Youth engagement can **profoundly impact communities** on all levels. When youth and adults share lessons, create visions, and learn together, they can **inform, empower, and inspire** one another. With tools to harness this energy, youth, adults and elders in any community can **unleash a powerful force** that can strengthen change for generations to come.
Why This Discussion Guide?

On October 17, 2005, 115 young people, adults and elders from across the country came together to celebrate and explore 75 years of the W.K. Kellogg Foundation’s grant-making. The group shared diverse, creative and courageous strategies for youth and adults to achieve positive social change.

This discussion guide captures the energy and excitement from that event so that it can be shared with more people and more communities. Its purpose is to inspire the development of youth-adult partnerships for community change by helping people sit down and talk about the power of this approach. Additional tools in this series will help harness that energy and excitement for deeper discussions and action.

The decision to begin this series with a discussion guide is an intentional one. In our work with community-based organizations from across the country and around the world, people cite the power of sitting down together and talking about history, about current work, and about their goals and dreams for the future. They say that these discussions really strengthen community change. Cross-generational dialogues that build upon lessons from the past, consider realities from the present, and dream of the future result in two things:

1. They help bridge the youth-adult gap that exists in many communities.
2. They inspire and provide support to young people, adults and elders as leaders of social change.

This discussion guide promotes both of these results.

More information about this seminar can be found in the following two papers:

- Youth Engagement: A Celebration Across Time and Culture Framing the Issue and

Both are available from the Innovation Center for Community and Youth Development at www.theinnovationcenter.org and both were used in the creation of this discussion guide. More information about the seminar can also be found on the W.K. Kellogg Foundation’s website at www.wkkf.org.
How to Use This Guide

This guide is written for the facilitators of community-based discussions with youth and adults interested in leadership and community change. This guide can be used with the enclosed video, Youth Engagement Across Time and Culture, or as part of ongoing discussions in your community around the role of young people and adults as partners in creating change. Facilitators are strongly encouraged to adapt and improve the tools to fit their work and their community.

Like the event that inspired them, this guide and video are divided into three sections:

1. Rhythms of the Past
2. Relationships of the Present
3. Results of the Future

Timing
Each section begins with an estimated time to complete. 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.

Each of the three sections is designed to be used on its own. Each includes an opening and a closing. If you choose to use the activities at the same time, you may decide to eliminate some of these opening and closing sections.

Participants
Participants should be of different ages and should be 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 this activity; a skilled facilitator can adapt the activity for larger or smaller groups. You may also access some of the resources in each ACTIVITIES section for other ideas for larger groups.

Definitions of Terms
A glossary is included at the end of this guide. These terms and definitions are not exhaustive—it may be useful to have your group use these definitions as the starting point for a discussion about what each means in your community.
**Facilitator Tips**

**Before Each Discussion**

- Review the discussion guides in advance and rephrase questions to meet the needs of your group.
- Review the FOOD FOR THOUGHT section for stories, ideas, and examples to share with the group. (These may be shared by reading aloud, sharing printed copies, writing on large sheets hung on the wall, or in another way that makes sense for the group.)
- Explore some of the tools in the RESOURCES section for additional stories and strategies that would resonate with your group. (These might include longer stories, online video, or links to the websites of organizations doing similar work.) If time allows, select a few resources or sections to share with your group as part of the discussion.
- Preview the video and share with the group, if appropriate.

**During Each Discussion**

- Document what comes out of the discussion. (These might be exciting ideas, items for future discussion, and lessons learned. You may choose to document through art, notes written on large sheets of paper, or video taping.)

**After Each Discussion**

- Use the ACTIVITIES section to find additional tools that can support youth-adult partnership for positive community change.

**Establishing Group Norms for Discussion**

For all of these discussions, it is important to establish and discuss group norms for conversation that ensure everyone feels comfortable, respected, and valued. This is especially important if your group of youth and adults has never worked together before. To help establish group norms, you might explore available resources, such as the CIRCLES guide listed in the ACTIVITIES section on page 22, or materials on establishing Gracious Space from the Center for Ethical Leadership (http://www.ethicalleadership.org). At the event, participants established a safe space for discussions through a variety of activities, including a pledge to one another in which all agreed to:

- Be open-minded and welcome diverse opinions, recognizing the important contributions of our diverse backgrounds.
- Commit to learning from one another in an atmosphere of mutual respect and tolerance.
- Encourage one another to speak from the heart.
- Respect one another’s unique voice and commit to giving each other an equal opportunity to share.

