

Youth Project Toolkit

A RESOURCE FOR YOUTH LEADERS
AND YOUTH-SERVING PROFESSIONALS



Youth Development Competencies Program





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Dear Reader,

Whether you are an adult working with youth, a decision-maker who influences youth policy, or a young person with the desire to change your community for the better, this Youth Project Toolkit is designed to provide fresh ideas and best practices in youth development. These models, collected throughout the implementation of the USAID Youth Development Competencies Program (YDCP) in Russia, have been implemented successfully by varied groups of young people in diverse environments. Over the past three years, YDCP has trained and engaged over 1,000 young people in implementing community projects in 10 regions of Russia, and has supported more than 150 projects to benefit over 20,000 people.

YDCP helps young people develop the skills and abilities they need to become successful adults and active citizens by engaging them in addressing community needs. The design of YDCP is based on Positive Youth Development theory, which treats youth as a resource to be developed, rather than a problem to be solved. By focusing on youth assets and skills and putting young people at the center of project activities, this approach emphasizes the real contributions youth can make to their communities now – not only at some far-off point in the future.

At the start, the program identified 25 of the most innovative and engaging youth-led projects from across Russia through a national competition. Youth from other regions are now implementing these projects in their communities with guidance from the original designers. Of course, conditions vary widely from community to community – from Tyumen to Tambov, Krasnodar to Karelia. The new groups adapting these innovative project models utilized the resources and assets of their own communities, and customized the projects to best meet their local needs.

Three key elements, however, stayed constant in all projects, and are vital to Positive Youth Development. All projects need: 1) the active involvement of youth, 2) a supportive adult or adults, and 3) a supportive organization, such as a school, NGO or youth center. In addition to these main elements, there are also several basic skills necessary for the implementation of almost all projects, such as fundraising, recruiting youth participants and community partners, and managing volunteers.

The descriptions included in this Youth Project Toolkit provide a general approach to each project model. We encourage readers to apply their own creative adaptations that harness individual community assets and meet local needs. We encourage you to test the projects out in your own communities, customizing them as you see fit to enhance success and long-term sustainability.

The YDCP Team

GUIDE TO THIS TOOLKIT

In this Toolkit:

In this toolkit, you will find user-friendly descriptions of highlighted project models developed under the Youth Development Competencies Program. Descriptions are generic; you are encouraged to take the broad ideas from each activity and adapt them to your own context. We have found that, for successful implementation, all projects need three key elements: 1) the active involvement of youth, 2) a supportive adult or adults, and 3) a supportive organization, such as a school, NGO or youth center. Each project description includes a list of required elements, equipment, and/or materials, a sample sequence of steps involved to start and implement the model, and the basic results you can expect to achieve.

How to Get Started:

The project models outlined here fall into broad categories and can be implemented by a wide range of groups, from schools and youth NGOs to extracurricular clubs and faith-based organizations.

Some of the projects are designed to **celebrate history and tradition** (*Our Local Heritage, Restore the Past*); others **forge direct links between youth and decision-makers** (*Youth and Children's Rights Council, the Focus of Our Attention, Youth Voice*), **foster the development of professional skills** (*Student Legal Aid Center, Career Networking Center, Student Support Center for the Elderly*), **encourage youth to explore the multiple perspectives around them** (*Journalist for a Day, Cameras for Kids, Life Without Barriers, Youth on Stage, Rainbow Bridge, Friendship Journal*) and **engage young people in community improvement** (*Celebrating Good Giving, Youth Bank*.)

As you read the project descriptions, consider how you might adapt a model to address the needs and utilize the assets and resources of your community, school, or youth organization.

If you are a young leader: think about what support you'll need from your peers and adults or institutions in the community to implement a project.

If you are an adult working with youth: think about the strengths and interests of the young people in your group. Focus on supporting youth to take lead roles throughout the process of selecting, adapting and implementing the project models.

If you are a decision-maker who influences youth policy: consider elements of the project models and approaches that you might recommend as best practices, and how they may be institutionalized within your community or jurisdiction.

Finally, keep in mind that all of the project models in this Toolkit started out small, with modest funding and a limited member base. The final pages of this manual provide guidance on community-based **fundraising** (pg. 64) and **recruiting youth participants** (pg. 66) to help maximize the impact of your chosen projects.

If You Have Questions:

If you have questions about the models included in this Youth Project Toolkit or about the Youth Development Competencies Program, please contact ydc@irex.org.

PROJECT NAME: CAMERAS FOR KIDS

DESCRIPTION: Everyone sees the world through unique eyes – and it takes diverse perspectives to make up a vibrant community. The *Cameras for Kids* project model uses photography workshops to bring together youth from different groups who may not normally interact with one another. Together, they master new skills and learn more about their communities by going on photography field trips and putting on an exhibit to share their work with the public.

This project has been used in several communities to connect young people with and without disabilities. However, the photography workshop project model can be adapted to target other specific groups, such as orphans or at-risk youth. Photography is an activity that anyone can participate in, and through the joint workshops, all the young people involved become more tolerant of differences and increase their self-esteem.

YOU'LL NEED

- **Youth:** The young people should come from a variety of backgrounds, such as those with disabilities, orphans, at-risk youth and those in the academic middle, as well as young people who are already active in their communities.
- **Supportive Adult(s):** An adult advisor is necessary to make sure that the young people successfully work together and to provide guidance and support throughout the project.
- **A Supportive Organization:** Since this project brings together youth from different backgrounds, it is helpful to work with an organization that is already experienced in working with one or more of the target groups.
- **Cameras:** Since photography is the unifying activity of this project, cameras for all of the participants are a necessity. Since the photos will be displayed in an exhibit, access to a digital photo printer is also helpful. (See the *Fundraising* tips on page 66 for tips on raising money to purchase equipment.)

