

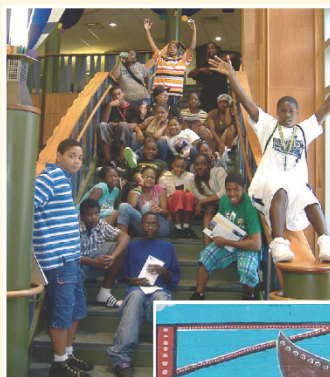


Selecting, Implementing and Adapting YOUTH EMPOWERMENT SOLUTIONS

YES Program Implementation Guide

Youth Empowerment Solutions for Peaceful Communities

A community-level violence prevention program that empowers youth to work with adults in making positive changes in their communities.





Selecting, Implementing and Adapting YOUTH EMPOWERMENT SOLUTIONS

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I. INTRODUCTION

What is the Purpose of this Guide?

The purpose of this guide is to assist organizations and communities in making decisions about selecting, implementing and adapting the Youth Empowerment Solutions (YES) program. It is designed for individuals who are responsible for choosing, supervising and carrying out youth programs. This guide is intended to be used in conjunction with the Youth Empowerment Solutions for Peaceful Communities curriculum, which is available for download through the YES website: <http://yes.sph.umich.edu/curriculum/>

What is YES?

Youth Empowerment Solutions was developed and evaluated by researchers at the University of Michigan School of Public Health with a grant from the Centers for Disease Control and Prevention (Franzen, S., et.al. 2009; Kretman, S., et.al. 2009; Reischl, T.M., et.al. 2011; Zimmerman, M.A., et.al., 2010). YES is an evidence-based program that empowers youth to make positive changes in their communities and to work with adults who support their efforts. The goals of the YES program are to: 1) provide youth with opportunities for meaningful involvement in preventing youth violence and creating community change; 2) enhance the ability of adults to support youth in an empowerment framework; and 3) change the social and physical environment to reduce and prevent violence (especially youth violence).

YES includes three essential elements:

1. Youth empowerment activities;
2. Training for adult staff and volunteers;
3. Community development projects that youth design and implement with support from adults.

What Theory is YES Based on?

The YES program is based on Empowerment Theory which includes several empowering processes that support effective participation in community change efforts (Zimmerman, 2000). Zimmerman (1995) proposed a model of psychological empowerment that includes three core elements: *intrapersonal, interactional, and behavioral*. The three elements of empowerment are reflected in a person who believes that he or she is capable of influencing a given context (intrapersonal empowerment), understands how the system works in that context (interactional empowerment), and engages in behaviors designed to exert control in that context (behavioral empowerment). Figure 1 depicts the empowerment model. Figure 2 is the same model applied to YES and translated into plain language. In Section III we will discuss how the elements of empowerment theory underlie the core components of YES.

Figure 1. Components of Psychological Empowerment

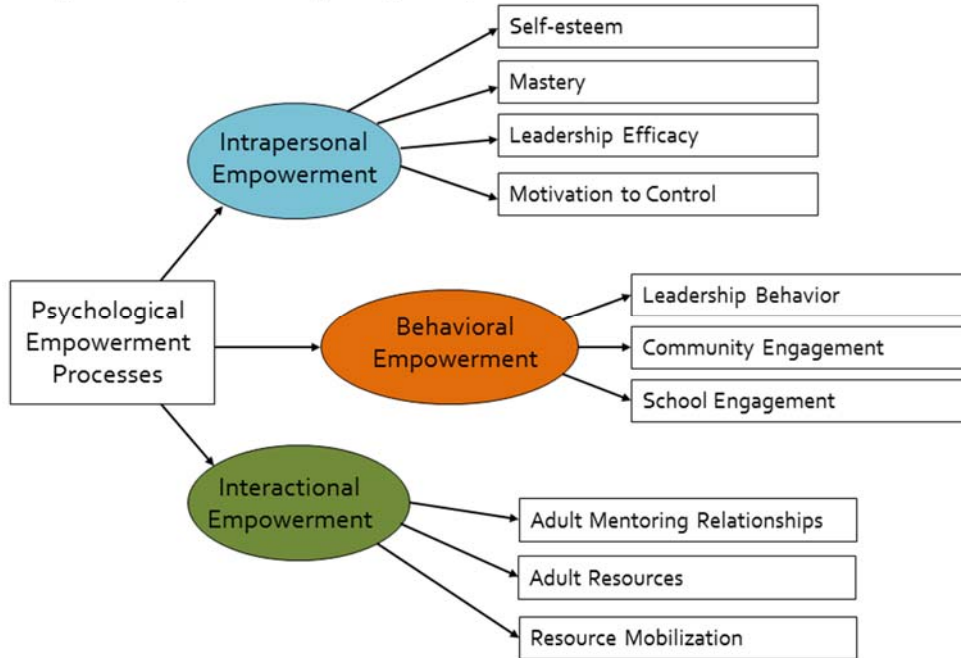
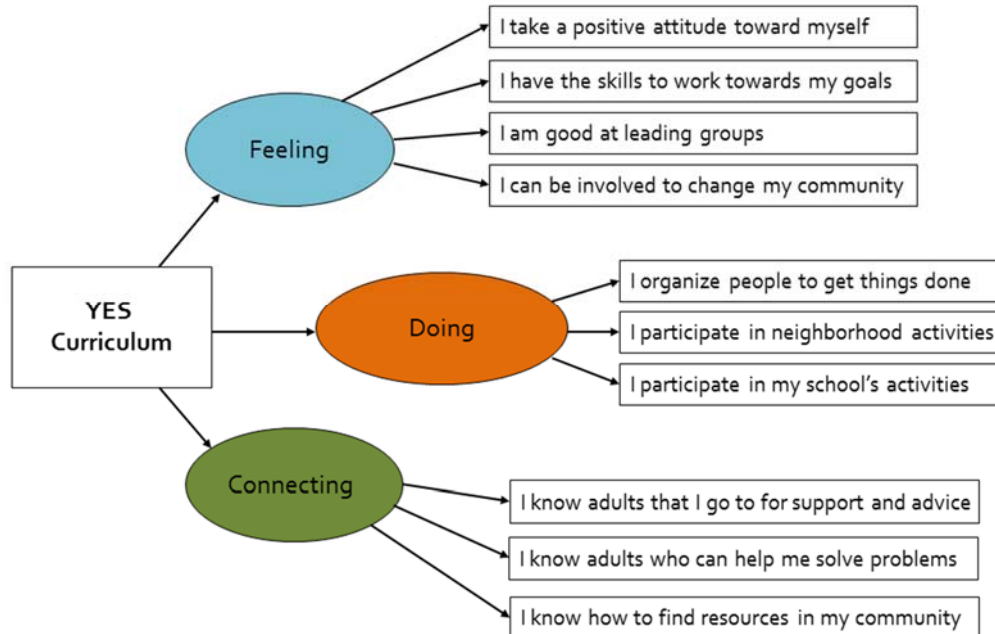


Figure 2. Psychological Empowerment in Plain Language





II. IS YES RIGHT FOR YOU?

Is YES a program that your community needs and wants to support?

- Are there youth in your community who need opportunities for positive engagement?
- Will YES provide an alternative for youth who may be underserved? Do similar programs already exist?
- Will you have support from key stakeholders such as community groups, schools, faith-based organizations and local businesses?

Does your organization have experience with youth programming?

YES leaders must have appropriate training and experience to carry out a youth program. YES is designed for, and has been evaluated with, middle school children. YES has also been implemented with elementary through high school students. Organizations should be prepared to work with youth from diverse cultural, economic and social backgrounds, some of whom may have learning or behavioral challenges.

