

Workshop Agendas



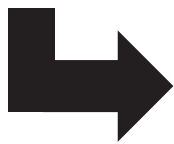
In this section you will find supply checklists and the workshop agendas. Below is a description of the workshops, what each will accomplish, and the development of

themes. Workshop One is a stand alone workshop and the one workshop that we recommend everyone do. Workshop Two and the Community Outreach Project build on each other and further develop the themes explored in Workshop One.

They also create opportunities for taking action.

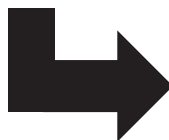
Workshop One will:

- Have youth learn the results of the Adolescent Health Survey
- Identify community issues
- Identify community goals
- Introduce the concept of Protective Factors and Resiliency
- Create Plans for Action



Workshop Two will:

- Map community strengths and resources
- Provide introductory skill building on teamwork and creative thinking
- Plan a Community Outreach Event or further organize plans for action



Community Outreach Project will:

- Bring together the community
- Bring the results of the Next Steps to the wider community
- Celebrate what the participants have accomplished
- Celebrate community strengths



Workshop One Supplies

- Registration sign-in form

Participant Package at Registration:

- Agenda
- About the Next Steps (page 75)
- Name tag
- 3 stickers (per participant)

Workshop Resources:

General

- Prizes (if you have any)
- Flip chart paper & stand
- Flip chart markers
- Overhead projector

Introduction

- Song slips for Hum Game

Trivia Game

- AHS overheads photocopied onto transparency (look in Workshop Resource section on page 57)
- Response cards for every team

Rock Pile Activity (Protective factors)

- Instructions for facilitators (see Workshop Resources section page 60)
- A dozen or so rocks with risk factors attached to them (see Workshop Resources section, page 62)
- Elastic bands and tape
- A plastic bin or bucket
- Sample web of protective factors (see Workshop Resources section page 83)

Action Planning

- Action planning sheet, 1 for each small group (see Workshop resources section, page 77)

Evaluation

- Youth participant evaluation form (see Workshop Resources section, page 87)
- Adult participant evaluation form (see Workshop Resources section, page 90)

Workshop Agenda

The workshop agenda is very full. If you have a large group, you may need to adjust the agenda. Large groups take longer to complete activities so you will need to account for this in your day.



Introduction **Registration**

9:00 - 9:35

Greet participants as they arrive and direct them to sign in.

Welcome (less than a minute)

Gather group, introduce facilitator(s) and welcome everyone.

Names (10 minutes)

Go around the circle and have each participant share their name, and where they are from.

Alternative to Names: Name Dance Game (10 minutes) (icebreaker)

Standing in a circle, demonstrate the game by saying your own name and then performing an action as you walk into the centre of the circle (example: Willow says, “hi my name is Willow”, Willow steps forward and waves hands in air, then steps back out to her spot). Everyone else says, “Hi Willow” and then performs the same action. Go around the circle until everyone has had a turn. If participants seem hesitant, assure them that their move can be as small as wiggling a single finger, or as big as a back flip. After the name dance game thank everyone for participating.

Purpose of Next Steps/ Agenda (5 minutes)

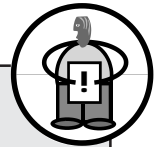
Briefly share your understanding of why everyone has come together today, and some of the major objectives of the Next Steps project.

- Creating a forum in which youth voices can be heard
- Discussing information related to youth health
- Exploring possibilities for future action
- Have FUN

Talk briefly about how the themes/activities will flow throughout the day. Take care of housekeeping details too: Make sure that everyone knows where the washrooms are (remind them to be courteous to the group in choosing when to go), remind people to turn off cell phones, and other details.

What is Your Community? (10 minutes)

Write the word “Community” on a flip chart and take a few minutes to ask participants what it means to them. Have the group define the community that they all represent (e.g. The group may represent youth in a particular town, or neighbourhood, or they may represent a particular youth population such as aboriginal youth, immigrant youth, youth with disabilities etc.) Record the group’s definition.



