are affected by the community in which they live and grow up, AND they can affect and contribute to that community now!

In most communities, people say that they care about their youth and believe that there should be youth programs. The other side of the coin is that young people themselves can shape the communities that they live in.

We call this idea COMMUNITY YOUTH DEVELOPMENT.

SEE PAGE 112 FOR MORE INFO!!

ASSET-BASED COMMUNITY DEVELOPMENT

No one doubts that communities can be troubled places. Even the smallest communities experience problems of economic decline, crime, and violence. Typically, people who want to do something about communities' troubles take one of two paths. The first is to focus on the community's **needs, problems, and deficiencies** in order to improve the situation; most organizations and communities choose this path. The second path is to focus on discovering and using a community's **capacities, assets, and resources**—looking at the positives that outweigh the negatives. We call the first path “needs-based” and the second one “asset-based.” This tool kit focuses on the asset-based path; here are some of the reasons why:

- If you look at all the needs within a community, you might be deceived into thinking that only “experts” from outside the community can provide solutions. What really binds people together, though, are the people within the community.
- If people keep hearing about what problems they are or how deficient they are, they might actually start to believe it is true.
- Looking at needs can divide a community. If leaders are constantly putting down their neighbors because they have so many problems, then they won't be able to pull people together and inspire them.
- Looking at the needs in a community often leads to focusing on individuals as “cases,” instead of focusing on the community as a whole. A needs-based approach might help those individuals survive, but it probably can't lead to serious change for the whole community.
- Focusing on the assets in a community is inclusive by nature. Looking at assets provides an opportunity for maximum participation; a small, exclusive group discussing needs and problems does not lend itself to wide community participation.
- People in many communities say they are sick and tired of talking about needs. The asset-based approach is new and energizing to people.

(Adapted from Kretzmann and McKnight, *Building Communities from the Inside Out*, 1997)

The asset-based approach can be used to examine how people, organizations, space, history, and community vision can be resources or assets (see Section 2).

Here's an example...

Think of a carpenter who lost one leg in an accident years ago. Clearly, he has a deficiency; however, he also has a skill. If all we know is that he has a missing leg, we cannot build our community with that information. If we know he has a capacity as a woodworker, that information can literally build our community. (Kretzmann and McKnight, 1997, p. 15)

People (like the carpenter) aren't a community's only assets though. Organizations, clubs and groups, people's history and culture, the land itself, and even people's ideas can be assets, too.

POSITIVE YOUTH DEVELOPMENT

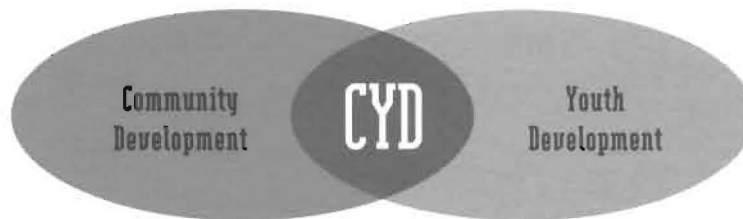
For years people have been running “youth programs”—summer camps, after-school clubs, counseling for runaway and homeless youth, training for teenage mothers, scholarships for academic achievement, and many other activities. Every youth program operates with different principles and has a different style. Recently, people have been focusing on creating programs that work with the philosophy of positive youth development—focusing on and creating positive outcomes for young people, not just preventing problems. **The goal is not to fix youth but to help them develop to their full potential!**

A set of three guiding principles is now used to examine positive youth development. The first principle is that society has to express a vision for what it wants for young people (Pittman and Irby, 1995). The second principle relates to the fact that young people grow up in communities, not programs, and that efforts to promote youth development must be focused on the whole situation that shapes a young person’s life. The third principle holds that youth in partnership with adults have important roles in promoting positive youth development (Roach, Sullivan, and Wheeler, 1999).

Programs are happening on many levels. Some programs can be characterized as *prevention*, and others can be characterized as *positive youth development*. All types of programs are needed as there are all types of situations in communities. Even the programs that focus on treatment or prevention can include aspects of positive youth development. After all, all youth, just as all adults, have skills and resources to be developed.

COMMUNITY YOUTH DEVELOPMENT

If **positive youth development** is about *seeing youth as resources*, and **asset-based community development** is about *examining the resources instead of needs of a community*, then **community youth development (CYD)** is about *seeing young people AND community as essential parts of creating opportunities for youth AND changing communities*.



Youth Affect Their Communities, and Communities Affect Youth!

Community Youth Development (CYD) reflects the belief that young people develop within the environment of their families and the communities in which they live. Therefore, youth should be viewed as equal partners in building healthy communities. Youth should be treated as valuable resources in identifying critical issues and developing solutions. Benefits are for young people, adults and the entire community!

CYD involves the following activities:

- Linking youth and community: Youth help the community develop, and the community helps youth develop.
- Looking at the gifts that *all* people bring to a community and recognizing that the community already has many strengths.
- CHANGE! Looking at communities in a different light and looking at young people in positive ways.

People may call this different things, or the CYD approach can be integrated into other approaches. The chart on page 114 discusses this in more depth.

OVERVIEW OF APPROACHES TO YOUTH WORK

The chart on the following page is an attempt to categorize different approaches to youth work that we see or hear about. It is not based on research. As the chart below shows, a community provides many different types of programs and approaches to its young people. The categories of approaches are not meant to be exclusive but to highlight some similarities and differences that exist. Youth must have access to all of these types of programs. In many cases, a program may use more than one approach. For example, a service learning program also may contribute to community youth development outcomes. Although every approach contributes to the healthy development of young people, each has a different focus and purpose.

The activities in this tool kit are specifically designed to support **community youth development** efforts. They also can be effectively used in positive youth development and service learning efforts and in other programs when youth participation and engagement is to be fostered and positive community change is created.

In community youth development and positive youth development efforts, it is important to include youth and adults from all the types of programs listed. Doing so engages full community participation and representation, and youth and adults from each type of program bring additional strengths to the team.

APPROACHES TO YOUTH WORK

Name of Approach	Community youth development (CYD)	Positive youth development (PYD)	Service learning	Youth training programs	Prevention programs	Treatment and intervention	Incarceration
Role of Youth	Partner with Adult coach	Engaged participant	Service provider, volunteer	Learner	Participant, member, leader	Subservient, learner	Subservient
Role of Adult	Partner with Youth coach	Contributor, leader, partner, mentor, advisor, coach	Mentor, leader, coach	Leader, expert, mentor, educator	Leader, educator, counselor	Therapist, authority, teacher, expert	Authority, controller, director
Primary Actions	Activities to improve community for youth <i>and</i> adults	Group and individual activities, including service and cultural development	Community service projects	Apprenticeship and learning about work force and life skills Increased work force competencies	Education and advocacy related to alcohol, tobacco, and other drugs; sexual health; and other risky behaviors	Therapy, behavior modification	Behavior modification, treatment, controlled environment
Primary Desired Outcomes	Sustainable and vibrant communities for all residents, including youth Fully engaged youth and adults	Fully prepared youth Increased social, civic, and cultural competencies; increased physical and emotional well-being; increased academic competencies and employability	Increased appreciation of service by youth Increased community good	Increased life skills	Youth not engaged in "risk" behaviors Increased pro-social skills	Cessation of problem behavior	Removal from society, remediation

It is important to discuss with your group which outcome you are addressing. Many programs may be addressing more than one outcome. If so, its useful to think about the different roles and actions that are required to create different outcomes.

Remember that each type of program has different operating principles and norms. It is therefore important to do a complete orientation to your group's operating principles and norms for all members of your team. For example, youth and adults who are participants in some programs may view adults only in the "expert" or leader role. An orientation to youth–adult partnerships (see Section 2, Part One) may be essential. Also, some programs may have restrictions on the sharing of participants' names and addresses, so it is good to check this out beforehand so appropriate procedures can be put in place. Some programs may require the formal use of titles such as "Mrs. Smith," "Brother Paul," or "Sergeant Foster." It is important to clarify what the norm is in your group and understand how participants wish to be addressed.

ROLES OF YOUTH AND ADULTS IN POSITIVE YOUTH DEVELOPMENT AND COMMUNITY YOUTH DEVELOPMENT

LEARNING

Youth and adults in programs that use positive youth development (PYD) and community youth development (CYD) approaches work together as partners: Each person engages in the effort with the mindset that everyone has something to offer and maintains openness to learning from others—both youth and adults. Research says that the number-one reason that people volunteer is to learn something new—a genuine youth–adult partnership provides a unique and rewarding way to learn something new from unlikely sources!

PARTNERSHIP

One principle of partnership is that nobody gives orders. Instead, everyone agrees to live and work by a set of common operating principles that include agreements in the following areas:

- Working together
- Responsibilities
- Decision making
- Participation
- Safety.

The purpose of CYD and PYD efforts differ slightly. The focus of CYD is on developing a community and atmosphere where youth and adults can thrive together. The purpose of PYD is to create and develop opportunities for youth to grow and become productive adults.

Often the activities to accomplish these approaches overlap and may be the same. CYD activities, however, are always done *for and with youth and adults* for the benefit of *both* youth and adults, (the whole community) whereas PYD activities are mostly carried out by youth and adults for the benefit of youth.

COMMUNITY MIND MAP EXERCISE

OVERVIEW

This experiential activity is designed to provide participants with an understanding of the perceptions of their personal community and the importance and roles of different elements of community in their work.

OBJECTIVES

- To share participants' personal pictures of the community
- To identify common elements and role of community
- To identify ways in which connections between youth and adults can positively affect the community
- To target specific sectors of the community for the work

TIME REQUIRED

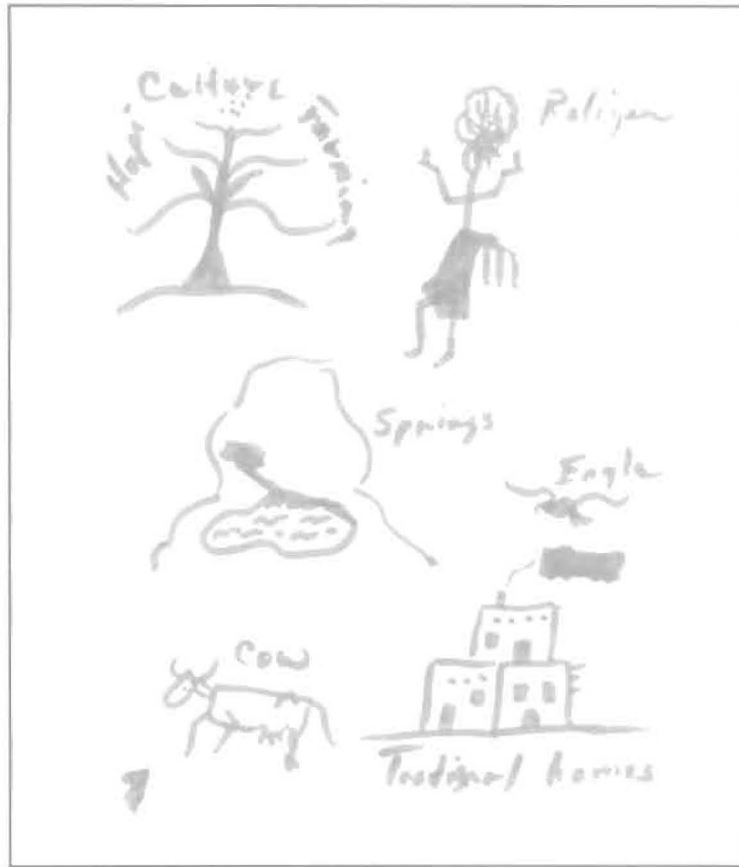
Approximately 1.5 hours

WHAT	TIME	CONTENT	MATERIALS
Step 1: Lecturette	5 min.	Welcome, session overview, and objectives	Flip chart with session overview and objectives
Step 2: Mind mapping	10 min.	<p>Set the stage by asking for examples of communities; explain that a mind map is a visual way to identify thoughts, feelings, concepts and "other" things.</p> <p>Say to the group, "When you think of your community, what is the first word you think of? When you think of the community, you might think of things like your family, places you go, and things that are special to you. Draw a picture that captures all of these things in your mind. You will have about 10 minutes to draw, and we will be sharing our maps."</p> <p>Participants then draw a mind map representing the "close-in" or personal communities to which they belong.</p>	<p>Legal size paper and markers for each participant</p> <p>Flip chart</p>
Step 3: Sharing	10 min.	Participants briefly share and explain their mind map with group (or in pairs if the group is large).	
Step 4: Discussion and reflection	10 min.	<p>Process the experience. Ask the following questions:</p> <ol style="list-style-type: none"> 1. What pictures jump out? 2. What words do you remember? 3. What feelings did you see expressed in the maps? 4. What did it feel like for you when you made your map? 5. Any surprises? 6. What common themes were expressed among maps? 	

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WHAT	TIME	CONTENT	MATERIALS
		<ol style="list-style-type: none"> 7. What differences emerged? 8. What gaps were there? What was left out of our collective maps, if anything? 9. Based on our discussion, what insights do we have as a group about the community? 10. Reflect on the maps. As community members committed to helping to strengthen the community, what are some things we should keep in mind as we move forward? 11. What is the importance of understanding the community of our young people? 12. How can we value the community of our young people in our work? 13. What parts of the communities must we be sure to work into our plans as we move forward? 	<p>Use a flip chart to record answers from questions 9 and 13</p>
<p>Step 5: Personal reflection</p>	<p>5 min.</p>	<p>Next Steps: how participants can apply learnings from this session to their work.</p> <p>Ask participants to write down a “note to themselves”—one thing they would like to remember from this session and one thing they would like to do as a result of this session.</p>	

SAMPLE MIND MAPS



EXPLORING ELEMENTS OF HEALTHY COMMUNITIES

OVERVIEW

This activity is designed to highlight the key elements of healthy communities, and apply them to a specific community.

OBJECTIVES

- To identify the elements of community development and give examples
- To understand what the elements look like in their own community

TIME REQUIRED

Approximately 30 minutes

WHAT	TIME	HOW	MATERIALS
Step 1: Set the context	10 min.	Give each person a copy of the handout on the following page. Think about the community from four different perspectives: <ul style="list-style-type: none"> ■ Economic/wealth ■ Power ■ Spiritual/cultural ■ Social Ask for examples of what each includes, and write these on a flip chart.	Paper Pencils or markers Flip chart Copies of handout 3A
Step 2:	10 min.	Note that on the handout, each quadrant is split in half. In one half, write some of the things that are going well in the community in that area, and in the other half, write some of the things that aren't going so well. Share these with a partner.	
Step 3: Reflection	10 min.	Ask the following discussion questions: <ul style="list-style-type: none"> ■ What surprised you? ■ Was this hard or easy to do? Was it harder to think of the things that are going well or not so well? ■ Looking back at each of the sections, which one do you think we have the greatest ability to change? ■ Which would be the most difficult to change? ■ Where can we draw resources from for our work? ■ What does this mean for our work—what might be some key opportunities? 	

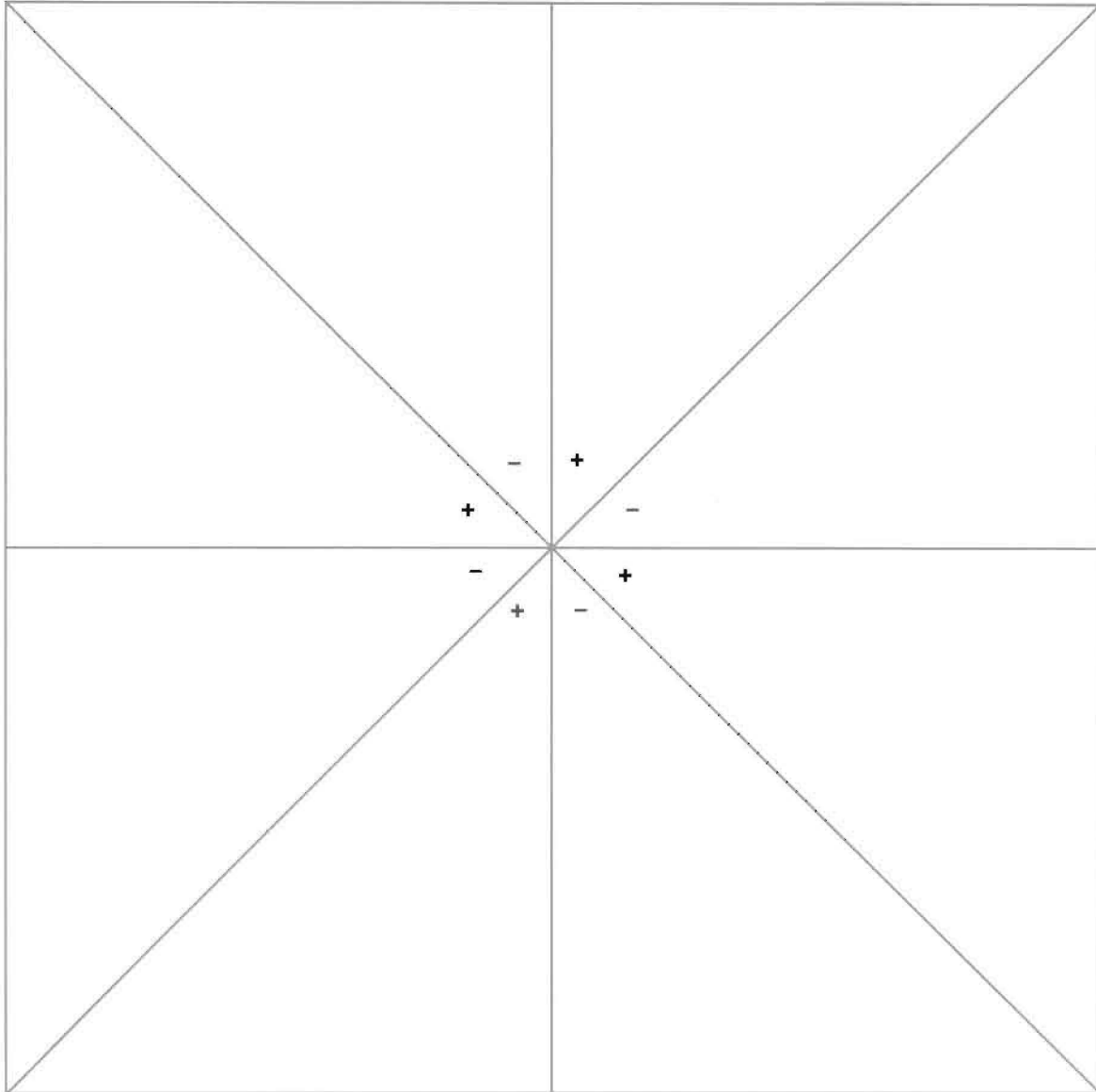
DIMENSIONS OF COMMUNITY

SOCIAL:

How people are being taken care of. Includes community health and self-reliance, education, activities, people knowing each other and getting together.

SPIRITUAL/CULTURAL:

The community's spirit—arts, recreation, celebrations, spirituality, and connection with the environment.



POWER:

The structures for making decisions and policy. Includes local government, community voice in decision making, informal leaders in schools and other groups.

ECONOMICS/WEALTH:

The local economic situation in the community. Includes local businesses, the economic situation in households, employment for youth, local artisans.

CYD ACTIVITY

OVERVIEW

This creative, participatory exercise highlights the philosophy of community youth development.