Do YES program goals fit those of your program?

YES short-term goals:

- Empower youth to change their community.
- Create a positive setting for youth to develop.
- Help form positive relationships among youth and adults.

YES long-term goals:

- Change conditions in the community that play a part in causing youth violence.
- Promote attitudes that support community participation and nonviolence.
- Reduce the number of youth who are victims and perpetrators of violence.

Does your organization have the capacity to carry out the YES program effectively?

- Recommended staffing includes a 0.20 - 0.25 FTE for 2 sessions per week with 10-20 students. Staff hours include recruitment, prep-time, and networking in the community for volunteers and resources for projects.
- The full YES Curriculum includes thirty-seven 90-minute sessions and 8 hours to complete a community project, for a total of 63.5 hours.
- The condensed YES Curriculum (see Appendix B) includes eighteen 80-minute sessions and 8 hours to complete a community project, for a total of 32 hours.

The success and sustainability of the youth projects that are completed during the YES program depend on the involvement of the community to support them. In the case of school programs this might mean the principal or school board. For community based projects this could be the city council, county commission, public safety or neighborhood organizations.



- YES staff need support from an experienced supervisor, ideally a teacher, social worker, or health educator.
- Annual budgets for YES include staff time, materials for projects, transportation (if needed), and curriculum supplies to carry out YES activities. Budgets will vary according to the size of the program and available in-kind resources. Donated materials can reduce the costs of community projects, but take time to procure.
- YES requires a regular meeting space that is convenient and accessible to participants. Ideally, the space includes storage for materials and computer access.
- Your organization will need an effective recruitment and retention plan. It is ideal to work with a pre-existing group of youth. If not, reach out to community contacts and allow time to build relationships.

As part of YES, young people have the opportunity to assess the needs of their community and do a project to address those needs. Some previous YES projects have included murals, parks, gardens, performances, community events, and donation drives.

The University of Michigan YES team offers training for organizations planning to implement YES. If you are interested in YES Curriculum training please, visit <http://yes.sph.umich.edu/training/> for more information.

**To assess your organization's capacity to carry out the YES program,
complete Worksheet #1**



Worksheet #1. Organizational Capacity - YES Program Essentials

1.	Is YES a program that your community needs and wants to support?	Yes	No
2.	Does your organization have experience with youth programming?	Yes	No
3.	Does your organization have strong connections with other community organizations?	Yes	No
4.	Does your organization have access to volunteers who could help implement YES?	Yes	No
5.	Does your organization create a positive setting for youth to develop?	Yes	No
6.	Does your organization help form positive relationships between youth and adults?	Yes	No
7.	Does your annual budget include the necessary staff time, materials for community projects, transportation (if needed), and curriculum supplies?	Yes	No
8.	Does your organization have a regular meeting space that is convenient and accessible to participants?	Yes	No
9.	Do you have access to technology in your meeting space or other accessible location (internet, computers, TV/DVD player, etc.)?	Yes	No
10.	Will your organization be able to complete the full YES Curriculum (37 sessions + 8 hours for project)?	Yes	No
11.	Will your organization be able to complete the condensed YES Curriculum (18 sessions + 8 hours for project) (Appendix B.)?	Yes	No

If you answered "no" to any of these questions what can you do to better prepare your organization to implement YES?



III. YES CORE COMPONENTS

Core components are elements of an evidence-based intervention that are essential and must be maintained in order to achieve the desired outcomes (McKleroy V, et al, 2006). Core components include both **content** and **delivery** methods, as well as the characteristics of the “**messengers**” (e.g. group leaders and volunteers). These components work together to help achieve YES outcomes. In YES, core content includes the key messages and activities in specific sessions designed to emphasize the three different elements of empowerment by promoting various skills, abilities, attitudes and beliefs. Core delivery components help to create a safe, empowering and engaging environment for youth, and core messenger components describe important characteristics of YES group leaders. The table in Appendix A lists the core components of the YES program and explains why they are essential to the successful implementation of YES.

It is important to understand the core components of YES to assess whether the program is a good fit for your organization, to align the delivery of the curriculum with its underlying principles, and to understand how you might adapt the program while maintaining its essential components.

YES Core Delivery Components

YES core delivery components include program essentials that help to create a safe, empowering and engaging environment for youth. Core delivery components include reducing barriers to attendance, creating positive group norms, and implementing the curriculum units and sessions in order. Delivery also includes the experiences and skills of YES group leaders, supervisors and volunteer neighborhood advocates that contribute to the success of the program. These components are fully described on page 31 in Appendix A.

YES Core Messenger Components

The people who deliver the YES curriculum are critical to its success. Well prepared YES group leaders provide a safe and consistent environment for youth to interact. They are supportive of YES participants and maintain a balance between structure and flexibility. They become familiar with YES goals and principles and prepare for each session in advance. Most importantly, good group leaders encourage youth to take the lead and become engaged with their community. Core messenger components are fully described on page 32 in Appendix A.

The questions in worksheet # 2 will help you to assess the experiences and skills of potential staff and volunteers and their capacity to successfully implement YES.



Worksheet 2. YES Staff Experiences and Skills

Program Manager/Supervisor

1.	Has experience with youth programming?	Yes	No
2.	Has strong relationships with community organizations?	Yes	No
3.	Has experience managing staff who work with youth?	Yes	No
4.	Has experience recruiting and managing volunteers?	Yes	No
5.	Understands and supports the goals of youth empowerment?	Yes	No
6.	Is familiar with host organization's policies and procedures?	Yes	No

Group Leader

1.	Has experience working with youth with diverse backgrounds and needs?	Yes	No
2.	Is able to collaborate well with other staff and volunteers?	Yes	No
3.	Is able to engage youth and allow them to take leadership?	Yes	No
4.	Is able to plan and organize YES sessions in advance?	Yes	No
5.	Is able to respond to the needs of youth, while maintaining focus on the program?	Yes	No
6.	Understands the core components of the YES program?	Yes	No
7.	Has or is able to acquire a familiarity with community resources?	Yes	No
8.	Understands host organization's policies and procedures?	Yes	No

Volunteer Neighborhood Advocate

1.	Has experience working with youth with diverse backgrounds and needs?	Yes	No
2.	Is able to engage youth and allow them to take leadership?	Yes	No
3.	Understands purpose and goals of YES program?	Yes	No
4.	Has familiarity with the local community?	Yes	No

If you answered no to any of these questions what can you do to prepare your organization to satisfy the YES program's staffing needs?



YES Core Content Components

YES core content components include the key messages and activities that are designed to emphasize the three different elements of empowerment illustrated in Figures 1 and 2: Intrapersonal (Feeling), Behavioral (Doing), and Interactional (Connecting). Each element is connected with specific skills, abilities, attitudes and beliefs that YES activities are designed to promote. Table 1 provides examples of sessions from the curriculum that support elements of empowerment. Refer to Appendix A. to see how the empowerment elements align with each session of the YES Curriculum.

