

Facilitation #1: Developing the Free Space

In-

Class: ACTIVE

**This step can be conducted by the teacher or a facilitator requested from the Project staff.*

Objective: Give students and staff the experience of an open discussion using concepts that are important to political thinking and action.

❑ Facilitators will direct and manage the discussion. Be prepared for everyone to talk all at once. This is encouraged.

❑ Students will be asked to define words such as citizen, political, culture etc. No definitions will be written on the board or otherwise “given.”

❑ Once the students begin to offer definitions for the initial terms, facilitators will begin to ask questions such as those listed on the adjacent Chalk Board.

❑ Although all first facilitations are different, the following goals will be reached in some form:

- A. Develop and define critical concepts for political discussion
- B. Develop arguments moving from personal experience to more abstract ideas.
- C. Discuss conflict resolution as an ongoing negotiation process.
- D. Develop arguments so that they move from disagreement to compromise.

❑ * Before leaving, facilitators will ask for a statement of interest as a sign of commitment by the class to continue in the project.

The Chalk Board	
<p>Who are you (ethnicity)? Have you ever been mistaken for a member of another ethnic group? What did that mean for you? What is politics? Do you think your background is political? Is the way you dress political? Is the way you wear your hair political? Are there cliques in your school? Are they political?</p>	<p>If you disagree with someone, how do you resolve the conflict? What does it mean to be a citizen? How do you become one? Can your rights as a citizen be taken away? Explain. Do you have power as a citizen? Do you have power as a young person? Are your parents registered voters?</p>
Educator's Notes:	
Facilitation	Developing the Free-Space
Key Concepts:	Citizen, Political, Culture, Compromise, Experience, Organized, Conflict Resolution
Key Insights:	Personal is political, students are already organized, youth can articulate issues but there is no space to do it, culture is important to perception/experience
Method:	Open discussion with facilitators, Open debate
Outcome:	Students state commitment to the project
Assignment:	Introduce students to the 6 Questions
<p>*Teachable Moment: A sign of commitment is a contract. This makes them delegates. From the body of delegates, representatives are elected to attend the Youth Urban Agenda Delegate Convention in the future.</p>	

Developing the Needs Agenda

In- Class:

ACADEMIC

Objective: *Creating an awareness of the relationship between individual experiences and the characteristics of communities.*

Question #1: Where would you like to be in 5- 10 years?

Question #2: Where would you like your community to be in 5- 10 years

- ❑ Have each student respond to questions #1 and/or #2. Have each student write one of these on the board. This is the Needs Agenda.
- ❑ Evaluate the possible relationships between personal and community needs.
- ❑ Ask the class how their personal needs reflect the community needs of the class as a whole.
- ❑ Ask students to discuss why they differed on certain terms. Ask students to link these differences back to any personal experience.
- ❑ Have two students record the individual and community Needs Agendas. Turn in at end of class.
- ❑ Both Needs Agendas will need to be typed for Step 5.

The Chalk Board – Building the Needs Agenda

Individual

I would like to breathe clean air.

I would like to have completed my college education.

I would like my mother to have a good job.

Community

I would like to have less auto pollution.

I would like kids to have a safe walk to school.

I would like to see more job training.

Educators' Notes:

Agenda: Building a Needs Agenda

Key: Community, Need, Experience, Diversity

Concepts:

Key Insights: Awareness of relationship between individual and community needs, diversity of needs within a community, linking personal experience to perception of needs, group process skills

Method: Student facilitated discussion with teacher guidance

Outcome: Class answers to Questions #1 and #2 in the form of multi-item individual and community Needs Agendas

Facilitation #2: N-D-R and Preparation for the Convention

In-Class: ACTIVE

**This step can be conducted by the teacher or a facilitator requested from the Project staff..*

Objective: Learn to translate individual and community Needs into Demands on the political system through a process of problem definition.

❑ Students will be introduced to the translation of Needs Issues to Demands Issues. Demand Issues politicize the Needs Issues by students working to articulate what they want changed and how they want the changes to take place.

❑ In this session students will be facilitated through the a discussion of the NDR Model.

❑ Next Facilitators will describe key concepts for gaining support in the political arena. Concepts such as debate, negotiation, coalition-building and venue selection are introduced to help students formulate Demand Issues that will gain recognition.

