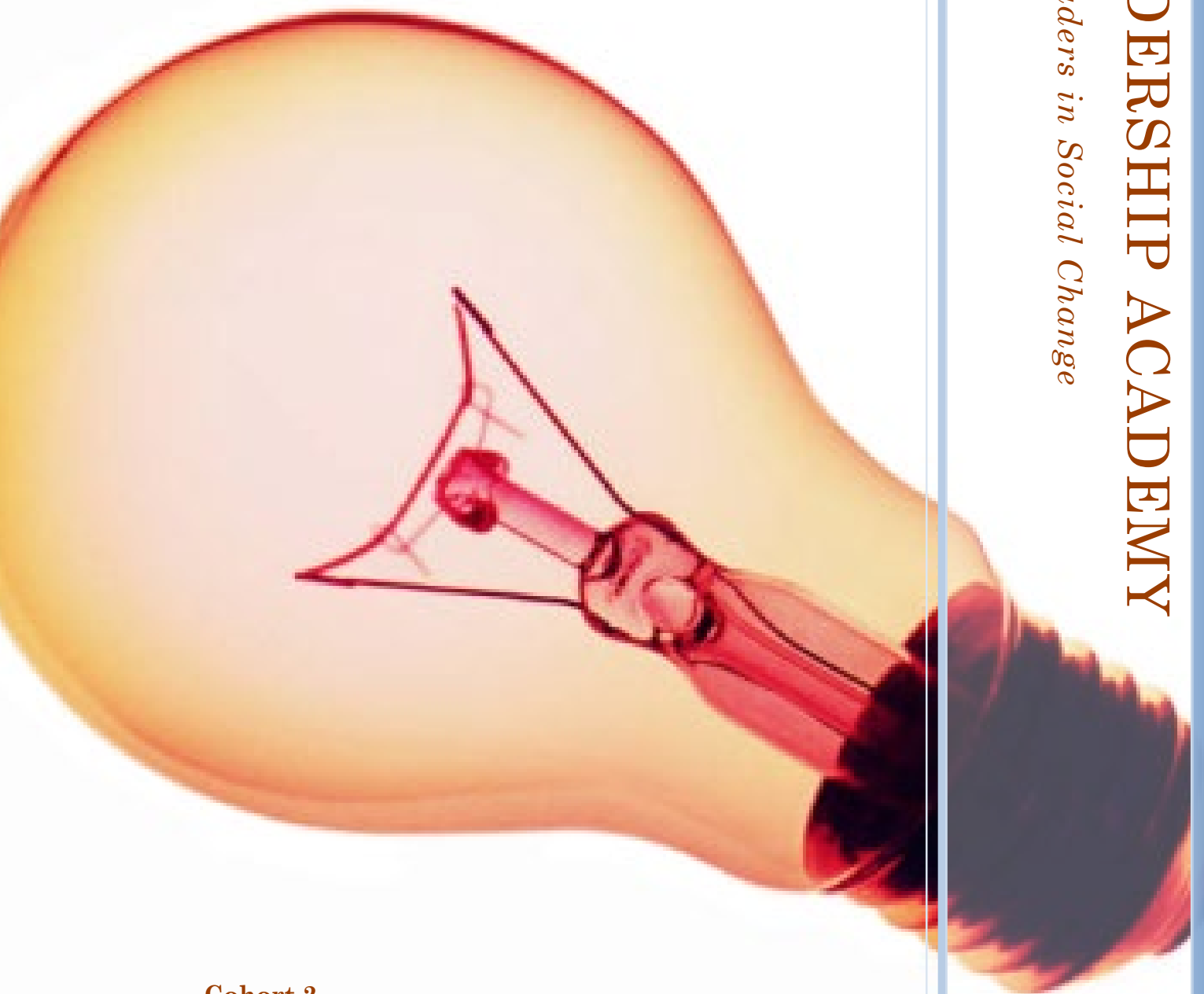


# TEEN LEADERSHIP ACADEMY

*Youth Becoming Leaders in Social Change*



**Cohort 2**  
**2015-2016**

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# INTRODUCTION

## GOAL:

Teen Leadership Academy will equip students with leadership and advocacy skills to empower positive social change in their communities.

## OBJECTIVE:

Students will identify a need within each school district, devise a plan to address and modify the situation, and after fruitful implementation of the plan, create a positive social change in each district. Students will also prepare to present this information to others in the school and community.

## METHOD:

Teen Leadership Academy will have three single day training/meetings scheduled at which attendance will be imperative. Each training day will have a topic for skill development and then time for individual project development.

Teen Leadership Academy will have numerous booster sessions held at each high school participating. These booster sessions be aimed at assisting and supporting students in working toward their goal.

## STRATEGIES:

Students will be broken into work groups and paired with consultant/mentors. Students and mentors will utilize skills learned each session to progress toward their final goal.

## STUDENT SELECTION

### Student Participants:

Each school will send 8-10 student participants and one staff to participate in this project.

Ideal characteristics of participants:

Academically and socially diverse. (This project will work best when it is a mix of youth who are truly representative of the school/community population.)

Youth with diverse experiences or perspectives. (Not your traditional leaders or popular students.) Please suggest youth that aren't usually recommended for other leadership programs and services.

Mix of male/female

Freshmen/Sophomores

## WELCOME LETTER

September 2015

Dear Candidate for TLA Cohort 2,

Congratulations! You have been nominated to represent your school as a member of the Teen Leadership Academy (TLA) Cohort 2 for the 2015-2016 academic year because of your leadership potential!

Cohort 2 will be a group of dedicated, driven students focused on coming together to help create change in their communities. By being a member of this group, you will participate in various learning and leadership opportunities. Some of the topics addressed will have a broader focus like perspective, vision, focus, and communication; while others will be more individual like leader strengths, teamwork and the importance of communication and relationship skills.

TLA will provide a chance for you to meet new peers who share the same desire to be leaders and change agents in their communities. If you would like to learn more about Teen Leadership Academy or see what Cohort 1 entailed, please check out our webpage: <http://www.rcyconline.com/teen-leadership.html>. If you have questions regarding this training, feel free to contact Julie Bever at 715.532.4222 or [Julie.bever@indianheadcaa.org](mailto:Julie.bever@indianheadcaa.org).

Kathy Vacho  
Youth Prevention Program Coordinator  
[Kathy.vacho@indianheadcaa.org](mailto:Kathy.vacho@indianheadcaa.org)

Julie Bever  
Prevention & Intervention Specialist  
[Julie.bever@indianheadcaa.org](mailto:Julie.bever@indianheadcaa.org)

This project is funded in part by the Advancing a Healthier Wisconsin endowment at the Medical College of Wisconsin. Additional resources provided by the Rusk County Youth Council and Drug Free Communities programming through Substance Abuse Mental Health Services Administration.

## PARTICIPANT FAQ'S

### Everything You Need to Know:

#### Potential Teen Leadership Academy Participants

#### Who qualifies for membership in the Teen Leadership Academy?

Mix of male/female.

Freshmen/Sophomores.

#### What is expected of members?

Attend all three TLA trainings and be an *active* participant.