Note:

Other suggestions for activities are in the Workshop Resources section.

Group Agreement (10 minutes)

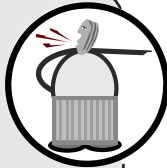
On a flip chart, create an agreement for the group of how they want to work together. Explain that these will be the guidelines for making everyone feel comfortable participating, and take suggestions that everyone can agree on. If someone suggests a broad concept such as “I need to feel respect”, try to develop the concept into something more concrete with more specific examples. Ask the participants for recognizable behaviours that demonstrate the preferred way of interacting (e.g. “what would respectful behaviour look like?”, “how would you know you were being respected?”)

Challenge by Choice:

We suggest that the facilitator suggests this as part of the agreement. This principle gives each participant the option to choose his or her own level of participation. It’s not an opportunity to withdraw from activities, but a chance to find alternative ways to participate that are more comfortable. Remind participants that being a witness (a supportive listener for others, or the person who observes and provides reflective feedback later) is also an important contribution.

Note:

If necessary, you can substitute animal sounds for songs. This might be appropriate if your group’s first language isn’t English or if the group is large as it’s easier to hear animal sounds in a large group.



Hum (15 minutes) (icebreaker)

This activity is a fun way to mix up the crowd and create small groups for the rest of the workshop. Have participants form a circle and turn their backs to the centre. Distribute pre-made slips of paper to each participant that have the title of a well-known nursery rhyme or song on them (e.g. Happy Birthday, I’m a Little Teapot etc.). The number of songs should equal the number of small groups you wish to end up with. Tell people not to show anyone what they have. With closed eyes and no talking, participants are going to try to find the other people in the room who have the same song as them, simply by humming their tune and listening carefully as they move around the room. Once people have found their group, they can open their eyes.

Note: Small Groups should have about 5-10 people; therefore, 5-10 people should have the same song. Also after the groups have been formed, make sure that the adults have been distributed evenly in all the groups, switch them around if necessary.

Break Break (10 minutes)

9:50 - 10:00

Take a 10 minute break either before or after the Trivia Game, depending on the energy level of the participants.

**Trivia Game
10:00 - 11:15**

AHS III Trivia Game (75 minutes)

Throughout this activity, participants will learn about and discuss the results of Adolescent Health Survey III. In preparation for this trivia game, display the overhead describing the AHS (page 57). Once you have introduced what the AHS is, follow the instructions provided for playing the AHS III Trivia Game (Provided in the Workshop Resources section, page 36).

**Identifying
Issues &
Goals**
11:15 - 11:50

Activity to determine top 10 issues: Brainstorm Issues (15 minutes)

Once you have completed the trivia game, engage participants in brainstorming a list of issues that came from the discussion throughout the game or any other issues of local concern not mentioned. List these top issues on a flip chart.

Setting Goals (20 minutes)

The next step is to turn these issues into goals. Guide participants through this process by using examples such as:

Issue: Too many youth drinking and driving

Goal: Increase safe driving practices

Issue: Lots of racial harassment in schools

Goal: Decrease harassment in schools

The intention is to rephrase issues in a way that identifies solutions or actions that can be taken. List the goals on a separate sheet. Not all issues need to be stated as goals, and in some cases one goal will address more than one issue. Create as many goals as you want; there is no limit.

Have each participant take their three stickers they received at registration and over lunch place their stickers beside the three goals they feel are a top priority. During lunch, refine the list of goals to three (or if you have a large group you could do the top 5), based on the group sticker vote.

Lunch
11:50 - 12:25

Housekeeping

Announce length of lunch, and any other logistic matters and encourage mingling. One idea that encourages mingling and mixes the group up is to put a sticker or colours on participants' name tags. All people with the same sticker sit together at lunch. If you have prizes available, you could have crazy contests happening during lunch (e.g. Person who will come up and sing the Barney song to the whole group gets a prize, person who can do a "stupid human trick" gets a prize, etc.)

