

Confronting Concerns II – Youth Forum Agenda– April 28th, 2006

Youth Forum Objectives:

- (1) Students will review their concerns based on the interviews conducted.
- (2) Students will compare their own concerns to the concerns they imagined of kids in other parts of the world.
- (3) Students will begin to identify the similarities and difference between the local and the global.
- (4) Students will look at why their own concerns were different from the concerns of other kids their age.
- (5) Students will identify what they want to learn in order to address their concerns.

10:30am : Arrival (All Staff and Youth Leaders)

11:00 am – 11:15am – Registration / Welcome (All Staff and Youth Leaders)

11:15 am – 11:30am – Introduction to Forum (Youth Leaders: Jahmala, Erica and Roshelle [?])

– Students will talk about the reason for the forums, the work they have been doing and present the pie charts which outline the concerns of the kids in attendance.

11:30am – 12:00 – Icebreaker (Tene)

Yarnball Toss

1. Tell students to form a circle, standing shoulder to shoulder.
2. Tell students that we will be playing a game that enables us to get to know each other a little better and help familiarize us with some of the themes of today's workshop.
3. Explain that one person will begin the yarnball toss by tossing the ball of yarn to another person in the circle. The person who catches the ball of yarn must say their name, age, organizations and the concern that they think is the most important to them.

4. Explain that we will toss the ball of yarn around the circle until everyone has had a chance to share.

5. Once everyone has shared, process the activity using the following questions:

- What were some of the most common concerns that people mentioned?
- How did you feel about this activity?
- Who can connect two or more of the concerns that people said in the circle.
- What connection do all these concerns have to one another?

Segue: Tell students that we wanted to do this activity to show that while we all have different concerns, they are all connected in that they all affect us in one way or another, and these issues build upon each other and can often influence one another. It is important to realize that these concerns are not untouchable, but rather we can make a difference in them once we come together. And that is what we are doing today.

12:00pm – 12:45pm – Human Barometer (Tene)

1. In advance write the words agree, disagree, and not sure in large letters on newsprint, creating three signs. Post the signs and disagree on opposite sides of the room. Put the sign not sure in the middle.
2. When the activity starts, ask participants if they know what a barometer is (an instrument that measures atmospheric pressure). Tell participants that they are going to participate in a human barometer, which measures the opinions of people in the room.
3. Tell participants that you will read a statement. Participants are to decide if they agree with, disagree with, or aren't sure about the statement. Without talking, each participant is to register his or her opinion by moving toward the appropriate sign.
4. Use the following statements for this topic:

- (1) I believe that young people have a common experience that connects them.
- (2) I think that kids generally care about one another.
- (3) I think that adults know what young people go through.
- (4) Generally, kids don't care about the world -- just what happens in their neighborhoods.
- (5) It is possible for me to have similar experiences as another young person growing up in South Africa, Palestine or India.
- (6) Young people for the most part care about themselves.
- (7) Youth today don't have a connection to one another

5. After they have registered their positions, call on a few participants to explain why they agree with, disagree with or are unsure about the statement.

6. Invite participants to move if they wish to change their position on the statement. Ask a few participants to share why they moved.

7. Continue with each of the following statements and repeat Steps 5-6

Processing

1. What did you think of this activity?
2. How did it feel to do this activity?
3. Was it hard to make a decision about the statements mentioned?
4. Did you learn anything from this activity?
5. Did anything that anyone said make you think more about the statements?

12:45pm – 1:45pm – Global/Local connection Presentations

1. Divide participants into 6 groups of approximately 5 people in each group.
2. Give each group a profile sheet of a personal story of a young person from another part of the world and then have each group pick a 'genre' out of a hat (or some other receptacle).
3. Explain that each group will have 20 minutes to complete their task. The first part of their task is reading about the life of the young person that they have been given. The next part of their task will be creating a brief presentation for the rest of the workshop that describes both the similarities and differences between the experience of this young person and their own experiences here in Harlem. They must also use the genre they picked in the presentation—so for example, if they picked a role play—they must do a brief role play depicting the similarities and differences, or if they picked rap song, they must do a short rap song.
4. Each group will have 5 minutes for their presentation.
5. After 20 minutes, have groups volunteer to come up and give their presentations.

6. Process.

Processing

- What was it like to do this activity?
- Was it easy or challenging to come up with similarities and differences between your own experience and the experience of a young person from another part of the world?
- What did you learn from this activity?
- What do you think you gained from this activity?

1:45pm – 2:15pm – Walking Brainstorm

1. Tell students that our last activity today will be a walking brainstorm.
2. Point out to students that there are several sheets of paper hanging in different areas of the rooms. On the top of the sheets of papers are the different concerns that students shared during their interviews and that we heard about at the beginning of the workshop.
3. Give each student a marker and instruct them to walk around the room and write an example of how this issue effects young people

specifically and also what they themselves can do to make this issue better for youth. For example, if the issue is poverty-- this may affect young people because they cannot afford to buy supplies for school. One practical way of solving this issue is asking schools to offer free supplies for students who cannot afford them.

4. Give students 10 minutes to walk around the room and record their thoughts.

5. Bring the group back together and share out about the information that has been collected on each of the sheets.

Processing

- What did you learn from this activity?
- How did it feel to come up with possible solutions to your own concerns?
- Which of these suggestions is something you can do yourself?
Which of these suggestions is something you can get someone else to help you do?
- What do you need to learn about in order to make a change in some of these concerns?