Other resources on working with youth and adults as partners, including Creating Youth-Adult Partnerships and Youth-Adult Partnerships: A Training Manual, available at www.theinnovationcenter.org, may be helpful.
Rhythms of the Past

"Celebrating Our Past"

Lee Po Cha

Cultural shifting: In order to bridge the cultural and educational gap, we need to
shift from colonialism to a more inclusive and diverse perspective. How do we
accomplish this? How do we build bridges between cultures?

We need to step outside our box and think about how we can do things
differently!

We need to build bridges within our communities and also build bridges
across communities!

Tune in to understand the differences!

It helps us to understand our differences!

Lack of respect for elders within the community is an issue for some of us.

In order to bridge the gap, we need to honor some of our traditions and keep them
alive!!

Systemic change!

They need to be involved about more!

Young people can help bridge these gaps!

More clashes between people and leadership.

We need to build an educational program for prevention to stop the issues from happening.

We need to figure out how to shift back and forth between cultures.

How can we strengthen youth engagement?

...It's a struggle...

We have no choice.

You sometimes do what you have to do.

They need to be involved about more!

Helping to start tune in to the social and cultural issues.

This allows us to start the social and cultural issues.

Helps us to figure out how to change.

...It helps us to understand our differences!

Still working together to make change happen.

...It helps us to understand our differences!

...In order to bridge the gap.

Always have respect!

Youth and Elders.

Lack of respect for elders within the community is an issue for some of us.
Rhythms of the Past—Food for Thought

Throughout history and around the world, young people have catalyzed and fueled social change movements. A few examples include:

- Young people organized “Bacon’s Rebellion” in 1676 well before the war for independence. Aaron Burr and Alexander Hamilton were student leaders. Thomas Paine, great propagandist of the revolution, was a young person. Even Thomas Jefferson, as the movement for independence began, was a very young man.

- The Civil Rights movement of the late 1950s and 1960s was powered by young people who organized the Student Nonviolent Coordinating Committee (SNCC).¹

- In 1968, about 40,000 students on nearly 100 campuses across the country demonstrated against the Vietnam War and against racism.

- Chicano youth were a forceful voice for equality and civil rights; for example, on March 27, 1968 some 40,000 high school students in Southern California walked out to protest anti-immigration legislation.

- In 1976, the Department of Education of South Africa decreed that Afrikaans would be the official language of instruction at schools. Students objected to being forced to use the language of their oppressors under the apartheid system, and they unified to protest. Their actions fueled the movement that eventually overturned the system of oppression.

- In 1989, students in Prague commemorated the 20th anniversary of the death of Jan Palach, the student who burned himself to death in protest at the Soviet occupation of Czechoslovakia. Their collective memorial helped spark the overturn of the communist regime.

- Other examples from your community, experience, or knowledge.


Rhythms of the Past—Resources

Additional stories and voices of youth engagement from the civil rights and other social justice movements, including oral history transcripts, audio clips, and video can be found on some of the following websites:

**Voices of the Civil Rights**
(http://www.voicesofcivilrights.org/index.html)

AARP, the Leadership Conference on Civil Rights (LCCR), and the Library of Congress have created this website, which aims to “preserve personal accounts of America’s struggle to fulfill the promise of equality for all” through the collection and sharing of “extraordinary stories of hope and courage by ordinary people” from the Civil Rights movement. From this website, you can link to stories, online movies, and video and oral histories from civil rights activists, including:

- **Civil Rights in Mississippi Digital Archive**
  (http://www.lib.usm.edu/~spcol/crda/oh/)

  According to the VOICES OF THE CIVIL RIGHTS webpage, “The University of Southern Mississippi’s (USM) Center for Oral History and Cultural Heritage is arguably the repository for material relating to this subject. USM’s digital collection features the largest database of oral history transcripts—complete with brief biographies of each subject—as well as manuscripts and photographs that document this turbulent time in the state’s history.”