**Energizer &
Check-In**
12:25 - 12:40

Hyper Name Dance Game (10 minutes) (energizer)

Have everyone return to a large circle and repeat the Name Dance Game, only this time, have each person quickly repeat their name and action without moving into the circle. Once you have had this quick review, see if the group can do everyone's actions together in sequence, without any prompting.

Large group check-in (5 minutes)

Explain that a lot of the afternoon is going to focus on how we might collectively work towards improving the health of youth in our community.

As part of honouring the community that exists within the room, have a check-in... how are people doing in terms of comfort, energy? Are we following our agreements from the morning. Are there unanswered questions or comments that need to be addressed before we move on?



Note:

If you did not do the Name Game earlier, consider another energizer like the squeeze game (page 71).

Stories of Challenges
12:40 - 12:50

Storytelling activity (10 minutes)

Return to the same small groups from the morning and invite members to share a story of an experience in their lives in which they overcame some challenge. Ask storytellers to identify what supported them through their difficult times and what it was that made a positive difference for them?

Referring back to the concept of “Challenge by Choice” described at the beginning of the workshop, remind participants that it is up to the individual how much they want to share or participate. Not everyone in the group has to tell a story.

Note: If you are worried about participants feeling comfortable enough to share, assure them that they will not be expected to share their stories with the large group.

Exploring Risk & Protective Factors
12:50 - 1:10

Rock Bucket Activity (20 minutes)

As a large group, follow the instructions provided in the Workshop Resources section for this Rock Bucket Activity (page 60).

Identifying Community-specific Protective Factors
1:10 - 1:25

Determine list of Protective Factors/ Community Strengths (15 minutes)

Write the following categories on a flip chart: Opportunities, Personal Strengths, People, Organizations, Education/ Training, and Places. Now brainstorm with the large group a list of protective factors in the community. See the sample brainstorming-web that is provided in the Workshop Resources section (page 83).

** This activity is intended to help the group focus on things that already exist or are being done well in the community to support young people. These are the community’s assets or strengths.*



Note: If participants get stuck, try reviewing the goals and ask if they can think of any examples of things that already exist in the community that can help to reach these goals.

Break
1:25 - 1:35

Break (10 minutes)

Take a 10 minute break.

So What Can We Do?
1:35 - 2:50

Action Planning in Groups (45 minutes)

Referring back to the list of three top goals identified by the group before lunch, have participants form new groups based on the major goals that were identified. Let the participants choose to join the “goal group” that they are most interested in. It will probably be necessary to further divide these goal groups down if they are too large. If so, break the goal groups up into smaller groups of about 5-10 people each.



Note: If you have time and the group has low energy, do a quick energizer (see page 71 for options).

Give each group a Goals and Projects/ Action-Planning Form (found in Workshop Resources section, page 77). Have each group brainstorm a list of 3 activities/ projects that would help their community reach that goal.

Encourage participants to consider projects that are positive in nature. For example, projects that would provide opportunities for youth:

- To be creative,
- To be physically active,
- To develop positive relationships with peers and/or adults,
- To educate,
- To develop skills, and
- To contribute to the community.

Once groups have their three activities, instruct them to choose one activity and complete the action planning part of the form.



Note:

At the beginning of small-group activities, letting groups know how much time they have can keep them on track.

Reporting Back (30 minutes)

Bring everyone together and allow each project group an opportunity to share:

1. What their project is (Box 2 & 3 on Action Planning Form)
2. How it will have a positive impact on community health (Box 4 on Action Planning Form)

To ensure everyone has an opportunity to share, provide a time limit for each group.