STEPS

1. **Recruit youth participants** (refer to the Recruitment section on page 66 for tips). Typically, equal numbers of participants come from two or more different groups – for example, half youth with disabilities, and half youth without disabilities. Since the project’s goal is to increase tolerance through art, a diverse group of participants is necessary.
2. **Identify trainers and hold trainings for youth in basic photography skills.** The trainer(s) should hold a series of photography classes for the young people to master basic photography skills. Ideally, the trainer has experience with photography and with working with the diverse groups of young people participating in the project. The trainings should begin with icebreakers to establish a friendly atmosphere and group dynamic, and should cater to all of the youth participating in the project. For example, if youth with physical disabilities are involved in the project, the training should make accommodations for any challenges with mobility or other special needs.
3. **Organize photography field trips.** Once the young people have learned the basics of photography, they go on field trips to practice their skills. The field trips should be to a variety of destinations, for example a park, an interesting neighborhood, or a museum. It is helpful for every field trip to have a theme, such as daily life or nature. The young participants will most likely have many ideas for potential field trip destinations and themes.
4. **Showcase youth artwork in a photo exhibition.** After the youth have gone on some photography field trips and shot the world around them, it is time for them to share their work with the broader

community by putting on an exhibition. The young people should choose which photos to display and how to best display them. If possible, hold exhibits in a variety of places, such as schools, libraries, community centers and shopping centers to attract the attention of more people. This is a good way to find new partners and potential donors.

5. **Continue to include new youth participants and improve all participants’ skills.** After the first exhibition, work to attract new young people to the project and repeat the cycle. For those who have already mastered the basics of photography, organize classes on more advanced topics so the young people can continue to improve their photography skills.

RESULTS

This project model will result in an inclusive community of young people who are more accepting of others and are comfortable interacting with people from a variety of backgrounds. Additionally, the participants gain concrete photography skills that they could potentially use in their professional careers.



PROJECT NAME: CAREER NETWORKING CENTER

DESCRIPTION: In today's tough economic environment, it can be difficult for young people to find jobs. Being well prepared for an interview and having advice from a professional mentor can go a long way in the search for a dream position. The *Career Networking Center* project model explains how young people can create a resource center to provide their peers with the necessary skills and support to find jobs. Youth will work with local businesses to get a better understanding of employers' needs and help students become competitive candidates for the job market. By connecting motivated student job-seekers with local employers who need quality staff, the *Career Networking Center* creates a win-win situation for both groups.

YOU'LL NEED

- **Youth:** A group of university or other higher education/institute students who want to help themselves and their peers find jobs upon graduation. They need to be proactive, motivated and willing to help their fellow students. An understanding of the local economic environment and the labor market as well as a willingness to communicate and network with businesses in the community are helpful qualities.
- **Adult Advisor(s):** An adult advisor is needed to provide support and guidance throughout the project. He or she can help find business partners and give trainings on professional development. Ideally this person is knowledgeable about the labor market and has experience in human resources or professional development.
- **Supportive Organization:** The center's target audience is students and young people, so the supportive organization should ideally serve a youth population. A university or college, a local employment office or an NGO that works with older youth are some possibilities. The supportive organization should provide a location for the center that young people can easily access.
- **Local business partners:** Businesses and other potential employers are key elements in this project model, since the goal is to bring young people and employers together.
- **A network of professional mentors:** The career networking center will benefit from mentors who can help youth connect with local employers, offer training on interviewing skills and other career development topics, and identify other specialists to provide career coaching.
- **Books and online resources:** on resume writing, interviewing skills and general job hunting advice.

STEPS

The first two phases of the project model, Creating the Center and Informational Support and Trainings, can be used to launch the center. The third phase, Internship and Job Placement, can be incorporated once the center is up and running.

Preparation Phase: Creating the Center

1. **Research the job market in your community and analyze the information you've collected.** In

order to give the best career advice, youth advisors will have to know what sorts of jobs are available, what employers are looking for and any significant trends.

- Look at local job ads and note key trends. Are lots of companies looking for entry level economists, or does there seem to be a need for computer technicians? If your institution focuses on certain specialties, who are the major employers in this field? Be sure to consult a number of sources: newspapers, websites, etc.
- Talk to people. People often have a good idea of what the job market is like in their community. Be sure to talk to a variety of people to get a better picture of the situation. If possible, talk to people working in different sectors, economists, people working at private staffing agencies, those in the local government employment bureau, etc. Arrange meetings with professionals in advance and prepare well for the interviews to avoid wasting their—and your—time. Develop a set of questions you want to ask potential business contacts in advance, such as “What are the most important skills you look

for in your employees? How do you advertise your job openings? What are the major weaknesses you see in young professionals just entering the workforce?”

- Survey businesses. A good way to get an overall picture of the job market is by conducting a survey of businesses in your community. This method is more time-consuming, but the information can be very valuable. Think of the questions you'd like to ask each business, design a survey, choose businesses to target across various sectors, and then process the data. Be sure to include an introduction to the survey that will give businesses an incentive to respond. Stress that what you are doing will help the businesses in the long run, because their input will help result in better employees with the qualifications they seek.

