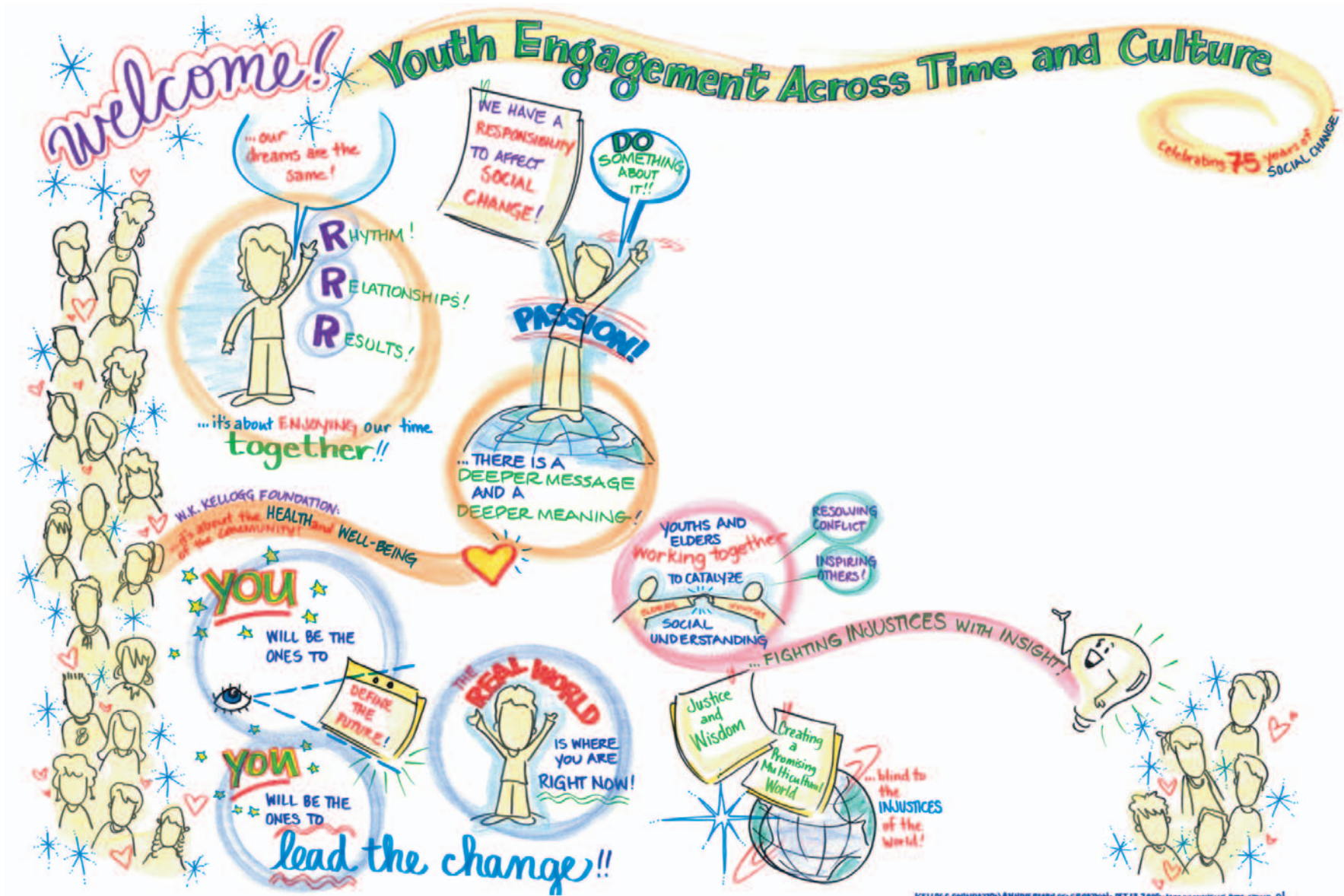


Engaging Youth and Adults as Partners in Social Change

Activities: **History Wall** and **Action Planning**



Overview

The W.K. Kellogg Foundation recently celebrated its 75th anniversary. To celebrate they hosted a seminar, Youth Engagement: A Celebration Across Time and Culture. Held in Battle Creek, Michigan, October 14 to 19, 2005, the dynamic seminar assembled a diverse community of youth activists and their adult partners from across various generations, cultures, and social movements to share, explore, and build on the lessons and experiences of youth engagement from the past to the present. The seminar was more than simply a meeting of the minds. The historic summit resulted in a specific call to action developed by youth participants. This call cites the urgent need for local communities, organizations, and individuals across the country to pursue an even greater level of youth engagement around positive community change. Beyond the call to action, the seminar facilitated the exchange of concrete tools, methods, and strategies for successful youth engagement on the local level.

Activity Tools

History Wall is a two-hour, highly participatory activity which is designed to engage youth and adults in dialogue and creative activities that will elicit a shared understanding about a community's history of youth engagement and the power and wisdom of each participant's experience as a youth leader. It also explores the groups' collective opportunity to harness this history to build shared leadership in the future.

Action Planning is a three-hour, participatory activity which is designed to build on the energy of the past to create a plan for the future. Through discussion and activities, youth and adults will explore and understand the importance, elements, and opportunities of the action planning process and begin to develop an action plan. This activity supports their prior work from the Discussion Guide and History Wall activities.

Facilitator Tips

The following activities are written for the facilitators of community-based discussions with youth and adults interested in leadership and community change. These activities can be used alone or in conjunction with the Discussion Guide, which was created as a direct result of the Kellogg 75th Anniversary event. Facilitators are strongly encouraged to adapt and improve the tools to fit their work and their community.

Timing

Each section has an estimated time indicated to complete at the beginning of each activity. This time is an estimate and does not take into account time needed to review or prepare materials. There is no set time for each discussion—each can be as long or as brief as is appropriate for your group. The questions are intended to be a guide only and should be modified with your own questions or resources to spark discussion in your community.