**Outro/
What's Next
2:50- 3:20**

Whole Group Debrief (15-20 minutes)

Move into a discussion of what is next and/or how the information from the day will or could be used. Possible questions for discussion:

1. Explain what is being done with the information gathered through this workshop, and ask them how they would like to see this information distributed/used.
2. Expectations of what will come of this process.
3. Creating a youth group (e.g. a YAC), what it could accomplish and who might be interested in getting involved
4. If you are planning to have a second workshop, give participants an idea of what they can expect and provide information about where and when it will take place.

Do a round, giving each person a chance to share a highlight from the day. Or, have participants describe their feelings in a metaphor by saying what they came as, and what they are leaving as (e.g. I came as a raindrop and left as a rainbow).

Evaluations (10 minutes)

Have each participant complete the Workshop 1 Evaluation Form (provided the Workshop Resources section, page 87).

Closing/ Goodbye (1-2 minutes)

Thank the group for their contributions. Take any steps necessary to conclude your day. Encourage participants to add their phone number and email to the registration form as they are leaving and to indicate if they wish to continue their involvement.



Workshop Two Supplies

- Registration sign-in form

Participant Package at Registration:

- Agenda
- About the Next Steps (page 75)
- Name tag

Workshop Resources:

General

- Prizes (if have any)
- Flip chart paper & stand
- Flip chart markers
- Overhead projector

Introduction

- Pens/felts
- Paper slips with letters for typewriter game
- Tape
- Paper

Review

- Issues and goals flip charts from workshop one

Community Mapping

- Instructions for facilitator (see Workshop Resources section, page 63)
- Group definition of the community youth represent (from workshop one)
- Large maps or pieces of poster paper (1 per group)
- Copies of map symbols (see Workshop Resources section, page 66)
- Copies of story bubbles (see Workshop Resources section, page 69)
- Tape or glue, colourful pens/pencils, scissors for each small group
- Participant mapping guide (see Workshop Resources section, page 65)

Team Building

- Instructions for facilitator (page 30)
- 1 tennis ball for each small group of 4
- 2 styrofoam cups for each small group of 4
- 3 long pieces of string about 1.5 meters for each small group of 4
- 1 elastic band
- Masking tape
- 1 final prize for all participants

Getting Creative

- Getting creative instruction sheet (page 70)
- 1 piece of flip chart paper for each small group
- A prize for most creative group

Community Outreach/Involvement Planning

- Community outreach project sheet (see Workshop Resources section, page 34)

Evaluation

- Youth participant evaluation form
- Adult participant evaluation form

Workshop Agenda

There is lots of flexibility in the Workshop 2 agenda. Modify the workshop activities and time allotments depending on the size and composition of your group.



Intro
9:00- 9:45

Registration

Greet participants as they arrive and direct them to sign in.

Welcome (less than a minute)

Gather group, introduce facilitator(s) and welcome everyone.

Names and Expectations (10 minutes)

Go around the circle and have each participant share their name, and where they are from.

Purpose of Next Steps/ Agenda (5 minutes)

Briefly share your understanding of why everyone has come together today, and some of the major intentions of the Next Steps project.

- Creating a forum in which youth voices can be heard
- Discussing information related to youth and community health
- Exploring possibilities for future action
- Have FUN

Talk briefly about how the themes/activities will flow throughout the day. Take care of housekeeping details too: Make sure that everyone knows where the washrooms are (remind them to be courteous to the group in choosing when to go), remind people to turn off cell phones, and other details.

Group Agreement (10 minutes)

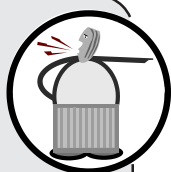
On a flip chart, create an agreement for the group of how they want to work together. Explain that these will be the guidelines for building a community within the group and take suggestions that everyone can agree on. If someone suggests a broad concept such as “they need to feel respect”, try to develop the concept into something more concrete with more specific examples. Ask the participants for recognizable behaviours that demonstrate the preferred way of interacting (e.g. “what would respectful behaviour look like?”, “how would you know you were being respected?”)