Table 1. YES Core Content Components

INTRAPERSONAL EMPOWERMENT (FEELING): Core content designed to promote skills, abilities, attitudes and beliefs to increase youths' feelings that they are capable of influencing a given context.		
Skills, abilities, attitudes and beliefs	Why these skills, abilities, attitudes or beliefs are promoted in YES	Examples of activities and messages that emphasize intrapersonal empowerment
Self-esteem	An individual's personal judgment of their own worth and their satisfaction with their identity. One aspect is an acceptance of one's own culture and background.	Session 1.2 Cultural Heritage and Masks Participants create masks that connect to cultural traditions and provide opportunities for self-expression.
Leadership- efficacy	A belief that one has the capacity to take on a leadership role. YES provides the opportunity for youth to practice leadership skills in a safe environment before facing the challenges of using them in situations outside of the group setting.	Session 1.7 What does it Mean to be a Leader Participants discuss characteristics of good leaders and illustrate their ideas in a group activity.
Mastery	The ability to plan and complete tasks and to apply problem solving skills to overcome barriers.	Session 3.4 Summer Project Brainstorm Participants discuss community assets and liabilities and generate ideas for projects.
Motivation to control	The desire to identify and achieve specific goals. In the YES program, this goal-setting is focused on improving the community.	Session 1.3 Group Agreements Participants decide on guidelines for the group and work as a team to set goals.



INTERACTIVE EMPowerMENT (CONNECTING): Core content designed to promote skills, abilities, attitudes and beliefs to increase youth's understanding of how systems work in their context		
Skills, abilities, attitudes and beliefs	Why these skills, abilities, attitudes or beliefs are promoted in YES	Examples of activities and messages that emphasize intrapersonal empowerment
Adult mentoring relationships	Relationships that assist youth with critical awareness and decision making, and assist adults to understand what youth need to be healthy and successful. YES prepares youth and adults to communicate and understand power differentials.	Session 4.5 Intergenerational Team-Building Adults and youth share differences and commonalities and engage in collaborative activities.
Adult resources	Youth learn how to connect with adults and use the services and knowledge they provide. YES enhances the capacity of youth to use adult resources to plan and implement community projects.	Sessions 4.3 & 4.4 Neighborhood Advocate Interviews Participants prepare questions for adult volunteers and interview them about their skills and interest in the YES program.
Resource mobilization	The ability to identify and access the social and material goods necessary to achieve specific goals. Accessing resources (e.g. libraries, local businesses) is critical for planning and implementing YES community improvement projects.	Session 5.2 Finishing Project Proposals Participants do research on the materials and resources needed to complete the projects that they have chosen.



BEHAVIORAL EMPOWERMENT (Doing): Core content designed to promote skills, abilities, attitudes and beliefs that increase the likelihood that youth will engage in behavior to positively influence their context		
Skills, abilities, attitudes and beliefs	Why these skills, abilities, attitudes or beliefs are promoted in YES	Examples of activities and messages that emphasize intrapersonal empowerment
Leadership behavior	Action taken that exhibits positive control over a situation to accomplish desired outcomes. Leadership behavior is a vital component of empowerment because it demonstrates a capacity to organize others to achieve goals.	Session 5.4 Community Leader Meeting Participants present their completed project proposals to community leaders to ask for their support.
Community engagement	Involvement in pro-social activities designed to enhance community. Community engagement helps youth gain the skills, responsibilities, and confidence to develop into productive, healthy adults and avoid health compromising behaviors.	Unit 6 Action and Reflection Participants carry out their community projects and reflect on what they have learned and accomplished.
School engagement	Emotional connection to school, whether it is academically, socially, in athletics, or in any aspect of the school environment.	Session 3.3 Guest Panel Participants engage with adults, including school personnel, who are active in improving their community.



IV. ADAPTING THE YES PROGRAM

The YES Curriculum is designed for middle school youth, and has African American, Multi-cultural, and Mexican American versions. The Curriculum is written at a 5th grade literacy level. If you plan to implement the curriculum with a different population, or in a specific context, you may want to consider adapting some of its aspects. All adaptations should be consistent with the core components of curriculum so that they will not be lost or diluted during implementation. The information below will assist to you in deciding whether you need to make any adaptations and, if so, provide guidance for adapting the program appropriately.

What is adaptation?

Adaptation refers to modifications made to an evidence-based intervention (EBI) including, but not limited to, additions, deletions, and modifications. Adaptations can range from minor adjustments to the intervention to reinvention (Backer, 2001; Rogers, 2003). Researchers have debated the desirability of adaptations; some think that adaptations made to an EBI may compromise its fidelity and subsequent effectiveness (Elliot & Mihalic, 2004), while others believe that adaptations may enhance program processes or outcomes (Backer, 2001; Rotheram-Borus & Duan, 2003; Castro, Barerra & Martinez, C.R., 2004). Adaptation to YES could help to tailor the program to specific contexts; however, adaptations could also threaten the integrity of YES if the core components are compromised. By following the guidance in this section, we believe it is possible to make adaptations to YES without undermining its purpose. In order to do so, it is important to understand some key concepts and principles for adapting evidenced-based interventions.

Fidelity and Flexibility

In the context of program implementation, **fidelity** means carrying out the original program exactly as designed, including all the core components (Metz, 2007; O'Conner, et.al. 2007). **Flexibility** means responding to contextual conditions in a way that preserves the core delivery and content components of the program. It is important to balance fidelity and flexibility to maintain the core components of an intervention while allowing for adaptations to improve its fit and usability. Unless there is a clear reason for an adaptation, implementers should carry out YES as designed.

YES group leaders can be flexible to meet the needs of participants or to incorporate local events. For example, a group leader who discovers that participants really enjoy activities that involve moving around may structure sessions so they alternate between discussion and action. Or a leader might draw on an event taking place in the community, such as a group of people organizing around a social issue. The leader could use this as an example of community change and encourage the young people to discuss their views.



Timing of Adaptations

Planned Adaptations

These adaptations are made **before** implementation starts. Planned adaptations may be in response to cultural contexts, time constraints, developmental needs, or other circumstances that are anticipated in advance. When considering a planned adaptation, it is necessary to assess whether it will be consistent with the core components of the intervention.

Responsive Adaptations

These adaptations are made **during** implementation (in the field) in response to emerging issues and experiences. These adaptations may occur due to unforeseen circumstances, such as staffing or logistical challenges, local events, or in response to participants' needs and behaviors. Group leaders may make adaptations "in the moment" during YES implementation, without time to plan the changes or assess whether or not an adaptation compromises the intervention's core components. When a field adaptation occurs it is important to reflect on its effects on the content and delivery of the intervention to determine whether it should be repeated or avoided in the future.

A planned adaptation could involve changing activities in the curriculum to better reflect the ethnicity of your population. For example, YES leaders in Salinas, CA created cultural activities for Mexican-American youth.

Responsive adaptations could involve encouraging young people who have difficulty writing to respond to questions verbally. Or, participants might need a longer "snack and relax" time to debrief about a big event at school that day.

Types of Adaptations

Adaptations may include changes to the content or the delivery of an intervention:

Adaptations to Curriculum Content: Content includes the knowledge, skills and messages delivered through program activities. Adaptations to content may include modifications, additions or deletions of activities.

Adaptations to Curriculum Delivery: Delivery includes the strategies used to implement the curriculum content. Adaptations to delivery may include changes in timing, materials, and instructional methods.



Green Light, Yellow Light, Red Light Adaptation Guidelines

Sometimes it may be difficult to decide which adaptations will or will not compromise YES core components. Table 2 provides some general guidance that has been used with other interventions to help practitioners make decisions about adaptations. The guidance uses a “stop light” metaphor to identify adaptations that are **not likely** to compromise core components (Green Light), those that **may** compromise core components (Yellow Light), and those that **are likely** to compromise core components (Red Light). (Firpo-Triplett & Fuller, 2012)

Table 2. Adaptation Guidance

	Description	Examples
GREEN LIGHT GO	Not likely to compromise core components	Adding relevant cultural references, using local information, adapting to developmental, language or literacy issues
YELLOW LIGHT PROCEED CAREFULLY	May compromise core components or alter how components work together	Adding new content, addressing additional outcomes, changing order of activities.
RED LIGHT STOP	Likely to compromise core components or alter how they work together.	Deleting multiple curriculum components, substituting lectures for interactive activities.