- **Duke University’s Center for Documentary Studies: Behind the Veil Oral History**
  (http://cds.aas.duke.edu/btv/index.html)

  According to the VOICES OF THE CIVIL RIGHTS webpage, “Behind the Veil: Documenting African American Life in the Jim Crow South” includes more than 1,000 audio-taped interviews with African Americans who experienced segregation in the South from 1890 through the 1950s. More than 300 narratives are available in transcript form. The project materials were used for the book/CD set and PBS radio series “Remembering Jim Crow.”

- **Civil Rights Documentation Project**
  (http://www.usm.edu/crdp/)

  According to the VOICES OF THE CIVIL RIGHTS webpage “The University of Southern Mississippi’s Center for Oral History and Cultural Heritage showcases Tougaloo College’s collection of approximately 40 oral histories. The site also includes a timeline with audio.”

- **Birmingham Civil Rights Institute**
  (http://www.bcri.org/archives/collections_guide/index.htm)

  According to the VOICES OF THE CIVIL RIGHTS webpage “The museum’s Complete Collections Guide is a treasure trove of letters, photos, press clippings, and pamphlets—a literal scrapbook of the Civil Rights Movement of the 1950s and ’60s. The museum houses the 56 Alabamian oral histories recorded by Duke University’s ‘Behind the Veil’ researchers, as well as 300 interviews from its own oral history project that are available in audio, video, and transcript form.”
Rhythms of the Past—Resources

The Children’s March Video
(http://www.tolerance.org/teach/resources/childrens_march.jsp)
“The Children’s March” tells the story of how the young people of Birmingham, Ala., braved fire hoses and police dogs in 1963 and brought segregation to its knees. This video can be ordered for free by educational groups.

Veterans of Hope
(http://www.veteransofhope.org/)
The Veterans of Hope project documents the life stories of “Veterans,” men and women from a variety of ethnic, cultural and religious communities, who have been active for many years in movements for compassionate social change. These include community organizers, creative artists, religious leaders, educators and healers. The project documents and shares the transformative histories of “long distance runners” for peace and justice—passing on the values, faith and practice that have guided their lives and work. Audio clips from a diverse group of social justice veterans can be found at http://www.veteransofhope.org/section_home1.php

Immigrant and Refugee Community Organization
(http://www.irco.org/IRCO/)
IRCO's mission is to assist refugees, immigrants and multi-ethnic communities to develop self-sufficiency and cultural awareness while affirming and preserving each culture within an ever-changing global environment. “Something to Make Life Happy,” is a video available on the IRCO website that “documents the lives and artistry of ten refugee elder traditional artists living in Portland, Oregon” through a documentary created by young people.
Rhythms of the Past—Discussion

This section is designed to help participants identify and reflect upon the way that young people have been engaged in creating positive social change in the past and connect these lessons to work currently taking place in their community.

Video:
If you’re using this discussion guide with the Kellogg 75th Anniversary video, start at RHYTHMS OF THE PAST.

Materials:
• Equipment to show video
  (TV and DVD player or computer and LCD projector)
• Food for Thought items as handout, written on large sheets, or available for reference
• Markers and large sheets of paper to document discussion items

Time Needed:
45 minutes to one hour
# Rhythms of the Past—Discussion

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| **Step I: Set the Stage** | **Inform** the group that this discussion is inspired by the Kellogg 75th event. | 10 minutes | Find a way to share stories that makes sense for your group. This might include asking individuals to read sections aloud, having small groups read and share their understanding of what they've read, or through another method.  

If participants from the group also participated at the 75th celebration, encourage them to explain the event to the group, including what was most interesting to them and what they were most interested in sharing from the event. |
|  | **Read** them this description:  