Challenge by Choice

This principle gives each participant the option to choose his or her own level of participation. It’s not an opportunity to withdraw from activities, but a chance to find alternative ways to participate that are more comfortable. Remind participants that being a witness (a supportive listener for others, or the person who observes and provides reflective feedback later) is also an important contribution.

Note:

If you have the same group from workshop one, and the first workshop happened very recently, you can briefly review the Next Steps purpose, and group agreement in 10 minutes. You will then have time for another short activity. Choose an ice-breaker such as *Where the Wind Blows* from the *Optional Activities* in the *Workshop Resources* section (page 71).



Human Typewriter (15 minutes) (icebreaker)

Prepare pieces of paper with one letter written on them with some tape on the back. Get the participants to stick the letter(s) to their shoulder (for smaller groups, it is best to have a letter on each shoulder, for larger groups have each person stick one letter to themselves). Also give each participant a piece of paper and a pen. Instruct the participants that they will have a few minutes to spell as many words as possible using the combinations of letters they can form as they mingle around combining their letters. Make sure that they each record the words they spell on a blank piece of paper. At the end of the icebreaker find out who was able to spell the most words, the longest word, the most creative word.



Fun Tip: *If you catch anyone cheating, it's a great idea to have a few extra Q's on hand to replace with their letter. In order to break participants into small groups for the community mapping activity later in the morning, have participants create four letter words. Any people who are not able to find a group can bond together, or join another group. The goal is to have 4-5 people in each group.*

Review Issues, Goals & Protective Factors

9:45 - 10:15

Review Issues, Goals and Protective Factors (10 minutes)

Have the issues and goals flip charts from the previous workshop visible and read through them once. Invite a participant from the first workshop to explain the concept of Protective Factors. Clarify any misunderstandings or confusion within the group

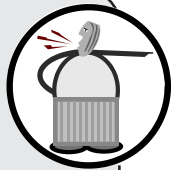
Review Improvisation (20 minutes)

This activity is intended to review, in a creative and interactive way, the issues and goals identified at workshop one. Ask for five volunteers and give them an issue and a corresponding goal to act out. As in a game of charades, they have only a few seconds before they must begin to act out a two-minute improvisation that first demonstrates their issue. After about a minute, the facilitator indicates to switch, and the group must attempt to show how achieving their goal would change this scene. Repeat with a new set of 5 volunteers and a new issue and goal (repeat as time allows).

Community Mapping
10:15 - 12:00

Note:

During this mapping activity, let participants know that they can take a quick break if they need to.



Definition of Community (under 5 minutes)

Refer back to the definition of community from workshop one. Adjust as necessary.

Group Mapping (5 minute introduction, 50 minutes mapping)

Introduce community mapping as a tool that can be used to identify community resources and assets and/or to visually display youths' perspectives on their community. By resources, we simply mean the people, places, groups, and things that we draw on to support ourselves through everyday life. Explain that a community map doesn't need to be a physical map, but can take on a variety of forms such as a web, a flow chart, a series of drawings, etc. Refer to Community Mapping Instructions in the Workshop Resources section.

Divide participants into their small groups and give each group a copy of the mapping guide. Allow time for them to work on their map of youth-identified resources.

Break (10 minutes)

Reporting Back (35 minutes)

Give each group a chance to share their map with the large group.

Lunch
12:00- 12:30

Housekeeping & Lunch (30 minutes)

Announce duration of lunch, any other logistics matters, and encourage mingling. If you have prizes available, you could have crazy contests happening during lunch (e.g. Person who will come up and sing the Barney song to the whole group gets a prize, person who can do a "stupid human trick" gets a prize, etc.)

Check-In
12:30 - 12:35

Large group check-in (5 minutes)

Quickly check-in...how are people doing in terms of comfort, energy? Are we following our agreements from the morning? Are there unanswered questions or comments that need to be addressed before we move on?