2. **Find a location for the center.** Since the main target audience is students, talk with your department or higher education institution administrators to see if you can use a room on campus. Perhaps an existing career





office at the university would like to expand its services with your help. If you can't open the center at your university, try other universities in your town (where you may have other contacts among the students or staff), community centers and libraries. The location should have workspaces for 2-3 people, Internet access—ideally with computers for patrons to use—and places to display pamphlets, booklets and other informational material. Since a major part of the project is providing training on professional development topics, ideally the location would have enough space to hold a workshop.

3. **Gather information for the center.** There are numerous online resources where you can find information about cover letters, resumes, job interviews, and other career-related topics. Look at other career center websites and see what elements you'd like to incorporate into your center. If you can't find handouts you like, write your own.
4. **Determine the schedule for the center.** How many hours a week will the center be open? Which days? How many volunteers will be needed to provide sufficient coverage?
5. **Create an advertising plan.** Once the location, hours, staffing, and informational resources are determined, it's time to start advertising the center. Decide where you will advertise and who will design the ads. Once the plan is made, put it into action!

6. **Officially open the center.**

Consider holding an opening ceremony to attract more publicity. As part of your advertising campaign, invite specific students and businesses that helped during your research. You should give the guests some time to mingle, but also provide some structure. After allowing time for people to arrive and chat, you may want to ask all of the students who will be volunteering at the center to introduce themselves and say a few words. This would be a good opportunity

to allow your business partners to speak if they would like to. You should also have fliers with information about the center available to the guests.

7. **Keep a register of all your contacts** including business and other employer representatives you meet, mentors who are providing training and advice, and students who seek the center's services.

Informational Support and Training Phase

1. **Once the center is officially open, start giving peer consultations.** You have collected information about the job market and are monitoring its trends. You have also researched professional development skills and have found the necessary supplemental information. The youth project team should now be ready to share this knowledge with their peers. Help youth visitors improve their resumes, hone their interview skills and give advice about what types of jobs to apply for.
2. **Hold periodic trainings on professional development topics.** This will attract new students to the center as well as allow you to reach a larger audience at one time. Try to hold trainings about once a month. Youth can lead some of the trainings, but asking members of the business community to give a master

class or workshop can also draw in more visitors. Consider asking local businesspeople to focus on how best to find a job in a specific sector (for example, manufacturing or IT) or to speak about a more general topic (for example, how to behave in an interview).

3. **Continue to advertise the center, look for new resources and tips on professional development and research the job market.** You should continually follow the job vacancy ads, keep a list of these positions for other students, and periodically check in with your business contacts about upcoming openings.

Internship and Job Placement Phase

This phase should be put in place after the center is more established and once you've made strong connections with businesses in your community. Now is your chance to play matchmaker! Here's how to go about it:

1. **Approach businesses to see if they have specific openings or internship programs.** Start with your partner businesses first and then move on to approaching new businesses. Be prepared to clearly make the "business case" for why employers should work with you – what will they gain?
2. **Make a list of all of the internship and job opportunities collected.**

3. **When people come to the center for advice, suggest suitable positions for them and help them apply.**
4. **Keep a database of people who come to the center, including their resumes, and ask if the students would allow you to pass their information on to businesses.**
5. **Go through your student database and see if any of them would be a good fit for the job openings and internship programs.** When you see a potential match, share the resume with the appropriate business contact.
6. **Continually collect more resumes and opportunities with local businesses.** Update businesses on your efforts to direct people to these opportunities.

RESULTS

A group of more employable young people prepared to enter the job market. Thanks to the center, students in your community will be better equipped for jobs and employers will be able to find more qualified employees. This in turn will help your town's economic situation.

PROJECT NAME: CELEBRATING GOOD GIVING

DESCRIPTION: When good deeds are recognized, the prestige of community service and charity increases.

Through this project, young people work to raise awareness of charity activities in their community, with the goal of inspiring more donations and community service projects. By organizing a *Celebration of Good Giving*, youth gain practical experience in PR, fundraising and event planning. The project includes training sessions in these skills for the youth organizers, a roundtable on charity work for a variety of stakeholders and the general public, and a campaign to personally thank everyone who has donated to charity or volunteered in the community during the past year.

YOU'LL NEED

- **Youth:** A group of young people who want to acknowledge and thank those who have donated time or money to charities in their community.
- **Supportive Adult(s):** An adult advisor. Ideally this person is familiar with philanthropy in the community and has some experience organizing events. The advisor will provide guidance and help the youth develop the necessary skills to carry out their campaign.
- **Supportive Organization:** A supportive organization, such as a local charitable fund, to help the young people identify those to acknowledge as well as provide trainings on PR, fundraising and event organization. The organization can also help form connections with the media to help publicize the project.
- **A Central Meeting Place:** The project team will need a place to plan the campaign and improve their project management skills.
- **Donors:** that the young people will thank as part of the project's main campaign.



STAGES

Preparation Phase

1. **Develop basic organizational skills in the youth project team.** The adult advisor and/or supportive organization conduct seminars for the youth organizers on PR, fundraising and event planning. Using the knowledge and skills gained during the seminars, the youth create plans for their publicity and fundraising efforts throughout the project. They also make a list and timeline of tasks required in organizing the roundtable and campaign to thank the donors and volunteers, and identify roles and responsibilities within the project team.
2. **Identify people to thank.** The young people collect nominations from the community of citizens or groups to thank during the campaign. Businesses and individuals can nominate individuals and organizations they believe should be acknowledged for their charitable work and donations. All of the nominations are saved in a file (perhaps using Microsoft Word or Excel) or a database. In addition to collecting nominations, the young people also find individuals, businesses and organizations through their own research.
3. **Publicize charity work to a wide audience.** The youth reach out to the local media to help raise awareness about charity in general and create a booklet summarizing past charitable work in the community. This booklet will be distributed to the general public. Ideally, the media will cover project events and help distribute the brochure.