On October 17, 2005, 115 young people, adults and elders from across the country came together to celebrate and explore 75 years of the W.K. Kellogg Foundation’s grant-making. The group shared diverse, creative and courageous strategies for youth and adults to achieve positive social change. | |  |
<p>|  | <strong>Explain</strong> that this discussion is designed to build on the lessons and power of the event by identifying the power and potential of youth and adults working together in our community. | |  |
|  | <strong>Review</strong> group norms for discussion if needed. | |  |
|  | <strong>Share</strong> portions of the video or some of the stories from the food for thought or resources section. | |  |</p>
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<td><strong>Step 2: Group Participation</strong></td>
<td><strong>Guide</strong> the group in a facilitated discussion, using some of the following suggested questions and tips:</td>
<td>30 minutes</td>
<td>So that everyone feels comfortable speaking, encourage everyone to respond with one image, word or phrase, emphasizing that there is no incorrect answer.</td>
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<td>“From this first section of the video or from the examples on page 7, what images, words, or phrases stand out to you?”</td>
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<td>Some examples to explore with the group might be labor movements of the early 20th century or the Native American rights, women’s rights, and environmental movements.</td>
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<td>“In addition to the examples discussed in the video on page 7, what are other examples of young people leading positive social change?”</td>
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<td>Encourage these individuals to briefly share their story.</td>
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<td>“Of these examples or others surfaced by the group, are there any that adults or elders in the group had experience with as a young person?”</td>
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<td>Depending on the stories shared and the reactions, you might prompt further discussions by asking the group questions such as:</td>
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<td>“As an elder involved in one of these movements as a young person, how did it feel to share your story?”</td>
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<td>“From the examples above or those shared by the group, were you surprised to hear any of the stories where young people were involved or leaders in creating change? Were you surprised that other people didn’t know any of these stories?”</td>
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### Rhythms of the Past—Discussion

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<td><strong>Step 2: Group Participation (continued)</strong></td>
<td>“Looking at all of the examples where young people have been leaders in creating positive change, what are some of the common themes of each of these movements?”&lt;br&gt;“What are some of the qualities that individuals leading these change demonstrated?”</td>
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<td>To help the group consider various examples of young people as leaders in creating positive change, you might list different movements on a large sheet of paper, using examples from FOOD FOR THOUGHT and examples from the group’s discussion.</td>
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<td>“What themes from these movements are similar to issues in your community?”&lt;br&gt;“What are some of the gifts that youth leaders from the past contribute to our positive community change efforts?”&lt;br&gt;“What are some of the qualities that youth leaders today bring to positive community change?”</td>
<td></td>
<td>Ask for a volunteer to document some of these gifts and qualities on a large sheet of paper so that everyone can see them.*</td>
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<td><strong>Step 3: Next Steps</strong></td>
<td>“How can we apply the lessons of the past to our work today?”</td>
<td>5 minutes</td>
<td>Ask for a volunteer to document some of these lessons on a large sheet of paper so that everyone can see them.</td>
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<td><strong>Step 4: Wrap Up</strong></td>
<td><strong>Thank</strong> everyone for their participation.&lt;br&gt;<strong>Talk</strong> about next steps, including other activities you might undertake with the group to build on the discussion.</td>
<td>10 minutes</td>
<td>Review the ACTIVITIES section for ideas on how you and the group might build on some of the lessons learned or discussion items raised.</td>
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*One adaptation of this section asks participants to list each individual’s gift on small paper cutouts created by the facilitator in advance.
Rhythms of the Past—Activities

To document other examples of youth and adults creating change in your community or to lead a similar discussion with a larger group, you might consider the following activity:

History Wall Exercise—Innovation Center
(http://theinnovationcenter.org/r_building.asp)

Through this activity for youth and adults working together from the Innovation Center’s *Building Community: A Tool Kit for Youth and Adults as Partners in Charting Assets and Creating Change*, participants can work together to identify themes, lessons, and stories from the past to present through the sharing, documentation, and discussion of a community’s accomplishments, people, community spirit, traditions, turning points, and challenges for the future.

To access other resources on guiding a facilitated conversation, you might explore:

Technology of Participation—Institute for Cultural Affairs
http://www.ica-usa.org/programs/cop.html

The ICA’s unique Technology of Participation® (ToP®) provides proven ways for people to master problem solving, planning and critical decision making within their organizations and communities.
Relationships of the Present
Relationships of the Present—Food for Thought

Young people are engaged in their communities today through a variety of strategies. Young people are leading change around social and economic justice, civil and political rights, peace activism, environmental protection, cultural sensitivity and preservation, and other issues that affect them on an individual, community, national and international level. Some examples include:

- Young people from organizations such as Asian Immigrant Women Advocates have organized, mobilized and raised awareness of the health concerns of immigrant laborers in San Francisco area garment factories, resulting in better working conditions for their mothers, sisters, aunts and other family members.
- Young people from Tohono O’odham Community Action in Arizona have worked with elders in their community to resurrect traditional farming methods and tools. They engage diverse members of their community to share their knowledge, energy, and strength in a sustainable agricultural project that contributes to the health and financial well-being of the community.
- In Hampton, VA, young people from UTH: Achieving Change Together worked with adult partners to create a strong coalition to expand the voice, visibility and empowerment of all young people in Hampton. They developed and support a youth-led coalition to create change by increasing the role of youth involvement within school decision and policy making, changing the perception of young people in the media, and increasing the use of service-learning throughout Hampton City Schools.
- Led by youth and young adults, Roca, Inc. of Chelsea, MA offers numerous programs and services to local youth, their families and communities. These range from after-school programs and teen pregnancy prevention, to adult education, community peacemaking, leadership development and more. Roca’s approach to service delivery emphasizes relentless street work and community outreach.
- OUTRIGHT in Portland, ME creates a safe space for GLBTQ youth and promotes a safer world on their behalf by running a hotline and hosting educational and social events. For example, youth members of OUTRIGHT have counseled a local school official through the handling of an anti-gay harassment incident and advised specific changes to the climate of the school; organized a prom for GLBTQ young people in Portland attended by 190 young people; brought three young people—a transgender man, a lesbian, and a straight ally—to the stage of a high school auditorium to tell their stories to 300 teachers and students.
- Other examples from your community or experience.
Relationships of the Present—Resources

Creating Change: How Organizations Connect with Youth, Build Communities and Strengthen Themselves (http://www.theinnovationcenter.org/r_ic_matls.asp)

This booklet by the Innovation Center presents stories from diverse communities across the U.S. where young people are leading change and partnering with adults to create a more just and equitable society.

Kellogg Leadership for Community Change (KLCC) (http://www.wkkf.org/default.aspx?tabid=75&CID=276&NID=61&LanguageID=0)

The W.K. Kellogg Foundation-funded KLCC project strives to unleash the potential of youth and adults to engage together in shaping the common good by collectively building new pathways for youth to serve as social change agents.

Youth Innovation Fund (http://www.service-learningpartnership.org)

The W.K. Kellogg Youth Innovation Fund is an initiative supporting diverse groups of young people creating lasting change in their communities.
Relationships of the Present—Discussion

This section is designed to help participants identify and reflect upon the way that young people today are working to create positive social change and recognize the gifts that everyone—young people, adults, elders—brings to this process. If your group is very familiar with your work, you might want to consider diversifying your group to include new voices, share new experiences and diversify learning.

Video:
If you’re using this discussion guide with the Kellogg 75th Anniversary video, begin the video at the RELATIONSHIPS OF THE PRESENT section.

Materials:
• Equipment to show video
  (TV and DVD player or computer and LCD projector)
• Food for Thought items as handout,
  written on large sheets, or available for reference
• Markers and large sheets of paper to document discussion items

Time Needed:
One hour to 1.5 hours.
## Relationships of the Present—Discussion

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<tr>
<td><strong>Step 1: Review Previous Section</strong></td>
<td><strong>Welcome</strong> everyone to the group and review group norms for discussion if needed.</td>
<td>10 minutes</td>
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<td></td>
<td><strong>Conduct</strong> a brief review of the previous discussion, drawing from participants the idea that significant social change efforts have been successfully sparked by a group of young people committed to change.</td>
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<td><strong>Ask</strong> questions similar to:</td>
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<td>“What word, phrase, or image do you think of when you reflect on our last discussion about the Rhythm of the Past?”</td>
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<td>“From our discussion, what seemed really exciting or interesting?”</td>
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<td>“Since our discussion, have any of the stories or items from the discussion had an impact on the way that we approach our work? If so, what does that look like?”</td>
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<td><strong>Step 2: Setting the Stage</strong></td>
<td><strong>Inform</strong> the group, in your own words, that:</td>
<td>2 minutes</td>
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<td>• the purpose of this discussion is to share personal stories of being involved in a youth-adult initiative, whether small or large, successful or unsuccessful, that is part of the rich tapestry for change.</td>
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<td>• they will begin by listening to some stories that others have shared and then will have a discussion about the stories that everyone brings to the table.</td>
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### Relationships of the Present—Discussion