YES Adaptation Examples

Table 3. provides examples of adaptations to YES and classifies them according to the “Green Light”, “Yellow Light” or “Red Light” criteria. YES developers worked with four health departments that are part of the CDC STRYVE initiative (Striving to Reduce Youth Violence Everywhere) to implement YES in Houston, TX, Boston, MA, Portland, OR, and Salinas, CA. Some of the examples provided below are based on the experiences of health department and community-based organization staff and volunteers who delivered YES as part of the STRYVE initiative.

Appendix C. provides detailed descriptions of selected “Green Light” YES adaptations that were made by the STRYVE sites.

Table 3. Examples of YES Adaptations			
Category	Type	Adaptation	Rationale
GREEN LIGHT	Modifying content	<p>1.2 Cultural Heritage and Masks Project</p> <p>Modified the activity to create Day of the Dead alters instead African masks.</p>	<p>The purpose of this activity is to promote self-esteem by connecting youth to their cultural history. The participants were Mexican American so the modification addressed their particular culture. The adaptation is “green light” because it addresses self-esteem through cultural history.</p>
GREEN LIGHT	Adding content	<p>Unit 1.4 Teamwork and Social Change Movements</p> <p>Added a “red tag activity” in which participants with red tags were treated differently than those without red tags, followed by discussion.</p>	<p>YES was designed for middle school students. These participants were high school age and less interested in art activities about civil rights. This activity is “green light” because it addresses social change and leadership in a way that was more engaging for older youth.</p>
GREEN LIGHT	Modifying delivery	<p>1.3 Team Building and Group Agreements</p> <p>The group leader had the participants close their eyes and imagine carrying out the activity as he read the instructions.</p>	<p>YES was designed for middle school students These participants were elementary school age and had difficulty concentrating. This delivery adaptation is “green light” because it helped the participants to fully engage, without changing the content of the activity.</p>



Table 3. Examples of YES Adaptations

Category	Type	Adaptation	Rationale
GREEN LIGHT	Modifying delivery	<p>1.3 Team Building and Group Agreements.</p> <p>The leader stuck flip charts to the wall and filled in the group agreement rather than asking participants to complete individual handouts.</p>	<p>This activity includes worksheets that participants fill out. Some members of this YES group had literacy problems. Using flip charts allowed all of the participants to fully participate. This delivery adaptation is “green light” because it is responsive to the needs of participants without fundamentally altering the underlying activity.</p>
GREEN LIGHT	Modifying delivery	<p>2.3 Introduction to Photovoice</p> <p>The participants role-played asking for permission to take someone’s picture as a group activity, rather than in pairs.</p>	<p>Doing the role plays in a group gave the participants more reinforcement because they could watch others practice. It also allowed the leader to offer feedback to the whole group. This delivery adaptation is “green light” because the essence of the activity is the same.</p>
YELLOW LIGHT	Skipping content	<p>3.6 Teambuilding and Planning in Planning Committees</p> <p>The group leader did not form planning committees for the community project because participants were disruptive.</p>	<p>Planning is critical to successful completion of the projects. This is a “yellow light” modification because it may threaten the success of the program unless the activity is included in a future session.</p>
YELLOW LIGHT	Modifying content	<p>Session 2.4 Photovoice Picture Taking</p> <p>Participants used pictures from newspapers and the internet instead of taking their own photographs.</p>	<p>While this adaptation could be in response to logistical challenges, it does not give participants the same opportunities for mastery and community engagement</p>



Table 3. Examples of YES Adaptations

Category	Type	Adaptation	Rationale
RED LIGHT	Skipping content	Unit 6 The participants did not complete a community project	Eliminating the project undermines the community engagement and leadership content of the curriculum. The program is not complete unless it includes a community project.
RED LIGHT	Modifying delivery	All Units Session length was reduced to 40 minutes, but groups met more frequently.	40 minute periods are insufficient to establish rapport and complete the curriculum activities as designed.
RED LIGHT	Modifying delivery	Units 2 & 3 Group leader conducted Session 3.4 Community Project Brainstorm, before 2.6 Photovoice Reflections.	The photovoice reflections prepare the participants to think about conditions in the community that they would like to improve. Changing the order removes an opportunity for critical thinking about the community that should inform the project plan.



Assessing the Need for Adaptations

You can take the following steps to determine whether you need to adapt YES to tailor it to the context or circumstances of your community. Remember, unless there is a clear reason for an adaptation, it is best to implement the curriculum as it was designed.

1. Become familiar with the YES Curriculum (African American, Multi-cultural or Mexican American versions).
2. Read the Core Components document in Appendix A. to understand how the content and delivery components contribute to the successful implementation of YES.
3. Consider characteristics of your community, youth population or other special circumstances that may require adaptations.
4. Consult with others in your organization to elicit their opinions about whether adaptations are needed.
5. Answer the following questions to help you determine what types of adaptations you may make:
 - Are there any changes that you need to make in order to tailor YES to your participants' cultures?
 - Are there any changes that you need to make in order to tailor YES to your participants' ages?
 - Are there any changes that you need to make to tailor YES to your participants' life experiences?
 - Does the literacy level of the Curriculum align with that of your YES participants?
 - Do the activities in the Curriculum need modification based on the number of youth you plan to enroll?
 - Are there logistical considerations in your particular context that may require adaptation?
 - Are adaptations likely to reinforce or compromise core components?



Steps to Adapting YES

If your organization is considering adaptations, take the following steps to preserve the core components of YES.

1.

- Identify the specific session or sessions you want to adapt.

2.

- Complete Worksheet #3 on page 21 for each proposed adaptation.

3.

- Determine whether your proposed adaptation will address the same core components as the original activities.

4.

- **If not**, consider revising the adaptation.
- **If so**, document steps for the adaptation using the Adaptation Template on page 22.

5.

- Pilot test the adaptation with youth and document using worksheet #4 (pg. 23).

6.

- Modify the adapted session(s) as needed, based on youth, group leader and observer feedback.

7.

- Continue to monitor implementation.



Worksheet #3. YES Adaptations

Session Title:

Unit Number:

Session Number:

What skills, abilities, attitudes and beliefs does the original session address? (refer to Appendix A)

1. Self-Acceptance	Yes	No
2. Mastery	Yes	No
3. Leadership Efficacy	Yes	No
4. Motivation to Control	Yes	No
5. Adult Mentoring Relationships	Yes	No
6. Adult Resources	Yes	No
7. Resource Mobilization	Yes	No
8. Leadership Behavior	Yes	No
9. Community Engagement	Yes	No
10. School Engagement	Yes	No

Why is the adaptation needed?

Is the adaptation to content (messages and activities), delivery (teaching methods & environment) or both?

Content

Delivery

What are the steps for carrying out the adaptation?

Does the adaptation address the same skills, abilities, attitudes and beliefs as the original session?

All

Some

None

Does the adaptation preserve the core delivery components?

All

Some

None

If **all**, this may be a “Green Light” adaptation. Complete the adaptation template and pilot test. If **some**, this may be a “Yellow Light” adaptation. Consider how to cover the missing components. If **none**, this may be a “Red Light” adaptation. Reconsider your plans.