- Willing to work on project outside of training days.
- Willing to share ideas
- Willing to put time, effort and energy into project

Passing grades ensuring the ability to participate.

Join the TLA Cohort 2 facebook group page for updates.

Connect to Remind for text updates.

Optional (but strongly encouraged) join WAC.

#### What characteristics should a member have?

Belief that youth have the ability to impact their environment.

An Open Mind.

Commitment to a healthy lifestyle.

- Drug/Alcohol Free

## STUDENT REGISTRATION

### High School:

<b>Student Name:</b>	<b>Student Address:</b> <b>Street, City, State, Zip</b>
<b>Grade:</b>	
<b>Student Cell:</b>	
<b>Text? Y N</b>	
<b>Student Email:</b>	
<b>Parent/Guardian 1 Name:</b>	<b>Parent/Guardian 1 Address:</b> <b>Street, City, State, Zip</b>
<b>Phone:</b>	
<b>Email:</b>	
<b>Text? Y N</b>	
<b>Parent/Guardian 2 Name:</b>	<b>Parent/Guardian 1 Address:</b> <b>Street, City, State, Zip</b>
<b>Phone:</b>	
<b>Email:</b>	
<b>Text? Y N</b>	
<b>References:</b> Please list one reference (not a family member):	
<b>What is your relationship:</b> <b>(employer, teacher, family friend,</b> <b>coach, etc.)</b>	<b>Name:</b>
<b>Relationship:</b>	<b>Reference Address:</b> <b>Street, City, State, Zip</b>
<b>Phone:</b>	
<b>Email:</b>	



## ICAA PHOTO RELEASE



### PHOTOGRAPH RELEASE FORM

From time to time the Indianhead Community Action Agency uses pictures of participants within the various programs for promotional and informational purposes. Individuals have the right to authorize use of these pictures. If you have no objection to the use of your photograph for promotional and informational purposes, please sign the authorization form.

The Indianhead Community Action Agency is authorized to use photographs of me for promotional purposes. I have been informed that the pictures were taken and am in agreement with their use.

\_\_\_\_\_  
Name

\_\_\_\_\_  
Agency Representative


\_\_\_\_\_  
Date

\_\_\_\_\_  
Address

\_\_\_\_\_  
Date

## MCW PHOTO RELEASE

FORM  
10/16/2014



**ADVANCING A HEALTHIER  
WISCONSIN ENDOWMENT**

**CONSENT FORM FOR PHOTO/VIDEO/BIOGRAPHICAL INFORMATION**

Please complete and sign this form. After signing, please submit a scanned copy to the Advancing a Healthier Wisconsin endowment and the Healthier Wisconsin Partnership Program (HWPP) via email at [healthierwisconsin@mcw.edu](mailto:healthierwisconsin@mcw.edu). You can also fax the signed form to HWPP at **414.955.6460**.

**Date** 2015-2016 Teen Leadership Academy

**Name of person in photograph (consenting)** \_\_\_\_\_

**Address** \_\_\_\_\_

**City** \_\_\_\_\_

**State** \_\_\_\_\_

**Zip** \_\_\_\_\_

**Phone** \_\_\_\_\_

**Email** \_\_\_\_\_

The undersigned hereby authorizes the Medical College of Wisconsin, Inc., its agents or employees (or any bona fide news media personnel) to photograph, film (i.e., motion pictures), videotape, produce other illustrative material and / or make audio recordings of me, provided that such photographs, film, motion pictures, videotape, audio recordings or other illustrative material, including Power Point presentations, be used only for scientific, education or informational purposes, or for any other purpose which, in the judgment of the Medical College of Wisconsin, may help to further the goals of the Medical College of Wisconsin. These purposes may involve print, broadcast or web-based media.

\_\_\_\_\_  
**Signature of person in photograph (consenting)**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Authorized signature for minor or incompetent subject**

\_\_\_\_\_  
**Relationship to subject**

8701 Watertown Plank Road • P.O. Box 26509 • Milwaukee, Wisconsin • 53226-0509  
(414) 955-4350 • FAX: (414) 955-6460

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# FORMS & ASSESSMENTS

For research purposes, we incorporated evaluation into our project.

## ***The Child and Youth Resilience Measure (CYRM)***

This survey was given to all TLA participants at the beginning of each day of training.

## ***TLA Participant Survey***

This survey was given to all TLA participants at the beginning of each day of training.

## ***Teacher/Staff Survey***

This interview/survey was given to two staff members for each TLA participant.

## ***Active Parental Consent***

Active Parental Consent was collected in order for the TLA participants to be part of the research. It also gained permission for project staff to interview school staff.

## ***Teen Assent***

Teen Assent was collected to inform students about the purposes for the assessments and interviews.

## CHILD & YOUTH RESILIENCE MEASURE

<b>To what extent do the sentences below describe you? Circle one answer for each statement.</b>	<b>Not at all</b>	<b>A Little</b>	<b>Some-what</b>	<b>Quite a Bit</b>	<b>A Lot</b>
1. I have people I look up to	1	2	3	4	5
2. I cooperate with people around me	1	2	3	4	5
3. Getting an education is important to me	1	2	3	4	5
4. I know how to behave in different social situations	1	2	3	4	5
5. My parent(s)/caregiver(s) watch me closely	1	2	3	4	5
6. My parent(s)/caregiver(s) know a lot about me	1	2	3	4	5
7. If I am hungry, there is enough to eat	1	2	3	4	5
8. I try to finish what I start	1	2	3	4	5
9. Spiritual beliefs are a source of strength for me	1	2	3	4	5
10. I am proud of my ethnic background	1	2	3	4	5
11. People think that I am fun to be with	1	2	3	4	5
12. I talk to my family/caregiver(s) about how I feel	1	2	3	4	5
13. I am able to solve problems without harming myself or others (for example by using drugs and/or being violent)	1	2	3	4	5
14. I feel supported by my friends	1	2	3	4	5
15. I know where to go in my community to get help	1	2	3	4	5
16. I feel I belong at my school	1	2	3	4	5
17. My family stands by me during difficult times	1	2	3	4	5
18. My friends stand by me during difficult times	1	2	3	4	5
19. I am treated fairly in my community	1	2	3	4	5
20. I have opportunities to show others that I am becoming an adult and can act responsibly	1	2	3	4	5
21. I am aware of my own strengths	1	2	3	4	5
22. I participate in organized religious activities	1	2	3	4	5
23. I think it is important to serve my community	1	2	3	4	5
24. I feel safe when I am with my family/caregiver(s)	1	2	3	4	5
25. I have opportunities to develop skills that will be useful later in life (like job skills and skills to care for others)	1	2	3	4	5
26. I enjoy my family's/caregiver's cultural and family traditions	1	2	3	4	5
27. I enjoy my community's traditions	1	2	3	4	5
28. I am proud to be a citizen of _____ (insert country)	1	2	3	4	5