OBJECTIVES

- To recognize what communities contribute to youth development and what youth contribute to community development
- To generate excitement for looking at all contributions

TIME REQUIRED

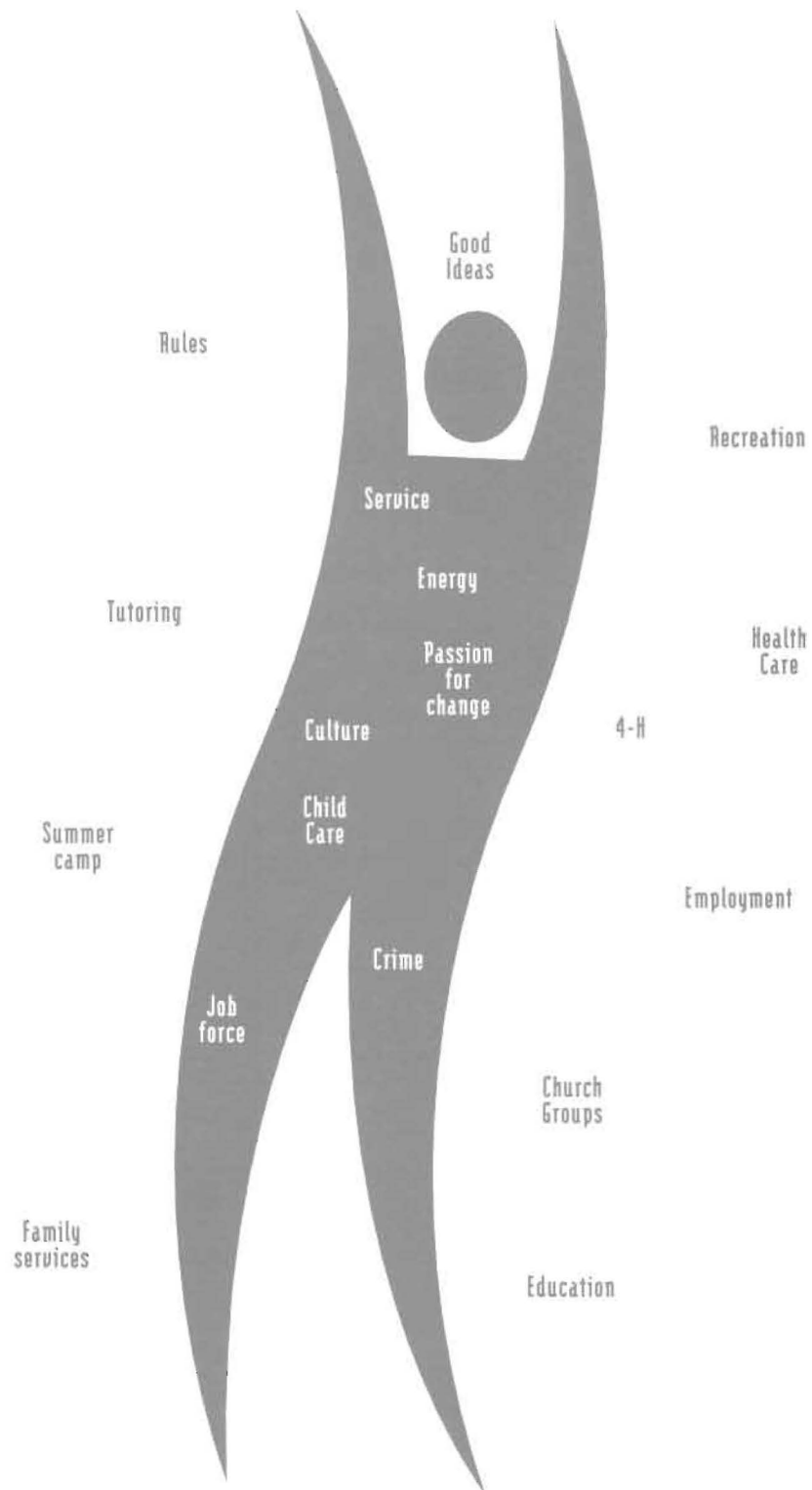
Approximately 45 minutes

WHAT	TIME	HOW	MATERIALS
Step 1: Looking at youth develop- ment	15 min.	<p>Break group into small groups of 3 to 6 people with both youth and adults in each group.</p> <p>Say to the group, "With your group, draw a picture of a young person. If you like, you can have someone from the group lie on the paper and trace that person's body."</p> <p>"Using symbols or words, describe the things that young people need in their community (e.g., health care, recreation). Put these on the outside of the profile of the person. If you want, you can make these things correspond to the parts of the body."</p>	<p>Markers</p> <p>Butcher paper</p>
Step 2: Looking at what youth contribute to commu- nity	10 min.	<p>Say to the group, "Although a community can provide a lot of things to a young person, this is only part of the picture. Often, though, it is the part of the picture that adults most concentrate on. Young people add and contribute many things to their community.</p> <p>"On the inside of the profile of the person, draw—using symbols or words—what young people bring or add to their community."</p>	Same
Step 3: Reflection on the two pieces	15 min.	<p>Ask the following questions:</p> <ul style="list-style-type: none"> ■ Looking at the words and symbols, what jumps out at you? ■ What was it like to do this activity? ■ Did youth and adults think of the same or different things? ■ Which was harder—putting the things on the outside or inside? ■ What are some of the things that you talked about as your group worked? 	

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WHAT	TIME	HOW	MATERIALS
		<ul style="list-style-type: none"> ■ What do you think this might have to do with this project that we are about to start? <p>Then say, “Look at your young person’s needs—how many of these are related to ‘problems’? What are the things that aren’t related to problems? In this project, we are using the philosophy of positive youth development. That means that we don’t focus just on the problems but on all the things that young people need. We are also using the philosophy of community youth development. That means that communities can contribute to the development of communities and that young people can contribute to the development of communities.”</p>	

SAMPLE PRODUCT FROM CYD ACTIVITY



CASE STUDY—FIRST STREET

OVERVIEW

This activity uses case studies to distinguish between different approaches to development.

OBJECTIVES

- To gain familiarity with the principles and practice of positive youth development and community youth development
- To generate new excitement and enthusiasm for the CYD approach

TIME REQUIRED

Approximately 1 hour

WHAT	TIME	WHAT	MATERIALS
Step 1: Setting the context	10 min.	Overview of the process. Say to the group, "We will spend the next 4 to 5 minutes talking about the different approaches to youth and community work. We'll start with a quick overview and then break into small groups to do some thinking about some case studies from an imaginary community." Review elements of CYD and PYD approaches. Provide Handout 3B.	Flip chart Handout 3B
Step 2: Working groups	25 min.	Say to the group, "Now we will break into groups of 3 to 4 to discuss the case studies. [Distribute Handout 3C] Read the case studies, then discuss the questions on Handout 3D in your small group and prepare a 5-minute report out. You will have 20 minutes to work on this in your group."	Handout 3C Handout 3D
Step 2 adaptation	45 min- 1 hour	Step 2 could be done in skit form, with participants performing the scenarios and solutions. Allow for more time if you choose this adaptation.	
Step 4: Reporting out	15 min.	Report out by groups. Start with only questions 1 through 6 on Handout 3D. Then share Handout 3E.	Handout 3E
Step 5: Reflection	10 min.	Group discussion on questions 7 and 8. Capture the answers on flip chart paper as "notes to ourselves for the planning process." Use them as a cheat sheet for future planning.	Flip chart

POSITIVE YOUTH DEVELOPMENT

is

the ongoing process in which young people are engaged in building the skills, attitudes, knowledge, and experiences that prepare them for the present and the future.

ELEMENTS OF PYD:

- Youth leadership development
- Service projects
- Knowledge, skills, and attitudes for responding to people and events
- Self-confidence
- Well-being

COMMUNITY YOUTH DEVELOPMENT

is

the process that encourages and empowers young people and adults to create change in their communities and to work as equal partners.

ELEMENTS OF CYD:

- Efforts to make positive community change for people of all ages
- Youth and adults working in equal partnership
- Learning and reflection on successes and challenges
- Local control and direction of work, not outside control
- Finding and using local resources, not looking at local needs or focusing on outside resources

THE STORY OF FIRST STREET

Many years ago a fire partially burned down the old grocery store on First Street. Because of the declining economy, it was never rebuilt and the owner stopped paying taxes on the property. The county foreclosed on the property, and the lot has been an eyesore for many years. It is now filled with trash. People are afraid to walk by it at night because youth and adults go there to drink and loiter. This problem is common to many communities. Different communities have helped resolve the problem in different ways.

Solution A

The community garden club, a group of adults interested in horticulture and sharing gardening tips, decides to take on the problem and turn the property into a recreation area for the youth. They want to use 100 percent volunteer labor and donated supplies. They engage the city planner, the local construction supply store, and the local business owners' group to help turn the vacant lot into a baseball diamond for the youth, with an ornamental garden surrounding the border of the property. The "First Street Garden and Park" is presented as a gift to the community from the club. It looks beautiful, and people are amazed at the involvement of the town's business owners and the fact that they were able to do this at no cost. The local paper runs a glowing editorial thanking the club for their work on behalf of the community and young people. One year later, the garden shows signs of neglect and the diamond is mostly unused and filled with debris. . . .

Solution B

Same as above, except the garden club seeks the involvement of the high school's athletic department coaches in the process. The coaches tell them that basketball is the most popular sport and that they really need to build basketball courts. They do. The paper runs a glowing letter to the editor. A year later, the garden shows signs of deterioration, but the courts are used most afternoons.

Solution C

The garden club members seek to engage various sectors of the community in an inclusive process to transform the lot into a useful resource for the community. They hold a vision day focused on the lot and other general community issues. Youth and adults are engaged in the planning process. During the vision day they find out that the high school youth entrepreneurs club is exploring economic development opportunities. They also find three major concerns that community members share: community safety and violence prevention, the appearance of the community, and activities for pre-school youth.

The high school youth entrepreneurs club, in partnership with the garden club, starts to grow plants to sell to local residents, businesses, government, and organizations. They also do landscaping work. The members of both clubs maintain the garden. Garden club members say they love it because they get to work with new youth every year. Youth athletes involved with the planning said that a big

problem was that there was nothing for their younger siblings to do when they played basketball and that basketball courts weren't lighted, so kids were on the streets at night. So a small play area for children and lights for the courts were added into the design. This feature seems to spark family involvement in the park, and parents, day care workers, and others begin to use the park on weekdays as well. Additionally, because of full community involvement in planning, others see the park as "theirs," and adults begin to use the park for lunch breaks on weekdays. People watch out for the park and discourage littering.

The paper runs a glowing editorial and many letters to the editor from the students, teachers, parents, business owners, and others praising the work of the community in building "our park." The plaque commemorating the park says simply—

**First Street Park—A dream made into a reality by the many hands
and hearts of our very special town**

DISCUSSION GUIDE

A	B	C
1. Who provided leadership?		
2. What was the purpose of the project?		
3. What were some key principles involved in the approach to the work?		
4. What are the strengths of this type of approach?		

continued on page 129

DISCUSSION GUIDE (continued)

A	B	C
5. What are the dangers of this type of approach?		
6. How could have the project have increased the potential for sustainability?		

After you have done questions 1-6 for each answer:

7. Thinking of the experience of all three case studies, what are some things we can do to help make our own work successful?

8. How can we build in aspects of a CYD approach to our work?

SUMMARY OF THE CASE STUDIES

A	B	C
1. Who provided leadership?		
Garden club, business	Garden club, business, school athletic department and athletes	All sectors of the community—youth, adults, families, business, institutions, National Park
2. What was the purpose of the project?		
To beautify the lot, create something for youth	To beautify the lot, create something for youth	To engage the community in creating something of value to the community
3. What were some key principles involved in the approach to the work?		
<ol style="list-style-type: none"> 1. Garden club will do something for town (town is benefactor). 2. Ask people for donations and volunteers to support implementation of plan. 	<p>Same as in A, plus: Engage the school as a partner in building the field—something with youth (PYD approach).</p>	<ol style="list-style-type: none"> 1. CYD approach—youth and adults are partners in creating a vision and actions. 2. Build on existing strengths to create connections and new opportunities. 3. Engage a broad cross-section of the community whenever possible. 4. Build in ongoing opportunities for youth and adults to work in partnership.
4. What are the strengths of this type of approach?		
<ol style="list-style-type: none"> 1. Speed—on the surface it appears to be efficient. 2. People enjoy being in service to others (i.e., “giving the gift of the park”). 	<p>Same as in A, plus: The involvement of the beneficiaries (youth) in the process to determine the end product—the basketball courts, not the baseball field, led to sustainability.</p>	<ol style="list-style-type: none"> 1. Engagement of the many sectors helps build “buy-in.” 2. Shared responsibility eases the burden for all. 3. Innovative solutions can be created that meet multiple needs. 4. Previously unknown activities may have been discovered. 5. Broad involvement and ownership builds potential for sustainability of final product.

SUMMARY OF THE CASE STUDIES (continued)

A	B	C
5. What are the dangers of this type of approach?		
<ol style="list-style-type: none"> 1. Doing good unto others, despite great intentions, can at worst be disempowering or deemed as not useful. 2. "Buy-in" and ownership for project is held by select, small group. 3. By starting with a fixed solution you could ignore other potential opportunities for maximum benefit. 	<p>Same as in A, plus: The interest of a second group (beneficiaries) may be in conflict with the intent of the benefactor.</p>	<ol style="list-style-type: none"> 1. It takes time and energy to engage a broad sector of people. 2. It takes skill to facilitate the process. 3. Youth and adults may not have the skills to work together in partnership.
6. How could the project have increased the potential for sustainability?		
<ol style="list-style-type: none"> 1. By conducting a survey to assess community buy-in for park and baseball field ideas. 2. By conducting open meetings for feedback on ideas. 3. By involving more people in the process. 	<p>By engaging a more diverse planning team.</p> <p>By having more groups co-sponsor the project.</p>	<p>They did it all!</p>

RESOURCES FOR COMMUNITY AND YOUTH DEVELOPMENT

This list covers the resources cited in this section, but reflects only a small portion of the resources available.

Publications about Youth Development and Community Youth Development

C. Roach, L. Sullivan, and W. Wheeler. *Youth Leadership for Development*, Chevy Chase, MD: National 4-H Council, 1999.

Available by contacting roach@fourhcouncil.edu or (301) 961-2899.

K. Pittman and M. Irby. *An Advocate's Guide to Youth Development*, Washington, DC: Academy for Educational Development, Center for Youth Development and Policy Research, 1995.

Available through www.aed.org or by calling (202) 884-8267.

P.J. Armistead and M.B. Wexler. *Community Development and Youth Development: The Potential for Convergence*. New York, NY: Ford Foundation and International Youth Foundation, 1997.

National Network for Youth, *CYD Journal*.

Available by contacting NN4Youth@worldnet.att.net or (202) 783-7949.

Positive Youth Development Organizations

Every county in the United States has 4-H/Youth Development programs and staff through the **Cooperative Extension System**. Look in your local phone directory to find your local Extension office.

Center for Youth Development & Policy Research

<http://www.aed.org>

1875 Connecticut Ave, NW

Washington, DC 20009

(202) 884-8267

National Training Institute

1875 Connecticut Ave, NW

Washington, DC 20009

(202) 884-8267

National Network for Youth

<http://www.nn4youth.org>

1319 F Street, NW, Suite 401

Washington, DC 20004

(202) 783-7949

National Youth Development Information Center

<http://www.nydic.org>

1-877-NYDIC-4-U (toll-free)

International Youth Foundation

www.iyfnet.org

7014 Westmoreland Avenue

Takoma Park, MD 20912

(301) 270-6250

Publications about Asset-Based Community Development

J. Kretzmann and J. McKnight. *Building Communities from the Inside Out*, Chicago, IL: ACTA Publications, 1997.

Available by calling (800) 397-2282 or (773) 271-1030.

P. Mattessich and B. Monsey. *Community Building: What Makes it Work*, Saint Paul, MN: Amherst H. Wilder Foundation, 1997.

Available through www.wilder.org/pubs/ or by contacting (800) 274-6024.

Part 2: Using the Core Principles to Build Readiness



BUILDING RELATIONSHIPS

Exploring Individual Gifts to Build Your Team

When most people are asked why they volunteer, they say that they want to learn new skills or use their existing skills to help people. That is what makes them start volunteering and what makes them continue to be involved. Therefore, to build and maintain a group of people who are committed to the work, it is important to recognize their strengths as well as the areas that they would like to learn more about. Likewise, it is essential that they feel needed and appreciated.

This idea is essential to take into consideration at any phase of the work—whether you are building readiness or have been working together for four years. Section 2, Core Principles, provides a guide to gifts of individuals. Several of the tools and activities described there are particularly helpful during the building readiness phase. Check out the following:

If you want to...	See...	On page...
Do a participatory activity to identify individual strengths	Charting Individual Connections	76
Do a written inventory of skills and interests	Skills and Interests Inventory	85
Do fun activities to appreciate people	Appreciating and Recognizing Individuals	80

Building Youth-Adult Partnerships

Building youth–adult partnerships is another activity that happens during all phases of the work, from start to end. Some specific tools and activities can be helpful, however, as you embark on forming new youth–adult partnerships. When most groups start talking about and forming youth–adult partnerships, they focus on exploring the basic principles and values of partnerships, which include the following:

- Acknowledging that everyone has something to say and that everyone should be listened to equally
- Adults publicly saying that they respect youth, and youth publicly saying that they respect adults
- Understanding that there is a difference between doing something with youth and something for youth.

Section 2, Core Principles, includes a part called Building Youth–Adult Partnerships. Several of the tools and activities are particularly helpful during the building readiness phase of exploring principles and values of partnership. Check out the following:

If you want to...	See...	On page...
Get general tips and ideas	How do we get started? Ten Commandments for involving youth in community building	22
Assess where people are coming from	Youth–adult partnership self-assessment tool	26
Get resources for training in general principles and ideas	Resource List—especially the Youth–adult partnerships curriculum and videos	27

EARLY WINS

Have you ever heard people in your community say, "There are always people starting things here, but they never last" or "They are working now, but in one year they will fall apart"? In many communities, people distrust new efforts. Therefore, the building readiness phase may include things like team building and orientation to new approaches. It also may include doing some activities in the community that are highly visible and show that the group is committed and effective. The following examples illustrate these points:

- A youth–adult group in Macy, Nebraska, formed to create positive change in the community. After having seen many community groups and projects that ended up being short term, people in the community were skeptical. It was difficult to get people involved. The group got together to think about what the members wanted to do. Although people recognized that they might do big projects in the future, they also realized that there was not enough trust or interest yet to bring a larger community group together. They chose to focus instead on a task that people cared about and would notice: beautifying and cleaning up the community. They painted and placed trash barrels around town and got a small grant to plant a garden in a public park. The community took notice, and now the group, called UCare, is known by the community and other community organizations seek out the group to collaborate on projects. They are working on sustaining this short-term work as well as building capacity for longer term change.
- A group in a small town in eastern Washington worked for several months to try to build involvement and support for its youth and community development efforts. Progress was slow. After several months of mixed success, the group decided to just do something fun that would at least increase awareness of their work—so it hosted a town fiesta and family fun night. Participation was high, and people enjoyed themselves. After the fiesta, doors started opening where there had been little interest before. The local government, school, and police department started to form closer partnerships with the group. The became an incorporated organization, formed a youth-adult board, and are now a permanent force in the community for positive change and opportunities for young people.

If your group needs an "early win," try to answer this question: "What would be a visible and memorable activity that would show the community that we are committed and effective?" Plan this activity, and make it a great success. In the meantime, think about ways to keep developing and working on how to move beyond early wins and develop a long-term vision and plan.

LEARNING ABOUT COMMUNITY RESOURCES

Section 2 provides information on gifts of past, place, and relations. There are activities that help identify the diverse types of resources that every community has. In some cases, identifying those resources is important to make a specific project happen. However, the activities also can be used to gain focus during the Building Readiness phase—especially if the group is interested in learning more about the community. Community groups and organizations often include needs assessments during the first phase of their work. The activities described in the guides in Section 2 enable you to look at your resources and assets instead.

GIFTS OF HISTORY (SECTION 2, PART 2)

The “History Wall” is an activity to create a picture of a group or organization’s shared past. It is a creative activity that engages people in storytelling and learning. It can be done with a small group or a very large group. Community groups have used it during the building readiness phase as a way to engage a youth–adult team in an activity that builds a common understanding about the trends, resources, and challenges in their community’s history. Some groups have done a “mini” history wall during the Building Readiness phase that was then expanded during later phases of the work.

GIFTS OF RELATIONS (SECTION 2, PART 4)

When a group is new or is working on a new project, it is common to focus on how to get more people involved. The activities in the gifts of relations section help identify possible supporters of community work based on the diverse sectors of the community that they represent. By looking at the resources of diverse people and organizations while your group is in the building readiness phase, you help ensure that you get greater buy-in from the community from the start.

GIFTS OF PLACE (SECTION 2, PART 3)

“Gridding” is the process of examining a community’s physical space and the resources of that place. As an activity for building readiness, gridding can help define a common understanding of what people consider to be the geographical boundaries of the community. It also enables a group to examine the extent to which members represent the various geographical sectors in the community, so that people and organizations from all sectors can be represented and reached during future phases of the work.