Action Phase: A Roundtable and the Campaign

1. **Organize the charity roundtable.** The project team invites NGOs, charities, donors and the general public to a roundtable to discuss the current state of charitable activity in the community and how they

can continue to work together to do more. This is a great opportunity for networking and planning future projects and campaigns. At this event, it is important that youth and adults participate as equals and all feel comfortable sharing their ideas. Youth who volunteer in the community can be invited as guest speakers in the roundtable.

Determine who will facilitate the roundtable discussion and which guest speakers will be invited. Coordinate the logistics, including refreshments, sound equipment such as microphones, if needed, and adequate seating.

2. **Conduct the “thank-you” campaign.** During this step, the young people thank the individuals, organizations and businesses they identified during the preparation phase. The thanking can take many forms, including sending a letter, stopping by in person to say thank you, or putting on a skit or a concert. If possible, involve the beneficiaries of the charitable action in the campaign. If the young people do perform, invite the media to cover the event.



Reflect and Repeat

1. **Reflect on what went well during the roundtable and campaign and any areas to improve. Use this insight to strengthen the next round.**
2. **Start planning the next campaign.** Were there any donors missed? Discuss how to thank them the next time around. Also come up with exciting, new ways to thank the donors.
3. **Continue to promote philanthropy and volunteering in the community.** Youth project team members should talk to their peers about what they learned working on the project and try to get them involved in the community.

RESULTS

This project model will give youth PR, fundraising and event organization skills while at the same time raising awareness about philanthropy within the community.



PROJECT NAME: FRIENDSHIP JOURNAL

DESCRIPTION: Through the *Friendship Journal* project model, a typical school notebook can let a young person shine—even one who isn't at the top of his class and may have been overlooked before. Using special *Friendship Journal* notebooks distributed by the project team, elementary and middle school students participate in competitions that give them an outlet to showcase their creativity and boost their confidence. The competitions may be based around various creative and academic tasks, including writing, drawing, and math, and can be planned around special themes, such as holidays or issues like environmental protection. These competitions become an entry point for young students to begin participation in your organization's extracurricular activities. As they grow older, many of the students then go on to organize other activities for younger participants and become active in their communities.

YOU'LL NEED

- **Youth:** This project model requires two types of youth: older students to organize the follow-up activities to the notebook competitions, and younger students to participate in the competitions and activities. The older students should be creative and have an understanding of what activities would appeal to younger children in elementary or early middle school. The younger participants can be any students who are interested in participating in the notebook competition.
- **Supportive Adult(s):** An adult advisor. The advisor will help the older students organize and conduct events for the younger participants. Ideally, he or she will have previous experience with youth programming and working with young people.
- **A Supportive Organization:** This project model works well if implemented by an organization that already has established activities for young people, for example a boy or girl scout troop. The organization can use the notebook competitions to attract more young people to its activities.
- **Notebooks:** The notebook is an integral part of the project model. All young participants should receive a special notebook that they will use for the competitions. Depending on the resources and expertise available, the notebook may have a professionally designed cover, or could have a simple sticker affixed to the cover to identify it with the project.
- **A Central Meeting Place:** for the older students to plan and hold the events for the younger participants.

STEPS

Preparation Phase

1. **Plan the notebook competition.** The older students and adult advisor work together to set deadlines and determine what activities the younger students should complete in their notebooks. Since the goal of the competition is to appeal to all types of students, the activities should reflect a variety of skills. They could include prompts to write essays or poems around the contest theme, as well as challenges in drawing, math, or other areas. In addition to the broad range of activities, the project team should come up with many categories for the prizes. The competition is designed to boost young people's self-esteem, so as many children as possible should receive some sort of prize or recognition. If you plan to give the winners prizes, brainstorm what to give and how to acquire the necessary items. (Prizes may be inexpensive, such as creatively designed or handmade certificates of recognition, friendship bracelets, school supplies, or other low-cost items.)
2. **Advertise the competition in schools and invite younger students to enter.** Organizers can promote the competition at community centers, libraries and other places or events where there will be lots of young people.
3. **Distribute the notebooks and officially start the competition.** To do this, the project team can hold a special event to launch the competition and/or distribute them where the competition was advertised. Communicate the pre-determined tasks and deadlines to all competition participants.

Competition Phase

1. **After the time allotted for the competition, collect the notebooks from participants and have the older students choose winners in the pre-determined categories.** Ideally, as many children as possible should receive prizes or certificates.
2. **Hold a special event or ceremony honoring all of the competition participants, organized by the older students.** The event should be interactive and youth-centered. Invite parents and teachers to participate and honor the winners as well. At the event, the organization should promote its other activities and invite the young students to become involved. For example, a boy or girl scout troop could promote its activities and recruit new members; an environmental club could recruit youth for an upcoming nature camp.

Reach out to local media such as community newspapers – the young winners will be thrilled to see their names and achievements honored in print. Publicize the project and winners within schools



on the schools' announcement boards or stands. If your organization or school has an online or social networking presence, publicize the competition results there as well.