YES Adaptation Template

(See Appendix C for examples of templates based on adaptations made by the STRYVE sites.)

Session Number:

Session (or activity) Title:

Brief Agenda (summary of activity):

Detailed Session (or activity) Agenda (step by step instructions for activity):

Checklist of Materials:

Planning Notes (things that need to be prepared in advance):

Handouts (if any):



V. REFLECTING ON YOUR ADAPTATIONS

Collecting information about adaptations during implementation can help you understand whether they were implemented as intended, how the participants responded, and whether the activity achieved its intended goals and preserved the YES core components. The information you collect can be formal or informal. We have provided a worksheet to assist you in recording your reflections.

Worksheet #4 Reflecting on Your Adaptation			
Session Title:			
Unit Number:		Session Number:	
What adaptation was tested?			
How was the adaptation tested?			
Who provided feedback?	Youth	Group Leader	Observer
How was feedback collected?	Written	Verbal	Both
What feedback did you receive?			
Was the adaptation successful?	Yes	Partially	No
Are there modifications to the adaptation that you will make based on feedback?			
If the adaptation was successful, how will you ensure that it is maintained?			



There are also several formal methods of collecting feedback that the YES programs and individuals engaged in the STRYVE initiative have used to collect information about implementation. These materials are available upon request through the YES website <http://yes.sph.umich.edu/>:

1. Group Leader Logs

Logs that group leaders complete that correspond to each session in order to track any changes (deletions or additions) made to the session in the YES curriculum.

2. Observation Forms

Logs that observers (e.g. program managers, assistants, other staff) complete that correspond to each session in order to track planned or spontaneous changes made to the session in the YES curriculum. These documents also allow the observer to evaluate the delivery of the content.

3. Teacher (Group Leader) Interviews

YES developers have created a teacher interview questionnaire that organizations can use as a resource to collect pertinent information regarding group leaders' experiences facilitating YES.

4. Pre and Post Tests

Questionnaires for participants used to evaluate the effects of the YES program on individual attitudes, beliefs and behaviors.

Get in touch with us!

If you have questions regarding implementation, adaptations, or training, you can contact the program developers at <http://yes.sph.umich.edu/about-us/contact/>.

We would love to hear about your successful adaptations and share them with others. Use the contact form on the website to tell us about them.



VI. REFERENCES

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Appendix A. YES Core Components

YES Core Content Components		
INTRAPERSONAL EMPOWERMENT (FEELING): Core content designed to promote skills, abilities, attitudes and beliefs to increase youths' feelings that they are capable of influencing a given context		
Skills, abilities, attitudes and beliefs	Why these skills, abilities, attitudes or beliefs are promoted in YES	Examples of activities and messages that emphasize intrapersonal empowerment
Self-esteem	Self-esteem refers to individuals' personal judgment of their own worth and their satisfaction with their identity. One aspect of self-esteem is an acceptance of one's own culture and background.	<p>Session 1.1: Welcome and Getting to Know You</p> <p>Session 1.2: Cultural Heritage and Masks</p> <p>Session 1.4: Teamwork in Social Change Movements</p> <p>Session 2.1: Learning about Community Through Proverbs</p> <p>Session 2.2: Media Stereotypes</p> <p>Session 3.1: Conscious Music, Hip Hop & Social Change</p>
Leadership efficacy	Leadership efficacy refers to a belief that one has the capacity to take on a leadership role. YES provides the opportunity for youth to practice leadership skills in a safe environment before facing the challenges of using them in situations outside of the group setting.	<p>Session 1.5: Movie and Discussion</p> <p>Session 1.6: Learning about Leaders</p> <p>Session 1.7: What does it Mean to be a Leader</p> <p>Session 1.8: Working towards YES Goals</p> <p>Session 2.3: Introduction to Photovoice</p> <p>Session 2.6: Photovoice Reflections</p> <p>Session 5.3: Proposal Presentation Development</p>
Mastery	Mastery refers to the ability to plan and complete tasks and to apply problem solving skills to overcome barriers.	<p>Session 2.3: Intro to Photovoice</p> <p>Session 2.4: Photovoice Picture-Taking</p> <p>Session 2.6: Photovoice Reflections</p> <p>Session 3.4: Brainstorming; Assets and Liabilities</p> <p>Session 3.6: Describing Projects, Project Goals</p> <p>Session 5.2: Finishing Project Proposals</p> <p>Session 5.3: Presentation Development</p>
Motivation to control	Motivation to control refers to the desire to identify and achieve specific goals. In the YES program, this goal-setting is focused on improving the community.	<p>Session 1.3: Group Agreements</p> <p>Session 1.8: YES Big Goal</p> <p>Session 3.5: Assessing and Choosing Projects</p> <p>Session 3.6: Describing Projects; Making Project Goals</p> <p>Session 4.5: Intergenerational Team Building Activities</p> <p>Session 4.6: Working Together in Intergenerational Teams</p>

Appendix A. YES Core Components

INTERACTIONAL EMPOWERMENT (CONNECTING): Core content designed to promote skills, abilities, attitudes and beliefs to increase youth’s understanding of how systems work in their context		
Skills, abilities, attitudes and beliefs	Why these skills, abilities, attitudes or beliefs are promoted in YES	Examples of activities and messages that emphasize interactional empowerment
Adult mentoring relationships	<p>Intergenerational partnerships between youth and adults provide the backbone for mentoring relationships. Understanding that adults and youth each possess a valued set of skills is key for partnership formation. Adults can assist youth with critical awareness and decision making, while youth can assist adults to relate to their generation and understand what they desire and need to be healthy, successful, thriving citizens within their community.</p> <p>YES prepares youth to partner successfully with adult mentors by building their skills for communicating with confidence, understanding social relationships and potential power differentials, and exercising decision-making power.</p>	<p>Session 4.1: Adultism and Working with Adults Session 4.2: Preparation for Neighborhood Advocate Interviews Session 4.3 & 4.4: Neighborhood Advocate Interviews Session 4.5: Intergenerational Team Building Session 4.6: Working Together in Intergenerational Teams</p>
Adult resources	<p>Adult leaders serve as resources within the community and youth must learn how to connect with adults and utilize the services and knowledge that they provide. YES is designed to empower youth and enhance their capacity to work with adults to plan and implement community projects.</p>	<p>Session 2.5: Community Asset Visit Session 3.3: Guest Panel: Local Community Change Projects Session 4.3 & 4.4: Neighborhood Advocate Interviews Session 4.6: Working Together in Intergenerational Teams Session 5.2: Finishing Project Proposals Session 5.4: Community Leader Meeting</p>

Appendix A. YES Core Components

INTERACTIONAL EMPOWERMENT (CONNECTING): Core content designed to promote skills, abilities, attitudes and beliefs to increase youth's understanding of how systems work in their context		
Skills, abilities, attitudes and beliefs	Why these skills, abilities, attitudes or beliefs are promoted in YES	Examples of activities and messages that emphasize interactional empowerment
Resource mobilization	Resource mobilization refers to the ability to identify and access the social and material goods necessary for achieving specific goals. Understanding the availability and role of community and public resources such as libraries, local businesses, and social services is critical to their ability to plan and carry out community improvement projects.	<p>Session 2.4: Windshield Tour</p> <p>Session 2.5: Community Asset Visit</p> <p>Session 3.4: Project Brainstorm</p> <p>Session 3.5: Assessing Ideas and Choosing Projects</p> <p>Session 5.2: Finishing Project Proposals</p> <p>Session 5.4: Community Leader Meeting</p>