Both activities are designed to be used on their own or in conjunction with one another. Each includes an opening and a closing. If you choose to use the activities at the same time, you may choose to eliminate some of these opening and closing sections.

Participants

Participants should be of different ages and representative of the diverse groups that make up the community. Facilitators should also reflect this diversity.

A group of approximately 20 would be the ideal size for these activities; a skilled facilitator can adapt the activity for larger or smaller groups.

History Wall

Background

Young people have catalyzed and fueled social change movements throughout history and around the world. Their contributions of inspiration, creativity, and public work have laid the foundation for modern approaches to community-based problem solving, civic participation, and a range of social justice efforts that are cornerstones of our democracy.

Youth engagement has the potential for profound effect at all levels in a community. But too often, history ignores or minimizes young people's contribution to social progress. In communities, the role and contributions of young people over time in creating community change are often forgotten. Yet the stories of this past experience, when shared with stories of the current experience of youth engagement, have profound potential to inspire and inform current work as well as future endeavors of participants. Unfortunately there are few opportunities or methods for intergenerational dialog. This activity tool is designed to be a lively and fun exploration among diverse participants. It will generate lessons of inclusive engagement, inform current work, and inspire and empower young people and adults well into the future.

Lasting community change is inclusive; it transcends traditional age, cultural, political, and institutional boundaries. It demands openness to new opportunities and fresh attitudes, and it builds on deeply-rooted traditions, experience, and history. It requires collaboration and bridge building, and must offer opportunities for reflection on lessons learned. It also requires conscious, organized efforts to bring together the considerable energy and wisdom of young people and adults who have done the work and contributed to change.

This activity will harness some of that energy and wisdom while generating a shared picture of the community experience and assets of youth engagement across time and culture.

Who should use the history wall?

Any youth or adult leader from any effort, initiative, or project that involves young people in making positive change and who is interested in exploring and understanding more about youth leadership and youth engagement in the process will benefit.

History Wall

When should this activity be used?

- You may be working on a project with young people and you know that a lot of work has been done in the past, but you think a greater perspective would better inform your future work.
- You have a mixed group of young people and elders on a project team, and they may not be on the same page—you might use this activity to develop and strengthen the connections and the relationships between the two.
- You might be helping a group reflect on work over a short period of time and you might use this activity to capture and reflect on what a group has learned and accomplished over a certain period.

Time Required

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

Preparation

Before beginning the activity, review the session and prepare any materials needed, including the sticky wall (see page 11 for more information).

In planning the activity, the team that is organizing or facilitating this session must determine the answers to the following questions. Reading through the activity first will help the organizing team better understand the importance of these questions:

- *What time frame do you want to use to structure the activity? How far in the past do you want to go?* You should plan to go back in time at least as far as the year when the oldest participant was born, but you may choose to go back earlier to a time in your community history that is significant.
- *What is the overarching question to be explored?* In most cases the general question, “What has been our experience as youth (young people) engaged in community change and leadership?” will be appropriate. However, depending on the context of the gathering, you might want to focus the question to a specific area of change (i.e., civil rights and social justice), or to a specific geographic boundary (i.e., state, neighborhood or region).
- *What are lenses you will use to elicit information?* The following three lenses are recommended—society, community, and individual. You may want to substitute another lens that is more appropriate to your context, such as tribe, organization, or nation. The key is to make sure that you select three progressively broader contexts.
- *What do you want to do with the finished product?* You might want to post the product in a prominent place in your community, create a web page, use the information to inform a funding proposal or agenda for change, or another strategy.
- *What communication modes in addition to writing do you want to use?* If people want to use pictures, sound recordings, or other media, make sure they bring these to the event.

History Wall—Activity

Objectives

- To create a shared intergenerational picture of the history and experience of youth engagement across time in the community
- To identify both the gifts and challenges from the past and present that may affect the future of the youth engagement and community change efforts

Materials

- Sticky wall (see sticky wall handout on page 11)
- Half sheets of paper or Post-it® notes
- Markers
- Tape or thumbtacks
- Butcher paper or flip chart paper
- A set of colored arrows (see Figure C for an example)

What	How	Time	Materials
Step 1: Set-up	<p>Hang your sticky wall or prepare a wall to be used to display the group's work.</p> <p>Divide the sticky wall, or substitute, into 3 horizontal sections. On the far left side of each section, put up a half sheet or Post-it note labeled "in society," "in the community," and "in youth's lives in the community."</p> <p>Attach a set of half sheets along the top of the wall, with dates on them, as determined by the planning group in advance. (See Figure A)</p>	30 minutes before the session starts	<ul style="list-style-type: none"> • Half sheets of paper • Sticky wall • Markers • Tape/thumbtacks
Step 2: Setting the Context	<p>Explain to the group,</p> <p><i>"We are going to explore the experience of youth engagement across time in our community by recalling key events, people, and actions which have been influenced by youth engagement, activism, or leadership."</i></p>	15 minutes	

History Wall—Activity

What	How	Time	Materials
<p>Step 2: Setting the Context <i>(continued)</i></p>	<p><i>“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 youth engagement in our community. In this way, we can come to a new understanding of our shared past, as well as generate lessons of inclusive engagement, and inform and inspire our current work.”</i></p> <p>Ask some “warm-up” questions and encourage everyone in the group to respond:</p> <ul style="list-style-type: none"> • <i>When did you first become connected with the community?</i> • <i>As a young person what opportunities did you have to engage in community leadership or service?</i> • <i>What is one key event that you remember happening in the community when you were a youth?</i> • <i>What are some examples of how youth engagement has made a positive contribution to our community?</i> • <i>Who were some of the key people involved in the events?</i> • <i>Why is it useful to look at our history from an intergenerational perspective?</i> • <i>Why is it dangerous if we do not look at our history?</i> 		