Extracurricular Activity Phase and the Future

1. **Organize extracurricular activities for the Friendship Journal participants.** Once the young students have become engaged through the notebook competition, they will likely feel more comfortable participating in other activities offered by your organization. The older students and adult coordinator should encourage the young students to participate in the offered activities. Note that the additional activities can take any form, depending on the type of organization and ideas of the older students.
2. **Continue to hold notebook competitions** to attract new children to the project and give the previous participants more confidence. Support the older students in developing new competition ideas and reach out to local businesses and organizations to raise funds for materials.
3. **Let the young students know** that as they get older, they can play a lead role in organizing the competitions and extra activities. Engage these students as they get older. For example, students in the 7th or 8th grades can organize activities for children in the primary grades.

RESULTS

This project model will result in a generation of students with higher self-esteem who are ready to be future leaders in this project as well as in the community. The project model also benefits the organization implementing it, as the notebook competitions are a simple way to reach out to youth who may not otherwise participate in the organization's activities.

PROJECT NAME: JOURNALIST FOR A DAY

DESCRIPTION: The *Journalist for a Day* project model gives young people the opportunity to explore and report on issues of their interest, learning about their own communities in the process. Working in groups, young people are responsible for developing story angles, conducting interviews and background research and writing up their articles for publication – all in less than 24 hours. The articles can appear in a special print publication produced by the youth and/or online. After the initial *Journalist for a Day* kickoff, participants can continue their journalism activities online through blogging and other forms of new media, until the next in-person “journalism day” event.

YOU’LL NEED

- **Youth:** A group of young people who are interested in exploring and critically examining their communities. An interest in writing, photography and journalism are also helpful. There is no set number of required youth.
- **Supportive Adult(s):** An adult advisor. Ideally this person is a journalist or has experience working in the media. He or she can provide guidance and help the youth develop the necessary writing, interviewing, research and production skills to make their publication (whether print or online) a success.
- **Supportive Organization:** A supportive local newspaper or media organization. The “journalism day” events are best if they can be held in cooperation with a local media outlet. This lets young people work alongside professional journalists and see what goes into producing a publication. The adult advisor can assist in identifying a newspaper or organization to work with. Youth may also note the byline of a journalist in a local publication they respect and try to approach this person directly, letting them know about the project. Not all media outlets are necessarily willing to work with youth right away, but some may have an interest in the project.
- **A Central Meeting Place:** The space should have at least one computer (ideally more) and an Internet connection. Youth may want to meet regularly before the actual “journalism day” to discuss story ideas and attend trainings on journalism skills. The computers are necessary for typing up and publishing stories online.
- **A Website/Blog:** The youth team should create a single website or blog (there are many free sites available) to post stories and pictures from and in between the “journalism day” events. Each member could also have his or her own blog, but it should be linked to the group’s main page.

STEPS

Preparation Phase

1. **Brainstorm.** The world is full of stories waiting to be told by young journalists. The youth journalism group should meet to brainstorm ideas for stories. Don't be afraid to push boundaries. If a local factory is polluting, why not write about it? As a journalist, youth have the power to educate their peers and the larger community about issues that should be addressed. Youth can also play a leading role in fixing them.
2. **Determine roles and responsibilities** for the "journalism day." Decide who will be responsible for covering which issues or "beats." Will each journalist take his or her own photos or is there a separate youth photographer? Who are the key contacts or sources for the stories? Try to arrange interviews with these people in advance. Since the youth team will only have a day to put together their newspaper, the more planning that can be done ahead of time, the better. Set deadlines and assign people to be responsible for writing, photography, editing, uploading the information to the website, publicizing stories, coordinating with local press outlets, and performing any other tasks.



3. **Recruit other youth**, either for the "journalism days" or to be a part of the main organizing team. Some ideas include:
 - Youth: talk to your friends, classmates and peers and tell them how much fun it is to be a young journalist. Come up with key talking points—what are the three coolest things about being part of the project?
 - Network with other young journalists and writers.
 - Promote the group on your website or blog and social networking sites like Facebook.

“Since participating in the journalism project, I feel more comfortable talking with people. My thoughts are more developed and I’m better at gathering information.”

Youth Participant

“The project gave me the opportunity to work in my area of professional interest, participate in press conferences, and publish a newspaper. It was all new and exciting!”

Youth Participant

”Journalism Day” Events

1. **Plan the day.** In the morning, everyone involved (young journalists, the adult coordinator, other journalists—if based at a newspaper or media organization) should meet at a set location with computers to plan the day and make sure everyone is on the same page. Set deadlines for the day and make sure everyone understands their role.
2. **Prepare to go out and gather information.** Youth should develop a set of key questions to ask each of the interview subjects in advance and practice asking them with their peers. The most important elements of interviewing are: being prepared, listening to the responses, and asking good follow-on questions to clarify points that come up during the discussion.
3. **Be a journalist!** After preparing, youth go out into the community to take pictures, conduct interviews, write articles and try their hand at real journalism.
4. **Produce the publication.** This is a key part of the day. Regroup at a set time and have everyone work together to create the final publication. The young journalists will determine how to lay out the newspaper (either print or online), the placement of each story, which pictures to use, and how to create an appealing layout. Everyone will play an active role

in creating the final product. The local media partner or professional journalists engaged in the project will provide mentoring and advice throughout production.

5. **Publicize your work.** Distribute hard copies to the community and post links on Facebook and other online sites, and tweet the link using Twitter, depending on the format (online or an actual print newspaper).