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<td><strong>Step 3:</strong> Sharing Other Community Stories</td>
<td><strong>Play</strong> portions of the Kellogg 75th video or share some of the stories from the resources section on page 17.</td>
<td>5-10 minutes</td>
<td>Find a way to share these that makes sense for your group. This might include asking individuals to read sections aloud, having small groups read and share their understanding of what they've read, or through another method.</td>
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| **Step 4:** Sharing Our Stories | **Remind** participants that:  
• the story of youth engagement is still being written  
• everyone’s story is a powerful addition to the collective movement for change  
**Ask** participants to share their stories.  
You might find it useful to start the group’s discussion by sharing your own story.  
**Ask** questions similar to:  
“**What has been your experience in working to create change?”**  
“**What was exciting or interesting, what was difficult, what was the result and what did you learn?”**  
“**From what you’ve heard, what special gift do young people bring to this process?”**  
“**From what you’ve heard, what special gift do elders bring to this process?”**  
If a participant doesn’t have a story to share, they should share what is interesting or exciting to them about what others have said. | 20-30 minutes | If the group is large, break into smaller groups to allow for more dialogue. If the group is already fairly small, encourage members to share their stories through a brief discussion.  
If your group is familiar and comfortable with the CIRCLES method (see the ACTIVITIES section), you might find this a useful strategy for creating a positive, respectful space for discussion. Otherwise, please feel free to use a style that works for your group.  
If you want to spend more time on this section, you might want to explore the CIRCLES activity or spend more time developing group norms. |
### Relationships of the Present—Discussion

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<td>Step 5: Wrap Up</td>
<td><strong>Request</strong> that the participants, in a larger group, share the results of their conversation by asking:</td>
<td>10 minutes</td>
<td>Have a volunteer document these ideas on a large sheet of paper so everyone can read them.</td>
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<td>“From either the video, the resources shared, or from the discussion, what feels exciting or interesting to you?”</td>
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<td>“What did you hear that you wanted to learn more about?”</td>
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<td>“How might some of these stories help strengthen our work?”</td>
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<td>“Are there others in the community that might want to hear these stories? If so, who?”</td>
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<td>“What are some of the ways that these stories of youth engagement might be shared with others?”</td>
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<td><strong>Thank everyone</strong> for their time.</td>
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Relationships of the Present—Activities

If you’re looking for an activity to better understand and document where young people and adults are creating change in your community, you might explore:

**Charting Youth Involvement**  
([http://www.theinnovationcenter.org/event/ChartingYouthInvolvement.pdf](http://www.theinnovationcenter.org/event/ChartingYouthInvolvement.pdf))

From the Innovation Center’s *Building Community* tool kit, this activity “maps” the existence and nature of youth participation.

If you’re looking for a resource to share and lead respectful, open dialogues, you might explore:

**Circle Keepers Manual**  

Peacemaking circles is a method for honest, open, respectful dialogue between people that allows for individual and group responsibility, growth and healing. Roca, the Chelsea, Massachusetts-based organization whose staff and volunteers learned the approach from the Yukon aboriginal peoples and shared it at the *Youth Engagement: A Celebration Across Time and Culture* event, uses the approach throughout their youth, adult, organizational and community development efforts.

**World Café: A Guide from the World Café Community**  

This guide provides an overview of the principles used in designing World Café conversations similar to conversations at the gathering in which participants shared their “secret spice” and the ingredients of their organization’s success. This online resource contains tips for creating powerful questions, outlines the World Café assumptions and etiquette, and covers how to set up your meeting space, as well as identifies all the supplies you will need on hand to support your gathering.

If you would like to build on this discussion by planning for action you might explore:

**Action Planning**

This exercise is the third of three tools created by the Innovation Center for Community and Youth Development based on the *Youth Engagement: A Celebration Across Time and Culture* event and is designed to help groups plan for action in their community.
In order to effectively recognize and unleash the power of young people engaged in creating change, it’s important to have the right tools.