❑ Finally, the students will be introduced to the idea of a convention as a venue to gather support and strength for their issues from other students from other schools.

Introduction of the N-D-R Model

Understanding the Transition from Needs to Demands

Needs

Response

Demands:

Coalition- Building

Venue Selection

To Whom?

To Where

Church

Newspapers

Parents

Internet, etc.

- 1) Now that we have considered our personal and community needs, what are some of the changes that we would like to see happen as a class?
- 2) How can we articulate our position in a way that it attracts interest from others?
- 3) What of the changes that we have discussed would work for more than one of our Needs Issues? Can we combine these issues?

Educator's Notes:

Facilitation: The N-D-R Model

Key Concepts: N-D-R, Problem Definition, Venue, Coalition, Convention, Procedure, Debate, Negotiation, Lobbying, Compromise, Prioritize, Interest Group

Key Insights: Concrete personal needs are translated into more abstract demands, political decisions are made in many different places, collective decision-making skills are exercised

Method: Structured open discussion with facilitators

Outcomes: Understanding of how to convert the Need Agenda into a Demand Agenda, Organization of the Agenda Convention

Developing the Demands Agenda

In- Class:

ACADEMIC

Objective: *Strategic movement from personal to more abstract description of key issues.*

Question #3: What are the issues that your class or school saw as most important?

- ❑ Write the individual and community needs agenda on the board. Students should group needs which are similar (avoid naming the categories which the groupings appear to represent).
- ❑ Discuss what makes each grouping similar. Two students should be assigned to record groupings and list characteristics that make them similar.
- ❑ Label these groupings as Needs Categories. For each Needs Category, illustrate the several ways such an issue may be resolved. These resolutions are Demands Statements.
- ❑ As a class, look over the Demands Statements and compare which needs have similar solutions. Then, create a Demand Issue from similar Demands Statements.
- ❑ Combine and reprioritize the Demands Issues into fewer categories.
- ❑ After considering these issues, have the class vote a 5-point Demand Agenda.
- ❑ As students prepare for the convention, select items from the 5-point class Demand Agenda around which to

The Chalk Board - Building the Demand Agenda	
An Example:	<p style="text-align: center;"><u>Need Statement:</u> <i>"I want less crime in my neighborhood."</i> Needs Issue: Crime</p> <p>-----</p> <p>Demand Issues Relating to Crime</p> <p><u>Demand Statement #1 :</u> <i>"There should be more opportunities for people to work."</i> Demand Issue #1: Vocational Training</p> <p><u>Demand Statement #2:</u> <i>"There should be more police patrolling our neighborhoods."</i> Demand Issue #2: Increase number of Police Officers</p>
Educator's Notes:	
Agenda:	Building a 5- Point Demands Agenda
Key concepts:	Framing, Strategy, Coalition, Research, Brainstorming, Sources, Data, Evidence
Key insights:	Need translated into demand in order for system to respond, expanding scope of debate, timeline for project
Method:	Teacher guided discussion
Outcome:	Issue Research Groups Increased complexity of thought and depth of understanding

organize group research and explain assignment #2.

Convention Process

VENUE

Objective: *To create a Final Youth Urban Agenda by collaborating with other schools.*

Question #4: **As the Youth of Southeast Michigan, how can we gain support for our Five- Point Agenda?**

❑ Urban Agenda conventions vary across circumstances but all encompass similar elements. The Convention is usually scheduled for 4 hours. It begins and ends with plenary sessions, taking a cross-section of students into small group discussions before the final vote is taken.

❑ Go over possible strategy for each session. The goal is to exert the influence of your class agenda as far as possible.

❑ * In preparation for the convention, students should consider arguments that attract different points of view in support of their issues.