Visioning and Planning



An important task of a community development effort is to create a shared vision of the future among the people of the community. For any group of people, such a vision is never totally explicit; rather, it is woven through their hopes and fears, their frustrations and wants. It is concealed in their stories and attitudes and is suggested by their style, symbols, and dreams. All of these elements are deeply a part of who the community members are and what they hope to become. A vision represents a community's attitude toward itself and its future.

Part 1 of this section discusses visioning—how to design, promote, and convene a VISION DAY and how to facilitate the visioning process so that the product and the experience foster a sense of ownership and inspire people to take action toward creating their dreams.

After your community group has created its shared vision, the question on everyone's minds will be, "What do we do now to make this real and to sustain momentum?" Part 2 of this section discusses the many answers to those questions. Community groups take different paths and use different tools after they have created their vision. One thing that the successful paths have in common is planning—action planning, strategic planning, implementation planning, or some combination of them all. Planning paves the way for successful action. This tool kit provides some specific planning tools, but it primarily focuses on outlining some of the paths and options. Many tools are out there for different types of planning; because they are described in detail in other sources, we do not provide that information here.

SECTION 4 CONTENTS

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Part 1: Planning, Facilitating and Creating a Shared Vision



INTRODUCTION

Why Create a Shared Vision?

- Our visions are extremely powerful and they motivate us. They emerge from the depths of our consciousness and are sometimes sacred.
- When visions are stated, they fuel us with energy and drive.
- People who deny their vision or whose vision is denied to them lose touch with themselves. They lack motivation and become negative. They can become confused and lose sight of their goals.
- Our visions grow as we do, so we should periodically recreate or check in on our visions. We must ensure that we still share the same dreams and hopes.

Planning the Vision Day

A vision day is usually a large, highly participatory event where people who represent all parts of the community come together to create a shared picture of the future. They create something that might look like the final pages of this section (see pages 158–161). In communities where we have worked, planning for the visioning day has been full of creative ideas, hard work, and effective youth–adult partnerships.

This part of the tool kit explores several elements of planning the vision day:

- Orienting the planning team to the visioning process
- Planning the design and logistics
- Recruiting for the vision day
- Public relations and communications for the vision day
- Basic facilitation of the visioning process.

ORIENTING THE ENTIRE PLANNING TEAM TO THE VISIONING PROCESS

Begin with a discussion about the concept of vision:

- When you hear the word vision, what images come to mind?
- Whom do you know who has a vision?
- What group do you know has a vision? What is its vision?
- What are some of the feelings that you associate with the idea of vision?
- Why is vision important?
- How can having a vision affect a group working in the community?
- What do we want to create in our group's visioning process?

Review the function of a vision and what it is and is not. Use handout 4A.

Explain the way in which many communities prepare for a vision day. Typically, a planning team will take responsibility for organizing the following tasks to prepare for the vision day:

- Design and logistics (page 144)
- Recruitment of participants (page 148)
- Public relations and communications (page 149).

The next pages focus on specific activities, tools, and tips for each task.



REFLECTIONS ON VISION

"Vision is the art of seeing things invisible."

—Jonathan Swift

What a Practical Vision Is:

- Practical visions are dreams and hopes that are real to us. They are what we deeply imagine and believe must be in place if there is to be a future.

"'How' is a destroyer of vision."

—Don Coyhis, Founder, White Bison, Inc.

- They arise from our most practical and important experiences of life. They exceed our expectations and often seem impossible to achieve. They require that people take a leap out beyond what is, to a future they imagine.

"A leader is a person who dreams dreams and has visions, and can communicate those dreams and visions to others in such a way that they say 'yes.'"

—Robert Greenleaf

What a Vision Is Not:

- A vision is not a goal. Goals are quantifiable, realistic, and achievable and depend on external factors, whereas the vision is something we already carry within us.

"A vision is a compelling, inspiring, picture of the preferred future."

—Clem Bezold

- A vision is not the possession of a strong leader in the group. Although it is often articulated by one person, the vision is something held broadly by everyone in the group.

"There is nothing like a dream to create the future. Utopia today, flesh and blood tomorrow."

—Victor Hugo

(Adapted from materials developed by the Institute of Cultural Affairs)

PLANNING ACTIVITIES FOR VISION DAY LOGISTICS AND DESIGN

OVERVIEW

This activity enables the group to form a shared idea of the type of event they want to plan and host.

OBJECTIVES

To create a shared image and purpose for the vision day

To create feelings of excitement, anticipation, and clarity related to the upcoming event

TIME REQUIRED

Approximately 1.5 hours

NOTES

This activity can help inform how recruiting and communication efforts will take place. Think about doing this activity first, and then focusing on the other tasks.

WHAT	TIME	HOW	MATERIALS
Step 1: Setting the context	5 min.	<p>Ask the group to think back on a great event that you have been a part of. Ask them to think silently about the following:</p> <ul style="list-style-type: none"> ■ What images come to mind? ■ Who was there? ■ What were they doing? ■ How did you feel? ■ What was exciting about the event?" 	
Step 2: Brainstorming	20 min.	<p>Have the group imagine that the vision day has just occurred. Say to them, "It is the day afterward, and you are writing a letter to your friend from out of town, telling her all about the great event. Take 5 minutes now to write that letter."</p> <p>In small groups, have people share the key elements that they talked about in their letters. Each group should write those elements on a flip chart and share them with the full group.</p> <p>After each group has reported, conduct a discussion:</p> <ul style="list-style-type: none"> ■ What did you hear that from the groups that stands out for you? ■ What were the similarities? (make checks by these items on the flip charts) ■ What were the differences? (circle these on the flip charts) <p>Based on this, what can we say are the objectives for our vision day? (Make a list of short, objective statements starting with "To...".)</p>	<p>Paper and pen or pencil for each person</p> <p>Flip chart</p> <p>Markers</p>

continued on page 145

WHAT	TIME	HOW	MATERIALS
Step 2 Adaptation		If you do the brainstorming session as indicated, people think about the answers to the above questions silently. If you do not have time to do the full letter-writing activity, then answer the questions in step 1 as a group, and think about asking a final question such as "What are the key elements that we should have in our vision day event?" Log the answers on a flip chart.	
Step 3: Planning	45 min.	<p>Start planning by referring to the list of objectives that you have just created. Divide the group into teams of 3 to 4 people each. Ask each group to brainstorm 5 to 7 SPECIFIC tasks that will be needed to accomplish the objectives. Ask that they write each task using an action word on a half sheet of paper using big and easy-to-read letters. It is helpful to provide a sample half sheet with a model of what this looks like.</p> <p>Say to the group, "When you are brainstorming tasks, focus only on tasks that have to do with design and logistics, and forget about publicizing the event or getting people to come. We are going to deal with these tasks later."</p> <p>After everyone has finished working, ask each team to pass up its 2 clearest sheets, and put them on the sticky wall. Start to find pairs, and form clusters of like ideas until all the sheets are on the wall—these become the task areas.</p> <p>Finish by having small groups work on filling out a task worksheet for each area (see page 175) that is shared with the whole group.</p> <p>NOTE: If the group is experienced in planning, you can skip the task of brainstorming on half sheets and facilitate the creation of the main TASK AREAS that need to be addressed in logistics and planning.</p>	<p>Half sheets</p> <p>Markers</p> <p>Sticky wall¹</p> <p>Planning worksheets</p>
Step 4: Reflection	5 min.	<p>Have a short discussion. Ask the group,</p> <ul style="list-style-type: none"> ■ "What excites you most about our planning?" ■ What are you worried about? ■ Is there anything that we are missing? ■ When should we get together to report on progress on tasks?" 	

¹ Sticky walls are large pieces of nylon fabric coated with spray adhesive. They can be obtained through the Institute of Cultural Affairs at www.ica-usa.org. You can create your own "sticky wall" by purchasing a large piece of rip-stop nylon from a fabric store and spraying it with aerosol sticky mount (sold in photography and office supply stores).

CHECKLIST FOR LOGISTICS AND DESIGN

- _____ Space—Is it large enough? Too large? Is it a place where everyone likes to go? Is it centrally located? Does it have wall space? Are there signs to let people know exactly where to go? Is it set up in a manner (formal vs. informal) that will make everyone feel comfortable?
- _____ Food—Is there enough? Are there things that we can get donated? Is it something that people of all ages like? Is it something that can wait in case we are a little behind schedule?
- _____ Materials—Is there enough paper? Markers? Tape?
- _____ Registration—Do we have a sign-in list? Who will staff the registration table?
- _____ Fun!—Is this built in? Are there icebreakers and energizers?
- _____ Welcome—Do people have a chance to interact with each other right away? Have we confirmed any special people to come and give opening words? Are these people viewed as neutral?
- _____ Comfort—Will everyone be able to hear? Are there facilities for people with disabilities? Is it safe for younger children?
- _____ Documentation—Who will type up the flip charts and other work at the end of the day? Who will make sure it gets back into the hands of the people who came? Do other people need to receive copies?
- _____ Facilitation—Should the facilitators be from the community, from outside, or a combination? How big do we expect the group to be? Do we have a plan for getting the facilitators updated on the logistics and design?
- _____ Reflection/Evaluation—Have you built in time for the planning team and facilitators to reflect on the day after it is over? How will you get feedback from the participants?

BE CREATIVE IN DESIGNING YOUR EVENT!

- *Incorporate dance, art, music, and entertainment.* Share and celebrate local culture! During the vision day of the Salish-Kootenai Tribes of Western Montana, a cultural group was there the entire day. When it was time for small groups to come together, their drumming provided the cue. During lunch, participants enjoyed watching native dances, seeing skits on social issues, playing game shows like "Reservation Jeopardy," and participating in a round dance.
- *Examine the past to think about the future.* Do the history wall exercise described on page # as a way to get people thinking and engaged and as a way to make sure that the gifts and challenges in history are incorporated into the future.
- *Appreciate people.* Do any of the activities on page 80.
- *Make it real immediately.* If you spend the day after the vision day doing planning, people will feel that it can become a reality. Or, half of the vision day can be a service event—painting a building or cleaning up a vacant lot—where people have a chance to see the power of working together right away.
- *Celebrations, parties, barbecues!* A community group in Grand Canyon, Arizona, did not have a single vision day but set up various events where people contributed to a shared vision. One event was a community barbecue. Two other events were dances for middle and high school students where the work on the vision was followed by a DJ and dancing.

RECRUITING PARTICIPANTS

Recruiting is a key task—90 percent of people will attend because they were spoken to, not because of something they read or heard on the radio. Community groups have used many tools and techniques to successfully recruit participation for vision events. There are often people in a community that just seem to have a knack for getting people to do things or come to events. One of the best strategies for recruiting participants is to identify just 3-4 people who know lots of people or who are good at doing marketing for events and see if you can put them into action.

On the following pages are several activities for recruiting participants. They can be used as independent activities or in combination with each other on page 151 is a checklist for recruiting.

ACTIVITIES FOR RECRUITING FOR THE VISION DAY

Activity 1: Recruiting Using the Community Grid

OBJECTIVE:

- To ensure that people and groups from all of the geographical sections of the community are invited and participate

TIME REQUIRED:

45 minutes to 1.5 hours

The gridding activity that is described on page 45 can be an effective tool for organizing recruiting efforts. It can help ensure representation from all sections of the community. Community groups have both revisited an existing grid and created a grid for the first time specifically to organize recruiting efforts.

If you are using an existing grid . . .

Orient any new team members to what the grid is and what it represents. As a group, brainstorm the youth and adults from different parts of the community whose participation is key. See Section 2, Part 3. Make assignments for who will contact them.

If you are creating a grid for the first time . . .

Use the facilitator's notes on page 45, and set the context so that the grid is specifically focused on recruiting people for an event. Spend more time examining gathering places and creating the subsections than on the other parts of the gridding activity.

Activity 2: Recruiting Using the Resource Map

OBJECTIVE:

- To ensure that people and groups from all of the resource sections (non-profit, business, spiritual, informal groups) of the community are invited and participate

TIME REQUIRED:

45 minutes to 1.5 hours

Like the gridding activity, the resource mapping activity described on page 58 also can be used as a tool for recruiting. Brainstorm the key youth and adults from each of the different sections of the community that are on the grid. Focus on the informal sector. Make assignments for who will contact them.

NOTE: It is helpful to do BOTH Activity 1 and Activity 2. By doing both, you can ensure that you have good representation from the geographic sections of the community as well as the different resource sectors of the community. After you do both activities, create a master list for your recruiting efforts.

Activity 3: Creating a Message

OBJECTIVES

- To create clear, compelling, and consistent messages to communicate about the event
- To increase comfort among the people who will be communicating about the event

TIME REQUIRED:

Approximately 45 minutes

WHAT	TIME	HOW	MATERIALS
Step 1: Set the context	5 min.	<p>Refer back to the objectives for the vision day. Tell the group, "There are several elements of recruiting—making sure we have reached a diverse group, inviting them in a way that will make them want to come, and having a clear and consistent message about what we are inviting them to come to. We are going to focus on that last thing during this activity."</p> <p>Focus question: "What are the messages that we want to share with people about this vision day?"</p> <p>A <i>message</i> is a short concise statement that could fit on a bumper sticker. Examples: This work is unusual because it is about youth and adults working together in equal partnership. This work focuses on the gifts of our community, not its problems.</p>	Focus question written on flip chart
Step 2: Brainstorming	10 min.	Tell the group, "Take the next 10 minutes to work in groups of 3 to 4 people to develop the 3 message points that you feel are most important. Using easy-to-read letters, write each on a sheet of paper."	<p>Sheets of paper</p> <p>Markers</p>
Step 3: Sharing and organizing	25 min.	<p>Ask each group to give you its one most unique message. Place them on the sticky wall. With the group's help, put any similar ones in pairs. Ask for other two messages from each group, making clusters of similar message points.</p> <p>When all the papers are in clusters, put a short name on each cluster. Ask the group if any can be combined without losing their meaning; combine any you can. Try to finish with 3 to 5 clusters. Form small groups to take one of the clusters each and write it up into one message statement and share.</p> <p>List all the final statements on a piece of flip chart paper.</p>	Flip chart
Step 4: Reflection	5 min.	<p>Ask the group, "Looking at these message points,</p> <ul style="list-style-type: none"> ■ What makes you feel excited? ■ What makes you feel uneasy?" <p>Then ask, "What are the next steps that we need to take now that we have developed these points?"</p>	

Activity 4: Practicing Delivering the Message

OBJECTIVE:

To refine message points and become comfortable with delivering them.

TIME REQUIRED:

30 minutes

Once you have created message points, pick several people on the master list and ask for volunteers to pretend to be those key people. Ask other participants to practice pitching the invitation to the "actors." Proceed with role plays, either one after the other or simultaneously. Conduct a discussion to debrief the experience and get any lessons learned. Ask the following questions:

- What did you hear during the role plays?
- What positive images do you have?
- What negative images?
- What was easy about doing this?
- What was difficult?
- Do we need to revisit parts of the message points?
- Based on this activity, what advice would you give to others who go out to recruit people?

If possible, have people actually do the presentation to key people, return, and report learnings to the rest of the group.

Activity 5: Brainstorming the Barriers to Participation and Creating Solutions

OBJECTIVE:

To generate collective thinking that helps overcome some of the barriers that might reduce participation.

TIME REQUIRED:

15 to 20 minutes

Have the group do a quick "brain drain" of possible barriers and solutions. Many of the issues they come up with may overlap with design and logistics. Some issues that overlap include

- child care,
- transportation for youth,
- permission to get out of school, and
- other community events occurring at the same time.

CHECKLIST FOR RECRUITING

- _____ Do we have a master list of people to invite and people assigned to invite them?
- _____ Have we recruited many young people and made it easy for them to come?
- _____ Have we invited people from the diverse geographic areas of the community?
- _____ Have we invited the people whom others view as the key decision makers—government officials, informal leaders, elders, etc.?
- _____ Have we made sure to allow time during the event for thanking the people we recruited in a way that they will remember?
- _____ Have the people we recruited also seen our communications and PR materials?
- _____ Are we able to recruit people by explaining how they will personally benefit from participating?
- _____ Do we have clear message points?

FACILITATING THE VISIONING PROCESS

The Basic Process

The vision can be created during a "vision workshop" at a gathering of as many people as possible. The workshop is facilitated by a small group that helps the participants start thinking of ideas. All of the ideas of the group are then shared on a large wall. A sticky wall that everyone can see is both exciting and enormously helpful for the workshop process. Similar ideas are placed into columns, and each column is given a short title that describes those ideas.

Because visions are all about people's dreams for the future, they can be challenging to talk about. The method that we use to help people start thinking about their vision for the future is to ask them to brainstorm answers to a question like this one:

"What would we like to see in place in 5 years as a result of our efforts?"

This "vision question" can be adapted according to what you would like people specifically to be thinking of—their vision for youth, the whole community, the way the community uses technology, and so forth. Before getting people together to start thinking about their vision, it is important to do some thinking about the exact question to ask. For example, "What do we want to see in place in 5 years as a result of youth and adults partnering to build our community?" is quite different from the question above.

The method that we have most commonly used for visioning, which is described in this section, was developed by the Institute of Cultural Affairs and is called the Technology of Participation (ToP™) method. Training in this method is offered all over the country, and you can get more information at www.ica-usa.org. On the following page are notes about how to facilitate this process.

Tips for forming the Facilitation Team

1. A facilitation team of youth and adults—one each for a small group (i.e., under 30 people), more for a large group—is ideal, because it symbolizes the youth–adult partnership that is the core of any resulting initiatives.
2. There is value in having an outside, neutral facilitator or facilitation team that would allow all community members to participate in the creation of the vision. There is also value in having community members facilitate, as it portrays a new and exciting leadership role within the community. These values need to be weighed carefully for each situation. The key is to find a team that is experienced and effective in facilitating groups.
3. If the facilitation team is relatively new to facilitation methods, it is a good idea to have a coach who can help with the preparation, provide encouragement and assistance, and help debrief the experience. Practicing with your small core group during a planning meeting is a good way to prepare for a doing it with a larger community group.
4. The facilitation team is responsible for making sure that the space is as conducive as possible for the group to do good work. (A large, flat wall is a must!) The team also needs to make sure that a process is in place to capture and document everything that is produced by the group for their later use.

THE VISION WORKSHOP: STEPS IN CREATING A SHARED PRACTICAL VISION

The ToP™ Workshop Method is used to brainstorm participants' images of the future and organize them into the basic elements of the "shared practical vision"

STEP 1: SET THE CONTEXT	STEP 2: BRAINSTORM	STEP 3: ORGANIZE	STEP 4: NAME	Step 5: REFLECT
<p>Welcome participants.</p> <p>Say to them, "Each of us carries within us some level of anticipation and hope for the future of a situation. We come to a planning session with these in our consciousness, like pieces of a puzzle. Each person's piece is needed to create the shared vision of the group. Therefore, it is important to invite broad participation in creating a vision. Sometimes the vision is clear; other times it is more like feelings and difficult to state precisely."</p> <p>Post the focus question: "What do we want to see in place 5 years from now as a result of our efforts?"</p> <p>Ask for a few sample answers to get people warmed up and thinking about the question.</p>	<p>Give time for participants to list their personal answers to the question.</p> <p>Work in small groups to share individual lists, choose key items, and write them on cards.</p> <p>Post cards on the wall a few at a time, asking questions to clarify as you go along.</p>	<p>Form pairs of cards based on similar content.</p> <p>Add cards to create clusters.</p> <p>Ask the group to give names to each cluster.</p> <p>Post all remaining cards.</p>	<p>Start with the largest cluster. Read all the cards, then ask:</p> <p>"What holds these all together?"</p> <p>"What is the accomplishment we see?"</p> <p>"What 3-to-7-word phrase would summarize this element of our vision clearly?"</p> <p>Write the cluster title in BLOCK PRINT and post it on the wall.</p> <p>Repeat for each cluster.</p>	<p>Restate the focus question and read aloud all the vision titles. Ask, "Is this our vision?"</p> <p>Give the group a chance to reflect on their experience.</p> <p>Ask, "What are the next steps?"</p>

FACILITATING THE VISION PROCESS

Setting the Stage for the Vision Workshop

It is always important to review with the whole group all that has led to this point in the process. This can involve reviewing past decisions or presentations of the products resulting from activities to date. Using a discussion to examine the products helps create an interactive environment.