ONGOING STEPS

1. **Between “journalism day” events, youth participants should keep writing articles and taking pictures.** Continually investigate, write and post new stories on the project website.



2. **Promote what you write.** Don't just post a story on your website and be done with it. Tweet the link using Twitter. Post it on Facebook or other online sites. Send it to your friends. Soon you will gather a following of people who care about what you have to say.
3. **Plan for upcoming "journalism days."** Try to hold one every 1-2 months. The more events you plan and complete, the easier it will become to organize them. Also think about planning "journalism days" around certain events, such as elections or major conferences.
4. **Set new goals and learn from previous experience.** Build on strategies and ideas that worked well and focus on areas that still need improvement.
5. **Recruit new partners from local media organizations to train and mentor youth on "journalism days" and support the project.** Youth can take a lead role in partner outreach using these suggestions:
 - Promote and publicize your stories so people can see what you are doing.
 - Develop an "elevator speech" to promote the project. The goal is to successfully convince someone to work with you in the time it takes to ride up a few floors in an elevator. Practice the elevator speeches with the other members of the project and see who can be the most convincing.
 - Approach journalists and adults working for media organizations. Apply your elevator speech and ask them to collaborate with you on upcoming journalism days. These collaborations could even lead to an internship or open up doors for other professional work for young journalists.



RESULTS

This project will result in a website or print publication filled with news stories and pictures. Youth journalists' efforts will help raise awareness of community issues and have the potential to effect change.

PROJECT NAME: LIFE WITHOUT BARRIERS

DESCRIPTION: To create an inclusive society where all youth can pursue their dreams, stereotypes about people with disabilities must be broken – and who better to educate others than young people who have disabilities themselves? The *Life Without Barriers* project model empowers young people with disabilities to become peer educators and mobilize other young people as advocates for tolerance. In this project, young people with and without disabilities work together side-by-side to promote inclusivity and understanding in their communities.

YOU'LL NEED

- **Youth:** Young people with disabilities play a leading role in this project. Youth without disabilities who are interested in promoting tolerance and breaking down stereotypes are also needed for the project model.
- **Supportive Adult(s):** An adult advisor is needed to help the project team set up tolerance lessons in schools and provide support and guidance throughout the project.
- **A Supportive Organization:** Ideally this organization has experience with promoting tolerance and/or working with young people with disabilities.



STEPS

1. **Recruit youth with and without disabilities to participate as project organizers.** (Refer to the “Recruitment” section on page 66 for tips.)
2. **Recruit schools that are interested in hosting seminars on tolerance and schedule dates.** Seminars could be organized to coordinate with existing disability/inclusivity awareness days or International Human Rights Day. However, seminars do not need to be scheduled around a particular day.
3. **Prepare youth with disabilities to give peer seminars on tolerance.** First, hold trainings on presentation and public speaking skills for young people with disabilities. The trainings will prepare them with the necessary confidence, skills and knowledge to effectively lead seminars. Next, work with the young people to develop their plans for the seminars and lessons. Consider the best format for the target audience, which could include informational lectures, roundtable discussions, Q&A sessions, skits, and/or interactive exercises or games, and gather any materials needed.

4. **The trained participants go to local schools and conduct tolerance seminars for their peers and younger students.** The young people without disabilities learn what life is like for youth with disabilities in their communities. Encourage those students in the audience who would like to learn more to work with the original project team, preparing to organize and lead their own seminars on tolerance.

5. **Support collaboration between youth with and without disabilities to spread awareness.** The young people with and without disabilities work together to spread messages of tolerance and work to break down stereotypes among their peers by conducting tolerance seminars. As the project expands, the participants reach more and more young people, creating allies throughout the community and promoting tolerance and understanding.

6. **Publicize the project and the causes of inclusivity, equal rights and access for people with disabilities.** Once the project gains enough momentum, the young people should contact the local media to publicize their activities to the broader community. If the project receives enough attention in the community, the young people may even be able to influence the local government and policies affecting young people with disabilities.

7. **Turn good publicity into targeted advocacy.** To effectively influence government decision-making, the young people should figure out what aspects of policy they would like to change and clearly state their case to local officials. For example, would young people like to see new public ordinances or better enforcement of existing laws on access to schools, public transportation, and public places? Advocate for these changes by working with the media, arranging meetings with government officials, and organizing roundtables and town hall meetings that bring various stakeholders from the community together.

RESULTS

This project will result in a more tolerant community and potentially policies that are friendlier toward young people with disabilities. Additionally, young people with disabilities gain confidence and feel more comfortable interacting with their peers without disabilities. Youth without disabilities become more accepting of others and develop a sense of equality and tolerance.



PROJECT NAME: OUR LOCAL HERITAGE

DESCRIPTION: As the world grows smaller, new technology and a faster pace of life have brought many positive changes, but can also put local culture and history at risk. Though we no longer live in our grandparents' world, we can work to save folk traditions so they may be appreciated for generations to come. The *Our Local Heritage* project model encourages youth to learn more about their community's past and engages them in creating traditional clothing and arts and crafts, sharing their knowledge with the general public, and ensuring their culture's rich heritage stays alive in the modern era.