# TLA PARTICIPANT SURVEY

**Please mark the appropriate box for 1-4.**

**Cohort 2: ID** \_\_\_\_\_

<b>1). Please rate how often you have done the following behaviors <u>in the past 30 days</u>.</b>	<b>None</b>	<b>Once</b>	<b>2-5x</b>	<b>6-10x</b>	<b>More than 10x</b>	<b>Prefer Not to Answer</b>
Smoked cigarettes						
Smoked marijuana						
Drank alcohol						
Took prescription drugs not prescribed for me						
Used other drugs						
Rode in a car w/driver under influence of alcohol or other drugs						
Stayed out past curfew						
Other risky behaviors						
<b>2). Please rate whether you agree or disagree with the following statements.</b>	<b>Definitely Agree</b>	<b>Strongly Agree</b>	<b>Not Sure</b>	<b>Somewhat Disagree</b>	<b>Definitely Disagree</b>	<b>Prefer Not to Answer</b>
I am motivated to perform well in school.						
I have something valuable to offer.						
I stand up for and support my beliefs.						
I think about my future goals.						
I believe I can achieve my future goals.						
I feel good about myself.						
I am responsible.						
<b>3). Please rate whether you agree or disagree with the following statements.</b>	<b>Definitely Agree</b>	<b>Strongly Agree</b>	<b>Not Sure</b>	<b>Somewhat Disagree</b>	<b>Definitely Disagree</b>	<b>Prefer Not to Answer</b>
I have relationships with caring adults.						
Adults in my life see that I have something valuable to offer.						
I care about others and try to understand their situation.						
I see myself as a positive role model for others.						
I know how to solve conflicts in a non-violent way.						
<b>4). Please rate whether you have done the following activities in the <u>past 30 days</u>.</b>	<b>Definitely Agree</b>	<b>Strongly Agree</b>	<b>Not Sure</b>	<b>Somewhat Disagree</b>	<b>Definitely Disagree</b>	<b>Prefer Not to Answer</b>
I have been involved in volunteer work.						
I engaged in constructive activities outside of school.						
I have had a positive influence on others.						
I contributed in a positive way to my community.						

**Please respond.**

**A. Age:** 14 15 16

**B. Gender:** Male Female

**C. Ethnicity:**

a. African-American

b. Asian

c. Hispanic

d. Caucasian

e. Multiracial

f. Other: \_\_\_\_\_

## ACTIVE PARENTAL CONSENT

Your student was chosen by his/her school to represent them at the Teen Leadership Academy being sponsored by the Rusk County Youth Council and Indianhead Community Action Agency through funding provided by the Healthier Wisconsin Partnership Program. All students taking part will be asked to complete surveys at the beginning, middle and conclusion of the Teen Leadership Academy. Graduates of the Teen Leadership Academy will also be asked to complete a survey one year after participation. The purpose of the surveys is to gather information to assist in the development of future academies and to assess your student's understanding as well as the impact of the information presented to him/her.

The TLA Participant Survey is a vehicle for the Rusk County Youth Council, Indianhead Community Action Agency, the Medical College of Wisconsin, and participating schools to track teen participation, understanding of presented information, and their ability to take the information back to their schools and communities to create change. The Child and Youth Resilience Measure (CYRM) helps us to understand how TLA participation impacts students' personal and relationship skills and level of engagement with their community.

The surveys gather information from students who have participated in the Teen Leadership Academy, by asking their opinions on various subjects discussed during their time in training, or while working with trainers from those sessions. Resulting data is used to help school and community leaders assess current Teen Leadership Academy curriculum, conditions present in the community, and prioritize areas of greatest need in order to plan prevention and intervention programs. Data from the survey may also be used for research purposes.

The surveys include questions on alcohol, drugs, tobacco, and family and community factors related to substance use. You may also be interested to know the following:

**1. It is completely anonymous.** Students will not be asked for their names on the questionnaires, nor will anyone be able to connect any individual student with his/her responses. School staff will not see any one student's responses, but only summaries of results. To further guarantee anonymity, results will not be reported on any particular question without sufficient response from enough students.

**2. Participation is entirely voluntary.** Your child may decline to participate in the surveys, or may simply skip any particular question they do not wish to answer.

Two of your student's teachers will also be interviewed at the beginning and end of the school year.

Teachers will be asked questions about your student's academic performance, interpersonal relationships, feelings of self-worth, characteristics such as motivation, problem-solving skills, optimism, and resourcefulness, and leadership abilities to help us assess the impact of the TLA.

Please read the sections below and check one box in each. Please return form to school office. Thank you.

Child's name: \_\_\_\_\_ Grade: \_\_\_\_\_

I have read this form and know what the surveys and teacher interviews are about.

**Check one:**

- ☐ My child may take part in the surveys.  
☐ My child may **not** take part in the surveys.

**Check one:**

- ☐ My child's teachers may be interviewed.  
☐ My child's teachers **may not** be interviewed.

Parent's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Phone number: \_\_\_\_\_

## TEEN ASSENT

You have been chosen by your school to represent them at the Teen Leadership Academy being sponsored by the Rusk County Youth Council and Indianhead Community Action Agency through funding provided by the Healthier Wisconsin Partnership Program. All students taking part will be asked to complete surveys at the beginning, middle and conclusion of the Teen Leadership Academy. Graduates of the Teen Leadership Academy will also be asked to complete a survey one year after participation. The purpose of the surveys is to gather information to assist in the development of future academies and to assess your understanding as well as the impact of the information presented to you.

The TLA Participant Survey is a vehicle for the Rusk County Youth Council, Indianhead Community Action Agency, the Medical College of Wisconsin, and participating schools to track teen participation, understanding of presented information, and their ability to take the information back to their schools and communities to create change. The Child and Youth Resilience Measure (CYRM) helps us to understand how TLA participation impacts students' personal and relationship skills and level of engagement with their community.

The surveys gather information from students who have participated in the Teen Leadership Academy, by asking their opinions on various subjects discussed during their time in training, or while working with trainers from those sessions. Resulting data is used to help school and community leaders assess current Teen Leadership Academy curriculum, conditions present in the community, and prioritize areas of greatest need in order to plan prevention and intervention programs. Data from the surveys may also be used for research purposes.

The surveys include questions on alcohol, drugs, tobacco, and family and community factors related to substance use. You may also be interested to know the following:

**1. It is completely anonymous.** You will not be asked for your name on the questionnaires, nor will anyone be able to connect any individual student with his/her responses. School staff will not see any one student's responses, but only summaries of results. To further guarantee anonymity, results will not be reported on any particular question without sufficient response from enough students.

**2. Participation is entirely voluntary.** You may decline to participate in the surveys, or may simply skip any particular question they do not wish to answer.

Two of your teachers will also be interviewed at the beginning and end of the school year. Teachers will be asked questions about your academic performance, interpersonal relationships, feelings of self-worth, characteristics such as motivation, problem-solving skills, optimism, and resourcefulness, and leadership abilities to help us assess the impact of the TLA.

Please read the sections below and check one box in each. Please return form to school office. Thank you.

Teen's name: \_\_\_\_\_ Grade: \_\_\_\_\_

I have read this form and know what the survey is about.

**Check One:**

☐ I will take part in the surveys.

☐ I will **not** take part in the surveys.