History Wall—Activity

What	How	Time	Materials
<p>Step 2: Setting the Context <i>(continued)</i></p>	<p>Explain how the wall is set up: A timeline runs along the top. On the sides are the lenses we are using to explore our collective experience (society, community, individual) over time.</p> <p>Describe each of the three categories and give some examples. Then ask the group to provide examples of events or experience that can go into each into each category. For example, the individual category will focus on an individual’s experience with youth engagement. A participant might want to develop a card that reflects their first experience with youth engagement, along with other cards describing significant individual experiences you and/or others had with youth engagement.</p> <p>Emphasize the purpose of the activity: <i>“This activity will help us explore the question, ‘What has been the experience and contribution of youth engagement across time in our community?’”</i></p> <p>Explain the process that will be used: <i>“First we will brainstorm individually, and then we will share our ideas in teams. We will then create a visual timeline of our community’s journey across time on the wall. When all the events are on the timeline, we will step back and engage in intergenerational dialog and reflection on our community journey.”</i></p>		

History Wall—Activity

What	How	Time	Materials
<p>Step 3: Brainstorming</p>	<p>Ensure that everyone has markers and half sheets of paper or large Post-it® notes.</p> <p>Explain to the group: <i>“To start our brainstorming, take three to five minutes working alone to jot down about three events for each of the three categories. Try to include events from different time periods. Write each event on the half sheets of paper that are in front of you and write the approximate date in the corner of your paper. Write one event per sheet, and write in large, easy-to-read letters. Be sure you have some cards for each category.”</i></p> <p>Explain to the group, after having time to work alone: <i>“Now in groups of three, share your ideas with one another. Eliminate duplicate ideas and add new ideas if your team discussion evokes them. Take about 10 minutes to do this, putting your cards on the wall as you go along.”</i></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>	45 minutes	<ul style="list-style-type: none"> • Markers • Sticky wall • Half sheets of paper or large Post-it® notes

History Wall—Activity

What	How	Time	Materials
Step 4: Trends and Phases	<p>Ask the group: “Think of our history of youth engagement 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 the group: “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 that the group likes best across the top of the butcher paper.</p> <p>See Figure C to see what the above looks like.</p>	10 minutes	<ul style="list-style-type: none"> • Butcher paper across top of wall • A set of colored arrows
Step 5: Reflection	<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? • What was it like 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.) 	10 minutes	<ul style="list-style-type: none"> • Flip chart paper • Markers

History Wall—How to Make a Sticky Wall

This activity is enhanced by the use of a sticky wall. Sticky walls allow participants to stick standard pieces of paper to them without tape; pieces can be repositioned and reapplied easily. Sticky walls are respectful to participants because the words or pictures they themselves have written (not those transcribed by a facilitator) are displayed. Sticky walls are also flexible because they allow a group to view, discuss, and reposition contributions easily. Sticky walls can be used repeatedly and mounted on most walls using heavy-duty tape or tacks.

You can acquire your own sticky wall in several ways.

Buy one.

You can buy one from the Institute of Cultural Affairs through the ICA web site, www.ica-usa.org. The ICA wall measures 5' by 12' feet and costs \$50.

Make a fabric sticky wall.

You can create your own sticky wall using rip-stop nylon from a fabric store in the length and color of your choosing. It is recommended that you choose a piece of fabric that is as large as is practical for your space and that you hem the fabric to prevent fraying if you intend to use the sticky wall often. Before using it for the first time, spray the entire sticky wall on one side with 3M Spray Mount™ Artist's Adhesive or another brand of *nonpermanent* adhesive used for mounting. The adhesive should be reapplied after the wall has been used a few times. Keeping your sticky wall folded in a zippered plastic bag when not in use will prolong its life. The cost of a 5' x 12' piece of nylon and a can of spray mount is about \$25.

Make a paper sticky wall.

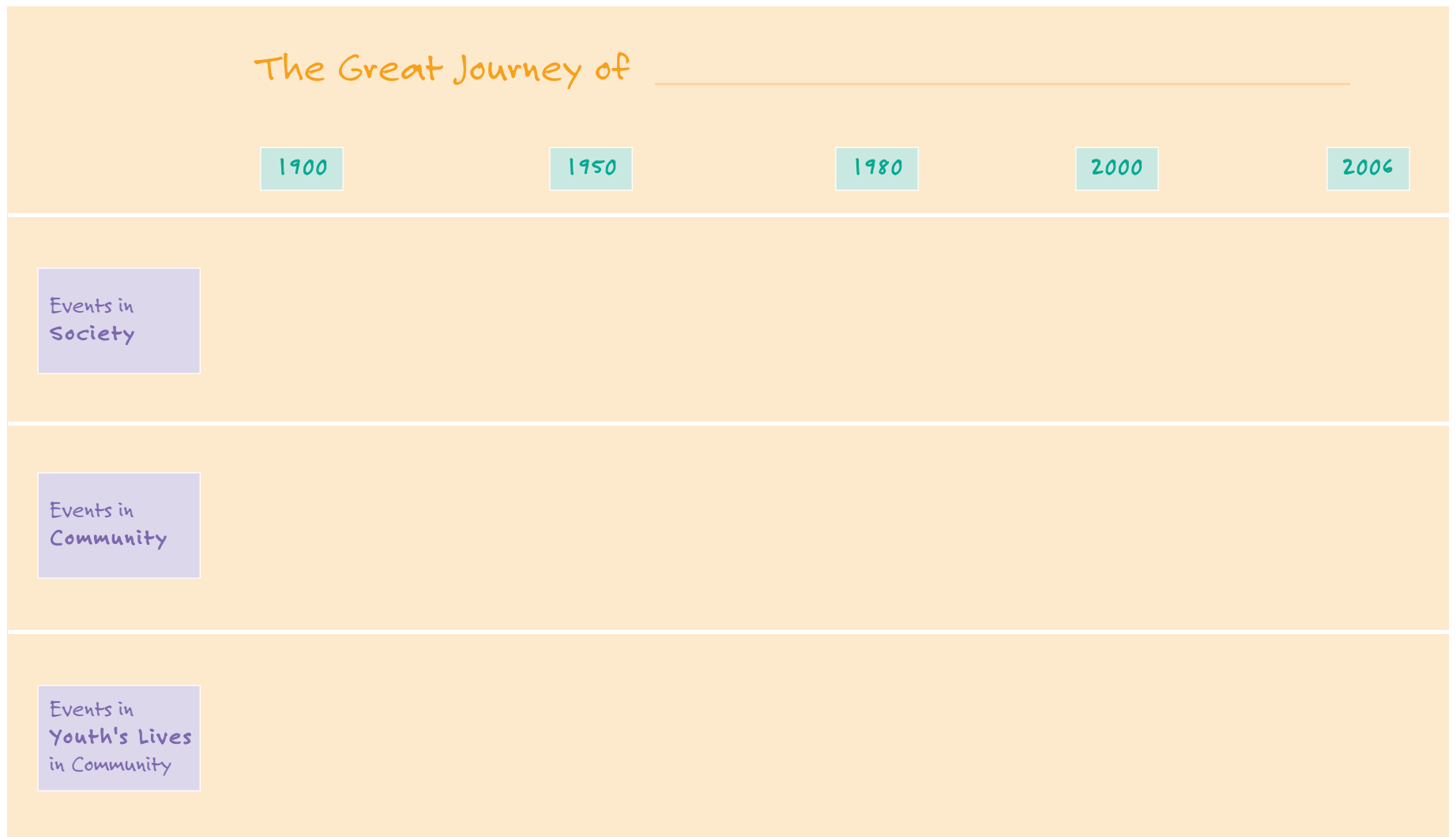
Sticky walls can be created by taping together sheets of butcher paper, mounting them on a wall, and spraying the surface with spray mount. A can of spray mount costs about \$10.