This project model has three main components:

1. Researching your community's cultural traditions
2. Creating folk clothing and arts and crafts
3. Sharing cultural knowledge with a broader audience

YOU'LL NEED

- **Youth:** Youth who are interested in their local heritage and would like to express that interest creatively. Previous sewing and crafting experience is helpful, although not required. Most important is a desire to learn about community history and share that knowledge with others.
- **Supportive Adult(s):** In addition to an advisor, the youth will need advice from local craftsmen and historians. In the second stage of the project model, youth will be making traditional costumes and crafts, but will need someone to teach these skills as well as their history and significance. Talk to family members, local artists, museum staff, and others to see who would be willing to volunteer their time to meet with your group.
- **Supportive Organization:** The group will need a place to plan project activities and actually make the costumes and crafts. Keep this in mind when finding a location. You'll want to make sure that everyone in the group will have enough space to sew and make crafts. A local museum or historical society could be a potential partner organization. They may be able to provide training to make the costumes and crafts as well as meeting space and a place to perform and display your exhibits.
- **Materials for the costumes and handicrafts:** This will vary depending on what type of costumes and crafts you chose to make, but keep in mind that the materials will most likely cost money and that you will have to plan ahead. More information about acquiring materials can be found in the Research/Preparation Phase, Step 5.
- **Venues to share your work and cultural knowledge:** through presentations, performances and exhibits. You will need to find appropriate venues for each method of sharing.

STEPS

Preparation/Research Phase

1. **Youth and the adult advisor(s) should brainstorm and discuss what time period or aspects or culture to focus on.** Would you like to learn more about wedding attire and traditions during the 19th century or about traditional winter festivals? It is important to find a topic that is both interesting and manageable.
2. **Determine who will be playing which roles in the project.** Who will be responsible for the background research? The actual costumes and crafts? Finding a venue to share your hard work? Publicizing your events? Fundraising for materials? Keep in mind that all group members can be involved in some tasks, such as researching and making the items, but one or two people should still take leadership roles for the main tasks. Finding the venues and publicity may be delegated to one or two people.
3. **Contact potential venues where you can share your work.** Although you won't be ready to give presentations, perform or set up an exhibit for quite some time, you should still find partner organizations and venues at this stage. This will allow you to better determine the timeline for your project and guarantee that you will be able to show off your work to the community.
4. **Coordinate with craftsmen and community members who will lead the master classes.** Most likely they are very busy people, so you should contact them in advance, as well as determine the materials required and in what quantities.

5. **Once you know what materials are required for the costumes and crafts, figure out how you will obtain them.** The project group may already have some usable materials at home. If you don't have enough materials, research the costs and work on fundraising to buy any expensive materials (see Fundraising Tips, page 64).
6. **Research.** Before you start creating the handicrafts, you need to learn about the culture of that time period, why the costumes were worn and the significance of the crafts. Knowing the background information will make creating the costumes and crafts even more fun. Try visiting local museums and asking staff members to provide information. They may be able to give the group a special tour and presentation. You can also go to the library and/or find information online. While researching, think of questions to ask the craftsmen during the master classes.

Costume and Arts & Crafts Master Classes

1. **Now is the time to actually create what you have been learning about.** Attend the master classes



“While working on the project, I understood my role in different ways: to learn, to preserve and to give my knowledge to the next generation.”

Youth Participant, age 16

organized during the first phase and have fun sewing costumes and making traditional arts and crafts.

2. **Costumes and handicrafts aren't the only element of learning about your local history. Learn about how they fit into the larger context.**

Were the costumes worn for special songs and dances? If so, learn the songs and dances, how the crafts were used, and other historical nuances.

3. **Start preparing to share the cultural information you are learning** by organizing performances, presentations and exhibits. Practice the dances you have learned. Write and rehearse a scene if you are performing a wedding or traditional celebration. If you will give a presentation, practice it. Prepare the items to be displayed as well as accompanying information (such as signs or handouts) for the exhibit.
4. **Follow up with the venues for your performances, presentations and exhibits.** Now is the time to set specific dates and times for the events.
5. **Once the date and time are set, start advertising and inviting people.** In addition to your friends and family, invite local government officials, your partners, the craftsmen who led the classes, representatives from the media and community leaders. Publicize the events in a variety of ways to make sure you reach the most people. Put up fliers and if possible, advertise in the local media (TV, radio, newspapers). Tell all of your friends and family and put notices in community

updates and newsletters.

6. **Put the finishing touches on your performances, presentations and exhibits** and start getting excited to share them with the community.

Show Time!

1. **Now is the time to show off all of your hard work and share your knowledge.** At all performance or exhibit opening events, make sure to explain the project and how it was developed. This is a great time to get other youth involved and find new donors and venues.

Repeat the Cycle

1. **Reflect on the master classes, research, presentations and all aspects of the project.** What went well? What could be improved next time?

“The more we learn, unravel and recreate these mysterious items from the past, the closer we become to our history.”

Youth Participant, age 16

2. **Come up with a new time period or cultural aspect you would like to learn about, and repeat all of the steps above.**
3. **Recruit new youth to be involved in the master classes, performances and exhibits.** This step should be ongoing throughout the project. Youth participants should tell their friends and peers how much fun it is to learn about their history and show them the costumes and crafts they are making.

RESULTS

This project model results in a collection of folk art and costumes as well as a community that is more knowledgeable about its history and culture. Youth participants will improve their public speaking, organizing and research skills. Local museums or organizations will benefit by receiving new arts and crafts exhibits that community members can enjoy.

TIPS

To raise funds, you may wish to sell some of the costumes and crafts you made (youth should work with their adult advisor to check local tax laws first). At the exhibit, performance or presentation, you might host a booth where the audience can purchase the items. This is a great way not only to make some money for future class materials, but also to provide the community with the unique opportunity to buy traditional handmade crafts and clothing.