**Check One:**

☐ My teachers may be interviewed.

☐ My teachers **may not** be interviewed.

Teen's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Phone number: \_\_\_\_\_



## TEACHER/STAFF ASSESSMENT

### Teacher Interview Guide

All participants in the TLA will be asked to give permission for two of their teachers to be interviewed, both at the beginning and end of the year, to obtain collateral information which will better assist the study team in understanding how participation in the TLA has impacted the student. Teacher interviews will not occur for participants from whom consent/assent is not obtained. Content of the teacher interviews will be transcribed and will not include any identifying information.

Teacher interviews will include the following:

- Start the interview by providing a background of TLA, goals, session structure, etc.
- Ask the teachers some questions regarding their viewpoints on youth advocacy, leadership potential, qualities of leaders, etc.
- Then proceed to asking teachers questions directly related to skills developed through the TLA and the student we are interviewing them about, including their perception of the student's:
  - Social relationships
  - Academics
  - Manner of dealing with people of authority
  - Self-worth/self-determination
  - Optimism
  - Problem-solving skills
  - Resourcefulness
  - Motivation
  - Demonstration of any “change agent” skills (defined as leadership and advocacy skills that the participant actively uses to create sustainable environmental change)



## TLA-PARTICIPANT TEACHER INTERVIEW GUIDE

*Teen Leadership Academy was created to empower students to be advocates for social change. We bring a team of students from each school in the community together for three single days of training. While there they learn leadership and advocacy skills and choose a project to create change in their school/community.*

- What is youth advocacy?
- How would you describe leadership potential in a student?
- What qualities do student leaders embody?

*We are looking to gather your perception of the participating students' character traits. We have a number of questions and would welcome any stories or examples that might apply.*

- What can you tell me about this student's Social relationships? How do they interact with their friends?
- What about academics? How actively engaged is the student? How important are grades?
- What words would you use to describe their manner of dealing with people of authority?
- Tell me about the student's self-worth/self-determination.
- How does optimism impact the student's life?
- Tell me about this student's problem-solving skills
- Resourcefulness can be defined as the ability and creativity to cope with difficulties. How does resourcefulness impact this student?
- What can you tell me about this student's motivation?
- Can you give us an example of the student demonstrating of any "change agent" skills?

*Change Agent Skills can be defined as leadership and advocacy skills that the participant actively uses to create sustainable environmental change.*

---

# DAY 1: VISION & PERSPECTIVE



## PLANNED SCHEDULE: DAY 1

8:30-3:00

### Leadership/Teamwork Skill Building:

- Sign In & Name Badges
- Minute-2-Win It
- Teenage Rebels: Intro to Advocacy
- Perspective—The Frame
  - Real World Seed Challenge
  - Countries/Leaders
  - 6 Months
  - Reflection/Processing
- Organize Brainstorm
- Lunch

### Creating Action Plans:

- Brainstorming Post It
  - What is going on in schools today?
  - What challenges are facing students?
  - What concerns do you have?
- Social Action Overview
- TLA Project Big Picture
- Leadership-Teamwork
  - Solving Problems with Available Resources
  - What is the issue?
  - What resources are available?
- Group Think
- Consultation
- Group Think Revisited
  - Goal: Action Plan
- Presentation

### Reflection & Closure:

- Wrap Up
- Inspiration Quotation
- Looking Ahead:
  - Assign tasks to be completed
  - Ensure everyone is aware of responsibilities

## AGENDA AND DUTIES

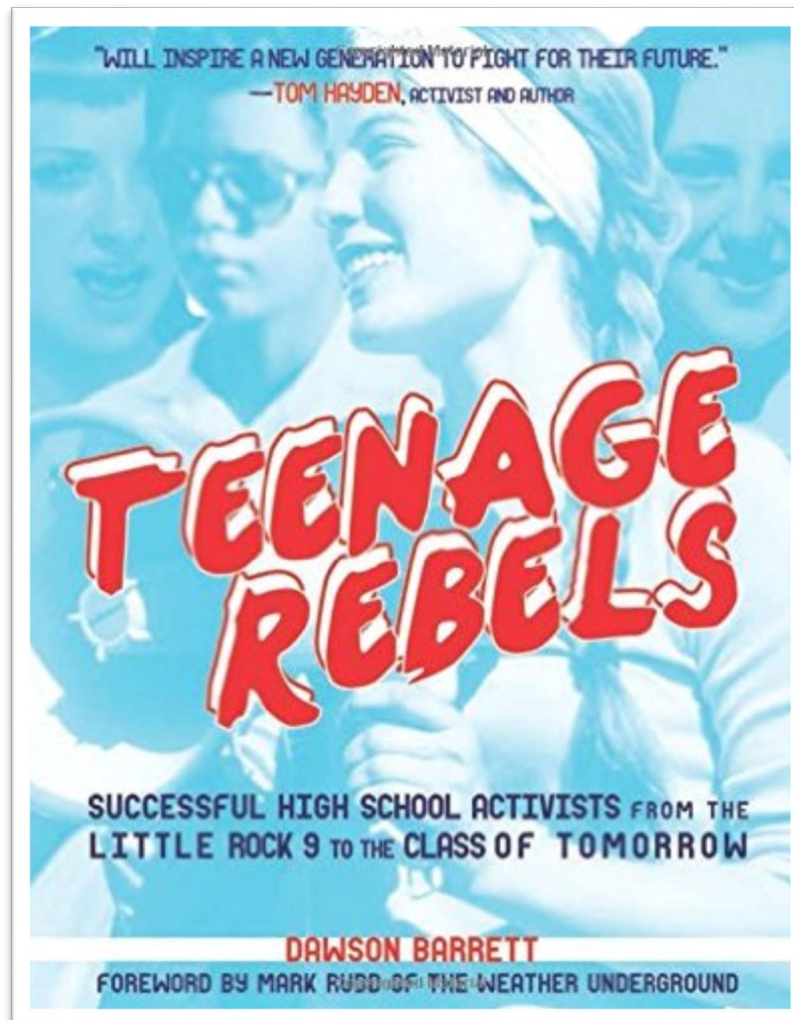
8:30	Registration—Assessments--Journals	Kate/Kathy
	Forms/Paperwork	
	Ice breakers	Jeremy
9:00	Intro to the day-Housekeeping	Julie
	<i>Teenage Rebels: Intro to Advocacy</i>	Kathy
	Vision/Perspective- <i>The Frame</i>	Julie
	Reflection-Think, Pair, Share	
9:30	<i>Real World Seed Challenge</i>	Youth Mentors Jeremy
	Circle Reflection	
10:45	Community Map	Julie
11:45	Lunch	
	Unity Day Photo	
12:20	Chainsaw Post-It Action Planning	Jeremy
1:45	Review Process between Day 1 and Day 2 What are the expectations? Who will do what?	Julie
	Who-What-When Steps to Action	
2:20	Closing Circle	Youth Mentors
	One word description	
	<i>Quotes</i>	
2:45	Dismissal	

*Activities in Italics are on the following pages or Appendix.*

## TEENAGE REBELS: INTRO TO YOUTH ADVOCACY & SOCIAL ACTION

We started TLA with a little background in Social Action and Youth Advocacy.