Skill Building
12:35-1:30

Teambuilding: Paper Cups and Tennis Balls (15 minutes)

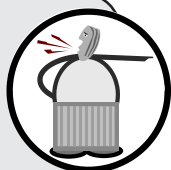
This activity will promote teambuilding and working together, and the creative aspect of it will lead into the next activity. Because this takes place after lunch, and takes a bit of time to set up, you should set it up during lunch.

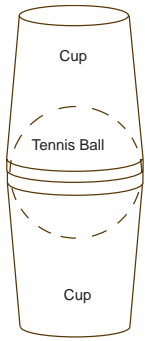
This challenge is best done in teams of four. For each team you will require:

- 1 tennis ball
- 2 Styrofoam cups
- 3 long pieces of string (at least 1.5 meters long)
- 1 elastic band
- A one meter by one meter square on the floor marked out with tape

Note:

If you have a favorite skill building activity, substitute it in this part of the agenda.





The objective is to place the tennis ball in one cup with the other cup on top inside the square without entering or going over (or above) the square. You can only use the tools provided.

Rules:

- No talking.
- Hands cannot reach across, over, or into taped square.
- Groups have 8 minutes to accomplish the task.

Set-up:

The string has to be long enough so that it can stretch across the square marked on the floor. If the square is one meter across, then the string should at least 1.5 meters long. Place all the items inside the square with one end of one string outside the square.

Debrief after this activity is finished:

How did your team divide roles? Did you think that you were going to be able to be successful? Why or why not? How did you accomplish the task?

What did your group do that worked, that made things more difficult? Ask some questions related to the answers you get. Was everyone able to contribute? Was there a leader? What can you take from this activity to apply to putting together a project? (e.g. each person brings a different set of skills and experience to a team) What would you want to leave behind (something that didn't go so well in the group)?

Getting Creative (25 minutes)

Thinking creatively or “outside the box” is an important part of developing projects. Break the participants into small groups. Give each group a “Getting Creative” form, and a piece of flip chart paper. Let the groups choose a profession, but check with the groups and make sure that each group does a different profession. Follow the instructions on the Getting Creative form in the Workshop Resources section.

Report Back (15)

Each small group reports back how their profession could go about addressing the community issue(s). There is not a lot of time so maybe ask groups to report their most creative ideas.

Break Break (5)

1:30-1:35

Visions of Community Outreach
1:35 - 1:50

Community Outreach Project (15 minutes)

The purpose of this part of the agenda is to give youth a chance to discuss what they have accomplished. (They have identified community issues, goals, and projects at workshop one. At workshop two they have created community maps of resources.)

Prior to the workshop, the Organizing Committee should decide if and what they are able to commit to in terms of workshop follow-up events, so at this point they will have an idea of what kind of outreach projects can realistically be undertaken.

In a large group discuss one or more of the following, depending on resources available for further events:

- 1) Discuss the benefits of sharing this workshop experience with the wider community and come up with a list of who/how to share information.
- 2) If the organizing committee is prepared to support it, present the idea of a community celebration dinner or other type of community event as one possibility of sharing results (Refer to “Community Outreach Project” next in the agenda section). If there are not the resources for this event, discuss interest in other outreach events.
- 3) If the organizing committee is prepared to support it, decide how you will want to work on your project(s) in the future (e.g. schedule meetings).

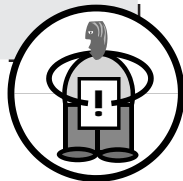
Project Planning Activity
1:50 - 2:50

Choice of Activities

This final activity is intended to provide participants with an opportunity to revisit and continue working on their Project Plans (to revise and/or develop further, using sheets from workshop one and two), or to work on the Community Outreach Event.

Note:

If you think the outcome planning is too complex for your participants, use the project planning sheet from workshop 1 instead.