Use a wall you already have.

By using Post-it® brand or other adhesive notes, you can achieve the same result on a bare wall or on taped-together pieces of butcher paper stuck to a wall. One caution is that adhesive notes tend to lose their stickiness with reapplication.

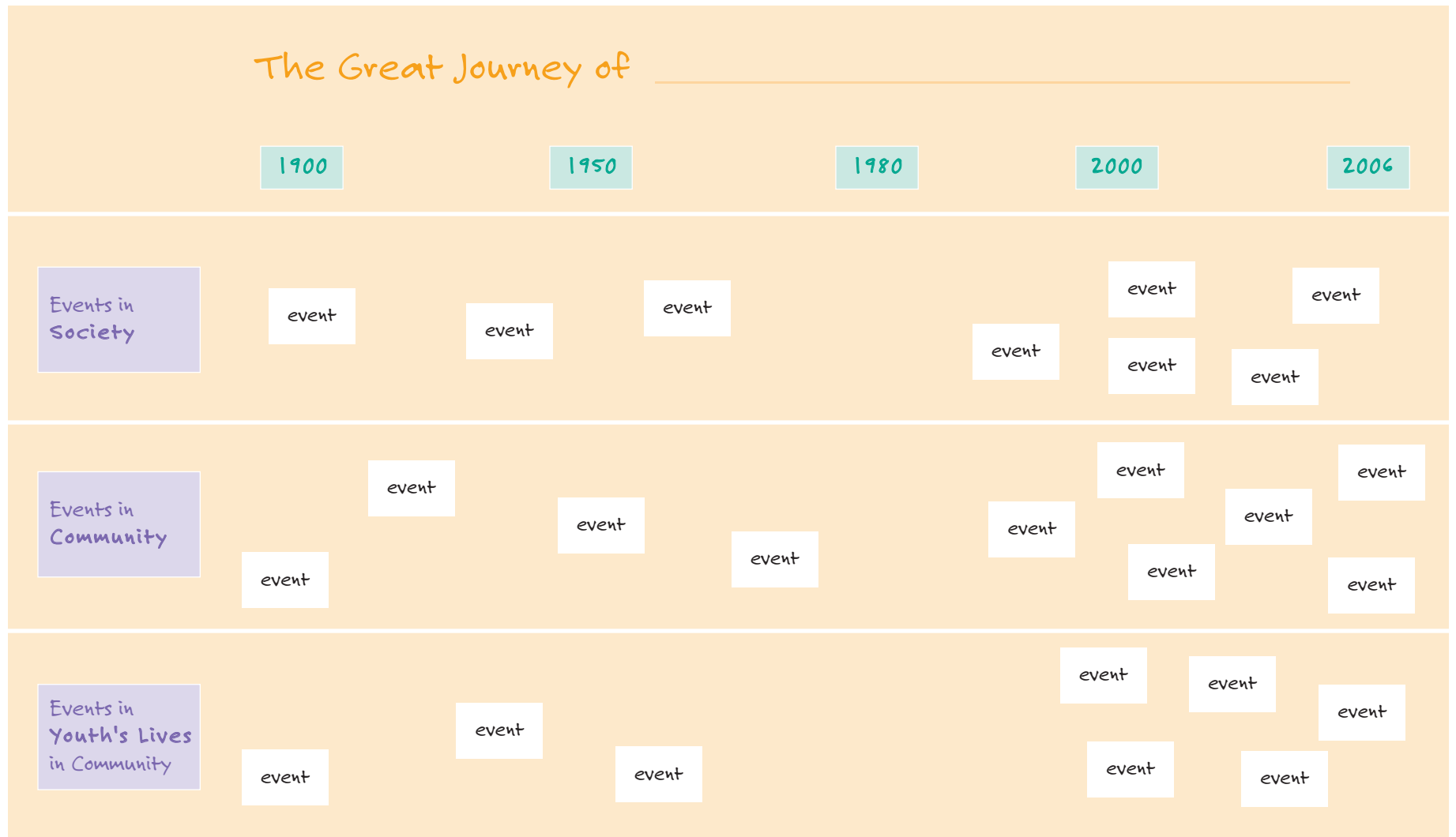
History Wall

Figure A. **Structure**



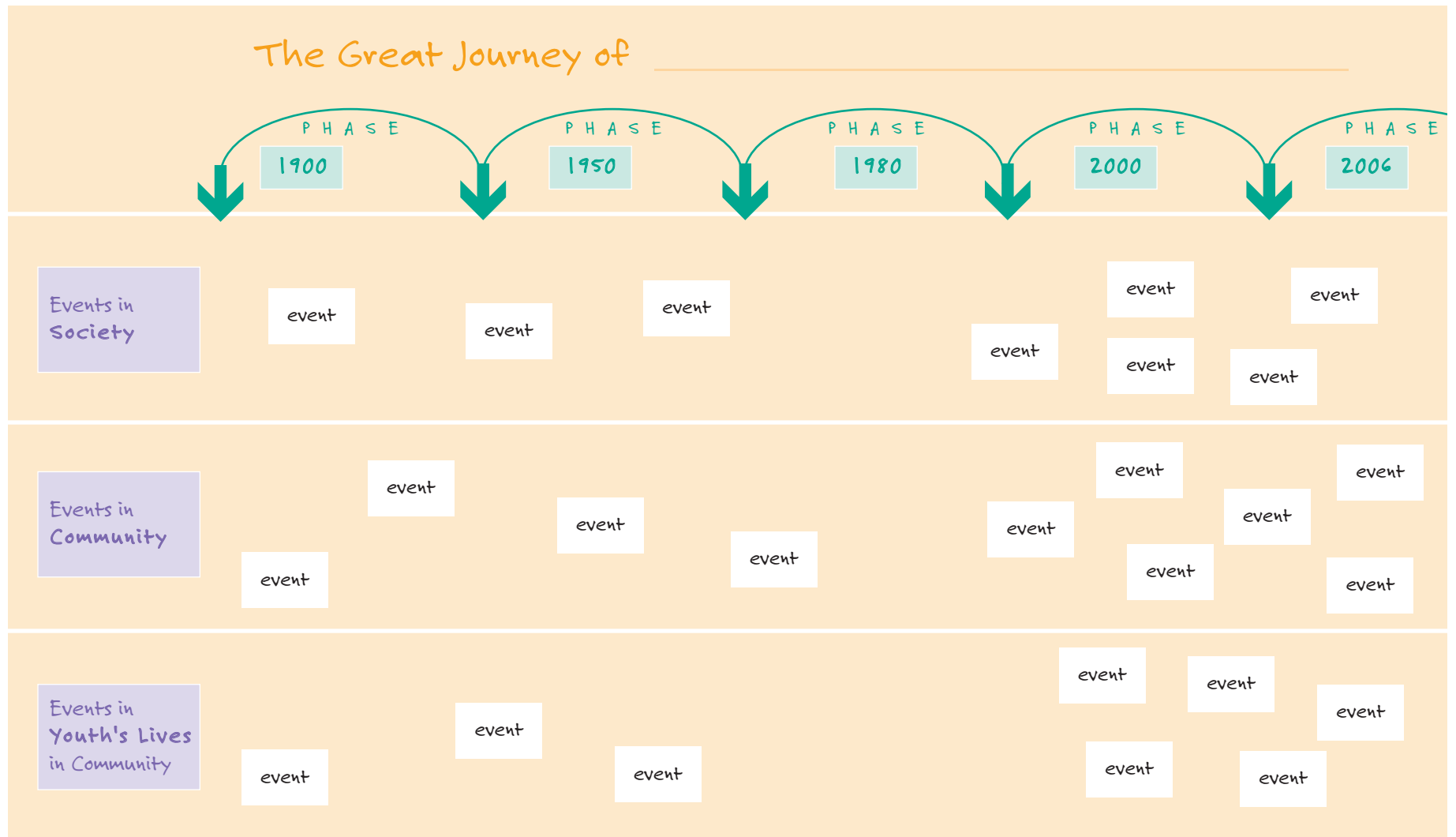
History Wall

Figure B. **Brainstormed Events**



History Wall

Figure C. Trends and Phases



History Wall

Figure D. Youth Engagement Sample Document

	The Beginning of a Modern History		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	2006
Societal Events and Experience	All our young men go to WWI Girl Scouts founded	The Great Depression—lots of youth hungry and out of work	Civil rights movement Peace Corps started		Anti war activists		Nickelodeon “Big Help Day” launches youth community service activities		Youth led media expands
Community	Girls actively engaged in community to support the war effort	Temporary camp set up for migrant youth by the bridge			First youth elected to the board of the community service center	Young people create traditional gardens		Service learning in all our schools	National Guard goes to Iraq
Individual			My brother sent off to war (1962)			Youth engaged in building community center Debra Baker crowned Miss Indian America (1989)		Community Youth Council was established (1999)	

Action Planning

Background

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. Sound planning helps us identify the short term details that will allow us to achieve long term goals.

Planning helps groups do more than just take efficient and effective action. 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 planning strategy to satisfy the needs of people who are natural-born planners.

Finally, a plan can help a group examine its successes and challenges. Groups can evaluate their goals against their plans, identifying barriers to success, or factors that helped a project achieve its stated objectives.

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.

Who should use Action Planning?

Any youth or adult leader from any effort, initiative, or project who is ready to move from vision to action, and does not want to get lost along the way, should consider an action plan.

Action Planning

When should Action Planning be used?

- You are thinking about an idea or dream for your community and wonder how to put it into action.
- You are ready to start a new project and want to make sure that you have the resources that you need.
- You want to make sure that everyone on your team knows and understands how their work connects to the big picture.

Time Required

After preparation and set-up, about three hours for the entire activity.