We used this resource as the foundation to begin introducing the power of advocacy and social action. *Teenage Rebels: Successful High School Activists from the Little Rock 9 to the Class of Tomorrow* by Dawson Barrett.



For copies of this resource: Contact Microcosm Publishing, 2752 N. Williams Ave, Portland OR 97227 or [MicrocosmPublishing.com](http://MicrocosmPublishing.com).

## PERSPECTIVE

The Frame a.k.a. Self-Fulfilling Prophecy



Adapted from <http://www.top20training.com/frame.php>

## REAL WORLD SEED CHALLENGE

Within this activity, students are broken into “countries” and asked to survive until the 6 months are complete and this process ends.

Each country is given monthly grain and income. Ideally, at the end of the month, each country has enough grain to feed everyone (monthly grain use.) There are some direct trading rules that apply.

At the end of the allotted time (usually six months), look at which countries survived and which perished. Within each month, there is enough grain for all countries to survive, if they strive to help other countries survive.

The questions, then become:

- Who won?
- What was the goal of the challenge?
- What was your intended outcome?
- How does vision play into the game?
- How does perspective?

This complete activity is laid out in the appendix.

## COMMUNITY MAPPING

We asked the students to look at their communities and draw a map which outlined the strengths and growth areas for the area.

We used resources from Jane Goodall's Roots & Shoots Community Mapping 101. This can be found at the link below and in the appendix.

The parts involved are as follows:

1. Observe the community.
2. Prepare your map.
3. Mark basic community characteristics.
4. Mark basic community resources.
5. Reflection.

*-Identify the following things you like about your community:*

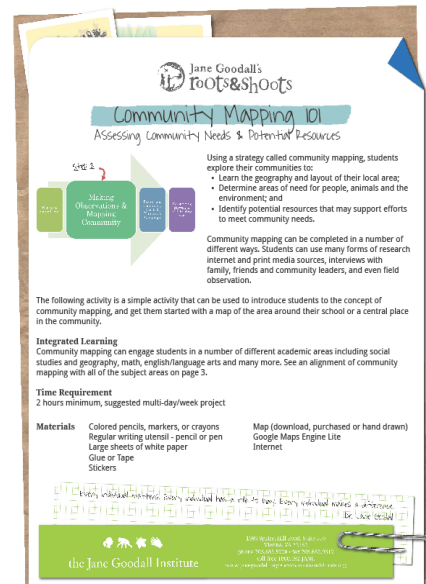
- *One quality about your community that makes it a great habitat for people*
- *One quality about your community that makes it a great habitat for animals*
- *One quality about your community that makes it a great environmental habitat*

*-Is your community meeting the basic needs of people and animals?*

*-Is your community environmentally sustainable?*

*-Identify areas of improvement for you community:*

- *One quality your community could improve to make it a better habitat for people*
- *One quality your community could improve to make it a better habitat for animals*
- *One quality your community could improve to make it a better environmental habitat*



<https://www.rootsandshoots.org/mapping>



## POST IT ACTION PLANNING



---

## DAY 2: INDIVIDUAL & TEAM STRENGTHS



## SESSION TWO

8:30-3:00

### **Personality Strengths & Teamwork:**

Paper Plate Team Flop  
New Planet  
Personality-Holland's Career Code  
RIASEC  
    Individual  
    Small Group  
    Large Group

Lunch

### **Looking Ahead: Where are we headed?**

Seer-Team-Build  
Group Strengths and Teamwork  
    What skills are available?  
    What is the best way to utilize?  
    How can the strengths help meet the goal?  
Group Think (snack)  
Consultation-by Experts  
Group Think Revisited  
    Goal: Action Plan

### **Reflection & Closure:**

Wrap Up  
Inspiration Quotation  
Looking Ahead:  
    Assign tasks to be completed  
    Ensure everyone is aware of responsibilities



---

## DAY 3: COMMUNICATION, CONFLICTS, SYMPOSIUM



## SESSION THREE

8:30-3:00

### **Communication & Conflict Resolution**

Principles of Relationships & Communication  
Presentations, Rehearse  
Evaluation: Processing & Reflection

Lunch

### **Symposium:**

Presentations  
Closing Ceremony  
Inspiration Quotation

### **Reflection & Closure:**

Wrap Up—Invitation to We Are Change  
Looking Ahead:  
Schedule presentations within communities





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# APPENDIX



## WHAT IS SOCIAL ACTION?



**Social Action** : an organized program of socioeconomic reform;  
*specifically*: activity on the part of an interested group  
 directed toward some particular institutional change



Image adapted from [http://tc2.ca/uploads/PDFs/Social%20Action%20Projects/IA\\_Handbook\\_5-8\\_EN\\_FINAL.pdf](http://tc2.ca/uploads/PDFs/Social%20Action%20Projects/IA_Handbook_5-8_EN_FINAL.pdf)

## SYSTEM/CYCLE

### How does one go about creating social change?

#### **Awareness:**

What are the problems we have identified?

#### **Assessment:**

What difference do you want to make?

#### **Action:**

How will you move forward?

#### **Alliance:**

Who will you need to have on your side?

#### **Advocacy:**

How will you make a sustainable change?





## PROJECT PLANNING

<b>Issue:</b> What is the topic you are addressing?	
<b>Desire Outcome:</b> What do you hope occurs as a result of your project?	
<b>Evidence Of Success:</b> How will you know that you are making progress? What are your benchmarks?	
<b>Evaluation Process:</b> How will you determine that your goal has been reached? What are your measures?	
<b>Sustainability:</b> How will your desired outcomes be sustainable? How will this impact the community after the project is completed?	

## PROJECT PLANNING

<b>Action Steps:</b> What Will Be Done?	<b>Responsibilities:</b> Who Will Do It?	<b>Timeline:</b> By When? (Day/Month)	<b>Resources:</b> A. Resources Available B. Resources Needed (financial, human, political & other)	<b>Potential Barriers:</b> A. What individuals or organizations might resist? B. How?	<b>Communication Plan:</b> Audience? Who is involved? What methods? How often?
Step 1:			A.  B.	A.  B.	
Step 2:			A.  B.	A.  B.	
Step 3:			A.  B.	A.  B.	
Step 4:			A.  B.	A.  B.	
Next Meeting Date					

## REAL WORLD SEED CHALLENGE

### Country Overview-Guidelines

Your purpose is to survive as a nation in whatever way you can:

beg, borrow, buy, barter, or steal (no physical violence of any kind is allowed - physical violence may result in a grain deduction from your country.)

You have ten minutes to study the fact sheet and elect the following officers

- President - to decide his countries trading policies - he may not leave his own country
- Ambassadors - to negotiate for his country with other countries
- Treasurer - to guard and keep track of grain and money

You must abide by trade agreements.

Game is played in periods of months.

(Usually between 3-6 months that are 6-9 minutes each)

Each month you receive your grain allotment and monthly income. At the end of each month your monthly consumption of grain is taken away. Your job is to see that at the end of the month you have enough grain to survive.