Sometimes it is helpful to precede the vision workshop with a discussion on current trends, a quick version of a history wall (section 2, page 30), or some other activity to give everyone a sense of being together at the same starting point.

It can be helpful in the context part of the workshop itself to ask the group specific questions related to the main focus question to seed their imaginations. Creating a list of 10 to 20 such questions that are comprehensive in scope should be done ahead of time.

Examples:

- In 5 years, what recreational programs will be available?
- What will visitors notice about our community?
- What will youth in the community be doing?
- What will you be reading about in the local paper?

What If the Group Is Very Big or Very Small!?!?

The standard group size for a vision workshop is 25 to 75, in which case the standard procedures apply. NEVER limit the size of a group to fit a process, though. ALWAYS bring together the best group of stakeholders that you can and design the process for that group.

If the group is large (i.e., a microphone is needed for people to hear each other), a "town meeting" version of the workshop may be in order. This format might involve the following elements:

- A larger sticky wall and brainstorming on full sheets of paper instead of half sheets.
- Facilitated small groups to brainstorm ideas and combine them into a list of 6 to 10 hopes or dreams per group. Each small group should prioritize its list.
- After organizing ideas from small groups into clusters with tag names, assign the clusters to small groups and ask them to fill in prepared flip chart pages like the one illustrated below (one cluster per small group).

<p>One key element of our vision is</p> <hr/> <hr/> <hr/>
<p>Four examples of what this might look like in 5 year's time:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p>

A facilitator could assist each small group, and a member of each group could report back to the large group.

- If using this variation, a discussion/reflection session is necessary after hearing all of the group reports to get a sense of where the consensus is strongest and to provide an opportunity for suggestions on how to improve the titles.

If the group that will gather seems too small to represent a good cross-section of the community, multiple events might be in order. This could be accomplished through the following activities:

- Decide in advance to go to different parts or groups of the community and get a prioritized brainstorm list of the hopes and dreams from each group (about 10 items each). For example, one group might say, "An affordable, convenient system of paths for pedestrians and bikers", and another might say, "Young people are represented on the City Council." You could then put all the ideas from all the groups on half sheets and have a group participate in a workshop process described on page 153. In this case, it is very important the small group that does the workshop have diverse representation from the community, including people from each of the different groups that contributed to the brainstorm.
- If you are expecting a larger group, and a smaller group shows up, proceed with the workshop with the faith that "the group that shows up is the right group!" Then figure out possible ways to have people not present add to the data on the wall, combine or reorganize columns to accommodate the new data, and so forth, so that the vision emerges organically. Present the new and improved version of the vision to the community before or at the next meeting.

Documenting the Vision

There are many ways to document the vision so that it can be shared with others. Some groups have documented it in a variety of ways and use the different formats to share it with different audiences.

OPTION 1

A chart form with summary statements at the top of each column (such as the one on page 160).

STATEMENT	STATEMENT	STATEMENT	STATEMENT	STATEMENT	STATEMENT	STATEMENT

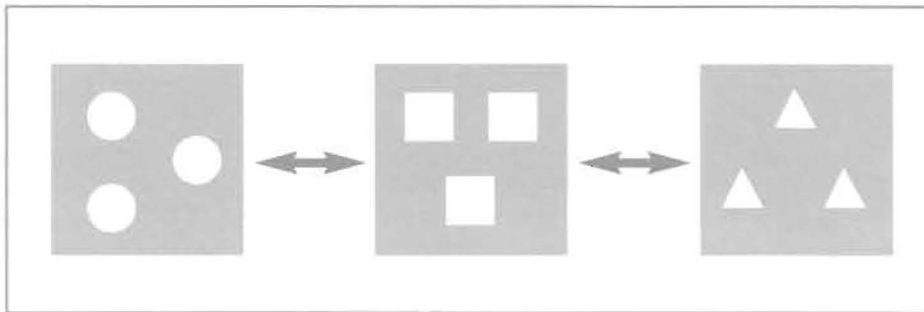
OPTION 2

Take each statement and column and summarize it in a short prose paragraph or statement.

***A group took "Transportation"
And turned it into:
Create a coordinated transportation system that includes a
bus system with expanded times of service and access
for people with disabilities.***

OPTION 3

Create an artistic image showing how the different elements of the vision relate to each other.

**OPTION 4**

Create a one-paragraph vision statement that summarizes all the elements.

***All youth in our community will have, as their right,
opportunities through education and employment at both the
secondary and post-secondary levels to empower them
to shape their own future.***

If you choose Option 4, make sure your vision statement describes what you will accomplish, where, and for whom. It should be a statement of unique purpose, and it must be different from the missions of the organizations with whom the people writing it are affiliated. Get input from all members of the group to formulate the statement, but DO NOT involve everyone in all the steps of writing it. Form a subgroup of people who like to "wordsmith" and who can develop a draft statement that can be shared with the larger group for feedback.

Whatever format you choose, figure out how to get the vision statement back into the hands of the community as soon as possible! It is especially important that everyone who contributed to the creation of the vision get a copy of it personally. This is the reason that it is so important to have someone at the door that gets the names and contact information of everyone who comes to the event.

What Next?

Creating the vision can be the first step in a strategic planning process. This approach has at least two implications:

- People need to know how the process is going to proceed once the vision is created. It is never enough to simply create a vision! It is generally better to identify strategic action and start to implement activities quickly, rather than slowly. (See Part 2 of this section and Section 5.)
- If people are anxious to get started but the strategic planning process is not going to be completed quickly, it can be helpful to have some teams work on short-term, highly motivational projects while the strategic planning is taking place (see Part 2 of this section).

SAMPLE VISION A

What do we hope to see in place in 5 years time?

Preserving Culture and Religion	Community Education about Life Values	Teaching and Sharing Leadership	Taking care of our Youth	Mishongnovi Village Economy	Conveniences up-to-standard	Adequate Transportation
More children partaking in tradition	I wish we can have a police department	6 to 8 teenagers volunteer for working with peers & younger children	Parent participation in youth activities	Increase economic opportunities	Running water for Upper Village	Adequate public transportation –shopping – health
Have Hopi Language lessons	Security Guards for village	Youth member on village board	Video Game Room	Economic develop craft shop at village/joint brochure for artisans	Water Tank for Mishongnovi village use only	Develop a transportation system
Teaching of Hopi Language	Better law enforcement with bootleggers	Youth council—preparing ideas such as movies, sporting events, leadership training, etc.	Village finding land site for Youth Center	A grinding mill for Mishongnovi village	Lower Mishongnovi Water Tank Installation	Bus shelter for school children
Home and village teaching of Hopi Language and Values	No bad gangs	Working together –Forming teams Working as teams	Playground for Youth	Youth running own convenient store	Underground electricity for the whole village	New Bikes
	I want to be drug-free	Children have better lives	Family Recreational & Education Program	Expand facilities for community store	Expanded facilities for community use	Have better bus
	No drugs	Living better lives	8-12 Adult Volunteers for Youth Programs	Laundromat	Composting toilets	

continued on page 162

SAMPLE VISION A (continued)

Preserving Culture and Religion	Community Education about Life Values	Teaching and Sharing Leadership	Taking care of our Youth	Mishongnovi Village Economy	Conveniences up-to-standard	Adequate Transportation
	No drugs and alcohol	I want to respect everyone	Parent Involvement with youth programs/ activities	An Ice Cream Store	Running water for upper village	
	Less use of drugs and alcohol Rehab opportunities (AA meetings, etc)	People can be cool Better People	A park Swing-set and other play equipment	Barber/Beauty Shop (haircutting, nails, etc.)		
		I wish Second Mesa could be a city forever	Youth Activity Center Learning Center for adults—computers, crafts, etc			
			Big community center for both young and old (with a playground)			
			I wish Second Mesa can be a city forever			

SAMPLE VISION B

Residents of all ages will be offered and informed of affordable activities and facilities to respond to diverse and common interests	Youth and adults preserving and using our outdoor environment for safe activities where they can enjoy the beauty and have fun	Provide readily available information on all activities, resources, employment, and learning. Opportunities for people of all ages.	Lay ground work to develop process/opportunities appealing to youth, where mutual respect and responsibility with equal voice are the key values	To maximize use of facilities/resources as well as developing new resource areas	A community environment that provides a safe atmosphere with drug-free places for youth to go when in danger.	Strengthen involvement and connections of youth and adults.
More recognition of programs and opportunities	Bike and walk ways through city	Strengthen values and morals	Youth reps at all levels of government	Better use of existing facilities	Street lights on Badger St.	More ways for parents to get into schools
After school programs (HW activities)	Recreation trails	Hotline for crisis or information	Youth empowerment (family and community)	Develop Main Street and riverfront areas	Less alcohol sales	Mentoring
Self defense	Bike path to Hartman Creek	Psychology/parenting in High School	Youth participation in city government	Utilize existing buildings more fully	State St. traffic lights	Better communication
Improved sports facilities	Park clean up	Information/referral hotline	Youth take ownership of facilities and programming	Refurbished Armory—provide trained staff structured program	Safe places for people (youth) to go when in danger	Increased focus on “at-risk” students
Family activity place (cheap)	Sporting/hunting areas open to youth	Parenting class	Youth action committee in the city		Safe city	Involve in activities
YMCA or B and G club	More green space		Youth–adult trips			Activities mentors
Develop a common interest group center (all ages)	Room for alternative sports		Youth organizations having greater access to school			Unite community break walls
Common center (something like YMCA)	Skate park in town		Organize youth forum to accept and gather opinions and ideas of all sides			Adult–youth programs for volunteers
Appropriate staffed and programmed youth center			Youth involvement in civic/government activities			Create volunteer activities for youth to give back to the city
Community festivals and activities			Involve youth in all plans			More volunteers

SAMPLE VISION C

DREAM CLOUDS

- ✓ No alcohol.
- ✓ Better language.
- ✓ Cleaner environment.
- ✓ Knock down the old houses and put up new.
- ✓ After school 4-H programs and projects with adults to help.
- ✓ Wilderness Camp—rappel, hike, canoe, fish, learn how to use energy in a positive way, horseback riding.
- ✓ Cultural Dance Program—traditional, contemporary, fancy, learn history of tribe.
- ✓ Learn to live with more respect.
- ✓ Cleaner community.
- ✓ No drugs or alcohol.
- ✓ Million Dollar Hill clean-up.
- ✓ Water fountains.
- ✓ Clean up the town – trash cans, plant flowers, more trees.
- ✓ Less dogs more leashes.
- ✓ Better houses and cleaner yards.
- ✓ River bottom clean-up—mow and look at Decatur's Riverfront.
- ✓ Holy Fireplace—clean up with an island of flowers.
- ✓ Clean environment.
- ✓ Better education.
- ✓ Special education for FAS kids, etc.
- ✓ Youth leadership.
- ✓ Less fear of dominant society.
- ✓ Community theatre.
- ✓ Less wannabees.
- ✓ Dog catcher / less dogs.
- ✓ Less violence.
- ✓ More education.
- ✓ Cut down on alcohol and drugs.
- ✓ Increased cultural awareness.
- ✓ Greater knowledge of traditional ways.
- ✓ More drama plays and classes.
- ✓ Family unity—spiritually and physically.



Part 2: Turning Vision into Action



THE WORLD OF PLANNING

Many methods of planning exist. A good facilitator should be able to help a group plan for the long and short term using different tools and tricks. The methods that we primarily have used were developed by the Institute of Cultural Affairs (ICA) and are called Technology of Participation™ (ToP). While some of these methods are described here, for detailed information and instructions you can contact ICA at www.ica-usa.org.

What Can Planning Help Us Do?

Planning can be a scary and difficult task. It also can be fun and interesting. People plan for many reasons: Some people seem to have it “in their blood,” sometimes it happens as a result of a crisis, and other times it is done as the first step in a new project. No matter what the reason, planning can help us take our vision of where we want to be in the future and break it down into steps that can lead to success and progress. Depending on the type of planning that is done, it helps us identify small steps that we can take in the short term or large steps that we can take over an extended time.

Planning helps groups do more than just take action, though. Having a plan can help maintain and build participation in the work. A group with a plan is one in which people are more likely to be involved. Additionally, it is especially important to have a plan to satisfy the needs of people who are natural-born planners.

Finally, if a group has a plan, it is able to look at its successes and challenges. Groups can evaluate their goals against their plans, looking at the barriers to success or the factors that helped things go according to plan.

How Do I Know If We Are Ready to Plan?

Planning can be done at any time—and is done all the time—even if it is not through a formal process. If you are creating plans for a large community group or for the entire community, you might want to have several elements in place before you start:

- *A vision or some other product that describes the group's or community's shared dreams for the future.* This gives you something to plan for!
- *An idea of some of the resources and gifts that exist in your community.* After you have a better idea of the gifts in the space, history, people, and organizations in your community, you will be able to create a plan that allows you to use them to their full potential.
- *A decision about what results you want out of the planning process.* Do you want a short-term or long-term plan? Do you want a short or long planning process? Do you want to come up with general strategies, specific actions, or both? The chart on page 166 will help you answer some of these questions.

One of the most important factors to keep in mind is timing. The longer you wait to do planning after you have created your vision, the more momentum you will lose. If you can start doing planning the day after you create the vision, that is IDEAL!



How We Are Doing Strategic Planning in the Salish Kootenai and Pend d'Oreille Tribal Community

OUR FIRST STEP in strategic planning was to hold a one-day conference to try and reach as many people as possible and to create an inclusive atmosphere. The primary purpose of the conference was to create a shared vision for the future. Our planning committee and facilitation team were made up of young people and adults. A local college group called Indigena did videotaping, provided a drum group, and conducted some educational skits on issues of common dysfunction in Indian communities.

Included in our planning and preparations for the conference was training in the group facilitation methods that would be used by the facilitation teams at the conference. We did some large-group work as well as some small-group work, in which we paired youth facilitators with adults.

After the conference, we asked participants if there was interest in developing action plans for specific topics over the next 3 to 6 months. They said yes, so we scheduled action-planning sessions and invited a broadly representative group to take part in specific topics that were identified in the vision workshop conducted at the conference. Topics that drew interest included: 1) Youth voice in decision making and the creation of youth councils; 2) Salish, Kootenai, and Pend d'Oreille language-immersion program development; and 3) creating strengths-based strategies for healthy families. Action plans were created for each of these areas, and we took the strategic planning process to the next steps of identifying the obstacles blocking our way and determining key actions that were needed to address the obstacles and launch the vision. A small but powerful group participated in this step.

We then scheduled a session with the tribal council and with tribal government program staff to share our community-based planning work to date and to engage them in developing the strategic directions for dealing with obstacles and launching the vision. The last step in completing our strategic planning process will be to conduct an implementation workshop to develop a calendar of key actions to be completed in the first year. Task forces will volunteer to work on the strategic directions and will develop 90-day implementation plans for each task force.

During this process, we have continued to offer training in group facilitation methods for young people and adults. This strategy is to help ensure that ongoing facilitation services become available for implementing the strategic plan and that movement continues for each of the action plans that have



been created. We envision in the near future having a recognized and accomplished group of youth–adult facilitation teams, which will provide facilitation services throughout the tribal government and the local community. Community groups and tribal departments can call upon facilitators to assist in their progress, and the facilitation team could offer to rotate the ongoing facilitation needs of the Native Path to Wellness every three months.

The viability of this approach is yet to be fully discovered and evaluated. Indications are that we are on the right track. The main piece that needs attention, in my view, is continued training, practice, and use of good group facilitation processes. Through ongoing facilitation the local community will begin to adopt a true culture of participation that is visible and has longevity so that skeptics will be more inclined to see that participatory processes work and are practical—not just theory.

—Anita Dupuis

AN OVERVIEW OF PLANNING

TYPE OF PLANNING	TIME REQUIRED FOR PLANNING	TIME COVERED IN PLAN	USE IT IF YOU...	WHAT IT DOESN'T DO	EXAMPLE ON PAGE...
Action planning	2 to 3 hours per plan	3 to 6 months	<p>Want to get work started on a specific area, such as doing a mentoring program or planning a community event.</p> <p>Are working with a group that wants to get started on something right away.</p> <p>Are working with a large group.</p>	<p>Give you a long-term view of the work</p> <p>Give you a complete analysis of the things that are blocking a group from achieving its vision</p> <p>Make you do strategic thinking about what are key actions and ideas</p>	168-170
Strategic planning	At least 1 day	3 to 5 years	<p>Are working with a wide cross-section of people from the community.</p> <p>Want your plan to really respond to the barriers that exist to make your plan a reality.</p> <p>Have a group of people who like to think strategically.</p>	Let you get to action right away—unless you also do implementation planning	172-173
Implementation planning	Approximately 2 hours	90 days	<p>Want to create a detailed short-term plan after you have done strategic or action planning.</p> <p>Want to put dates and names to all actions.</p>	Give you a big-picture view of all the actions	175

OVERVIEW OF ACTION PLANNING

Action planning can be a good way to get people excited about and organized around a short-term project. It helps launch a new idea by clarifying where the group wants to be at the end of the project, designating roles and responsibilities within the group, and building group trust and support. The method developed by the Institute for Cultural Affairs (ICA) for action planning includes three steps, and it can be accomplished in less than 3 hours. The three steps are (1) deciding the victory, (2) determining what the key actions are, and (3) setting up a calendar of actions and assignments. On the next three pages is the action plan that the Salish Kootenai and Pend d'Oreille Tribal Community created for a part of its vision that members were excited about getting right to work on. They used the process developed by the ICA. The key part of their plan are their focus, their victory, their current reality, and their calendar.

Another tool for action planning, especially when the project or task is very short term or less complex, is the worksheet on page 175. It provides a simple way to log activities, roles, and dates.

SAMPLE ACTION PLAN

OUR FOCUS

- Expanding linkages and building a people-to-people, community-based support network
- Proactively building on strengths to promote and sustain healthy families and community

OUR VICTORY—OCTOBER 1, 2000

Youth council joins native games
People are talking about the issues
Volunteerism is big
July 30—Huge contingent to native games (kids prepared)
Have been Council's agenda and govt. has submitted proposals to assist this
A number of options readily available to people
Community-based plan in place
Programs have come together—talking and coordinating
Research tobacco money
Selling t-shirts
Direct linkages with other NPTW efforts are articulated

OUR CURRENT REALITY

STRENGTHS

Experience
Wisdom
Creative energy of women
People already involved/connection
Grant going on
Pilgrimage movement

BENEFITS

Excitement among kids for hosting native games
Incentive/pride
Relationships have been built
Sense that clean and sober is good and fun
Taking away fear—real healing
Take load off of people in this room
People not saying "who do they think they are"
—increased credibility on community-based efforts

CHALLENGES

No male voices
Communication with community
People already spread thin/overcommitted
Geography
Strength of addiction
Strong genetic link
Statistics
Apathy/hopelessness

DANGERS

Increased sabotage efforts
Backlash at women-driven activism
Jobs lost
Making new programs
Ends up being just linkage—nothing deeper
More meetings/need for structures

continued on page 169

OUR COMMITMENTS

- Getting the word out to get people together
- Building program collaboration
- Maximize linkages between parallel interests
- Administrative support
- YMCA—smoking cessation, Native Games
- Developing a strategic or action plan for post October
- Publicity of efforts

continued on page 170

OUR CALENDAR

TASK GROUP	LAUNCH	MARCH	APRIL	MAY	JUNE	JULY	AUGUST	SEPTEMBER	VICTORY
LINKAGES AND COORDINATION	Phone calls to get list of potential partners and individual volunteers	List-serve meeting (SKC) Develop database of volunteers	ID partners	Create listserve for cross-communication Schedule meeting with youth council's group to coordinate	Talk with program managers (inform)				Broad-based community collaboration
NATIVE GAMES	March 17 Media	Notify schools of gathering and recruiting dates Recruit adult game leaders	Organize field trips to gather supplies Make game pieces Set up locations and practice dates	Practices in communities		Attend Blackfeet Native games	Planning continues for 2001 native games		Reservation wide (all people) involvement in native games
PUBLICITY	Write an article telling about us	Distribute SKHA newsletter notifying housing res.							Public is fairly informed of all NPW activities
PLANNING	Determine best dates and tie in to NPTW planning		Conduct community wide planning for Healthy Families						Broad community participation in promoting healthy families and communities
ANTI-SMOKING	Talk to St. Luke's about possibilities	Talk to Red Cross				Grant proposal submitted for			Monthly or bimonthly smoking cessation programs offered for free

OVERVIEW OF STRATEGIC PLANNING

Why This Type of Planning?

