



Recruiting and Engaging Youth Training Participant Workbook

This material was produced by institutions that represent SNAP-Ed in California, known as CalFresh, with funding from USDA SNAP-Ed. These institutions, the California Department of Social Services, the California Department of Public Health, UC CalFresh, California Department of Aging, and Catholic Charities of California, are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663.



Youth Engagement Project Summary



Agency Name: _____

Project Name: _____

City/County: _____

Primary Contact (Name/email): _____

Summary of Project:

Key Collaborations:

Challenges/Barriers:

Successes:

Next Steps (Post-training):

Where can you recruit?

Communities:

- 4-H programs
- Boy and girl clubs (e.g., Boy/Girl Scouts)
- YMCAs
- Faith based organizations
- Social service providers
- Park and recreation centers
- Volunteer centers

Schools:

- After school programs
- Student government
- Cultural clubs
- Classes (e.g., home economics, civics/leadership classes, health/science)
- Athletic teams
- Parent Teacher Association/Organization
- School counselors

Others:

Tips for Working with Youth

Time:

- Avoid classroom hours
- Avoid early mornings
- Meet during lunch, early in the evening or weekends
- Consider school exam schedules
- Serve food if allowable

Where and how will you meet:

- Have meetings at gathering places to limit travel of youth
- Hold meetings along public transportation is possible

Ensure parental permission:

- Obtain parental permission and contact information
- Utilize a release form granting permission to work with media and be photographed if appropriate

Optimize communication:

- Use email, listservs, Facebook or text messages to remind of upcoming meetings, due dates and tasks
- Provide your contact information
- Check in frequently
- Arrange for access to telephones, email, computers
- Just listen to the youth
- Gauge youth understanding of the issue and interest

Organizing meetings:

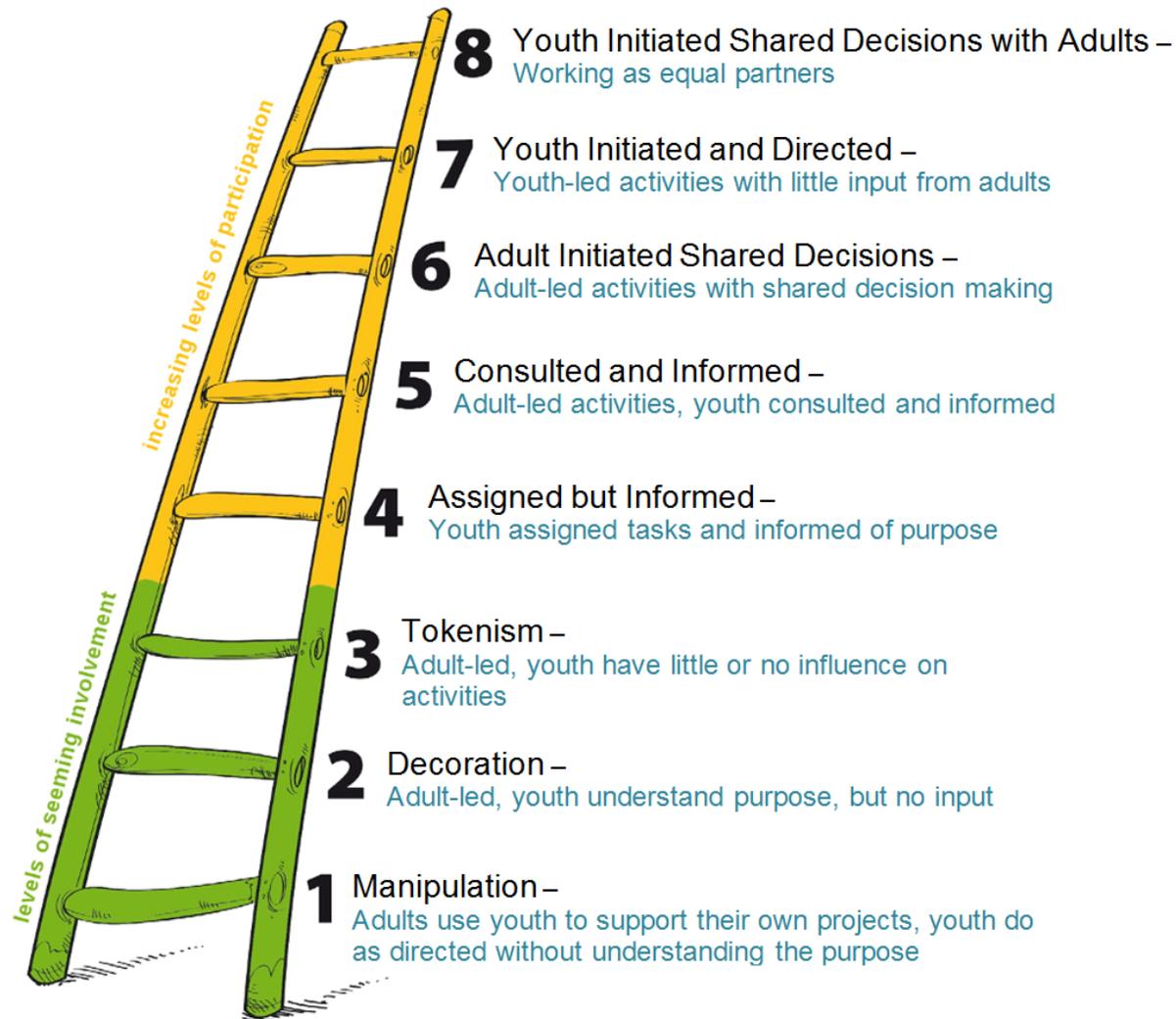
- Provide an orientation of your project
- Establish ground rules as a group
- Allow time for youth socialize with each other
- Consider where the meeting is being held (environment)
- Utilize icebreakers/team building exercises
- Utilize check-in/check-out
- Have youth co-facilitate whenever possible