When time is called at the end of the month play must stop and players must return to their own countries. There will be a two minute warning.

At the beginning of each month, a weather card will be drawn (except for first month) that changes grain production.

- A clear card indicates good weather no change in production. -
- Floods or drought cards mean your grain production is cut in half.
- Bumper crop means large producers get an extra cup of grain and small producers a 1/2 cup extra.

If you don't have enough grain at the end of the month your country starves and is out of the game. You must sit with your country group in silence.

# ⌚ Real World Seed Facts ⌚

Country*	Monthly Grain Production	Monthly Grain Use	Monthly Income	Direct Trading
Argentina	2 c	1 c	\$1.00	All countries
Afghanistan	$\frac{1}{4}$ c	$\frac{3}{4}$ c	\$1.00	Only Argentina, Canada, Russia, USA
Canada	2 c	$\frac{1}{2}$ c	\$3.00	All countries
China	$2\frac{1}{2}$ c	3 c	\$1.00	Only Japan, GB, Canada
France	1 c	1 c	\$2.00	All but Zimbabwe
Great Britain	$\frac{1}{2}$ c	$\frac{1}{4}$ c	\$4.00	All but Zimbabwe
India	$\frac{3}{4}$ c	2 c	\$1.00	All but China and Zimbabwe
Japan	$\frac{1}{4}$ c	1 c	\$5.00	All but Russia and Zimbabwe
Russia	2 c	$1\frac{1}{2}$ c	\$2.00	Only India, USA, and Canada
South Africa	$1\frac{3}{4}$ c	1 c	\$2.00	All but India
United States	3 c	$1\frac{1}{4}$ c	\$6.00	All but China and Zimbabwe
Zimbabwe	$\frac{1}{2}$ c	1 c	\$1.00	Only South Africa and Argentina

\*Trading with countries that you are not allowed to trade with directly may be traded with through a neutral country.



# ⌚ Calendar ⌚

1	4
2	5
3	6

## Supplies Needed

### Materials Needed:

Grain (about 4 pounds of rice is usually enough if you use Dixie cups instead of full cups)

Measuring cups for each group (small disposable cups work best)

Copies of Real World Game Currency

12+ or more weather cards

15+ copies of World fact sheet

12 copies of the Country Overview Fact Sheet

One copy of Calendar for Display

### Reflection & Processing Questions:

Who won?

How do you know?

What was it like being the president?

## ⌚ Bank Ledger ⌚

Country	Monthly Income	Monthly Income	Monthly Income	Monthly Income	Monthly Income	Monthly Income
Argentina	1	1	1	1	1	1
Afghanistan	1	1	1	1	1	1
Canada	3	3	3	3	3	3
China	1	1	1	1	1	1
France	2	2	2	2	2	2
Great Britain	4	4	4	4	4	4
India	1	1	1	1	1	1
Japan	5	5	5	5	5	5
Russia	2	2	2	2	2	2
South Africa	2	2	2	2	2	2
United States	6	6	6	6	6	6
Zimbabwe	1	1	1	1	1	1

Highlight each month as you distribute funds.

## ⌚ Food Mill Ledger ⌚

P=Produced (given out)

U=Used (collected)

Country*	P	U	P	U	P	U	P	U	P	U	P	U
Argentina	2		2		2		2		2		2	
		1		1		1		1		1		1
Afghanistan	$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$	
		$\frac{3}{4}$		$\frac{3}{4}$		$\frac{3}{4}$		$\frac{3}{4}$		$\frac{3}{4}$		$\frac{3}{4}$
Canada	2		2		2		2		2		2	
		$\frac{1}{2}$		$\frac{1}{2}$		$\frac{1}{2}$		$\frac{1}{2}$		$\frac{1}{2}$		$\frac{1}{2}$
China	$2\frac{1}{2}$		$2\frac{1}{2}$		$2\frac{1}{2}$		$2\frac{1}{2}$		$2\frac{1}{2}$		$2\frac{1}{2}$	
		3		3		3		3		3		3
France	1		1		1		1		1		1	
		1		1		1		1		1		1
Great Britain	$\frac{1}{2}$		$\frac{1}{2}$		$\frac{1}{2}$		$\frac{1}{2}$		$\frac{1}{2}$		$\frac{1}{2}$	
		$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$
India	$\frac{3}{4}$		$\frac{3}{4}$		$\frac{3}{4}$		$\frac{3}{4}$		$\frac{3}{4}$		$\frac{3}{4}$	
		2		2		2		2		2		2
Japan	$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$	
		1		1		1		1		1		1
Russia	2		2		2		2		2		2	
		$1\frac{1}{2}$		$1\frac{1}{2}$		$1\frac{1}{2}$		$1\frac{1}{2}$		$1\frac{1}{2}$		$1\frac{1}{2}$
South Africa	$1\frac{3}{4}$		$1\frac{3}{4}$		$1\frac{3}{4}$		$1\frac{3}{4}$		$1\frac{3}{4}$		$1\frac{3}{4}$	
		1		1		1		1		1		1
United States	3		3		3		3		3		3	
		$1\frac{1}{4}$		$1\frac{1}{4}$		$1\frac{1}{4}$		$1\frac{1}{4}$		$1\frac{1}{4}$		$1\frac{1}{4}$
Zimbabwe	$\frac{1}{2}$		$\frac{1}{2}$		$\frac{1}{2}$		$\frac{1}{2}$		$\frac{1}{2}$		$\frac{1}{2}$	
		1		1		1		1		1		1

Highlight each month as you distribute/collect grain.

## COMMUNITY MAPPING 101

This information is taken from Jane Goodall's Root & Shoots campaign which empowers students within communities to speak and begin taking social action. There are many resources available to assist groups in creating projects. There are many examples of community maps that other groups have put together along with a database of projects that other student groups have completed.

<https://www.rootsandshoots.org>

On the following pages are the resources from the Community Mapping 101.

<https://www.rootsandshoots.org/sites/default/files/Community%20Mapping%20101.pdf>

<https://www.rootsandshoots.org/mapping>



## Community Mapping 101

### Assessing Community Needs & Potential Resources



Using a strategy called community mapping, students explore their communities to:

- Learn the geography and layout of their local area;
- Determine areas of need for people, animals and the environment; and
- Identify potential resources that may support efforts to meet community needs.

Community mapping can be completed in a number of different ways. Students can use many forms of research internet and print media sources, interviews with family, friends and community leaders, and even field observation.

The following activity is a simple activity that can be used to introduce students to the concept of community mapping, and get them started with a map of the area around their school or a central place in the community.

#### Integrated Learning

Community mapping can engage students in a number of different academic areas including social studies and geography, math, english/language arts and many more. See an alignment of community mapping with all of the subject areas on page 3.