Communities often realize that they can use short-term plans for a while but that they eventually need to figure out long-term plans and involve many people. By thinking in the long term, the community can decide the three or four main directions that it would like to take and involve a broader group than ever before.

What Happens in Strategic Planning?

The process begins by creating a vision. We answer the question, "What are our hopes and dreams for the future?" This step is discussed in detail earlier in this section.

Then we ask ourselves, "If these are our hopes and dreams, why aren't we already there? What is blocking our vision from coming into being?" This part of the process looks at some of those barriers, and it is really what makes a strategic plan be strategic!

Next we work on how we can move through the blocks and make the vision happen. Some blocks we will move, some we will make ways to get around, and some we will get rid of altogether! This part results in getting three or four quick-and-dirty statements that sum it all up.

Finally, we ask the question of how it will all really happen. Who will do what? When? How will we put wheels onto the plan? This part of the process is implementation planning, which is described on page 175.

Again, we have often used the method for strategic planning developed by the ICA. However, there are many methods for strategic planning that you may explore. Others are listed in the resource page at the end of this section.

SAMPLES FROM STRATEGIC PLANS

Step One: Identifying the Blocks to the Vision

The first step is to look at what is keeping you from achieving your vision. Here are two examples of what communities found were their barriers.

BLOCKS TO OUR VISION

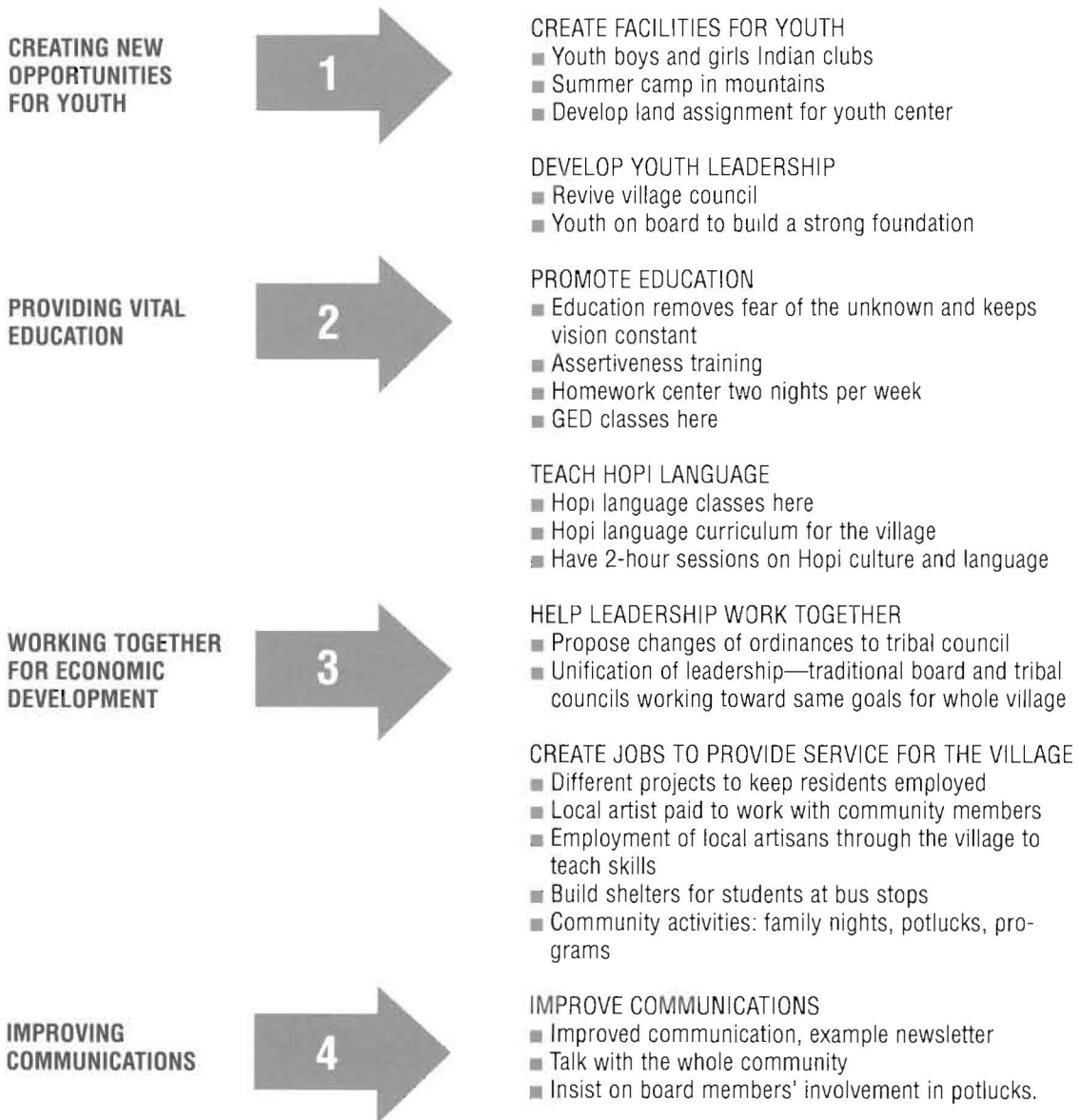
- Ordinances about rehabilitation and enforcement are out of date
- Board members not risk-takers, are slow to make changes
- Village boundaries not settled
- Young people struggle with speaking Hopi (parents not able to teach it well)
- Television culture—it's **not working for us**
- People expect payment for community service (clean-ups, etc.)
- Reluctance to make business deals
- Standard welfare housing schemes don't work (people don't have collateral)
- Unclear what land to use for an activity center
- Difficulty of two villages sharing a center

BLOCKS TO OUR VISION

- | | |
|---|--|
| ■ Youth perceived as irresponsible | ■ Healthcare system is illness based, not wellness based |
| ■ Hopelessness—can't, won't happen | ■ Uncoordinated language efforts |
| ■ Unwilling to listen, understanding others' experience with oppression | ■ Untrusting relationship between adults—youth |
| ■ "Camps," turfism | ■ Tribe putting up a front—perpetuating front that's been put up for us—invested in looking good |
| ■ Education system we're trying to improve is proven ineffective nationally | ■ Heavy reliance on ineffective, hierarchical decision-making structure |
| ■ Inadequate understanding/agreement on cultural values | ■ Giving up too soon |
| ■ Belief that responsibility lies with others | ■ Environment of criticism prevails—crabs in the bucket |
| ■ Always reactive, not proactive | ■ Excessive buy-in to majority ideas of success and status |
| ■ Fear of change | ■ Use ill-defined language—language over other's heads |
| ■ Incomplete understanding about how much \$ and resources are collectively at our disposal | |
| ■ Individual schedules hard to coordinate | |
| ■ Tribal council afraid of acting because of politics | |

Step 2: Creating Strategic Directions

The strategic directions are the proposed actions to deal with the barriers and obstacles, as shown in the illustration below.



Step 3: Implementation Planning

Detailed tasks for the short term (2-3 months) are brainstormed and recorded. This step is described on the following page. It is separate because it can be used in ways other than as a part of strategic planning.

IMPLEMENTATION PLANNING

The last type of planning that we'll look at in this section is implementation planning. Implementation plans outline very specific tasks for a short period of time (2-3 months). You may use implementation planning in combination action or strategic planning to get the details in place after you have the "big picture" for the entire group.

On the next page is a template that you can use or adapt with groups who want to focus on specific, short term action steps.

GENERAL TIPS FOR PLANNING

- Do whatever you can to make planning fun! Identify what things will be fun for your group, and make them happen!
- Don't wait too long for action. Even if readiness and planning is a focus for your group, take on small actions along the way.
- Involve as large a group as possible in the planning. The more people and organizations are involved, the more buy-in you will have. Ideas for planning can be solicited in small groups and then merged together in one large group.
- Whatever method is used, make sure it has a variety of interaction modes in it: individual, group, writing, talking, drawing. . . .
- Go pie in the sky first, but come down for a landing.
- Look at strengths, weaknesses, benefits, and dangers of achieving your action victory.
- Assign pieces of the vision to subgroups. Subgroups can develop detailed plans with dates.
- Allow people to contribute to the actions in areas in which they are most enthusiastic and energetic.
- Encourage youth and adults in action groups to build on strengths of each.
- Encourage organizations with different strengths to balance out action teams.
- Have a regular time to check in on progress with actions.
- Make sure coordinators are identified for each group.

BUILDING YOUTH–ADULT PARTNERSHIPS THROUGH VISIONING AND PLANNING

The processes described in this tool kit are designed for people of all ages and aim not just to generate ideas but to build relationships and trust between people and groups. In many communities, people have adapted or added elements to these processes to make sure they are used specifically to build youth–adult partnerships. Below is a list of ideas that you could use or adapt for your community's process of visioning and planning.

- *Model partnerships between youth and adults.* When you are planning the meeting, make sure that both youth and adults have leadership roles. This may include having a youth–adult facilitation team. If adults are facilitating the main parts of the session, make sure that young people are co-facilitators, leaders of icebreakers and energizers, or hosts and coordinators of the event.
- *Include breaks, activities, and play into your agenda, and try to stick to making those things happen.* Visioning and planning both take a long time. It's easy to have even a well-planned meeting turn into several hours of sitting once people start talking and working. In one community, adults who came to a planning session said that the time they spent doing the fun and games with young people was what they most valued about the experience.
- *Start your planning or visioning meeting by revisiting the values of your group.* If the values include things like valuing all opinions equally or recognizing that experience exists that does not come with many years of work, it will remind people of some of the attitudes and actions associated with partnership. In one community, a list of values was posted on the wall so that people could see them as they worked on the vision and plan.
- *Incorporate youth–adult partnership activities into the design for the visioning or planning session.* Most likely, you will want to break up the meeting with some icebreakers and energizers. Pick some that have to do with youth–adult partnership. See the guide to youth–adult partnerships in Section 2 for some ideas!

MAKING VISIONING AND PLANNING FUN

Visioning and planning isn't always met with a lot of excitement and enthusiasm. For people who like to be concrete and grounded, for example, visioning might seem like useless, head-in-the-clouds thinking. For people who like thinking about future ideas, planning might be tedious and tiring. Visioning and planning can be quite boring if fun isn't built into the design of the event or meeting! Page 147 provides a list of ideas for creative visioning sessions. Below are some additional ideas:

- *Use different modes of working.* Most planning processes, including the ones that we describe, primarily involve talking and writing. Think about the other modes that people might enjoy: performing short skits or commercials for the parts of the plan that small groups are going to work on, conducting short one-on-one interviews to find out what people's ideas for the future vision are, or drawing a calendar of how the plan will roll out.
- *Combine work with play.* Use icebreakers, energizers, games, and sports along with work on visioning and planning. Some groups have been successful when a fun event is held immediately after the meeting, and other groups have been successful in intermingling work and play, breaking up the meeting with short activities.
- *Use facilitators who will make it fun.* A facilitator can do a lot to set the tone for the event and make it particularly fun or dull. If you have identified a facilitator who is quite good at the work side, but less good at the fun side, try to identify a co-facilitator or event host who will complement the facilitator's style.

RESOURCES FOR VISIONING AND PLANNING

The **Cooperative Extension System** has resource people in every county of the United States. Look in your local phone directory to find your local Extension office.

The **Institute for Cultural Affairs** offers training and other resources for facilitating participatory visioning and planning. See their Web site at www.ica-usa.org.

Web Resources

Sustainable Communities Network
www.sustainable.org/creating/vision.html

A comprehensive list of resources for community visioning and implementation, including case studies.

Publications

S. Ames, *Guide to Community Visioning: Hands-On Information for Local Communities*. Chicago, IL: Chicago: Planners Press, 1998.

Available through www.planning.org/bookstore or (312) 786-6344.

National Civic League. *The Community Visioning and Strategic Planning Handbook*. Washington, DC: National Civic League, 1995.

J. M. Bryson. *Strategic Planning for Public and Nonprofit Organizations*. San Francisco, CA: Jossey-Bass, 1995.

Available through www.josseybass.com

J. M. Bryson and F. K. Alston. *A Workbook for Public and Nonprofit Organizations* (2nd ed.). San Francisco, CA: Jossey-Bass.

Available through www.josseybass.com

M. Emery and R. E. Purser. *A Powerful Method for Planning Organizational Change and Community Action*. San Francisco: Jossey-Bass.

Available through www.josseybass.com

Moving to Action



Everything described in the previous sections—building your team, examining community resources, and creating a vision and plan—consists of hard work that paves the way for what is described in this section—moving to strategic action. We recognize that doing things like creating a vision and plan are action—this section, however, specifically discusses action related to implementing, or moving forward on your shared vision and plan.

This section has two parts. Part 1, "Building Momentum," offers tools and tips for getting the word out and discusses how you can use some of the core principles in Section 2 to build involvement. Part 2, "Processes for Your Group's Success," offers tools and resources for conducting successful meetings and discussions.

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PART 2: PROCESSES FOR YOUR GROUP'S SUCCESS

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Part 1: Building Momentum



INTRODUCTION

Momentum—continuous movement over time—is what keeps community and youth work vibrant and alive. From the very beginning of your work, it is important to build momentum. Communities do this in many different ways; what builds momentum for one community's work will not necessarily work in another community.

When community groups think about ways to build momentum for their work, one of the most common strategies is to get more people involved. New people bring energy, ideas, and even other new people with them!

To build involvement, it is often useful to figure out the key people who should be involved as well as how to build DIVERSE involvement. Several tools are included in this section and can help do this:

- *Creating a grid of the space of the community.* The tools in the "Gifts of Space" guide in Section 2 help you ensure involvement from all geographic areas of the community and target key gathering places to get the word out.
- *Creating a resource map of the people and organizations in the community.* The tools in the "Gifts of Relations" guide in Section 2 help you ensure involvement from the different sectors of the community and target ways to bring key people and organizations into your core group.
- *Creating a shared vision.* A successful event, such as a vision day, is one of the best possible ways to build common understanding, increase involvement, and build diverse participation.
- *Looking at people's self-interest.* See page 106 of this section for notes on looking at WIFMs—"What's In it For Me?"
- *Using the power of food and events.* One of the most powerful ways to build momentum is to get people together to have fun and to focus on their dreams for the future.
- *Getting the word out.* The final part of this section focuses on ways to use communications and PR to build momentum.

USING THE CORE PRINCIPLES TO BUILD MOMENTUM

Section 2, Core Principles, describes the ideas that relate to all phases of the Building Community process. As we talk about taking action on our vision and plan, the core principles can be particularly valuable tools.

Gifts of Past

The history wall activity described in Section 2 is one that many communities have done during the first phases of their work—either to build readiness or to set the stage for a visioning session. Even if the history wall activity is complete, it can be used continually as a tool to build momentum. History walls highlight lessons from past work—ideas and projects that succeeded or failed. History might show that grassroots efforts only succeeded when they got the support of the schools or that most of the funding for community projects came from local, not outside, business support. As your group takes action, continue to revisit those lessons. One way to do this is to give out copies of your history wall during a meeting and have a short reflective discussion about any new insights your group has now that you are in the action phase of the work.

Gifts of Relations and Place

When people think of building momentum, one of the things that they commonly do is try to get more people involved. The tools in these two parts of Section 2 help increase involvement not just by bringing in more people but by involving people who are part of the diverse sectors, places, and organizations that the people in the group represent. If you are organizing an event or new project, these tools can help you create a list of key organizations and people to contact. If your project is already underway, you can revisit the grid and resource map to see where gaps still exist; you can fill those gaps by involving people from new neighborhoods or sectors of the community.

Balancing Action with Learning and Reflection

Once the work starts gaining momentum and moving forward, it will likely become more and more of a challenge to take the time out to learn and reflect. A focus on getting things done sometimes distracts from making sure that group members are learning new skills and ideas and taking time to think about successes and challenges. It can be helpful for the entire group to identify one or two people whose role it is to make sure that peoples' learning needs are being met and that reflection is happening on a regular basis. They could do this by occasionally taking 5 to 10 minutes of the meeting agenda to review notes from past activities and to facilitate discussions that push group members to reflect on recent successes and challenges. The reflection activities in Section 2 are great resources for this.

Implementing Youth–Adult Partnerships

In Section 2, we said that the building readiness phase of youth–adult partnerships often focuses on becoming familiar with the values and approach. What follows that phase is implementing youth–adult partnerships. In this phase, many groups shift from focusing on people's attitudes to focusing on skills and competencies for working in partnership. Several of the communities that have gone through the building community process have made this work on youth–adult partnerships part of their vision and plan and have made getting training, training others in the community, and working on team building part of their actions in this phase.

TIPS FOR BUILDING COMMUNITY SUPPORT AND INVOLVEMENT

- **Make personal connections.** The best way to reach people initially is through one-on-one interaction. Individual conversations are time consuming, but people will be more compelled to get involved.
- **Recognize people's contributions.** You are probably working as a volunteer with other volunteers. Anything people offer is a contribution. Recognize what people do at meetings, community gatherings, on radio, in newspapers and newsletters, and so forth. Recognize even the small things!
- **Communicate a clear message over and over.** Be consistent about what you say you are doing, and people will be more interested in and clear on how they can get involved.
- **Make it clear that you are not about turf or territory.** People want to know that this is not a group to duplicate what is already going on but an effort to bring together all the groups and ongoing efforts in the community. Be clear about how important this is.
- **Follow through on what you say.** People often want to see if the "new group" will last and what you can do—take advantage of the attention and show them your best!
- **Find your dragons and talk to them.** Don't let your adversaries take away your steam! Invite them to your meetings or spend time explaining your point of view to them.
- **Address self-interests.** People will only sustain their involvement if their needs are being met—make this work in your favor!
- **Celebrate small and big successes.**
- **Be honest.** Learn from mistakes.



What Are the WIFMs?—

The Salish Kootenai and Pend d'Oreille Tribal Community, Montana

I was taken quite by surprise when someone attending one of our early planning sessions asked, "What are the WIFMs?" I said, excuse me, what do you mean?" She said, "You know—what's in it for ME?" She wanted to know what we were supposed to tell people when they asked this question about getting involved in our partnership. My first thought was, This is not a political campaign. And then I was sad because there was considerable wisdom in this question. I just wanted people to be drawn to an opportunity to serve their community for the better. I wanted to see people drawn to the partnership because of its intrinsic value, which was so obvious to me.

This question ended up helping to bring me down from the clouds long enough to look at other people's reality. Many people live very busy lives. The question of why they should get involved was a legitimate one. And it was one I have decided we should be asking ourselves about nearly everything we are doing in life beyond the basics. Not asking this question, and perhaps the broader one of "What's in it for us as community?" is why we don't or can't find the time to come together when we are asked to focus on the big picture.

My first attempt at defining the WIFMs for people follows. It was perhaps the best reply at the time, but now that people are starting to get involved and to commit, the answers seem to fall short in some ways.

WIFMS FOR OUR VISION DAY

1. An opportunity to connect and meet with others interested in wellness and the well-being of the tribes and tribal community.
2. A time to establish a shared vision for the future at the grassroots community level.
3. A chance to check out the Native Path to Wellness project and determine whether you think there is potential for it to really benefit the community.
4. An opportunity to see if we as a community can work together "with" youth and young adults to develop our community. To begin to view our young as resources rather than "problems" or worries to try and do something about.

POTENTIAL WIFMS IF PEOPLE COME TOGETHER AND HANG IN THERE FOR THE LONG TERM

Participants will have the opportunity for the following activities:

1. To experience a structure of grassroots community organizing that can build consensus around difficult issues and that can provide a way for initiating change at ANY level: school, community, tribal government, and so on.
2. To learn organizing skills and group facilitation skills that help groups make decisions as was done more traditionally, by recognizing our gifts, building on our strengths, and taking action in a positive way that builds relationships and restores a balance of power between the government and the people.
3. To define our community's "path to wellness and well-being" and work with the agencies and programs that currently provide services to bring about a better match between services and the constituents they serve.
4. To achieve a greater sense of community and a chance to serve your community in a way that brings you more energy than it takes away.