Preparation

Before beginning the activity, review the session and prepare any materials needed. Make sure that you have enough copies of Flip Chart Terms (see page 26) and all four handouts (pages 27–30) for each participant.

Think back to the Discussion Guide and History Wall activities. Note any key themes or ideas that resulted from those discussions. Bring any documents, flip charts, or other materials that are key reminders of the ideas that were generated. This will be especially important if the discussions are held at different times. Be prepared to provide a group overview of the events and ideas from the previous discussions.

Action Planning—Activity

Objectives

- At the end of the session, participants will understand the importance, elements, and opportunities of the action planning process.
- Participants will have a tool that can support their prior work (i.e., engaging youth and adults in dialog through the use of the Discussion Guide and History Wall activities).

Materials

- Copies of Flip Chart Terms (page 26) and the four handouts (pages 27–30) for each participant
- Flip Chart Paper
- Tape

<i>What</i>	<i>How</i>	<i>Time</i>	<i>Materials</i>
Step 1: Welcome/ Introduction	<p>Start the meeting. Please make sure that team members sit at the same table.</p> <p>Welcome and logistics check-in.</p> <p>Introduce participants.</p>	10 minutes	<ul style="list-style-type: none"> • <i>Agenda</i>
Step 2: Overview of Day/ What to Expect	<p>Explain to the group, <i>“I am glad that we have an opportunity to talk about action planning today. Too often we move from vision to action and do not take the time to plan what that action should look like, in what order it should happen, and who can and should be involved.</i></p> <p><i>“We are going to build on the work that you already have done using the Discussion Guide and History Wall activities.</i></p> <p><i>“Chances are you now have a lot of new ideas and generated a lot of excitement around your issue. What we need to do now is to turn that energy into a plan so others can understand the work we are doing and join in.</i></p> <p><i>“You will leave here today with the beginnings of an action plan and the tools to take it back to your community to finish it.”</i></p>	5 minutes	<ul style="list-style-type: none"> • <i>Overhead transparency or flip chart with the words:</i> <p><i>“A goal without a plan is only a wish.”</i></p>

Action Planning—Activity

What	How	Time	Materials
<p>Step 3: Why bother with a plan?</p> <p>What does the action planning process accomplish?</p>	<p>Explain to the group, “There are many reasons to create an action plan, and you may perceive some reasons to be more important than others. Let’s see what you think…”</p> <p>Activity: What Does an Action Planning Process Accomplish?</p> <ul style="list-style-type: none"> • Place flip charts or cards on wall with statements 1–5 from <i>Flip Chart Terms</i> written on separate charts or cards. • Ask participants to go stand by the flip chart that best expresses why they think it’s important to devise an action plan. 	15 minutes	<ul style="list-style-type: none"> • Tape • Flip charts • Write the five statements from <i>Flip Chart Terms</i> on a separate sheet of paper.
<p>Step 4: Discussion Questions for the Full Group</p>	<p>Ask each group why they are standing where they are, then lead the full group in discussion around their reasons.</p> <p>Discussion Questions:</p> <ol style="list-style-type: none"> 1. What did you notice about the way people responded to “<i>why are they standing where they are</i>”? 2. What surprised you? 3. Did you notice any differences in the way youth and adults answered the questions? 4. What are the implications of this exercise for your work? <p>Key Point: There are many ways an action plan can support your work. People seek and value different things in a plan according to their own work style, personality, organizational role, etc. It is important to make sure that your plan responds to the full variety of needs people have for an action plan.</p>	15 minutes	

Action Planning—Activity

What	How	Time	Materials
<p>Step 5: Getting Your Action Plan Started – 5 Key Elements</p>	<p>Now we are going to talk about the five key elements of an action plan.</p> <ul style="list-style-type: none"> • Vision—A vision is a person’s or team’s dream for the future. It is the first step in action planning and it is the purpose of the organizing effort. • Desired Results—This is the concrete outcome you hope to achieve. Usually there are several outcomes that support a vision. • Mapping the Environment—In order to achieve the greatest success, you need to access the current reality of the environment or context of your program. • Building Partnerships for the Work—Figure out who you can connect with and build alliances that will strengthen your work. • Selling your Idea—the WIFM principle: “What’s In it For Me?” 	<p>10 minutes</p>	<ul style="list-style-type: none"> • <i>Flip Chart</i>– Write the five key elements on the flip chart.
<p>Step 6: Vision</p>	<p>Part 1: Dream Cloud</p> <p>Make sure that everyone has <i>Handout 1: Getting Started</i></p> <p>Ask the group, “Let’s take a minute to look at your personal vision for the work you hope to accomplish. What is your dream cloud? Think of the experience you had in doing the History Wall. As a result of that experience, what is your dream for moving that work forward?”</p>	<p>15 minutes</p>	<ul style="list-style-type: none"> • <i>Handout 1: Getting Started</i>

Action Planning—Activity

What	How	Time	Materials
<p>Step 6: Vision <i>(continued)</i></p>	<ul style="list-style-type: none"> • Ask participants to fill in Part 1 – (“My Dream Cloud”) and share it with a partner at the table for about 10 minutes. • Invite volunteers to share highlights of their conversations with the rest of the group after everyone has filled out their individual vision and had an opportunity to share with a partner. This full group sharing should take about five minutes. 		
<p>Step 7: Desired Results</p>	<p>Part 2: Desired Results</p> <p>Explain the definition of a Desired Result.</p> <p>A desired result is:</p> <ul style="list-style-type: none"> • Concrete • Measurable—A measurable result is something that you can count or quantify. It typically is not a feeling or behavior. <p>It is difficult to say that people’s behavior improved by 50%, but we can say they no longer do X, Y, and Z.</p> <p>We can say that they had an attendance rate of 90% and they attended a workshop on anger management nine times, and now they no longer do X, Y, and Z.</p> <ul style="list-style-type: none"> • Deliverable—This is what you promise to be held accountable to achieve. <p>Ask the group to:</p> <ul style="list-style-type: none"> • fill in Part 2– Desired Results of <i>Handout 1</i>. • share with others at their table 	<p>10 minutes</p>	<ul style="list-style-type: none"> • <i>Handout 1: Getting Started</i> • <i>Flip Chart– Write on the flip chart the definition of a Desired Result.</i>