Appendix A. YES Core Components

BEHAVIORAL EMPOWERMENT (Doing): Core content designed to promote skills, abilities, attitudes and beliefs that increase the likelihood that youth will engage in behavior to positively influence their context		
Skills, abilities, attitudes and beliefs	Why these skills, abilities, attitudes or beliefs are promoted in YES	Examples of activities and messages that emphasize behavioral empowerment
Leadership behavior	Leadership behavior is action taken that exhibits positive control over a situation to accomplish desired outcomes. It also may involve working with and helping a group of people achieve goals. Leadership behavior is a vital component of empowerment theory because it demonstrates a capability to organize others to achieve goals.	<p>Session 1.8: YES Leadership positions</p> <p>Session 3.4: Project Brainstorm</p> <p>Session 3.5: Assessing Ideas; Choosing Projects</p> <p>Session 4.3, 4.4: Neighborhood Advocate Interviews</p> <p>Session 5.1: Planning for Meeting with Community Leaders</p> <p>Session 5.2: Finishing Project Proposals</p> <p>Session 5.4: Community Leader Meeting</p> <p>Session 6.1: Mid-Project Evaluation</p> <p>Session 6.2: End of Project Evaluation</p>
Community engagement	Community engagement includes involvement on multiple levels of a social context. When applied to adolescent development, empowerment theory suggests that involvement in pro-social activities designed to enhance community will help youth gain vital skills, responsibilities, and confidence necessary to develop into productive, healthy adults and avoid health compromising behaviors (e.g., violence, ATOD, and school failure).	<p>Session 2.1: Learning about Community Through Proverbs</p> <p>Session 2.4: Windshield Tour</p> <p>Session 2.5: Tour of Organization</p> <p>Session 2.6: Photovoice Reflections</p> <p>Session 3.3: Guest Panel: Local Community Change Projects</p> <p>Session 3.4: Project Brainstorm</p> <p>Session 3.5: Assessing Ideas; Choosing Projects</p> <p>Session 3.6: Team Building and Planning</p> <p>Session 5.1: Planning for Community Leader Meeting</p> <p>Session 5.2: Finishing Project Proposals</p> <p>Session 5.4: Community Leader Meeting</p> <p>Session 6.1: Mid-project evaluation</p> <p>Session 6.2: End of project evaluation</p>
School engagement	School engagement occurs when students are emotionally connected to their school, whether it is academically, socially, in athletics, or in any aspect of the school environment.	<p>Session 1.4: Social Change Movements</p> <p>Session 1.6: Learning about Leaders</p> <p>Session 3.3: Guest panel</p> <p>Session 5.4: Community Leader meeting</p>

Appendix A. YES Core Components

Core Delivery Components	Justification
Provide a safe and consistent physical setting and routine.	Participants, parents and group leaders need to feel secure about the safety of the YES program. Group leaders must have the resources and facilities necessary to carry out the YES program as planned.
Reduce barriers to attendance.	YES participants may have difficulty accessing program due to transportation barriers. Provide transportation if possible and indicated. Hold sessions in a location where youth routinely gather. Provide healthy snacks.
Review sessions and gather all materials in advance.	In order for sessions to run smoothly and for the youth to have a successful experience, group leaders must be familiar with each session and have the needed materials on hand.
Create and maintain positive group norms to guide the development of interpersonal skills.	Unit 1 is designed to establish norms for a safe, nurturing, non-threatening environment for youth, stimulate their interest in YES, and provide them with opportunities for interaction and leadership. Participants develop the rules or agreements that will shape group norms and expectations.
Support and encourage lively group interaction through hands-on activities and games included in the curriculum.	The YES curriculum is designed so that participants learn through doing. The group activities and games provide opportunities for youth to practice cognitive and social skills. YES activities allow participants to engage in creativity, cooperation and leadership.
Implement the curriculum units and sessions in order.	Each section of the YES curriculum is designed to build upon the previous section. The participants learn leadership and critical thinking skills in order to conceive, plan and carry out a community improvement project.
Take advantage of serendipitous opportunities.	There may be circumstances in your community that YES participants can take advantage of. For example, a conversation with a special community leader could be scheduled when that person is available, even though it may not fall exactly as planned in the curriculum.

Appendix A. YES Core Components

Core Messenger Components: Characteristics of Group Leaders, Supervisors & Advocates	Justification
Group leaders are well trained.	Group leaders need to have good youth facilitation skills and become familiar with the curriculum content, pedagogy, logistics and preparations needed to facilitate the curriculum effectively.
Group leaders must possess a genuine interest in helping students succeed.	Implementing YES must be more than a job; there must be a sincere desire on the part of the leader to have all the young people in the program become empowered. Group leaders have to commit to and feel comfortable with the idea of youth empowerment.
Group leaders will use creativity in the delivery of the curriculum.	Leaders must be able to assess their class or group and to be able to deliver the lessons in the most effective way. This requires the leader to establish a relationship with the class and be sensitive to the needs of the students. Group leaders also need to be able to seek out community resources and supports for youth.
Group leaders will have a detailed knowledge of the YES curriculum.	In order to convey the lessons in a meaningful way, leaders must be well versed in the goals and methods of the YES program. They will plan for each session and have the necessary materials at hand.
Group leaders must have a working knowledge of the principles of youth development.	In order to be in a position to best deliver the lessons in the YES curriculum it is important to understand the basic principles of youth development, so as to adjust the delivery of the curriculum to the developmental abilities of the participants. This may require adaptation of some activities.
Group leaders must possess good student management skills.	In order to create a safe environment, while at the same time allowing students to explore their creativity, the group leader must be in possession of good student management skills, to maintain a positive environment and flexible structure.
Supervisors and administrative staff must have a good working knowledge of the goals and principles of YES.	In order to be able to support the YES program and guide and coach the group leaders, the supervisors and administrators must first possess a strong knowledge of the goals of YES and the empowerment approach.
Neighborhood advocates need to possess a fondness for young people, a strong desire to see them succeed, and a flexible approach.	Neighborhood advocates will need to work with a wide variety of young people who will display many different personality types. To advance the goals of the program the advocate will need to be able to allow youth to take the lead, while remaining supportive and helpful.

Appendix B. YES Condensed Curriculum

YES Condensed Curriculum

The YES Condensed Curriculum was created to assist organizations with time constraints to implement YES. It has not yet been evaluated to determine if its outcomes are comparable to those of the full curriculum. We recommend using the full curriculum when possible.

Session	Unit	Title	Core Elements	Time
1	1.1	Welcome/Getting to Know You	self-esteem	80 min.
2	1.3	Team Building/Group Agreements	motivation to control	80 min.
3	1.2	Cultural Heritage and Masks	self-esteem	80 min.
4	1.7	What does it Mean to be a Leader	leadership efficacy	80 min.
5	1.8	Working Toward YES Goals	leadership efficacy/motivation to control/leadership behavior	80 min.
6	2.2	Media Stereotypes	self-esteem	80 min
7	2.3	Introduction to Photovoice	mastery/leadership efficacy	80 min.
8	2.4	Windshield Tour/Photovoice Picture Taking	mastery/resource mobilization/community engagement/	80 min.
9	2.5	Community Asset Visit	adult resources/ resource mobilization/ community engagement	80 min
10	2.6	Windshield Tour/Photovoice Reflections	mastery/leadership efficacy/ community engagement	80 min.
11	3.4	Community Project Brainstorm	mastery/resource mobilization/ leadership behavior/ community engagement	80 min.
12	3.6	Teambuilding and Planning Committees	mastery/motivation to control/community engagement	80 min.
13	3.5	Assessing Ideas and Choosing Projects	motivation to control/leadership behavior/community engagement	80 min.
14	4.1	Adultism and Working with Adults	adult mentoring relationship	80 min.