The bottom-line learning is that to really get people committed, they need to have a clear idea of how getting involved will meet their needs directly. I don't mean this in a selfish sense, but more of matching community youth–adult activities to the specific "heartfelt causes" that people are excited about. We did this by giving people an opportunity to come together around some key, "high-passion" items in the vision. We chose youth voice in decision making, Salish and Kootenai language-immersion planning, and creating strength-based strategies for healthy families. We created opportunities for people to jump quickly into action on issues they were passionate about. This has really gone a long way towards activating the community. I think the key is that if you can identify what people have strong passions about or the things that they "fret" about the most, you will find the issues around which people will make the time to gather. When you do this, you are helping people answer the question, What's in it for me?

—Anita Dupuis

PLAN AN EVENT—AND TIME IT WELL!

When you think about the times that people in your community get together, chances are that food, fun, or tradition are involved in some way. The same should be true when you create community events such as vision days. Before you plan your own event, make a community calendar of events. Each event could be a key opportunity for you to get the word out to community members or even do community work such as a planning session or service activity. Use the calendar below to make a list of annual community gatherings. The list could include a Fourth of July parade, a harvest festival, a powwow, or a local or county fair. For each event, think of a possible activity at the event.

Month	Event	Possible Activity
January		
February		
March		
April		
May		
June		
July		
August		
September		
October		
November		
December		

Which months are the fullest? Which are the emptiest? If you were going to hold a new event, which months would be best or worst? What other community activities would make it easy or difficult to have an event?

GETTING THE WORD OUT

One of the best ways to build momentum for your work is to let people know that you are doing it! Despite e-mail, great desktop publishing software, the Internet, and the many other ways to get the word out, the best way to connect with people is still face-to-face. Invest in media and mass communications—but don't let them be a substitute for personal contact!

This section contains the following:

- Tips for getting the word out
- A media inventory form
- Sample press releases
- Everything you need to know about public service announcements (PSAs).

Looking at PR and Communications

PR, or public relations, provides ways for multiple reminders without face-to-face interaction. PR can be very effective. One trap that groups can fall into, however, is relying too heavily on PR—face-to-face communication is ideal. The next section of the tool kit contains many tools for successful PR and communications in general, including press releases, notes on doing public service announcements (PSAs), and a media inventory.

One way to start looking at PR is to discuss the following question as a group and list answers. "Of all the options for PR, what would be simple, fun, and innovative ways to get the word out?"

Tips for getting the word out

- **Professional-looking formatting has more credibility than plain text.** People have more confidence in something that is well laid out. Looking good doesn't have to be expensive, though. Word processing and graphics programs can help you develop a great design.
- **People talk to each other.** Word of mouth is a powerful way to spread your message. Asking people to tell others about what you are doing works even better if you have a short brochure about your program. Use your grid to make sure you have people covering all areas of your community.
- **Reverse the negative trend.** Much of what is news is about tragedy, disaster, or crisis. People crave good news—something that will lift their spirit and provide hope for the future. You are working to create a more positive community future, so tell the community your positive story!
- **Get reporters on your side.** If you haven't already, get to know your local newspaper and radio reporters right away! You can educate reporters about what you're doing and why it's important. You can keep reporters on your side by sending backup materials to them and thanking them for being part of the community's work.
- **Find "windows of opportunity."** Look for times and places when your audience is ready to hear your message. Times of opportunity may be school assemblies or dances, if you are trying to talk to students, or inservice days, if you are trying to reach teachers. Take advantage of places where people gather! Large community events can offer great opportunities to reach big groups.

(Adapted from Campbell-Kibler, "Making a Splash")

LOCAL AND REGIONAL MEDIA

It is important to track your local and regional media sources—both before and after you contact them. On page 191 is a media inventory chart to list all the ways you can promote your community work. Other members of your community might have more ideas or media contacts, so try to include them in completing the inventory. On page 171 is a media contact chart that you can use to record who you've contacted, when, and about what. Finally, on page 172 you'll find another important tool for getting the word out to local media, a sample press release.

When you have an idea or an event to promote, think about your message (what you want people to know, do, think about, etc.) and your audience (the people you want to reach) when choosing the media. There are many ways to get your word out within your community, including newspapers, radio broadcasts, word of mouth, and materials at local hangouts and gathering places (such as community centers, post offices, restaurants, and sporting events) Be strategic and creative!

Below is an example of what an entry in your inventory might look like. The next page contains a chart you can duplicate and fill out.

Name and type of media (print, Web, radio, etc.)	How often is it circulated? What is the cost?	Audience: Who receives it (and how many)?	Deadlines	Media contact name & information	Other ideas
"Community Update" section of local church bulletin Media Type: print	The bulletin is given out once a week at Sunday services. It's free! Items we submit are run just once, unless we ask them to run an item for a few weeks.	People who attend services (approx. 40 people from the community, mainly older adults) receive bulletins. The church also delivers bulletins to senior citizens and distributes them at youth group meetings.	Items need to be in to the Rev. by 3:00 p.m. every Friday in order for them to be printed in Sunday's bulletin.	Rev. Erin Stewart 1400 Maple Lane Unique, MD 20000 (301) 555-1212 Fax (301) 555-1213 E-mail: funrev@hotmail.com	

LOCAL AND REGIONAL MEDIA INVENTORY CHART

Name and type of media (print, Web, radio, etc.)	How often is it circulated? What is the cost?	Audience: Who receives it (and how many)?	Deadlines	Media contact name & information	Other ideas

MEDIA CONTACT FORM

Media Outlet Name: _____

Type:

- Newspaper Television Radio Other
 Community publication Magazine Internet

Address: _____

Telephone #: _____

Fax #: _____

E-mail: _____

Contact Name: _____

Dates of Contact: _____

Areas of Interest _____

Notes _____

Follow-Up _____



SAMPLE PRESS RELEASE

FOR IMMEDIATE RELEASE

CONTACT:

Name

Telephone Number

Date

PRESS RELEASE HEADLINE—SHORT AND SNAPPY!

TOWN—Summarize the who, what, where, when, and why of your event. Your first paragraph goes here.

Your second paragraph goes here. Explain a little more about the event or activity.

Your third paragraph goes here. This is often used for background or other basic information about the organization or group that is hosting or sponsoring the event.

Media Coverage Invited

What: Your event/activity

Who: Youth and Adults

When: Date and time

Why: Reason for the event/activity

Photo Option: State here what type of photo or video coverage might be available (e.g., youth–adult group will be doing an interactive activity outdoors)

Contact: Name, telephone number



Communication Strategies and Setting up Mailing Lists–

The Salish Kootenai and Pend d'Oreille Tribal Community, Montana

In any community effort, it is critical that the communication keeps flowing and that it continues to extend an invitation to new people as time goes on. Any closing off or narrowing of who gets invited is a mistake, I think. So many initiatives get started and fade away that people have become skeptical about the merits of and, especially, the longevity of community development initiatives. It is crucial in setting up a communication strategy that the door is always open and that the principle of inclusion is clear to the community. The best way to ensure lack of participation is to make it appear that only an exclusive club of certain people are welcome. I thus have avoided using the term “core team.”

If I had tried to count on the initial group who came together as a core team to be with me over the long term, I would have been standing nearly by myself. I have also, as a community organizer, tried to detach from any notion of who I thought were the “right people” to be stepping forward. Again, if I had tried to count on just my friends or those who I felt already supported me in what I do, I would have been sorely disappointed. Often, the people we think of as the “most logical” or “right people” to invite are exactly the opposite because they are usually already overcommitted to other activities in the community.

That said, how should one go about setting up a list of people to include? First, I would include everyone and anyone you can think of. Add all names suggested by others as well as those obtained from sign-up sheets completed at meetings. Be sure to create a snail-mail list and an e-mail list. E-mails have worked wonders as reminders. Although the e-mail lists don't reach everyone, in our community, the “moccasin telegraph” (or word of mouth) also works pretty well when people are interested and motivated. In addition, our community is able to hand deliver mail through tribal government, which saves us postage.

It is wise to set up a database with the following fields: last name, first name, mailing address (with city in a separate field), and zip code. Include a field for e-mail addresses and a field for the addressee's school or organization. A category for age (by year of birth) is helpful too, so that mailings can be tailored to particular audiences if necessary.

Following all of our meetings, we have quickly sent out complete documentation to everyone who participated in the session and, most of the time, to the broader mailing list. This way people get immediate feedback and see that their work is valued.

— Anita Dupuis

EVERYTHING YOU NEED TO KNOW ABOUT PUBLIC SERVICE ANNOUNCEMENTS

What is a public service announcement (PSA)?

PSAs are free advertisements that the media use to announce community and nonprofit organization events. They are aired on television and radio stations, printed in newspapers and magazines, and mounted on billboards as a public service by media outlets.

How do I find out about opportunities?

Many media outlets have a public service policy that is printed in the newspaper or advertised on their Web site and other promotional materials. Look in your newspaper or call the TV or radio station to find out what its policy is; you might have to fill out an application. Be sure to find out what the requirements are (e.g., length and format).

What are people looking for in a PSA?

Media outlets want PSAs that are interesting to their audience and usually want the PSA to have local relevance. They may want it to have a certain format or to be part of a community calendar. Often PSAs are recorded by the station. Many stations will want you to work with their staff to make your PSA.

What kind of information should be in my PSA?

For a PSA about an event, you should include the name of the event, the location, and the time. You should always have a contact phone number for people to call for more information. You might mention a Web site if you have one.

Will I have to write my own PSA?

Often radio stations will ask you to write your own PSA. They may look at the text before it is taped, and they may change it. They may even ask you to tape the PSA. Try to be as prepared as you can. Read your copy out loud to yourself before you go the station. Is it 30 seconds or less? Can you get through it without gasping for breath?

[Adapted from National 4-H Council, *Health Rocks! Community Action Guide*, 2001.]

RESOURCES FOR BUILDING MOMENTUM

The list below represents just a fraction of the many resources available, and it cites references that were made in this part of Section 5.

General Resources

Every county in the United States has 4-H/Youth Development programs and staff through the **Cooperative Extension System**. Look in your local phone directory to find your local Extension office.

Web Resources

See the article "Making a Splash" by Campbell and Kibler at www.campbell-kibler.com.

The city of Vancouver, British Columbia, developed an online Citizen's Handbook. See the sections on "Getting Noticed" and "Getting People" at www.vcn.bc.ca/citizens-handbook/.

Books and Publications

K. Bonk, H. Griggs, and E. Tynes. *A Step-by-Step Guide to Working with the Media to Generate Publicity, Enhance Fundraising, Build Membership, Change Public Policy, Handle Crises, and More!* San Francisco, CA: Jossey-Bass.

Available at www.josseybass.com

K. Bobo, J. Kendall, and S. Max. *Organizing for Social Change: A Manual for Activists in the 1990's*. Santa Ana, CA: Seven Locks Press, 1996.

National 4-H Council, *Health Rocks! Community Action Guide: Empowering your Community to Make a Difference*, Chevy Chase, MD: 2001.

Part 2: Processes for Success



INTRODUCTION

When a group comes together to work, it is important that it has processes and people that can facilitate the work moving ahead. This section will explore some of those processes, specifically group meetings.

In this section you will find

- A definition of "facilitation" and activities to look at successful facilitation
- Checklists for planning for and facilitating meetings
- Notes on how to get paperwork done for meetings
- An activity to create a meeting agenda
- Activities to get your meetings going in a lively way
- Notes on youth–adult partnerships in meetings
- A list of resources about facilitation and effective meetings.

OVERVIEW OF FACILITATION

What is facilitation?

Facilitation is the design and management of structures and processes that help a group do its work together and minimize the problems they have working together.

(Justice and Jamieson, *The Complete Guide to Facilitation*, 1998).

One way of looking at facilitation is as "enabling groups to succeed."

What is the difference between a facilitator and a leader?

If you look up leader in the dictionary, it will say something like, "Someone who leads others, is in charge of others." People often think of a leader as a person at the top who passes on information or tasks to those below them (this is known as top-down, or formal, leadership).

If you look up facilitator in the dictionary, it will say something like, "A person who assists, aids, or makes something easier for people." People often think of facilitators as the neutral guides that help groups do their work (this is the leader-as-facilitator model). The chart below compares the two types of leader.

TOP-DOWN, FORMAL LEADER

ASSUMES authority

KNOWS what to do

SEEKS the right decisions

RELIES ON individual ability

LEADER AS FACILITATOR

ASSUMES many diverse perspectives

KNOWS how to do it

SEEKS a decision that the people make and will act on

RELIES ON group ability

Institute of Cultural Affairs, *Group Facilitation Methods*, 2000

THE KEYS TO GOOD FACILITATION

OVERVIEW

A participatory activity to develop a list of the roles of a good facilitator.

OBJECTIVES

To understand the difference between leaders as facilitators and top-down leaders

To develop a list of the roles of a successful facilitator

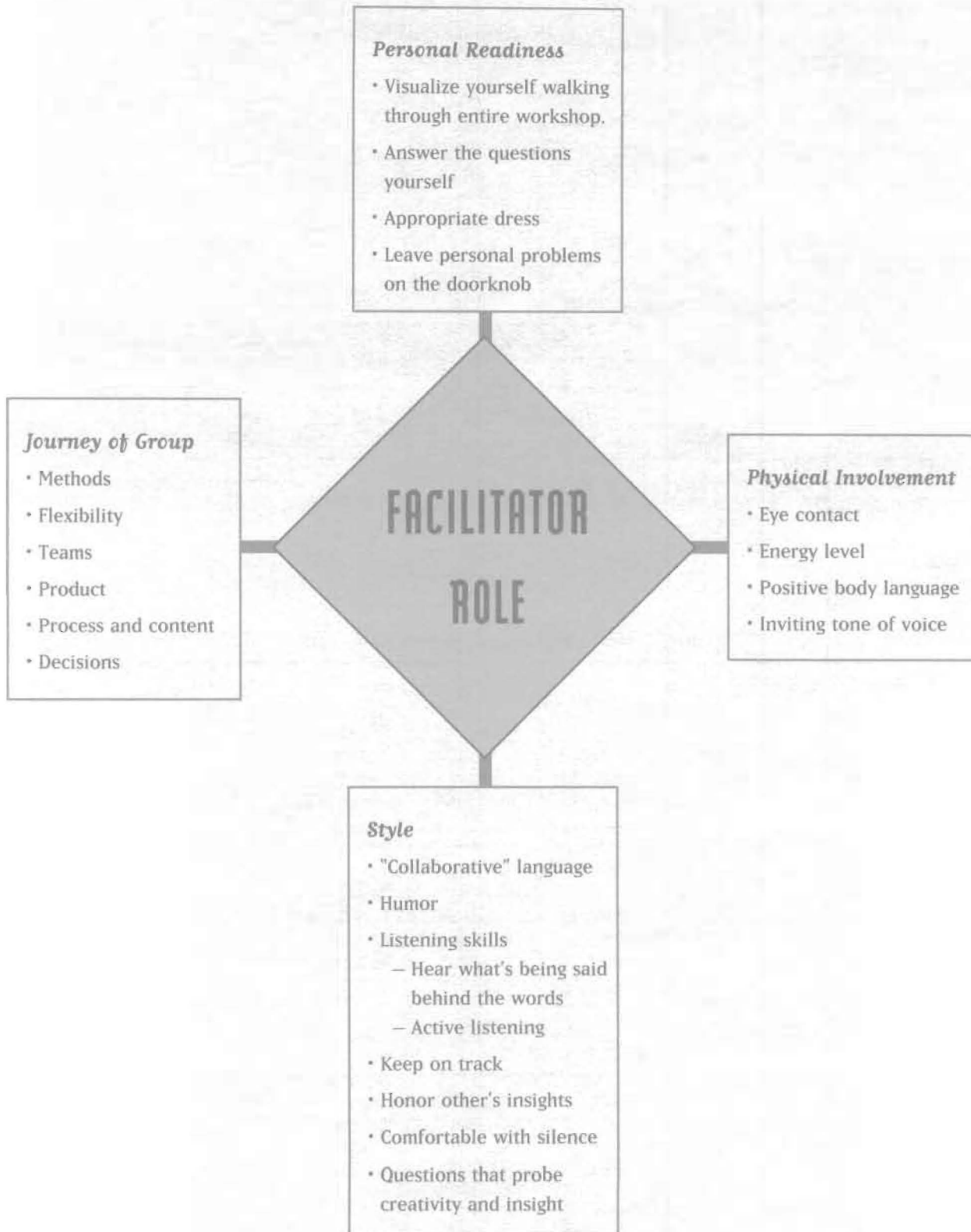
To set the context for how a group will work together

TIME REQUIRED

Approximately 45 minutes

WHAT	TIME	HOW	MATERIALS
Step 1: Setting the context	5 min.	Using the chart on the previous page, review the differences between a facilitator and a top-down leader.	Flip chart with facilitator and top-down leader descriptions
Step 2: Brainstorming	5 min.	Say to the group, "Take a minute to think about an experience you have had where there has been a facilitator. What did that person say? Do? What were the things that person did to make them a successful facilitator?" "Take a minute to write down on a piece of paper as many of those things as you can think of."	Paper and pen for each person
Step 3: Synthesis	15 min.	Break the group into teams of 3 to 5 people. Say, "With your team, share some of your ideas about what makes a good facilitator. As a team, create a flip chart that represents the elements of successful facilitation. You may draw, write, or both. Be prepared to share your flip chart with the group."	Flip chart paper and markers
Step 3 adaptation		Instead of writing the qualities of the facilitator on a flip chart, each group could develop a role play or skit that shows successful and unsuccessful facilitation. As each group performs its skits, the other teams can take notes and develop a collective list of the keys and pitfalls for facilitation.	
Step 4: Sharing	5–10 min.	Allow each group about 3 minutes to share its work and answer any questions	
Step 5: Reflection	10 min.	Ask the group the following questions: <ul style="list-style-type: none"> ■ What words stand out for you from these presentations? ■ What were the key things that all of the groups had in common? ■ What were the differences? ■ What are you still worried or confused about? ■ What would you like to learn more about? ■ How will we make sure that our group has successful facilitation? Share Handout 5F with the group.	Copies of Handout 5F

THE ELEMENTS OF FACILITATION



GETTING PEOPLE TOGETHER

Different cultures define effective gatherings and meetings differently. For one group, starting and ending at a preset time might be an essential element. For another, making sure that everyone leaves with a sense of direction might be the most important element—regardless of when the meeting begins and ends.

In the following pages, we'll examine different elements of group facilitation and meetings—think of "four Ps":

- PLANNING—creating the agenda, managing logistics, distributing materials
- PROCESS—facilitating the gathering and reflecting on it
- PEOPLE—acknowledging contribution and participation, managing conflict, following up with people who didn't come
- PAPERWORK—keeping documentation and getting it out to key people.

(Adapted from Winer & Ray, *Collaboration Handbook*, 1997)

What we are covering in this kit is a small fraction of the materials and tools out there related to meetings and facilitation. On the final page of this section is a list of other tools and resources.

PLANNING

Of all of the stages of facilitation and group process, this is probably the one that people focus most on. Planning is key! Putting together a meeting or event is similar to drawing an animated cartoon— for every minute of meeting time, many more minutes are needed ahead of time to ensure that everything goes smoothly!

A Checklist for Planning

- _____ Does the meeting have a clear purpose?
- _____ Do the people coming know what the purpose is?
- _____ Is there an agenda for the meeting?
- _____ Is the meeting scheduled at a time when youth can come?
- _____ Have people had an opportunity to contribute to the agenda?
- _____ Is there an activity planned to involve all the participants and make them feel welcomed?
- _____ Is the facilitator prepared?
- _____ Is there someone who will record or document the meeting?
- _____ Is the setting appropriate? Casual? Businesslike? In a "neutral" spot? Do we have permission to use the building or room?
- _____ Do people know how to get there?
- _____ Do we have an emergency contact number?
- _____ Are there refreshments?
- _____ Is there child care, or are people welcome to bring children? Do people know that ahead of time?
- _____ Do we have supplies? (flip chart paper, markers, name tags, sign-in sheets, handouts)?
- _____ Have arrangements been made for clean-up?

PREPARING THE AGENDA FOR A MEETING

THE SITUATION

You are leading the core team in preparing the agenda for a meeting with a larger community group.

OBJECTIVES

- To create an agenda that will enable the group to deal with its upcoming issues and other items
- To release anxiety about and create anticipation for the meeting

HINTS

The length of the meeting is an important factor. A short meeting may consist of several brief items; a longer meeting requires more careful planning.