Action Planning—Activity

What	How	Time	Materials
<p>Step 8: Complete Handout 1</p>	<p>Guide the group through the rest of <i>Handout 1</i>.</p> <p>Tell the group the Key to Remember: “This is PRE-work done to prepare your team to create your action plan.”</p> <p>Part 3: Mapping the Environment</p> <ul style="list-style-type: none"> • What opportunities are there? • What is already out there? • What competition is there? • Who can help you? • What are the lessons already learned by others? • What challenges do you have? • What is the potential opposition? • What support is available for this work? (financial, volunteers, research, organizations, etc.) • What are your strengths? <p>Part 4: Building Partnerships</p> <ul style="list-style-type: none"> • What organizations are doing similar work? • What businesses support your work? • What other communities could be supportive? (faith, academic, etc.) • Who are the current champions in this work? • Who is already supportive of the work you are doing that may support this project? • Who are the elected officials involved in this work? (those representing your community at work and home, and those you are sitting with on committees relevant to your work) • Who is not involved that should be? 	<p>20 minutes</p>	<ul style="list-style-type: none"> • <i>Handout 1: Getting Started</i>

Action Planning—Activity

What	How	Time	Materials
<p>Step 8: Complete Handout 1 <i>(continued)</i></p>	<p>Part 5: Selling Your Idea (WIFM)</p> <p>Tell the group that even the best idea/vision will still need to be “sold” in order to have people involved. If people are working on your project, it likely means that they are not working on something that is equally as important.</p> <p>Ask the group to reflect individually on the following:</p> <ul style="list-style-type: none"> • How does this issue reach the individual, even if they are not identified as a member of the community? • What aspect of your work creates passion, excitement, and momentum? • What does the individual gain from the work? Do they learn any new skills, etc. <p>Ask them to share with others at their table.</p>		
<p>Step 9: Question and Answer</p>	<p>Solicit the expertise and experience of the entire room to help answer the questions about <i>Handout 1</i>.</p>	10 minutes	
<p>Break</p>		15 minutes	

Action Planning—Activity

What	How	Time	Materials
<p>Step 10: Outlining Steps</p>	<p>Inform the group regarding the things they will need to do that will help build a foundation of support for their action plan.</p> <ul style="list-style-type: none"> • Build Readiness. This may mean meeting with your teammates and other stakeholders. • Refine the Goals. Now that you have your full team together, take some time to reach consensus on what you hope to accomplish, and the commitment that you all share. • Leverage Resources. With your team, examine and utilize the available resources in your community that can be used to increase your impact. • Provide Information. Make sure that all stakeholders are informed of the process and are aware of the ways they can contribute to your work. • Develop a Timeline. <p>Ask the group to refer back to <i>Handout 1</i> and discuss the following questions:</p> <ul style="list-style-type: none"> • Which of these five key elements will be the most challenging? • Which will come the easiest to you? 	<p>15 minutes</p>	<ul style="list-style-type: none"> • <i>Flip Chart—</i> <i>Write on the flip chart the 5 things that they will need to do to build a foundation of support for their action plan.</i>

Action Planning—Activity

What	How	Time	Materials
<p>Step 11: Action Steps and Planning Elements</p>	<p>Explain to the group, “<i>Handout 2 is a checklist you can use before you begin executing your plan. You can also refer to it as your plan progresses.</i>”</p> <p>Read <i>Handout 2</i> quickly.</p> <p>Explain to the group, “<i>Action plans can take a variety of forms, depending on your needs for detail and your organizational context. Here is sample template.</i>”</p> <p>Describe the template in <i>Handout 3</i>.</p>	10 minutes	<ul style="list-style-type: none"> • <i>Handout 2: Development Checklist</i> • <i>Handout 3: Implementation Planning Sheet</i>
<p>Step 12: Action Step Activity</p>	<p>Now is the time for teams to work as a group to begin their action plan using <i>Handouts 2, 3, and 4</i>.</p> <p>Explain to the group that they will not be able to finish their action plan today and most likely will have to continue the work on their own.</p> <p>Emphasize some of the tips on <i>Handout 4</i> that may especially resonate with the group.</p>	30 minutes	<ul style="list-style-type: none"> • <i>Handout 4: Planning Tips</i>
<p>Step 13: Reflection</p>	<p>Ask people to share their answers to the following questions:</p> <ul style="list-style-type: none"> • How do they think the action plan will help their work? • What challenges do they see in finishing the plan? • Did any new ideas come as a result of action planning? • Are they more comfortable or focused to start a new project? • Do they feel the project will benefit from taking time to plan? 	10 minutes	