At *Youth Engagement: A Celebration Across Time and Culture*, participants worked on a “call to action” that built on the gifts of the past, best practices and reflections from current work and stories from individual and organizational experiences. They also shared their passions, cultures, backgrounds, individual values and the “secret ingredient” of their organization’s success.

Discussions at the event revealed the following themes as lessons for others looking to successfully engage youth and adults in creating positive community change:

- There is rich potential for learning and action in connections and dialogue between current youth leaders of social change and the elders that led movements and efforts before them.
- Young people from marginalized communities leading social change isn't new, but part of a long and powerful history. Current leadership and youth development programs have much to learn from the past.
- Being an “elder” has nothing to do with age and everything to do with having lessons, experiences and a willingness to share.
- Changing the world begins with the individual.
- More than simply a way to creatively express oneself, art can be a catalyst for change.
- “Families” of choice or by birth support individuals to lead change.
- Effective social change requires the ability to work within and across culture.

These themes and the stories that inspired them can be found in the *Youth Engagement: A Celebration Across Time and Culture Proceedings Summary* paper (see next page).
Results of the Future—Resources

Youth Engagement:
A Celebration Across Time and Culture
Proceedings Summary

By Innovation Center Vice President Hartley Hobson

This paper documents proven practices and promising ideas to expand the impact of the three-day seminar, coordinated by the Innovation Center. This event brought together youth activists from across time and culture and their adult allies as part of the W.K. Kellogg Foundation's 75th Anniversary Seminar series. The summary is available from the Innovation Center for Community and Youth Development at www.theinnovationcenter.org.

A Call to Action

A large, colorful community “call to action” drawing was created by participants at the Youth Engagement: A Celebration Across Time and Culture event. It can be found at the end of this document, or online at http://www.wkkf.org/DesktopModules/WKF_Dmaltem/ViewDoc.aspx?CID=297&ListID=28&ItemID=2970055&fId=PDFFile.
Results of the Future—Discussion

This section is designed to help participants identify tools, strategies, and resources they can draw on to effectively engage youth and adults as partners in creating effective, sustainable community change.

Video:
If you’re using this discussion guide with the Kellogg 75th Anniversary video, begin this at the RESULTS OF THE FUTURE section.

Materials:
- Equipment to show video
  (TV and DVD player or computer and LCD projector)
- Food for Thought items as handout, written on large sheets, or available for reference
- Markers and large sheets of paper to document discussion items

Time Needed:
45 minutes to one hour
## Results of the Future—Discussion

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<th>What</th>
<th>How</th>
<th>Time</th>
<th>Notes to Facilitator</th>
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| **Step 1:** Review of Previous Sections—Relationships of the Present and Rhythms of the Past | Welcome everyone to the group and review group norms for discussion if needed.  
Conduct a brief review of the previous discussion, drawing from participants the idea that significant social change efforts have been successfully sparked by a group of young people committed to change.  
Ask questions similar to:  
“What word, phrase, or image do you think of when you reflect on our last discussion about the Relationships of the Present?”  
“From our discussion, what seemed really exciting or interesting?”  
“Since our discussion, have any of the stories or items from the discussion had an impact on the way that we approach our work? If so, what does that look like?” | 10 minutes | }
**Results of the Future—Discussion**

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| **Step 2:** Setting the Stage | **Inform** the group that the purpose of this discussion is to talk about how the lessons of the past and stories of the future can have an impact on our work going forward.  
In your own words, tell the group:  
• In order to effectively recognize and unleash the power of young people engaged in creating change, it's important to have the right tools.  
• At *Youth Engagement: A Celebration Across Time and Culture*, participants worked on a “call to action” that built on the gifts of the past, best practices and reflections from current work and stories from individual and organizational experiences.  
• They also shared their passions, cultures, backgrounds, individual values and the “secret ingredient” of their organization’s success.  
• Discussions at the event revealed some themes and lessons for others looking to successfully engage youth and adults in creating positive community change.  
You may choose to play the video at this point. | 2 minutes |  |

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*Innovation Center for Community and Youth Development  www.theinnovationcenter.org*
## Results of the Future—Discussion