#### Time Requirement

2 hours minimum, suggested multi-day/week project

#### Materials

Colored pencils, markers, or crayons  
Regular writing utensil - pencil or pen  
Large sheets of white paper  
Glue or Tape  
Stickers

Map (download, purchased or hand drawn)  
Google Maps Engine Lite  
Internet

Every individual matters. Every individual has a role to play. Every individual makes a difference.  
— Dr. Jane Goodall



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## Community Mapping 101

### Assessing Community Needs & Potential Resources

#### Part One: Observing Your Community

One week in advance, discuss with students the importance of understanding and learning about mapping their community. Suggest that they begin taking note of what is on their way to school while they're on the bus, in the car, biking, etc. Have them imagine they are looking at their community from a birds eye view.

#### Guiding Questions

1. What are the roads around your school? Are there any major intersections near your school?
2. Notice the cars and people walking outside, imagine where they are going and what they do to have fun, where they work, eat, sleep etc.
3. Do you see animals, wild or domestic? Where do they go during the day? Where do they get their food, where do they play or go when they are sick?
4. Do you see any plants or trees on your way to school? Who waters them and how did they get there? What makes them important to your community?

#### Part Two: Preparing Your Map

Start by drawing, downloading or purchasing a map of your city. If you are drawing or downloading a map choose a specific radius around your zip code. Two to five miles is usually sufficient. If you are using a map that you have purchased, use a compass to draw a radius around your community.

For an extra challenge, start with a blank sheet of grid paper (or the one included in the end of this guide) and see if you can draw your community from memory. How big is two to five mile radius around your zip code? How is your community oriented—to the North, South, East or West?

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## Community Mapping 101

### Assessing Community Needs & Potential Resources

#### Part Three: Marking Basic Community Characteristics

Once you have your map mark it with any of these characteristics that apply to your city or community. Distinguish the three categories on your map by assigning each a unique identifier (color, shape, stickers etc.).

For example:

- Human Characteristics – blue stickers or blue marker;
- Animal Characteristics – red stickers or red marker; and
- Environmental Characteristics – green stickers or green marker.

Human Characteristics	Animal Characteristics	Environmental Characteristics
<ul style="list-style-type: none"> <li>• Mark your school/work</li> <li>• Highlight major streets that run through your community and routes you commonly take</li> <li>• Mark areas of fun and enjoyment</li> <li>• Mark areas that are important to the human community such as: libraries, community centers and places of worship</li> </ul>	<ul style="list-style-type: none"> <li>• Are there any endangered species in your area? Mark these and write the name.</li> <li>• Mark important areas for domestic animal use (dog parks, dog friendly hikes etc.)</li> <li>• Mark areas where you have seen wild animals. Next to the mark, list the types of wild animals you have seen.</li> <li>• Mark any zoos and aquariums in your area</li> </ul>	<ul style="list-style-type: none"> <li>• Mark the wild spaces in your community, for example areas of forest, prairie and desert.</li> <li>• Mark any bodies of water, ocean, rivers, lakes, etc.</li> <li>• Mark major environmental characteristics like mountain ranges, beaches , etc.</li> </ul>

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## Community Mapping 101

### Assessing Community Needs & Potential Resources

#### Part Four: Marking Basic Community Resources

Mark any of these that apply to your community in your mapped radius. Draw a line from the marking and label the name of the facility or resource on the outside of your map. Continue using the same colors for each of the categories that you used above.

Human Resources	Animal Resources	Environmental Resources
<ul style="list-style-type: none"> <li>• Mark where you get your food from. (grocery stores, farmer's markets, favorite restaurants, etc.)</li> <li>• Mark the closest hospital/clinic</li> <li>• Mark shelters and food banks</li> <li>• Mark the closest fire station</li> <li>• Mark the closest police station</li> </ul>	<ul style="list-style-type: none"> <li>• Mark local domestic animal shelters such as, your local humane society or SPCA.</li> <li>• Mark the local animal control facility</li> <li>• Mark the closest animal hospital</li> <li>• Mark animal sanctuaries or centers that will take in injured wild animals</li> </ul>	<ul style="list-style-type: none"> <li>• Mark the recycling center</li> <li>• Mark the water and waste treatment facilities</li> <li>• Mark the landfill/waste management site</li> <li>• Mark any nearby power sources, such as coal fired power plants, nuclear power plants, wind, solar and geothermal sources.</li> <li>• Mark areas that provide environmental services such as, the local watershed, a local reservoir, wetlands, etc.</li> </ul>

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## Community Mapping 101

### Assessing Community Needs & Potential Resources

#### Part Five: Reflection

Take a look at your map when you reflect on the following questions. List your answers someplace on your map:

Identify the following things you like about your community:

- One quality about your community that makes it a great habitat for people
- One quality about your community that makes it a great habitat for animals
- One quality about your community that makes it a great environmental habitat

Is your community meeting the basic needs of people and animals? Is your community environmentally sustainable?

Identify areas of improvement for you community:

- One quality your community could improve to make it a better habitat for people
- One quality your community could improve to make it a better habitat for animals
- One quality your community could improve to make it a better environmental habitat

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## TEAM ROLES

To ensure the group work time is most effective, it is useful to assign roles.

### POTENTIAL PROJECT ROLES

- **Leader/Editor:** This student is in charge of organizing the final product of the project, be it a paper, a presentation, etc. That doesn't mean technical details, but of making sure that the project meets the standards set out by the instructor (often as a rubric), plus any extras stipulated by the group. These standards generally include punctuality and completeness.
- **Recorder/Secretary:** This person takes notes whenever the group meets and keeps track of group data/sources/etc. This person distributes these notes to the rest of the group highlighting sections relevant for their parts of the project.
- **Checker:** Someone needs to double-check data, bibliographic sources, or graphics for accuracy and correctness.
- **Spokesperson/Press Secretary/Webmaster:** This person would be responsible for the technical details of the final product and would be ready to summarize the group's progress and findings to the instructor and to other groups.

### POSSIBLE DISCUSSION ROLES

- **Facilitator/Encourager:** This student gets discussion moving and keeps it moving, often by asking the other group members questions, sometimes about what they've just been saying.
- **Timekeeper:** Someone needs to make sure that the group stays on track and gets through a reasonable amount of material in the given time period.
- **Summarizer:** Every so often (perhaps once per question for a list of questions, or at the end for one question), this student provides a summary of the discussion for other students to approve or amend.
- **Reflector:** This student will listen to what others say and explain it back in his or her own words, asking the original speaker if the interpretation is correct.
- **Elaborator:** This person seeks connections between the current discussion and past topics or overall course themes.

[Http://serc.carleton.edu/introgeo/cooperative/roles.html](http://serc.carleton.edu/introgeo/cooperative/roles.html)

## STEPS TO SOCIAL CHANGE

Booster Handout

The students at Changemaker Central at Arizona State University developed five simple steps to inspire, catalyze and sustain student-driven social change.