OPENING

Say to the group, "We need to develop an agenda for the upcoming community meeting and develop a list of items that we need to deal with."

QUESTIONS

- What do we want to leave with at the end of this meeting?
- What agenda items are carried forward from the last meeting? (List these on flip chart)
- What other items have we heard of? (Add these to the list)
- Which of these items are most critical to deal with at this meeting?
- Where is a logical place to start?
- Approximately how much time will be needed to deal with each item?
- Who will facilitate this meeting?

Where Should You Hold Your Meeting?

The meeting site depends on what type of meeting it is and how many people you expect to attend. An important consideration is the kind of environment that the meeting place creates. Think about spaces that will be comfortable for the people who will be coming to the meeting. For example, adults might not be comfortable meeting around the table of a teen hangout, and youth might not be comfortable meeting around the table at the meeting room at the Town Hall. Don't meet at a place that has a reputation of being unwelcoming to some people. Meetings held outdoors can be tough because of distractions and noise.

CHECKLIST FOR FACILITATORS DURING A MEETING

- _____ If the group members don't all know each other, does everyone have a name tag?
- _____ Did everyone get greeted when they walked in?
- _____ Do people know where bathrooms/pay phones/refreshments are?
- _____ Did we tell people how much time the meeting should last and whether a break is planned?
- _____ If it is not a very large group, did people who walked in late have a chance to introduce themselves to the group?
- _____ Did we thank everyone for coming? Did we thank the others who helped organize the meeting?
- _____ Did we do an icebreaker, if needed?
- _____ Did we create a list of ground rules if the group did not already have them?
- _____ Do people have a clear sense of the meeting's purpose?
- _____ Did people have an opportunity to add to the agenda?
- _____ Did we indicate that input is appreciated?
- _____ Is there a "bin" where we can record and "save" ideas that we don't have time to deal with today?
- _____ Is there a sheet where people can record their "burning questions" during the meeting? Did we go back to answer those questions?
- _____ Did the meeting close with clarity on next steps and commitments?
- _____ Did we provide an opportunity, verbal or written, for people to give feedback about the meeting?

GETTING THE PROCESS STARTED

The first few minutes of each meeting are some of the most important: They set the stage for the tone of the meeting, communicate (both verbally and nonverbally) norms for the meeting, spark thinking, and set a welcoming tone.

It is important to get a feel for what the traditions and culture of the group is related to meetings. It may be important to start meetings on time, because doing so sends the message that the meeting will follow the time schedule. If you start late, people will have more of a tendency to ignore other time directions in the future, such as when to come back after lunch or coming on time to the next meeting. In other situations, it may be appropriate to leave 15-20 minutes after the official meeting start time to let people talk and get settled before getting to business. If you are not sure, ask questions about this beforehand, and get the group's feedback related to timing.

Things to Remember in Setting the Stage

1. Everyone coming to the meeting should get a personal welcome from a member of the team when he or she enters the room—a handshake, hug, hello, etc. Thank the person for coming, say why you are glad he or she came, and how you think that person will be helpful.
2. Make sure the room is set up (enough chairs, supplies, flip charts prepared) well before participants arrive. You should be spending the last few minutes before the meeting starts by welcoming people, not pulling your stuff together.
3. Make sure that everyone is introduced and that they have an opportunity to speak first thing in the meeting. It is important for everyone to get his or her voice out right away! If participants speak early, it helps break the ice early. Make sure the tone is set to welcome all voices. The facilitator should let the group know that everyone's input is welcome and that when they have something to say, it will be welcomed.
4. Make sure that everyone had a clear orientation to the purpose of the meeting beforehand.
5. In introductions, connect the meeting to prior work. Set the context and recognize people and accomplishments who helped get us where we are today.
6. Involve as many people as possible in helping to set up the room and handle other details.

"Raggedy starts" are a good way to engage people who come early and to instantly engage people who come in to join the group. Raggedy starts should begin about 5 to 10 minutes before the meeting and continue for about 5 to 10 minutes after the "official" start time of the meeting. Raggedy starts should be inclusive, mix people, be active, and relate to the focus of the work. For example, if one of the values of the group is to promote youth-adult partnerships, then the raggedy start should be designed to also promote that value.

On the next few pages are some examples of raggedy starts: BINGO, Reporters on the Street, and Name Tag Games. Each activity is designed for a specific purpose.

BINGO

As you know, BINGO is usually played with cards that have numbers on each of 25 squares; the winner often gets money. In BINGO as a raggedy start, the rules are slightly different. First, the squares on the cards are filled with the task to "Find someone who. . . ." (e.g., "Find someone who was born in the 1980s" or "Find someone who has more than 3 pets"). In raggedy start BINGO, you get a square by finding a person who fits what is in the square and having them sign it. The objective is to get ALL of the squares, not just 5 in a row. After you have someone sign your card, you have to move on to a new person. You can stop the game even if no one has all the squares—have people raise their hands if they have at least 10, or at least 15, until you find a winner. You can decide on a prize—usually something small like candy works fine. At the end, make sure the group has a short time to process the experience. Below are some specific ways to do that.

As people walk in the room, you will need to share the rules with them. Have two or three people designated as greeters to hand out BINGO cards and explain the rules as people walk through the door. You can also write the main rules on a flip chart, as shown below.

Once you find someone, have them sign that square.

After that person signs the square, move onto someone new.

Try to get as many squares as possible.

Yell BINGO if you fill out your whole card.

See pages 208-210 for more on BINGO, including sample cards.

Reporters on the Street

Ask participants to interview two people whom they don't know. Tell them, "Think as though you were a nightly news reporter—'We're here on location today to get people's feelings on. . ..'" Ask participants to ask each other questions designed to help foster and set the tone for the day, such as the following:

- What's your wildest dream for this community?
- What's one thing you love about working in a youth–adult group?
- What is your idea of a great event?

If there is time, you can have people introduce the people they interviewed and share what they learned. Process the game by having people share the responses they got that stood out for them. Ask the following questions:

- How did it feel to be interviewed/interview others?
- If this was a news story, what would it be called?
- What does this say about our work for today?

Name Tag/Pairs Games

If you have a large group of people or a group that does not know each other well, this can be a good raggedy start.

POSSIBILITIES:

- Put a symbol or color on each person; participants have to find their match and introduce themselves.
- In small letters, put the name of someone else in the room at the bottom of each nametag, and have everyone find the person whose name is written on their tag.
- Famous pairs: As people walk in, put the name of one part of a famous pair (e.g., Kermit the Frog and Miss Piggy) on their back. They have to ask yes or no questions to find out who they are, and then they have to find their pair. When they find their pair, they reveal who they are to the other half of their pair.

BINGO

On the following pages are a series of different cards for BINGO. Each has a special focus, and using each type of card involves different considerations. Each card has blank squares that can be used for special things that you think of!

BINGO Card #5J: Youth–Adult Partnerships

Notice the squares with the youth–adult partnership theme—you could use this BINGO card as a warm-up to some of the activities in the first part of Section 2. Include these questions in your reflection:

- Which squares were easy and difficult to get?
- What does that say about partnerships?
- Does this give you any new insights about partnerships?

BINGO Card #5K: Community Gifts/Individual Gifts

Notice that each square has to do with skills, interests, and gifts that each of us brings to community work. Include these questions in your reflection:

- Which squares were easy and difficult to get?
- Did anything surprise you?
- What new assets did you discover among our group?
- How can we build on our many personal strengths?

BINGO Card #5L: Learning Styles

Notice that each square has to do with preferences for learning. Use this as an activity for looking at styles and skills in your team. Include these questions in your reflection:

- Which squares were easy and difficult to get?
- Did anything surprise you?
- What does this say about our group?
- How can we make our different learning styles work to our advantage?

FIND SOMEONE WHO . . .

Is a member of a successful youth–adult partnership		Thinks the voting age should be lowered		Has been a member of a successful team
Has been surprised by the wisdom of someone not in their generation.	Can say what “adulthood” means to them		Knows of an organization with a young person on its board	
	Expects youth to make their own decisions	Thinks that youth–adult partnerships take practice		Supports the power of youth!
Can name one of the potential barriers to youth–adult partnership		Has met an adult who takes young people seriously.		Thinks that he or she is a good listener
	Disagrees with the way youth are portrayed in the media		Has been trained in youth–adult partnership	Wants to learn about the experiences of people of different ages.

NOTE: Fill in the blank squares with your own ideas!



FIND SOMEONE WHO. . . .

Knows how to use "Powerpoint"	Can speak a foreign language	Can sing a Britney Spears song	Who has bowled more than 175	Is a member of a successful youth–adult partnership
Plays basketball	Recruited someone to come to this meeting	Thinks this community is a great place to live	Has volunteered with people of other ages	Has facilitated a meeting
Can draw a map of this community	Has conducted a survey	Has a friendly smile	Likes to cook	Has been a member of a successful team
Has lived in this community for more than 30 years	Has lived in this community for less than a year	Has had his or her own business	Knows where youth in this community like to go on weekends	Has written a book

Note: Fill in the blank spaces with your own ideas!



FIND SOMEONE WHO. . . .

Likes to know why things happen		Doesn't like to set schedules		Likes helping other people to be creative
Would rather come up with an idea/ hypothesis than the solution	Prefers to start a task by working alone		Has a good imagination	
	Likes to think about concepts		Relies more on gut feelings than on logic	Usually enjoys listening to lectures and guest speakers
Likes to talk about "what if" situations		Prefers solving a problem in a group		Likes studying the details
Likes taking risks	Likes schedules	Likes to know how things work		

NOTE: Fill in the blank squares with your own ideas!

PEOPLE

When you think about dealing with meeting participants, you need to consider three important areas. First is acknowledging and appreciating contributions and participation. Second is managing critical situations and conflict. Third is following up with people who did not attend.

Appreciating and Acknowledging People

See the activities about appreciation on page 80.

Managing Conflict

Expect conflict. Everyone and every group has different expectations of the way things will be done, special preferences, communication patterns, and experiences with decision making. When differences rub together, conflict may occur. If we don't allow conflict or if it is not handled well, we limit our ability to change. The key to that is managing conflict.

The Collaboration Handbook by the Amherst Wilder Foundation (1997) offers an excellent overview of sources and resolutions of conflict, as shown in the table below.

Typical Sources of Conflict

Power struggles

- Members want to have power over others.
- Personal customs, language, preferences not being met.

Low trust

- The meeting convenor lacks needed skills.
- Meetings are too boring.
- Communication is poor.

Vague vision and focus

- The members frequently call the vision and focus into question.

Lack of clear leadership

- Some organizations pressure the collaboration for quick action.
- People attend infrequently and irregularly.

How to Resolve the Issues

- Look for underlying issues, such as history of conflict, fear of loss of control, and so on.
- Take time to review the customs of the members; define frequently used terms; acknowledge different styles.
- Ask the group to take greater shared responsibility for the meetings.
- Review characteristics of effective meetings and facilitation.
- Practice communication skills, and do some learning in this area.
- Review the destination; remember that conflict is not about wording, but about the scope of the work.
- Set short-term as well as long-term goals.
- Reaffirm the value of planning
- Ask those with authority to commit to consistent representation; clarify that a collaboration is being built.

Other resources for conflict management can be found on the Internet:

- Mediation Information and Resource Center—www.mediate.com
- Resource list and other information—www.mediationworks.com

Following up with People

One of the most efficient ways of following up with people is incorporating follow-up into every meeting. As the meeting is closing and you are developing a list of actions to take as a group, talk about who did not come and get volunteers to contact those people before the next meeting.

PAPERWORK

Paperwork comes into play at all stages in the process of bringing people together—BEFORE, DURING, and AFTER!

BEFORE the Meeting

Send out any background materials. At least a few days before, let people know what the agenda will be. Make sure you include reminders of anything they should bring or be prepared to do at the meeting.

DURING the Meeting

1. A sign-in sheet documents the number of people who attended; provides a list of names, phone numbers, and other information; and provides a list of people whom you might call on in the future. It also can be used as a guide to send out the meeting notes.
2. A recorder should document what participants are saying while they say it. Typically, they use a flip chart that everyone can see. When the meeting begins, have the recorder introduce themselves by saying, "My name is _____, and it is my job to make a record of this meeting. I can't write down everything, so I will try for key ideas, in your own words. Help me capture your thoughts in the best way possible—and let me know if I don't get something right!"

AFTER the Meeting

Meeting minutes are a recording of ALL the discussion that took place. It is rare that someone will be able to record it all, and even more unlikely that people will read all of it! Stick to notes that summarize the meeting:

- Who attended
- The key issues covered in the meeting
- Actions taken
- An "action register," with who is responsible for each action and by when
- The main items for the next meeting.

YOUTH-ADULT PARTNERSHIPS IN MEETINGS

Some techniques that you might try:

The talking stick. In some Native American cultures, the person who held the talking stick had the right to speak at a meeting. That person had the power of the word and could speak without fear of being interrupted or insulted. When they finished what they had to say, they would give the stick to whoever wanted to speak next.

Five-minute new idea rule. New ideas are sometimes hard to talk about. Consider a rule that no criticisms can be made of a new idea for at least five minutes after it has been proposed.

And Some Tips:

- Remind people that all of the work is done in partnership between youth and adults and that we need to be aware of how we are communicating and treating others all of the time.
- Avoid using language that is hard to understand, including technical words and acronyms. Make sure you ask if you do not understand words or concepts.
- Be aware of people's time constraints for doing activities, and be aware of how they are being divided up. Make sure that the fun tasks and the drudge tasks get divided fairly between adults and youth. Don't just dole out menial tasks to youth, thinking that they will do better with the easier duties.
- Make time for fun. Volunteers need to have fun to keep motivated. Having fun is a great way to break down youth–adult stereotypes.
- Recognize and praise good ideas and accomplishments.
- Make sure meetings lead to action. People will stay home next time if too many meetings are just talk. Think about keeping a running "action log" during the meeting where all the immediate next steps are recorded. At the end of the meeting, clarify who will do what.
- Rotate leadership roles and facilitator roles in meetings. Youth should get a chance to try out all roles if they want to. Everyone can learn leadership skills "on the job."
- Try having separate youth–adult meetings every now and then. Sometimes such meetings are helpful for checking on youth–adult partnerships and progress. Make sure that you update each other afterwards.
- Keep it short and take breaks.
- Schedule meetings at times when youth can attend!
- Be sensitive to people's reluctance to record action in front of the group. Both youth and adults may be self-conscious about their spelling. You may need to make a rule that correct spelling is not necessary!

RESOURCES

The list below includes the resources that were cited in this part, as well as other information. It represents only a fraction of the resources available about group facilitation and group processes.

General Publications

B. Lewis, *The Kid's Guide to Social Action*. Minneapolis, MN: Free Spirit Publishing, 1991, 1998.

M. Winer and K. Ray. *Collaboration Handbook*. St. Paul, MN: Amherst Wilder Foundation, 1997.

Group Facilitation Organizations

Every county in the United States has a Cooperative Extension Office, which has resources and resource people for group facilitation. To find your local Extension office, consult your local phone book.

The Institute of Cultural Affairs (www.ica-usa.org) has developed participatory facilitation techniques that are used all over the world.

The International Association of Facilitators (<http://hsb.baylor.edu/fuller/iaf>) is an organization dedicated to facilitation.

Publications and Web Resources about Group Facilitation

T. Justice and D. Jamieson, *The Complete Guide to Facilitation*. Amherst, MA: HRD Press, 1998. Available through (800) 822-2801 or www.hrdpress.com.

A set of booklets is available from the American Youth Foundation, (314) 772-8626.

L. Kearny. *The Facilitator's Toolkit*. Amherst, MA: HRD Press, 1994. Available through www.hrdpress.com or (800) 822-2801.

How to Facilitate Groups: A Quick Reference Handbook on Active Facilitation Techniques created by the National School to Work team is on the Internet at www.stw.ed.gov/products/handbook/handbook.htm

Institute of Cultural Affairs. *Group Facilitation Methods*. Institute of Cultural Affairs, Phoenix, AZ: 2000. Available through www.ica-usa.org

Publications and Web Resources about Effective Meetings

An online resource can be found at www.infoteam.com/nonprofit/nica/Effmeet.html.

M. Caroselli. *Meetings that Work*. Mission, KS: Skill Path Publications, 1998.

Publications and Web Resources about Icebreakers and Energizers

Lists of icebreakers can be found on the web at:

www.nwlink.com/donclark/leader/icebreak.html

www.resultsthroughtraining.com/Pages/download.html

These books listed below and more publications are available through the Jossey-Bass Publishing Web site at www.josseybass.com.

A. Van Gundy, *101 Great Games and Activities*

B. Pike, *101 Games for Trainers*

E. West, *201 Icebreakers*

Change and Sustainability



After a group has formed, created a vision and plan, and begun to put the plan into action, a whole new phase of community and youth work begins. Key questions that people ask during this phase include "How can we make sure that this effort is sustained?" "How do we make sure that our work is having an impact on root causes?" and "What are the things that are changing as a result of our work?" Communities that have tried the Building Community process are just beginning to look at answers to the questions—their work is only 2 or 3 years old, at most. Getting answers to such questions can be difficult and takes time. For that reason, you'll find that this section of the tool kit is the least developed of the six sections. As we continue to work with community partners and receive feedback about the tools, we look forward to expanding this section of the tool kit in particular.

What this section does include is notes and tools related to two main concepts that are critical during the phase of project "maturation"—sustainability and changes in the way that power is shared. The chart on the following page was adapted from a model developed by the Institute of Cultural Affairs and the Mexican Foundation for Rural Development. It shows the phases of community work, from initiating a project to having it become mature. This section of the tool kit, focuses on the column of the table that is highlighted—project maturation. The first part of this section focuses on building self-sufficiency, or sustainability, for the work (the first row of the table). The second part focuses on the other three rows—making changes in the ways that people participate, are involved in decision making, and share power.

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THE PHASES OF COMMUNITY AND YOUTH WORK

Areas of the work	PHASE I PROJECT START CHANGE IN ATTITUDE	PHASE II PROJECT STABILIZATION CHANGE IN STYLE	PHASE III PROJECT MATURATION CHANGE IN STRUCTURE	CORRESPONDING PAGES
Self- Sufficiency	A willingness to plan the future	Trusted and committed leadership	Long-term collaboration and investment	Sustainability Collaboration Resource development (pp. 219–225)
Self- Confidence	A willingness to work together	Collaborative working relationships	Set participation patterns	
Participation	A willingness to take initiative	Increased skills for partnering	Everyone contributes and everyone benefits	Power sharing Decision making (pp. 227–232)
Youth participation	Adopting philosophy and values of youth–adult partnerships	Increased skills for partnering	Equal youth voice in decision making	Youth in decision making (p. 233)

Part 1: Building Sustainability



OVERVIEW OF SUSTAINABILITY

To sustain - to maintain, to supply with nourishment, to support the vitality of, to endure or withstand

What does it mean to sustain community and youth work? This is a key question, and the answer to it will be different according to different people, groups, and communities. There are many other critical questions embedded in this question of sustainability:

- What do we try to sustain, and what do we let fade away?
- If one person or a small group is doing most of the sustaining, is our work really sustainable?
- How can we both maintain the work, and continue to grow and change?

We are just beginning to learn about what sustained youth/adult partnerships and asset-based community development look like, and just beginning to work on answering these key questions. What you will find on the next few pages are a few tools to start examining the question of sustainability. The first one looks at the cycles of community development work—the peaks and lows of the work. The next tool and activity is about collaboration. Collaboration—the long term commitment of groups or organizations to a common mission—is a key to sustaining the work. Collaborations may not last forever, but they do provide a larger, shared commitment that can nourish and support the work. Finally, there is a short section on a topic that many people consider when talking about sustainability—securing resources.

CYCLES OF COMMUNITY WORK

OVERVIEW

This activity introduces a model for looking at the phases of community work and provides notes for facilitating a discussion about the importance of looking at cycles of the work.