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| **Step 3: Lessons for the Future** | **Write** the 7 themes from FOOD FOR THOUGHTS on large sheets of paper and hang around the room.  
**Encourage** everyone to walk around the room with a marker or pen and read each statement, reflecting on what each means to them personally. Participants should mark each poster with:  
• ! if the ideas is fresh or exciting  
• ? if the participant didn’t quite understand it  
• 😊 if you found yourself agreeing or strongly agreeing  
• 😞 if you disagree or strongly disagree.  
**Tally results** when everyone has finished, while walking around with the group. Identify which statements seemed the most fresh or exciting, which people most strongly agreed with, and which people most strongly disagreed with.  
**Ask for volunteers**, who indicated “strongly agree,” to explain the meaning of the statements that some participants “didn’t quite understand.” Review all 7 themes.  
**Thank everyone** for sharing their ideas. | 15 minutes | Allow enough time for participants to read each and discuss what these themes mean to them. The themes are meant to inspire reflection, discussion and personal interpretations. Encourage people to think about what these phrases might mean to them in their work.  
You might want to have music playing for this process. |
### Results of the Future—Discussion

<table>
<thead>
<tr>
<th>Step 4: Sharing Our Stories</th>
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<th>Time</th>
<th>Notes to Facilitator</th>
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<tbody>
<tr>
<td>Ask everyone to gather in a group again to process the activity. Review the following questions:</td>
<td>20 minutes</td>
<td>Ask a volunteer to document some of the responses.</td>
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<tr>
<td>• From this activity, what was the most interesting thing that came up?</td>
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<tr>
<td>• Are there any of these themes that seemed to resonate with the work that you are already doing in your community? What does this look like?</td>
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<tr>
<td>• How does the work that you are already doing fit in with these themes?</td>
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<tr>
<td>• Are there themes or ideas from this discussion that we should incorporate into our work? If so, which ones?</td>
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<tr>
<td>• In order to incorporate all of these themes into our work, what would we need to do?</td>
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| Step 5: Wrap Up | Discuss next steps with the group, including ways to share this process with others, ways to build upon this process for the future, ways to engage others in this process, etc. | 10 minutes | |

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Innovation Center for Community and Youth Development  www.theinnovationcenter.org
Results of the Future—Activities

If you're looking for an activity to help your organization create a vision for the future, you might explore:

**Visioning Exercise**
(http://www.theinnovationcenter.org/event/VisioningExercise.pdf)

This exercise, from the Innovation Center for Community and Youth Development's *Building Community: A Tool Kit for Youth and Adults as Partners in Charting Assets and Creating Change*, helps groups plan, facilitate, and create a shared vision.
Glossary of Terms

GLBTQ—An acronym commonly used for “Gay, lesbian, bi-sexual, transgender, or questioning” individuals.

Youth, Adult, Elder—The Innovation Center believes that “youth,” “elder” and “adult” are terms best defined by each community. For many communities, these terms may be assigned to individuals based on age, culture, achievement of specific milestones, and other factors. Through the Innovation Center’s work within the United States, we have found that many people use the term “youth” to apply to people ranging in age from approximately 13-22. Elder often refers to adults over the age of 60. It may be useful to explore your community’s definitions for these terms and what these definitions mean to your work through activities such as Youth-Adult Partnership: A Training Guide and Creating Youth-Adult Partnerships, both available from www.theinnovationcenter.org.

Youth-Adult Partnership—Young people and adults working together, contributing their individual gifts and strengths as full and equal partners for a shared venture.

Youth Organizing—The union of grassroots community organizing and positive youth development, with an explicit commitment to social change and political action. Youth organizing is based on the premise that young people are capable of taking leadership to transform their communities.
Acknowledgements

This discussion guide is strengthened by the efforts of the following individuals:

• Franki Patton-Rutherford and the KLCC Fellows and community members of Big Creek People in Action in Caretta, West Virginia and Megan Harris and the young people and community members of the Youth Innovation Fund project in Hampton, Virginia, who piloted this tool and provided invaluable feedback and advice;
• The Llano Grande Center for Research and Development video documentation team, created the video: Youth Engagement Across Time and Culture;
• Michelle Boos-Stone of Gecko Graphics, who created many of the graphic depictions at the event and in this guide; and
• All of the youth, adults and elders who shared their ideas, dreams and voices at Youth Engagement: A Celebration Across Time and Culture.