The Chalk Board - Group Strategy for the Convention Day	
<u>Opening Plenary</u>	Vote to support the Rules of Convention, which are the procedural rules that are to be followed throughout the day's convention.
<u>Issue Caucuses</u>	Pay attention in each caucus to see what kind of support a given issue is receiving. How many people are in the session? How many different schools have similar issues on their agenda? Do students from different school basically agree on a definition of the issue?
<u>School Caucuses</u>	<p>Strategy 1: Pick issues from your school agenda that seem to have a lot of support in the Issue Caucuses.</p> <p>Strategy 2: Focus on one issue that you feel is important and to cast both of your votes for that one.</p> <p>Strategy 3: Adopt one of the above and be ready to align with two more schools to get a minority position adopted</p>
<u>Regional Caucuses</u>	<p>Push first for the issues that your school selected in the school caucuses.</p> <p>For issues that won't make it out of the regional caucus see if you can locate students from other schools to go back and line up support for a minority position in the final plenary</p>
<u>Final Plenary</u>	The Cluster votes in a 5-Point Agenda to pursue as a cluster organization.

Educator's Notes:

Key concepts:	Plenary, Caucus, Direct Democracy, representative Democracy, Proportional Representation, Instructed Representation
Key insights:	Large groups can make decisions, multicultural context
Method:	Large and small group decision making forums
Outcome:	5-point Cluster Agenda

Youth Urban Agenda Convention Schematic

<p>Opening Plenary <u>Time:</u> 25 minutes <u>Location:</u> Large Room <u>Goal:</u> Provide schedule for the day's activities. Vote support for procedures to be followed.</p>	<p>Opening Plenary</p> <p>Cluster schools gather to hear speakers, and vote in support of the procedural rules to be followed throughout the day.</p>														
<p>Issue Caucuses <u>Time:</u> 45 minutes <u>Location:</u> Multiple classrooms <u>Group:</u> By issue interest and across schools and classrooms <u>Goal:</u> To convert the total list of all participating school's 5-point agendas into a smaller and more specific list of items; To build consensus around issues across different schools</p>	Issue 1	Issue 2	Issue 3	Issue 4	Issue 5	Issue 6	Issue 7	Issue 8	Issue 9	Issue 10	Issue 11	Issue 12	Issue 13	Issue 14	Issue 15
<p>School Caucuses <u>Time:</u> 35 minutes <u>Location:</u> hall or classrooms <u>Group:</u> whole school groups <u>Goal:</u> From the original five-point agenda assess how much support in other schools for each item and consider compromise definitions from previous session. <i>Select two items to support at final plenary.</i></p>	School 1			School 2			School 3			School 4			School 5		
<p>Regional Caucuses <u>Time:</u> 60 minutes <u>Location:</u> classrooms <u>Group:</u> Randomly mixed groups from across schools and classrooms <u>Goal:</u> Select three items to support in the final plenary.</p>	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8	Group 9	Group 10					

Closing Plenary

Time: 50 minutes

Location: lecture hall

Group: All participants

Goal: Produce 5 –point cluster agenda

Closing Plenary

Where list of 25 Issue Statements are converted to a five point cluster agenda. Voting is carried out by instructed representatives from the School and cluster caucuses. All ties go the entire group. Pro and Con debate will be heard forties and minority positions.

INQUIRY

Objective: *To engage students in governmental and communal involvement.
To affect a response from governmental and communal institutions.*

Question #5: What kind of government or community response will be necessary?

Question #6 : What kinds of education do you need to better understand the Issues?

- ❑ Present Final Agenda to class, and prioritize the issues according to importance.
- ❑ As a class, decide upon the issue or issues for engagement.
- ❑ Decide upon an engagement activity together.

The **Youth Urban Agenda Program** provides a variety of activities to facilitate Agenda Engagement.

The activities are as follows:

- ✓ Speakers' Bureau
- ✓ Voter Registration/Education Activities
- ✓ Candidate Job Interviews
- ✓ International Linkages to Other Schools
- ✓ Cultural Programs and Activities
 - ✓ Web-Site

The Chalk Board - Entering the Agenda Engagement Stage

Collective Decision-Making:

- 1) What are the most important Agenda items to the class?
- 2) Were there other Project schools who would give us support?
- 3) How do we want to organize our class to work on these issues?

Agenda Engagement Options

What are some Engagement Activities that would further our Youth Urban Agenda?

Consider:

Coalition- Building: Who will support our Issues?

- * What other schools shared your issues?
- * Would the class like to pursue any activities with other Project schools?

Venue Selection: What are viable activities:

- * To raise awareness of the Issues?
- or . . .
- * To whom or what institutions can we go to address these