OBJECTIVES

- To recognize the existence and importance of the ups and downs that community groups typically experience
- To evaluate the stages of the group's work and the impact of those stages on the work

TIME REQUIRED

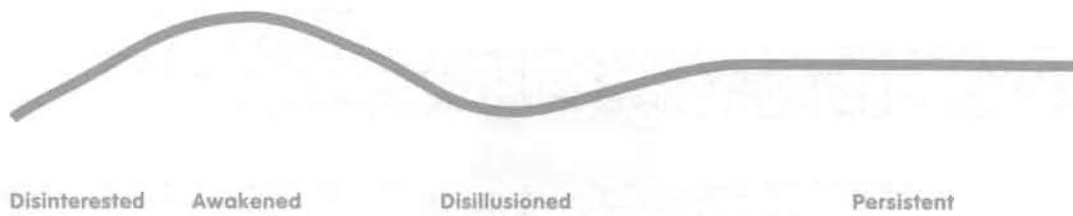
Approximately 30 minutes

WHAT	TIME	HOW	MATERIALS
Step 1: Setting the context	5 min.	<p>Say to the group, "When doing this work, many people struggle with the ups and downs and with the feeling that sometimes progress is really slow and that other times things are moving too fast to catch up. Thinking of this group's work, what were the 'ups,' or high points? What were the 'downs,' or low points? The Institute of Cultural Affairs, a group that has worked with community groups all over the world, has observed some of the phases and stages of community groups. They looks something like this diagram."</p> <p>Share the Handout 6A on the following page. Explain each phase.</p>	Copies of Handout 6A or flip chart with diagram on it.
Step 2: Discussion groups	10 min.	<p>Break the group into discussion groups of 3 or 4 people. Ask each group to answer the following questions and be prepared to quickly share its answers and work with the larger group.</p> <ol style="list-style-type: none"> 1. Does the shape of the line represent this group's work? If yes, where do you think this group is? If no, draw what you think the diagram should look like. 2. Does the shape of the line represent the whole community's development? If yes, where do you think this community is? If no, draw what you think the diagram should look like. 	Copies of Handout 6A or flip charts with questions 1 and 2
Step 3: Report out	No more than 3 min. per group	Ask each group to briefly share what they discussed.	

continued on page 223

WHAT	TIME	HOW	MATERIALS
Step 4: Reflection		<p>Ask the whole group the following questions:</p> <ul style="list-style-type: none"> ■ What stood out to you about what you heard? ■ What parts of it do you find encouraging? ■ What parts of it make you feel worried? ■ How can we use this activity to make our work more successful? ■ What are the key things to do to keep up stable, persistent work? <p>Record answers to the final question on flip chart paper. Use the list that is generated in future meetings or planning events.</p>	Flip chart paper

THE CYCLE OF COMMUNITY DEVELOPMENT WORK



From the article "Integrated Development, A Mexican Example", Approaches That Work in Rural Development (ICA, 1988)

Phase 1: Disinterested

People aren't showing up. Leaders are blocked or stuck.

Phase 2: Awakened

Enthusiasm! Good rumors are circulating about your community work, and people are responding.

Phase 3: Disillusioned

Anger and frustration. People don't think the project is progressing. Leaders start to drop out.

Phase 4: Persistent

Members have gone through struggles, but these are recognized and celebrated.



COLLABORATION—A KEY TO SUSTAINING SUCCESS!

OVERVIEW

A participatory activity to examine three approaches of working together and to share ideas about building community collaborations

OBJECTIVES

To distinguish between cooperation, coordination, and collaboration and identify examples of each
To examine how the group can be successful in collaboration

TIME REQUIRED

Approximately 30 minutes

Note: Before the activity begins, it is necessary to set up a wall that is divided into three parts titled "cooperation," "coordination," and "collaboration."

WHAT	TIME	HOW	MATERIALS
Step 1: Setting the context	5 min.	<p>Say to the group, "One of the ways that people, groups, and communities resolve problems over the course of time is to bring people together in new ways. Creating collaborations allows groups to come together to solve problems.</p> <p>People often use the word collaboration to describe any time people work together to achieve a goal. Really, it is a little more complex."</p> <p>Refer to the handout on the following page—either make copies or make a version of it using flip chart paper. Briefly review the key concepts of cooperation, coordination, and collaboration. Solicit examples of each from the group.</p>	Copies of Handout 6B or flip chart with diagram on it.
Step 2: Brainstorming	10 min.	<p>Say to the group, "For the next five minutes, we are going to think about how these three concepts apply in our own community. Each person should take a set of sticky notes, write the name of a group, organization, network, or alliance on each note, and place the note under the appropriate heading." Solicit some examples to get people going.</p> <p>After everyone has put up the notes (5 min.), give time for people to ask any questions of clarity related to what is written or where it is placed.</p>	Sticky notes
Step 4: Reflection	15 min.	<p>Ask the group the following questions:</p> <ul style="list-style-type: none"> ■ Looking at the wall and the three areas, what gets your attention? ■ What parts of this exercise were easy or difficult for you to do? ■ Why do you think that certain columns are fuller than others? ■ What does this tell us about our work? ■ What new insights about collaboration have you gained? ■ What are the things that this group needs to do to build collaboration? 	

THREE MODELS OF WORKING TOGETHER

COOPERATION

Short-term, informal relations that exist without any clearly defined mission, structure, or planning effort. Partners share information only about the subject at hand. Each partner retains authority and keeps resources separate, so there is practically no risk.

COORDINATION

More formal relationships and understanding each other's missions. People involved focus their long-term interaction on a specific effort or program. Coordination requires some planning and division of roles. Authority is still with individuals, but more risk exists. Power can be an issue. Resources are made available to participants, and rewards are shared.

COLLABORATION

Participants bring separate organizations and groups into a new structure with full commitment to a common mission. Requires comprehensive planning and well-defined communication channels operating on all levels. The structure determines authority, and risk is high because each partner contributes risk and reputation. Partners pool or jointly secure the resources, and they share the results and rewards.

Low Intensity

High Intensity



(Adapted from *The Collaboration Handbook*, Amherst H. Wilder Foundation, 1997)

SECURING RESOURCES

From the start of your effort, something that is likely to be on people's minds is how to secure resources. Often they are thinking of financial resources in the form of grants, but resources are any form of power—they include staff, technology, training, and information. As this tool kit shows, they can also consist of a vision, a shared sense of history, and relations within the community. Knowledge of local resources and the creation of a vision and plan can be extremely powerful tools for attracting new outside resources. Community groups that have done this work are proof: Communities can access funds that would not have been available had their group not had such a clear idea of what its gifts, challenges, and vision were!

Good general information about resource development is available on the Internet:

- The Chronicle of Philanthropy—www.philanthropy.com
- The Foundation Center—www.fdcenter.org
- Foundations On-Line—wwwFOUNDATIONS.org
- Idealist—www.idealists.org

Resource Scarcity—Not True!

We are told that we're in a time of resource scarcity—that government funding is dwindling, corporate support is diminishing, and foundations are giving less.

We are really in a time of resource abundance. Private wealth is greater than ever before; people and organizations give generously. People are just selective about where they give. We must know who supports us, determine who can be persuaded, understand their interests, and use their language! (Adapted from *The Collaboration Handbook*, Amherst Wilder Foundation, 1997)

RESOURCES ON SUSTAINABILITY AND COLLABORATION

M. Winer and K. Ray. *Collaboration Handbook*. St. Paul, MN: Amherst Wilder Foundation, 1997. This book is a fabulous resource that takes you through both the theoretical and practical parts of the whole journey of collaboration. It is available through the Amherst H. Wilder Foundation, (800) 274-6024, www.wilder.org

The National Network for Collaboration

The main Web site is <http://crs.uvm.edu/nnco/>. It contains many resources, including self-assessment, tools for evaluating, and lists of other resources, such as articles and books.

A training manual is available on the Web at <http://crs.uvm.edu/nnco/cd/index.htm>.

The New Community Collaboration Manual, by the National Assembly

Available through the National Assembly.

(202) 393-4517

Sustainable Communities Network

The Web site is www.sustainable.org, and it contains articles, case studies, and tools about community and environmental sustainability.

Part 2: Change



OVERVIEW OF SHARING POWER TO CREATE CHANGE

Every community's vision and every group's mission is unique. All of them tend to have a single thing in common, however—to create positive, lasting change. The idea of lasting change has to do with the last few pages. The next few pages have to do with the idea of change itself, and offer tools, activities, and resources for creating change.

We focus specifically on the idea of power and change for two reasons:

1. Imbalances of power can be the most significant barriers to making change happen. When we look at the many of the root causes of challenges, they have to do with imbalances of power.
2. Expanding the way that power is shared is a strategy that helps create deep, lasting change. When groups have access to power and voice in the decision-making process, then they can impact and create the positive changes they dream of.

Often imbalances of power are related to racism, sexism, classism, ageism, ethnocentrism, and heterosexism. It is in this stage that many communities find the need to address these issues more deeply. Because there are many excellent resources available already, this tool kit does not provide resources for addressing all of these issues specifically. The reference section at the end of this section provides additional information on these resources.

CHARTING DECISION MAKING AND POWER SHARING

(Adapted from the Points of Light Foundation's Young People as Decision Makers Youth Outreach handout: "Mapping Youth for Youth Involvement")

OVERVIEW

This activity "maps" where people in the community participate in making decisions.

OBJECTIVES

To identify strengths in the community's current system of engaging people in the decision-making process

To identify opportunities for increased sharing of power

TIME REQUIRED

Approximately one hour

WHAT	TIME	HOW	MATERIALS
Step 1: Setting the context	5 min.	<p>Begin the activity with a short discussion about decision making. Say to the group, "Think about the process of making decisions. Is it easy or hard? Why? Are there decisions about what goes on in this community that you are part of? Are there decisions that you are glad are made for you? Are there decisions that others make that you think you or others should be able to participate in making? Why? What does decision making have to do with power?"</p> <p>"For the next 50 minutes, we are going to explore some of these ideas in greater depth, creating maps of where decisions are made in this community, who is making them, and what that means for our work and the community as a whole."</p>	
Step 2: Mapping	20 min.	<p>Review the directions written on Handout 6C, asking for examples as you go, and creating the beginning of a sample map on a piece of flip chart paper that the whole group can see.</p> <ol style="list-style-type: none"> 1. Think about the organizations and groups in the community that make decisions that affect the community. Include the organizations and groups that you are a part of and those that you are not part of. In the square below, draw a representation of these groups and organizations. You can draw them as they exist on a map, or you can do a drawing that is a symbol for what they represent to you. 2. With a different color pen, list the groups of people in each of those organizations who are involved in making decisions. 3. With another color pen, make a star to indicate the areas where opportunities exist to increase participation in decision making and sharing of power. <p>Ask if people have questions, and indicate that they will have about 15 minutes to do the exercise.</p>	<p>Copies of Handout 6C</p> <p>Flip chart paper</p> <p>Markers</p>

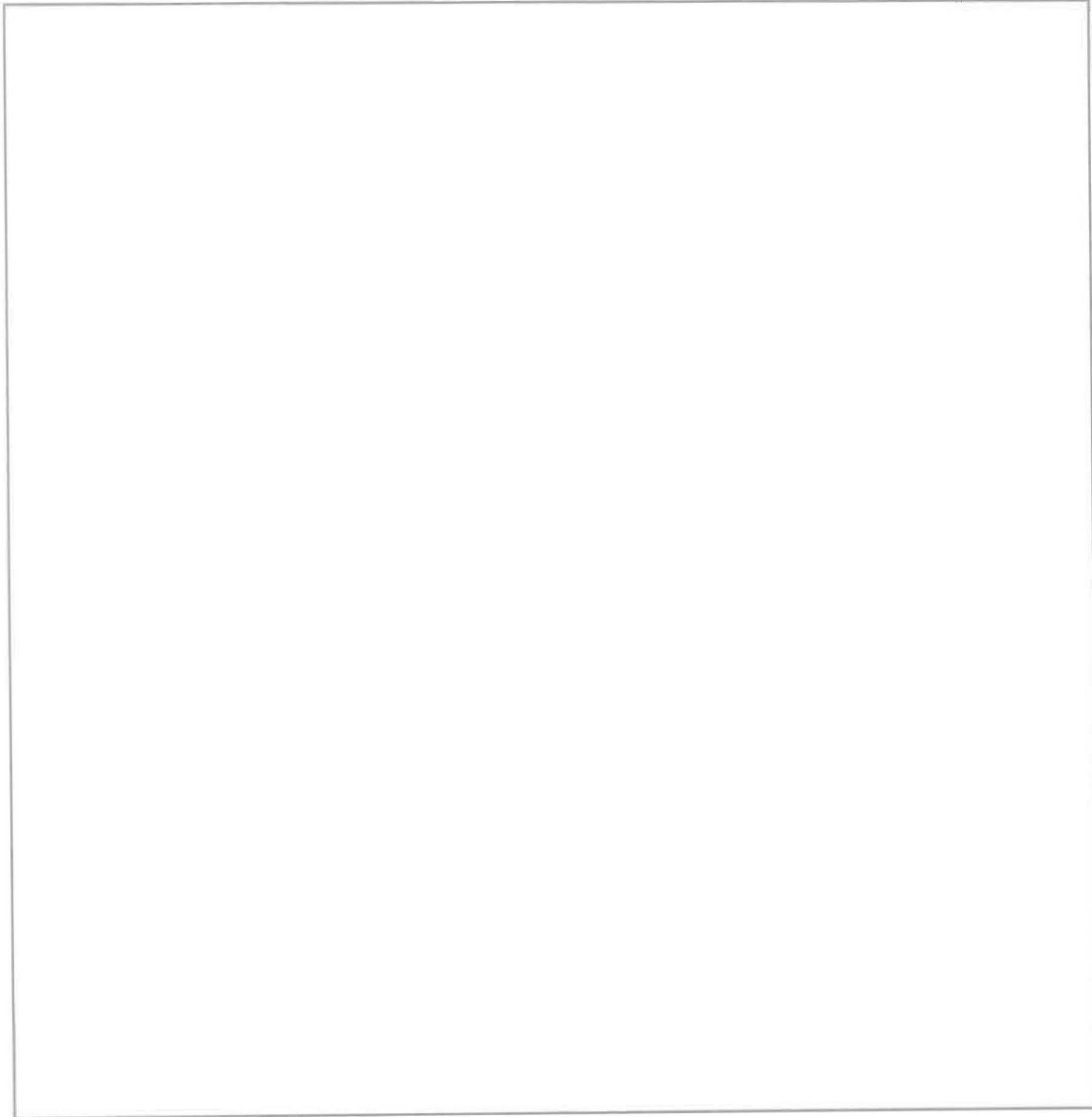
WHAT	TIME	HOW	MATERIALS
Step 3: Sharing	20 min.	If the group is small, offer each person a chance to share his or her map with the group. If it is large, split into smaller groups with a facilitator in each group.	
Step 4: Reflection	10 min.	Ask the following questions: <ul style="list-style-type: none"> ■ What images from the maps stand out to you? ■ Were there any surprises for you as people shared? ■ What similarities did you see in people's maps? ■ What differences? ■ In general, who is making decisions that affect the community? ■ Why is that the case? ■ Who is being left out of the decision-making process? Why? ■ In what areas should more people be involved in decision making? ■ What are some strategies that we can use to increase shared power in this community? 	

Possible Adaptations of This Activity

- Use it specifically to look at how youth, women, people of color, or any other group is involved in decision making and power sharing. See Section 2, Page 19 for facilitators' notes for examining youth participation.
- Use it in combination with the resource mapping activity in Section 2, page 15 to examine specifically how people who represent different sectors of the community are involved in decision making and power sharing.
- Use it in combination with a strategic planning activity (Section 4, page 171) to identify the root causes of some of the barriers that the community faces.

CHARTING DECISION MAKING AND POWER SHARING

1. Think about the organizations and groups in the community that make decisions that affect the community. Include the organizations and groups that you are a part of as well as those that you are not part of. In the square below, draw a representation of those groups and organizations.
2. With a different color pen, list the groups of people in each of those organizations who are involved in making decisions.
3. With another color pen, make a star to indicate the areas where opportunities exist to increase participation in decision making and sharing of power.



 Handout 6C

(Adapted from the Points of Light Foundation's Young People as Decision Makers Youth Outreach handout: "Mapping Your Program for Youth Involvement")

ESTABLISHING A DECISION-MAKING PROTOCOL

OVERVIEW

A participatory activity to develop recommendations for the how a group makes decisions.

OBJECTIVES

To become familiar with the types and nature of various decision-making methods.

To make recommendations for the type of decision-making to be used by the group.

TIME REQUIRED

Approximately one hour.

WHAT	TIME	HOW	MATERIALS
Step 1: Lecturette	10 min.	<p>Say to the group, "One of the most crucial tasks for a group is establish a decision-making protocol. Groups feel empowered when members understand how to make decisions. Let's look at some of the styles of decision making."</p> <p>Refer to Handout 6D. Tell the group that the style and structures are not mutually exclusive—they can use elements of more than one. Have the group quickly think of some of the advantages and disadvantages of each.</p>	Handout 6D
Step 2: Being consultants for our group	30 min.	<p>Say to the group, "For the next 30 minutes, you are no longer going to be members of this group. Instead, you are going to be consultants, applying what you know and feel about your group. The purpose of this step is to come up with a set of clear recommendations for the decision-making protocol for this group. Make sure that you carefully weigh pros and cons."</p> <p>"Refer to Handout 6D. Record your recommendations on flip chart paper. Select one member of your team to report to the large group about your recommendations."</p> <p>Split the group into 2 or 3 teams, ensuring diverse representation in each team.</p>	<p>Flip chart paper</p> <p>Markers</p>
Step 3: Report out	15 min.	Give each team 5 minutes to share its recommendations and answer questions.	
Step 4: Discussion and decision	15 min.	<p>Ask the group the following questions:</p> <p>What stands out for you about the presentations? What ideas are you excited about? What ideas make you a little worried? On which things do we seem to agree or disagree? Based on what you heard, what recommendations would you make for our group? What are the next steps that we need to take?</p>	

STYLES AND STRUCTURES FOR MAKING DECISIONS

Consensus	We probe issues until everyone's opinions are understood, especially opposing opinions. The decision is only made when everyone in the group says that they can live with that decision.
Working consensus	We probe issues until everyone's opinions are understood, especially opposing opinions. The decision is made when two-thirds of the group says they can live with that decision.
Democratic	We discuss the options sufficiently that people understand the consequences of the majority vote. We establish the ground rule that losers support the decision, even though it was not their choice. Then we vote and count.
Advisory group	We appoint a group of experts to either make decisions for the group or make recommendations on decisions.
Leadership Team	We form a subgroup that represents the whole group. This group makes decisions.
Weighted	When we make a decision, some members' voices and opinions are given more weight than other members' voices.
Organizational veto	If one group disagrees with a decision, it can pull out of that activity. The next time we make a decision, they are part of it.

(Segments adapted from *The Collaboration Handbook*, Amherst H. Wilder Foundation, 1997)



RESOURCES ON POWER SHARING AND YOUTH DECISION MAKING

Referring back to page 16, the chart that shows the phases of youth/adult partnerships, the last phase relates to young people's participation in the process of making decisions. When young people and adults work in equal partnership, a logical step is to include young people at the tables where decisions are being made. Youth are members of City Councils, boards of non-profit organizations, and program management teams.

In this tool kit, we do not include resources, activities and tools for youth in decision making, because so many excellent ones have already been created. There exists a movement in many youth and community organizations to promote this concept.

Publications and resources

University of Vermont Cooperative Extension System. *Guide to Making Group Decisions*. Order at <http://ctr.uvm.edu/ctr/pubs/popular2.htm#cred>.

K.S. Young and J. Sazama. *14 Points: Successfully Involving Youth in Decision Making*. Somerville, MA: Youth on Board, 1999.

Available by calling (617) 623-9900, or at www.youthonboard.org

Community Partnerships with Youth, Inc. *Youth in Governance*, *Youth as Trustees*, and *Youth as Philanthropists*—three training resources for involving young people in real ways in organizations and communities.

Available at www.cpyinc.org

W. S. Lesko and E. Tsourounis, II. *Youth! The 26% Solution*. Kensington, MD: Activism 2000 Project, 1998.

Available through Activism 2000 Project, (800) KID-POWER, www.youthactivism.com.

S. Zeldin, et. al. *Youth in Decision Making: A Study of the Impacts of Youth on Adults and Organizations*. Chevy Chase, MD: National 4-H Council, 2000.

Available at www.fourhcouncil.edu/cyd or innovation@fourhcouncil.edu.