1. **Believe:** You must see yourself as someone who can make a difference. The first step is to believe that you can be a changemaker. If you do not believe in the potential of your idea and passion, nobody else will.
2. **Commit:** It takes more than just an innovative idea to make a change. Once you have found that thing you are passionate about, commit to your cause and to seeing it through. Make a promise to yourself that you will **do** something.
3. **Connect:** Few people can do everything by themselves; it often takes a team of diverse individuals to make an idea come to fruition. Connect with other individuals who have a passion for the same cause you do—they may have a new perspective to add. Talk to people in the community you intend to serve, learn more about what needs exist and how you can help tackle the problems using your experiences and ideas.
4. **Implement:** Make it happen! No one advances an idea by just talking about what they want. Take the leap and make a move—even if you fail, you will have learned something new. This is the fun (and stressful) part of social entrepreneurship. This is where ideas turn into action. This is where change is made.
5. **Repeat:** Do it again! Success rarely comes the first time around. Even if one idea does not work, that does not mean another idea will have the same results. It's often easier to learn from failure. Keep believing, committing, connecting, and implementing!





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So if you see no one like you, no one who agrees, don't worry. There are actually hundreds of people like you, and they're waiting for a leader. That person is you.

**Julien Smith**

It is a curious thing, Harry, but perhaps those who are best suited to power are those who have never sought it. Those who, like you, have leadership thrust upon them, and take up the mantle because they must, and find to their own surprise that they wear it well.

**J.K. Rowling**

Leadership has been defined as the ability to hide your panic from others.

**Lao Tzu**

You have to think anyway, so why not think big?

**Donald Trump**

A leader is a dealer in hope.

**Napoleon Bonaparte**

*If you have good thoughts they will shine out of your face like sunbeams and you will always look lovely.*

**Roald Dahl**

The ultimate measure of man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy.

**Dr. Martin Luther King Jr.**

There has never been a statue erected to honor a critic.

**Zig Ziglar**

A man who wants to lead the orchestra must turn his back on the crowd.

**Max Lucado**

Not the cry, but the flight of a wild duck, leads the flock to fly and follow.

**Chinese Proverb**

There is no "one" way to be a perfect leader, but there are a million ways to be a good one.

**Mark W Boyer**

I raise my voice not so that I can shout, but so that those without a voice can be heard.

**Malala Yousafzai**

We grow great by dreams.

**Woodrow Wilson**

To do the useful thing, to say the courageous thing, to contemplate the beautiful thing: that is enough for one man's life.

**T.S. Eliot**

Why fit in when you were born to stand out?

**Dr. Seuss**

Together we are better.

**John Paul Warren**

In any moment of decision, the best thing you can do is the right thing. The worst thing you can do is nothing.

**Theodore Roosevelt**

Not only must we be good, but we must also be good for something.

**Henry David Thoreau**

You've got to do your own growing, no matter how tall your grandfather was.

**Irish Proverb**

We make a living by what we get, but we make a life by what we give.

**Winston Churchill**

Don't find fault, find a remedy.

**Henry Ford**

*How wonderful it is that nobody need wait a single moment before starting to improve the world.*

**Anne Frank**

*Start by doing what's necessary, then what's possible, and suddenly you are doing the impossible.*

**Francis of Assisi**

*Nothing great was ever achieved without enthusiasm.*

**Ralph Waldo Emerson**

*It always seems impossible until it is done.*

**Nelson Mandela**

*Only surround yourself with people who will lift you higher.*

**Oprah Winfrey**

*Never fear shadows. They simply mean that there's a light somewhere nearby.*

**Ruth Renkei**

*Whatever your hands find to do, you must do with all your heart.*

**John Hiatt**

---

# LOOKING BACK





## COHORT 2: THE DETAILS

School	Bruce	Flambeau	Ladysmith	Gilman	Winter
Students involved	7	7	11	5	7
Staff Involved	2+	1	1	1	1
Issue Addressed	Student Involvement & Student Substance Use	Academics Supports & Peer Tutoring	Student Substance Use, School Climate & Student Connections	Poverty	School Climate & Support

## COHORT 1: THE DETAILS

School	Bruce	Flambeau	Ladysmith
Students involved	6	6	7
Staff Involved	1	1	1
Issue Addressed	Self-Respect & Empowerment	Bullying & Empowerment	Student Substance Use & Empowerment

## HIGHLIGHTS: COHORT 1

### TEEN LEADERSHIP ACADEMY

The Rusk County Youth Council (RCYC) has sponsored the Teen Leadership Academy where students with leadership potential were selected to participate from each of the school districts in Rusk County. Jeremy Allard, RCYC Vice President and Sheldon Church of Christ Pastor, and Julie Bever, ICAA Prevention & Intervention Specialist, facilitated the Teen Leadership Academy (TLA) which consisted of two goals: Improving leadership skills and creating/implementing an Action Plan/Project for each school team.



The three-day leadership skill training used interactive, hands-on activities focused on topics that all leaders need and use. Day one involved looking at perspective, vision, and focus. The Real World Seed Challenge used a global approach to look at

sustainability, and overall success.

The students were given a tool called “the frame” to assist them in identifying and addressing issues. The frame encouraged students to examine how each one addresses issues. Day two had each student reflecting on their own leadership strengths and teamwork. Learning more about each participants strengths and how each team could utilize these assets for a common goal lead to much fun during the paper plate



swap. Day three addressed conflict resolution skills. The students learned how relationships and communication skills are interrelated to conflict resolution.



Each school's student team identified areas for concern/growth within their own communities. Next, each student team created a specific Action Plan/Project that would impact their school or the community in a positive manner.

## ACTION PLAN/PROJECTS

### FLAMBEAU HIGH SCHOOL

Flambeau High School students were concerned about bullying behaviors in the hallways. Their project focused on presenting to middle school students the message that no one is alone, nor should they feel alone. They planned classroom presentation and small group discussions. However, things do not always go as intended. The youth weathered the setback in stride. Instead of presenting to individual classrooms, they planned a two-part (two day) assembly with activities and reflection. After this event, the students presented to the Flambeau Board of Education.



### LADYSMITH HIGH SCHOOL



Ladysmith High School students opted to address student substance use through the creation of a video. The video walked a student through an underage alcohol incident involving law enforcement, school administration, and the athletic code. After the creation of the video, the students created a

presentation for the local middle school students including the video, role-plays, skits, games, and real conversations. Their goal was to empower students to make informed decisions.



## BRUCE HIGH SCHOOL



Bruce High School students chose self-respect and empowerment to be addressed in their school. The students planned an assembly with a speaker.

After learning more about the speaker, their project morphed into two parts. First, the speaker would speak to all 8-11 grade students in the county, and second, the Bruce students would incorporate leadership and empowerment activities into a learning activity for their high school students.



## SYMPOSIUM



The final day (day three) of TLA included the first RCYC Teen Leadership Academy Symposium. School Boards and Administration, Town/City/County Officials, parents/families and other community stakeholders were invited to attend. After a quick overview of the leadership skills training components, the youth from each school team presented their Action Plan/Project.

After hearing the presentations, it was clear that the students had been challenged

throughout the year and had truly stepped up to become leaders and agents for change in their communities. There was a short graduation ceremony after the Symposium to honor those who completed the first Teen Leadership Academy.

The Teen Leadership Academy was funded in part by the Advancing a Healthier Wisconsin endowment at the Medical College of Wisconsin. Additional costs covered by the Rusk County Youth Council and Drug Free Communities programming through Substance Abuse Mental Health Services Administration.