Additional items to consider when working with youth:

- Incentives (if allowable)
- Acknowledge good meeting attendance and participation
- Utilize job descriptions that it is clear what their role will be

Hart's Ladder of Participation

Source: adapted from Hart, R. (1992). Children's Participation from Tokenism to Citizenship, Florence: UNICEF Innocenti Research Centre.



Group Agreement Activity

Notes:

ACTIVITY: Setting Group Agreements

OBJECTIVES:

- To create a safer space for group.
- To set up a system of accountability in the group.
- To reduce oppressive power dynamics

TIME NEEDED:

- 20 minutes

MATERIALS:

- Flipchart paper
- Markers

INTRODUCTION:

We develop group agreements to create a safe space in our group and to hold each other accountable to what we believe and want. Group agreements are like ground rules for our meetings and trainings that we can all agree to follow.

INSTRUCTIONS:

We are going to brainstorm group agreements. What agreements do you want for this team? [Chart participants' answers.] What does this agreement mean for you? Why is it important to have this agreement in this space? What else?

DEBRIEF:

Does everyone like these group agreements? [Have participants show their agreement-raise hands, fists, thumbs up, sign the flipchart paper, etc.] Does anyone disagree with any of these, or want to change anything, or ask any clarifying questions? [Post group agreements during your first month of meetings. Revisit if participants are having a hard time following group agreements.]

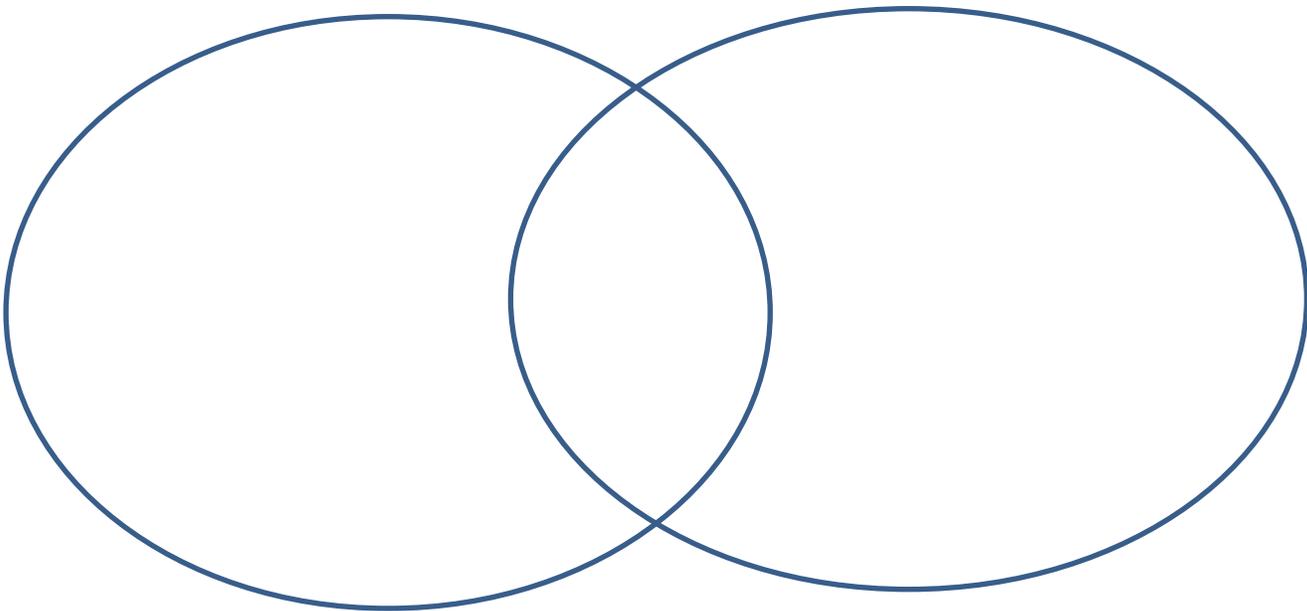
SAMPLE AGREEMENTS:

*** Take ideas from the group, but feel free to add if something's missing.

- **One Mic** (one person speaks at a time)
- **Step Up, Step Back** (if you're a person who talks a lot/takes up a lot of space, step back; if you don't speak very much, step up)
- **Confidentiality** (what's said in the room stays in the room)
- **Don't Yuk Someone's Yum** (let people express their ideas)
- **Challenge the idea, not the person** (express disagreement with people's ideas, while still respecting the person)

**Team Building Exercise
(Venn Diagram Activity)**

Write down differences and similarities in what youth and adults value and identify commonalities after each presentation.