Appendix B. YES Condensed Curriculum

Session	Unit	Title	Core Elements	Time
15	4.6	Working Together in Intergenerational Teams	motivation to control/adult mentoring relationship/adult resources	80 min.
16	5.2	Finishing Project Proposals	mastery/resource mobilization/leadership behavior/community engagement	80 min.
17	5.4	Community Leader Meeting	adult resources/resource mobilization/leadership behavior/ community engagement/(school engagement)	80 min.
18-21	Unit 6	Community Project	mastery/resource mobilization/adult resources/community engagement/leadership behavior	8 hrs. (4-2hr. sessions)
22	6.2	End of Project Evaluation and Celebration	leadership behavior/community engagement	80 min.
				Total: 32 hrs

Appendix C. Adapted YES Sessions

YES Adaptation- Leadership Positions (Voting)

Based on adaptations made by the STRYVE initiative based at the Boston Public Health Commission, Boston, MA

Session Number: 1.8

Session (Activity) Title: Working Toward YES Goals

- **Adaptation-** Selecting Leadership Positions via Voting

Helpful tip: After leadership roles are assigned take time at the start of each unit to reflect with participants about their experiences in their roles, make necessary modifications if needed. Modifications can include eliminating or adding positions and modifying existing roles to meet the need(s) of the group.

Brief Agenda:

- Explain leadership roles and selection process.
- Give participants time to work on their application.
- Allow participants time to present speeches and to vote on candidates.

Detailed Session (Activity) Agenda:

- Present and explain leadership roles
 - Pass out Handout 1.8-1 (YES leadership positions), modify roles as deemed appropriate to fit the needs of the group.
 - As an alternative to distributing Handout 1.8-1 you can use flip charts to share the leadership roles with youth.
- After all participants have a copy of the handout, explain how the YES Leadership positions will work. Be sure to cover the following points:
 - There are two kinds of positions:
 1. YES Council positions are held all year and include the president, vice president, secretary, treasurer, peacekeeper, and special events coordinator.
 2. Leadership positions are held for one unit, and then someone else takes on that role. Leadership positions include the sign-in sheet supervisor, the set-up coordinator, the supply managers, the time manager and the clean-up supervisor.
 - You can apply for any of these positions.
 - We will vote on participants for each position.
 - Everyone will be able to hold at least one leadership position during the program.
- Go through the responsibilities of the different positions, asking different participants to read the position descriptions aloud.

Appendix C. Adapted YES Sessions

Pass out the application forms (Handout 1.8-2). Explain the election procedures and how to fill out Handout 1.8-2.

- Explain that everyone will have 1 minute to present why they want to be a leader and why they would be a good leader for each position they apply for.
- After speeches everyone will vote on who they want to select for each position, the person with the most votes will be elected.
- Give participants time to fill out their applications.
- Once applications are filled out the group leader should call upon those who are running for each position, everyone will have 1 min. to complete the speeches.
- After speeches are complete (for each positions) a volunteer or the group leader should handout ballots that has the title of the position and youth should write in the name of the person who they want to elect.
- Collect ballots, count them, and elect a candidate, then move on to the next position until each position is filled.
- In the event of a tie, you can do a recount or allow youth to be co-captains for the position.

Checklist of Materials:

- ✓ Leadership position handouts or put information on large flip charts
- ✓ Ballots containing each position
- ✓ Boxes to **submit ballots**

Planning Notes:

Prepare the title and description of each leadership position as well as ballots that contains the title of that position.

Handouts:

- Handout 1.8-1
- Handout 1.8-2

Appendix C. Adapted YES Sessions

YES Adaptation - Ethical Issues Role Play

Based on adaptations made by the STRYVE initiative based at the Boston Public Health Commission, Boston, MA

Session Number: 2.3

Session (Activity) Title: Intro to Photovoice

- **Adaptation-** Ethical issues role play

Helpful tip: This activity may be more appropriate for younger YES participants; however the facilitator should use discretion when choosing appropriate adaptations for their YES groups.

Brief Agenda:

- Have participants demonstrate how to ask permission to take a photo by role-playing with one another.
- Have a group discussion regarding role plays.

Detailed Session (Activity) Agenda:

- Ask youth to find a partner.
- Distribute one role play script to each group.
- Allow groups time to practice their scenario and then ask each group to act out their scenario in front of the large group.
- Once everyone has had the opportunity to act out their role play facilitate a discussion on the activity.

Checklist of Materials:

- ✓ Ethical role-playing scripts

Planning Notes:

- Prepare a script outlining ethical approaches to taking pictures for the photovoice project.
 - Scripts should include a youth participant asking a community member for permission to take a photo (be sure to have scenario's where community members say yes and no)

Handouts (if any):

- Role-Playing Scripts

Appendix C. Adapted YES Sessions

YES Adaptation – Tag Team Facilitation

Based on adaptations made by the STRYVE initiative based at the Houston Department of Health and Human Services, Houston, TX

Session Unit: Entire Curriculum

Session (Activity) Title: Program Implementation Guide

- **Adaptation-** Utilizing youth as session facilitators as well as adults.

Helpful tip: This activity may be more appropriate for older youth. Houston used it with 16 -21 year olds.

Brief Agenda:

- Have young people read a head and prepare for a session that they would like to lead (leading a session is completely voluntary, but every youth that wanted to was allowed to lead a session).
- Have youth leader work with the teacher/implementer to secure all necessary materials for the session prior to the session.

Detailed Session (Activity) Agenda:

- Youth have normal social time at beginning of the session
- Youth teacher/implementer go through lesson as outlined in the curriculum.
- Where there is an activity, youth teacher/implementer explains the activity and circulates through the group to assist and needed during the exercise.
- During discussions the youth teacher/implementer facilitates the discussion amongst the rest of the participants.

Checklist of Materials:

- ✓ Depends on the needs of that particular session

Planning Notes:

- Teacher needs to allow time in advance to meet with youth teacher/implementer and to:
 - Secure any needed materials.
 - Assist the young person in preparing to lead any discussions.
 - Help the young person to work on the necessary time for each activity, so as to complete it during the allowed time!

Appendix C. Adapted YES Sessions

YES Adaptation – Group Agreement for Adult Visitors

Based on adaptations made by the STRYVE initiative based at the Multnomah County Health Department, Portland, OR.

Session Number: 1.3

Session (Activity) Title: Group Agreements

- **Adaptation-** Group Agreement for Adult Visitors

Helpful tip: This activity may be more appropriate for older YES participants; the goal of this adaptation is to assist the participants to feel more comfortable with adults who join or visit their group.

Brief Agenda:

- Have participants develop a list of three questions they would like any adult coming to the group answer prior to allowing them to stay.
- Have the entire group come to consensus on the three questions to be asked.

Detailed Session (Activity) Agenda:

- Ask youth to develop a list of three questions they feel would be appropriate for an adult to answer prior to sitting in on their group.
- Have the group come back together.
- Have youth share their three questions, may be helpful to have someone record the answers on newsprint.
- Have participants come to a consensus on the three questions they feel are most appropriate.