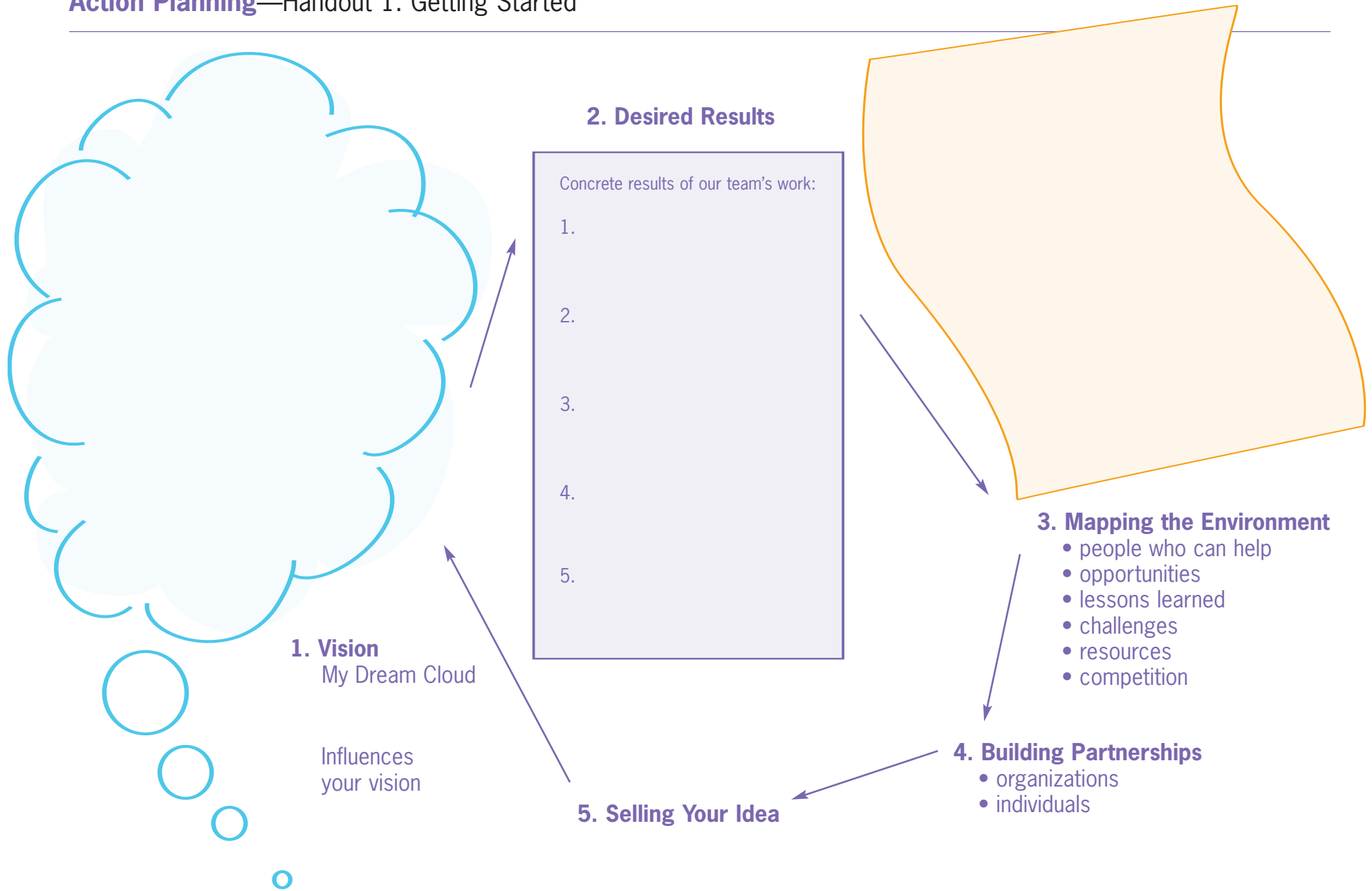
Action Planning—Flip Chart Terms

What does the Action Planning process accomplish?

The following statements should be posted, one statement per sheet—on the wall, either on flip chart paper or on large cards:

1. Action Planning **fosters** the integration of ideas, commitments and actions.
(Integrates our best thinking and dreaming)
2. Action Planning **outlines** a plan of work designed to achieve goals using a sequential and synergistic approach.
(Arranges our ducks in a row)
3. Action Planning **helps** team members see how their work contributes to the big picture.
(Helps people feel valued and connected to the work)
4. Action Planning **builds** readiness and commitment in others to support the work.
5. Action Planning **provides** concrete information that can be used to evaluate progress.
(Keeps us on track)

Action Planning—Handout 1: Getting Started



Action Planning—Handout 2: Development Checklist

Take stock of your current situation. Individual members of the project team can complete the checklist, and their responses can be discussed as a group. Refer back to these responses as your action plan progresses.

Stakeholder and Youth Involvement

- yes no Do we make intentional efforts to involve relevant stakeholders?
- yes no Have we identified ways to involve all stakeholders in the project?
- yes no Do we actively seek ways to engage youth and adults as partners in the project?
- yes no Do we provide opportunities for everyone to feel that they are meaningfully contributing to this process?
- yes no Do we enhance youth leadership skills throughout the project?
- yes no Have we identified barriers to involving youth and other stakeholders in the project?

Goals and Outcomes

- yes no Do the goals of the project reflect our mission and program activities?
- yes no Are the project activities realistic, given our available resources?
- yes no Do the outcomes of the action plan reflect our core activities?

Action Steps

- yes no Are our action steps clear and understood by all members of the team?
- yes no Have we indicated who is responsible for carrying out each step?
- yes no Do our action steps build on each other in an appropriate time sequence?
- yes no Is each step realistic and achievable?

Staffing

- yes no Have we identified core staff to conduct and lead the evaluation effort?
- yes no Does the organization support the roles of the staff leading the evaluation?
- yes no Are we making time for these staff to fully carry out the evaluation activities?

Action Planning—Handout 3: Implementation

Briefly state the **Desired Results**. _____

1. Action step: _____

Who is responsible: _____

Deadline: _____

Cost estimate: _____

4. Action step: _____

Who is responsible: _____

Deadline: _____

Cost estimate: _____

2. Action step: _____

Who is responsible: _____

Deadline: _____

Cost estimate: _____

5. Action step: _____

Who is responsible: _____

Deadline: _____

Cost estimate: _____

3. Action step: _____

Who is responsible: _____

Deadline: _____

Cost estimate: _____

6. Action step: _____

Who is responsible: _____

Deadline: _____

Cost estimate: _____

Action Planning—Handout 4: Planning Tips

- 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 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.

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FROM VISION TO INNOVATIVE IMPACT

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