Project Planning in Groups (40 minutes)

Allow the participants to decide whether they are interested in working further on a specific action project idea (those from workshop one or new ideas), or working on developing the Community Outreach Project. Let participants form groups of their own choice, and give each group the Outcome Planning form (page 79). We suggest that you transfer the completed Outcome Planning form example (page 81) onto an overhead and walk the participants through it, because Outcome Planning can be confusing to someone who has not done it before.

The advantage of developing a project by identifying resources, activities, outputs and outcomes is that this is what many funding agencies require. This activity will encourage youth and adults to begin to organize their ideas in this way.

Sharing Project Plans (20 minutes)

Give each group 2-3 minutes to share their project plans with the group. Encourage some comments or questions from the rest of the group, but be aware of time.

In your project sharing, spend some time looking at how projects might work together (e.g. one group may be creating a play that could be performed at an event that is being coordinated by another group).

2:50 - 3:20 **Outro Whole Group Debrief (15-20 minutes)**

Do a round, giving each person a chance to share a highlight from the day.

Optional Warm Fuzzy Activity: Give Yourself A Hand!

If time allows, you can do this activity to end the day on a high note.

Items Needed: Paper, Markers or Ink pens, Safety Pins or Tape.

You can either pre-make paper hands or have each participant trace their own hand on paper and tape it on their back. Then the whole group walks around and writes a one word POSITIVE description of the person whose back they are writing on (e.g. Nice, Pretty, Fun, Exciting, Loving, Kind etc.). The organizing committee should make sure that everyone has something written on their back.

Allow enough time, depending on group size, for everyone to circulate. Then have participants read to everyone what is on their hand.

Evaluations (10 minutes)

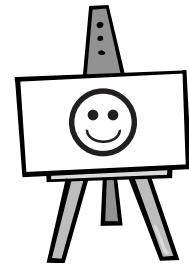
Have each participant complete the Workshop Two evaluation form (provided in Workshop Resources, page 91).

Closing/ Goodbye (1-2 minutes)

Thank everyone for their contributions. Take any steps necessary to conclude your day. Encourage participants to add their phone number and email to the registration form as they are leaving and to indicate if they wish to continue their involvement.

Community Outreach Project:

Planning for Workshop 3



The Community Outreach Project is where you and the participants from your community take over the Next Steps process. McCreary cannot offer an agenda for this event. The purpose is to bring together the participants and the wider community, so that the action project ideas, identified issues, community maps, or whatever the participants want can be shared with the rest of the community. This could be accomplished by physically bringing together the participants and the community in a community gathering, or by putting the ideas out there through a newsletter. Although very different, both projects build connections and share with the wider community. Here are some more examples of Community Outreach Project ideas.

- Community celebration evening (participants showcase their maps, project ideas, celebrate their community, etc.)
- Documentation in local media (Article in local paper, radio or television interview)
- Youth-made newsletter (Distributed to schools, newspapers, community centres, city council)
- Presentation to local stakeholders (municipal government, service providers, service clubs organizations)
- Creative presentations at schools (could be ongoing peer-education program)
- Youth carnival
- Youth-produced video

What all these projects have in common is that the participants will be sharing their thoughts and energy with the wider community. The amount of commitment and resources needed will depend on the project that the participants choose.

Out of this project the youth participants will gain experience in event planning, receive validation of their work, have their voices heard, and have a chance to make an impact on health policy and decisions. The community will gain knowledge of young peoples' perspectives on important issues.

Here are the **key objectives** that you should keep in mind when considering and planning your community outreach event:

- 1) To publicly acknowledge the visions of the community and project ideas brought forward by local youth
- 2) To connect youth with resources and community allies who may be able to assist in making projects happen
- 3) To create a forum in which youth can deliver their messages to the community
- 4) To invite community members to learn more about the knowledge, attitudes, perspectives, and ideas of local youth
- 5) To give youth an opportunity to plan and coordinate an event, thus building confidence and experience.

If you have any questions, contact us at McCreary.