Checklist of Materials:

- ✓ Easel
- ✓ Newsprint
- ✓ Marker(s)

Planning Notes:

- Prepare a discussion on mutual sharing and why it is important for all of the members of the group expose themselves equally, even if they are just observing.
- Discuss whose group it is, and who should own it.

Appendix C. Adapted YES Sessions

YES Adaptation – Farm Worker Movement

This adaptation was made by the STRYVE initiative based at the Monterey County Health Department, Salinas, CA

Session Number: 1.4

Session (Activity) Title: Teamwork and the Farm Worker Movement

- **Adaptation-** Farm Worker Movement

Helpful tip: This adaptation was created as part of a complete change in the curriculum to tailor it to Mexican-American youth.

Brief Agenda:

- Discussion of Teamwork in the Farm Worker Movement (20 minutes)
 - Describe the importance of teamwork in the Farm Worker Movement
 - Ask participants what they know about the Farm Worker Movement
 - Discuss how people had to work together to accomplish change for farm workers
- Art Project: Depicting Events of the Farm Worker Movement (45 minutes)
 - Break participants into groups of 4-5 people
 - Review teamwork concepts from last session
 - Explain the project and let them work

Detailed Session (Activity) Agenda:

Discussion of Teamwork in the Farm Worker Movement (20 minutes)

1. Describe the importance of teamwork in the Farm Worker Movement. Below is a suggested script:
"The Farm Worker Movement has proven in the last 40 years that when we work together we can win real changes, locally and nationally. If it were not for teamwork, farm workers would not have won rights that we take for granted today, such as having safe and clean drinking water, sanitary field toilets with soap and water for hand washing, and rest periods as required by law. Yes, we all know about the great leaders of the United Farm Workers Movement such as Cesar Chavez (we will discuss leaders in one of the upcoming sessions), however, we often do not talk about all of the people Mexican, Filipinos and White, young and old who banded together to affect change."
2. "Here is a short video called "The Struggle in the Fields." Watch carefully to see why the farm workers went on strike and how much can be accomplished when we work together." Go to <http://www.youtube.com/watch?v=LB9i-iDb1FI> then select "Chicano! PBS Documentary - The Struggle in the Fields: VIDEO 2 of 4," from the right hand column.
3. "What are the changes that the farm workers wanted in 1965?" Some changes were higher pay, education for their children and better housing. Emphasize that they achieved these changes by joining together and through team work. "What changes do Mexican people in Salinas want today?"

Appendix C. Adapted YES Sessions

Some changes might be more parks, more after school programs, or to allow young undocumented immigrants who grew up in the United States to go to college and get a job.

Art Project: A March for the Rights of Farm Workers and all Mexican Americans.

(45 minutes)

- 1) Explain that participants will be working together in groups to create marchers representing the Farm Worker Movement and Mexican Americans today.
- 2) Break participants into groups of 4-5 people.
- 3) Ask participants to describe what they learned about teamwork from the last session. Remind them that these teamwork skills will be important in their group work today.
- 4) Explain the art project. They should follow the steps below. (Note: it is a good idea to also write these steps on the board or on poster paper).
- 5) Let participants work.
- 6) Have each group bring their marchers together in a large group, because more can be achieved with teamwork.

Project Steps

- 1) Make several, one sided copies of the marching figures and their picket signs.
- 2) Cut out the marchers and their signs.
- 3) Write a change that farm workers or Mexican Americans want today on the picket sign.
- 4) Paste all the marchers holding their picket signs, onto a sheet of flip chart paper, lined up as if they are marching in protest.
- 5) Adaptations

Checklist of Materials:

- ✓ Paper (white is okay)
- ✓ Scissors
- ✓ Colored Pencils, Markers and/or crayons
- ✓ Flip Chart paper

Planning Notes:

Be sure to read more about the Farm Worker Movement. If you do not have access to computers, consider checking books out from the library or bringing printed information. If you have access to computers, you can let the youth use the internet to find information. Here are some websites you can use:

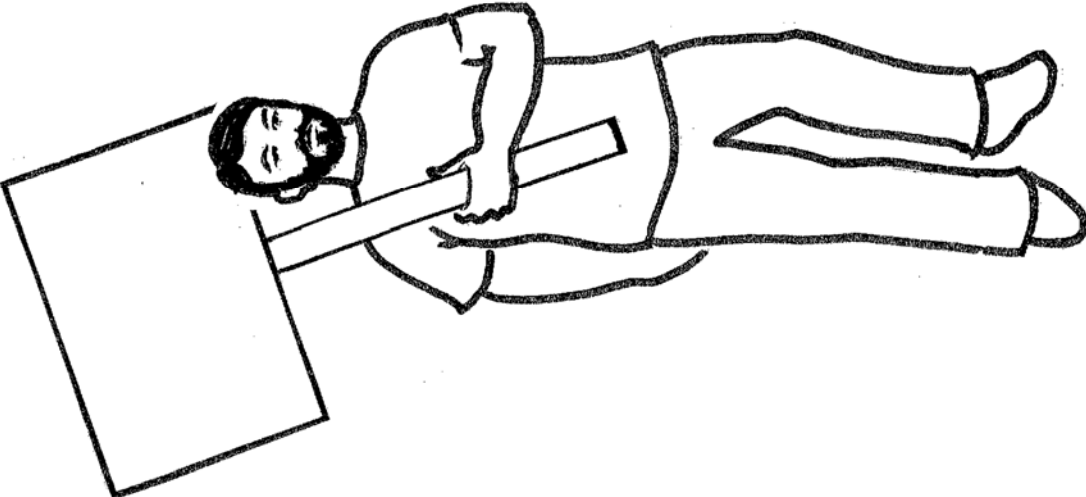
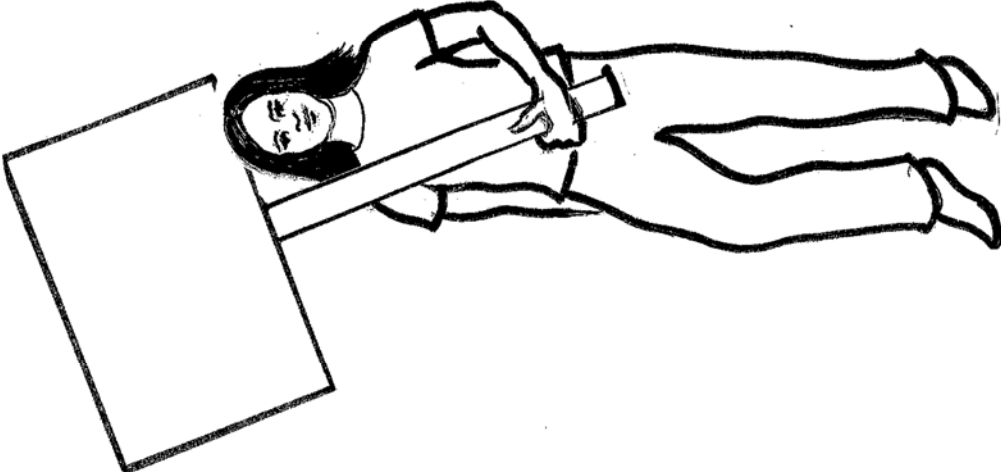
United Farm Workers: http://www.ufw.org/_page.php?menu=research&inc=history/03.html

United Farm Workers Foundation:

http://www.ufwfoundation.org/_board.php?mode=view&b_code=004001000000000&b_no=1953

Farmworker Movement Documentation Project: <http://www.farmworkermovement.us/>

Appendix C. Adapted YES Sessions



Appendix C. Adapted YES Sessions