Venn Diagram Activity

Objectives

- To identify differences and similarities in what youth and adults value.
- To identify commonalities between those doing activity.

Time Needed

- 20-30 minutes

Materials

- Flipchart paper
- Markers

Introduction

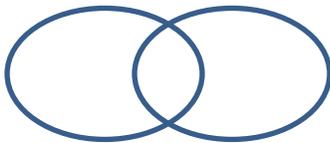
This activity will help us understand the differences and similarities in what each other value. The activity can be done in multiple ways – youth only, youth and adults, or adults only.

The instructions below are tailored for an adult only audience.

Instructions

1. Each team has their own flipchart paper and will draw a Venn diagram (two circles on with a slight overlap of the two circles) on the flipchart. [If time allows, facilitators can draw the circles on the flipchart ahead of time for this activity.]

Example:



2. As teams discuss what they value and note those in the far left circle – not in the overlap. (Give teams 5-10 minutes to complete this.)
3. Next have teams discuss what they think youth value and note those in the far right circle. If it is something that is already written on the left side, write it in the center and then cross the word(s) out in the left circle. (Give teams 5-10 minutes to complete this.) Now have teams review their diagrams and discuss with their team members the differences and similarities.

Debrief

After teams discuss internally, have each team talk about their discoveries. If assistance is needed to get the conversation started ask the audience:

- What differences and/or similarities stood out to you?
- Any surprises?
- How can this activity help you in (an adult allies) youth engagement efforts?
- How can it help youth teams/youth members?

Community Mapping Activity (Recruitment)

Notes:

ACTIVITY: Community Mapping

OBJECTIVES:

- To explore places for youth in our community
- To learn how mapping can be used as part of the research process.
- To discuss how communities affect our projects.

TIME NEEDED:

- 30 minutes

MATERIALS:

- Flipchart paper
- Markers

INTRODUCTION:

This activity will help us think about what spaces youth have in our community and what activities and opportunities are available to youth in our community. The mapping activity will also provide a visual to help think about where to recruit young people for projects.

INSTRUCTIONS:

In teams draw the school you work most closely with. Draw using symbols or pictures what spaces youth occupy in the community before school. Draw where young people go after school. What transportation do they use to get there? What does a young person's route look like around the community? Be as creative as you like with your 15 minutes ask groups to present their maps.

DEBRIEF:

After groups present, ask: What did you notice about each other's maps? What was similar or different? What do you think about the spaces provided for young people? Would you consider your community a youth-friendly place based on this map? How can these maps help inform your recruitment efforts? How can these maps help inform your projects overall?

Youth Engagement and the Integrated Work Plan (Ideal vs. Real)

Notes:

ACTIVITY: Ideal vs. Real

OBJECTIVES

- To have youth think critically about issues related to nutrition, food access, physical activity and the built environment in their community or school.
- To map out what issues or needs exist in their community or school.
- Develop context for your research project.
- To have youth begin to look at power structures, and their roles in decision-making.

TIME NEEDED

- 60 minutes

MATERIALS

- flipchart
- markers

INTRODUCTION

This activity will provide a brainstorm and mapping of issues of nutrition, food access, physical activity and how the built environment contributes to these issues. The facilitator will engage youth in a group brainstorm and debrief. This activity is best conducted in a circle.

INSTRUCTIONS

1. Have youth list and describe what their **IDEAL** community or school looks like related to issues of nutrition, physical activity, food access and the built environment. Chart their ideas.
2. Have youth describe what their community or school **REALLY** looks like related to issues of nutrition, physical activity, food access and the built environment. Chart their ideas.

DEBRIEF

Have youth discuss what they feel after looking at how different the two lists descriptions are using the following guiding questions. Refer to the butcher sheet for which questions to chart answers for.

Guiding questions:

- How do you feel about how different the IDEAL and REAL are on the lists?
- Why do you feel things are the way they are?
- What does this tell you about what is needed in your school or community to improve issues of nutrition, physical activity, food access and the built environment?
- What is needed to create change in your community or school?
- Who has the power in the community or school to make the decisions of what is needed?
- How much say do you feel you have in these decisions?

***Save these charts to be used in creating your team's research question that will address that needs that have surfaced through these exercises.**

Working with Community Partners
(Ideal vs. Real continued)

Partners	Strategies to Engage	Activities

Notes:

KEEPING TRACK OF MY FEEDBACK

RECRUITING AND ENGAGING YOUTH

Group Agreement	
What I liked...	What I'd do different...
Venn Diagram (What We Value)	
What I liked...	What I'd do different...
Community Mapping - Recruitment	
What I liked...	What I'd do different...
Ideal vs. Real – Youth Engagement and the IWP	
What I liked...	What I'd do different...
Ideal vs. Real – Working with Community Partners	
What I liked...	What I'd do different...