PROJECT NAME: RAINBOW BRIDGE

DESCRIPTION: Tolerance and respect for ethnic, cultural, and religious diversity are the building blocks for a more peaceful world. The *Rainbow Bridge* project model promotes tolerance through trainings, competitions and festivals. The participating young people learn important lessons about diversity, implement community projects, and celebrate the various cultures and ethnicities in their community.

YOU'LL NEED

- **Youth:** Youth are the main actors in this project model. They help organize project components and promote tolerance among their peers.
- **Supportive Adult(s):** An adult advisor is necessary to oversee all project activities and provide the young people with support and guidance throughout the project.
- **A Supportive Organization:** Having the resources and capacity of a supportive organization makes implementing the project much easier. Schools and libraries are ideal organizations to implement this project because they can easily reach a large number of youth.
- **Funding:** to support youth in the implementation of community projects they will design to promote tolerance.

STEPS

1. **Brainstorm ideas and begin overall planning.** Since this project model is complex, the youth project team and adult advisor should meet to plan the project, set deadlines and assign responsibilities. Project events may include seminars and trainings on tolerance, competitions, and larger festivals uniting the school and/or community. Competitions could include drawing, photography and poetry contests focused on promoting tolerance and understanding.
2. **Conduct tolerance trainings for the project team.** The project team attends trainings on tolerance and sensitivity to make sure they are knowledgeable about issues that may come up during the project, and can serve as effective allies to diverse groups and as resources for their peers.
3. **Organize and hold the events according to your plan.** Publicize the events widely to reach a large number of youth. It's best to hold the tolerance

seminars and trainings before the competitions, so the young people can put their newfound knowledge into practice by entering contests.

4. **Train the youth to implement community projects.**

A goal of this project is to not only to reach young people at the implementing school or organization, but also to spread messages of tolerance to the broader community through mini-projects. (Mini-projects could include hosting a Diversity Day or Tolerance Day at a local school, or interviewing community members and creating a short video or a blog about tolerance.) Before young people can design and implement their own projects, however, they need to learn basic project design and management skills. A basic project application and budget form can be adapted from templates found on the internet.

5. **Hold a competition to fund selected mini-projects (the number will vary depending on the amount of funding available).**

A panel of judges, including youth and community leaders, could be organized to select the winning projects. You might also hold a special event where the young people present their projects to peers and the public and allow attendees to vote for their favorite projects.

6. **Organize a large tolerance festival as the pinnacle of the project.** The festival should take place at the end of the semester or school year, uniting the entire school community and, if possible,

the general public. The festival is the time to celebrate the young people's accomplishments during the project and should include summaries of the mini-projects as well as activities to promote diversity. These can include concerts, plays, exhibitions, etc. Drawings or other artwork created during the competitions can be displayed at this time. Young people should play a main role in deciding what to include in the festival.

7. **Once messages of tolerance have taken root at the implementing organization or school, the young people can expand the project to other schools and libraries in the community, and, if possible, to neighboring towns.**

RESULTS

This project will result in young people who are more sensitive to and appreciative of diversity. In addition to learning about tolerance, they will also improve their project management skills and feel confident organizing events and interacting with different types of people. Having tolerant youth in the community can help curb the rise of hatred and extremism and create a more peaceful world.



PROJECT NAME: RESTORE THE PAST

DESCRIPTION: History should not die with those who lived it. The *Restore the Past* project model engages youth in exploring, documenting and preserving the history of their own villages or neighborhoods. Through archival and field research, youth will become experts about their community's past. The research also connects young people with elderly residents, increasing understanding between the generations as youth learn about their elders' traditions and stories. The research will be highlighted at an exhibition and presentations for the general public.

YOU'LL NEED

- **Youth:** A group of young people who have an interest in learning more about their community's history. A willingness to explore the community by talking to people and a desire to share the learned information with young people and the public are essential to the project.
- **Adult advisor(s):** The advisor should know how to conduct field research and could be a teacher, professor, historian, someone who works at the local museum or someone active in a historical society.
- **Supportive organization(s):** A local museum, historical society, school or university history department would be ideal partners. The organization should provide a meeting place where the group can gather, develop research skills, and analyze the material collected. The organizational partner may also be able to provide trainings and advice on research, and host the exhibit.
- **A village or neighborhood:** to research.
- **A place to display the exhibit:** created following the research.



STEPS

Preparation Phase

1. **Determine which neighborhood, village or region to research.** The size of your target area will depend on how many people are in the project group and how much time you are willing to put into the project. In order to research a community, it is helpful to already have contacts within the community. Use all the group's connections to help identify research locations. Does someone's grandmother live in an interesting village? Does a family friend have lots of stories to tell about his neighborhood in the city? The advisor can also provide guidance about areas in the region that might be interesting to research.
 - Attending a research class at a museum or led by a museum or historical society expert.
 - Learning independently. There are many books and online sources about archival and field research.
2. **Determine which aspect(s) of the community you'd like to focus on.** Do you want to learn about the village's folk songs and dances, or are you more interested about how WWII affected the neighborhood? You can focus on more than one aspect, but avoid becoming too broad in your scope.
 - **Tip:** It is helpful to focus on a particular aspect and follow it throughout time. For example, how cooking changed in a particular village throughout time as new technology developed. Another approach is to analyze everything about the village during a specific time, such as what life was like in a particular village or neighborhood during the 1950s.
3. **Develop research skills.** In order to make the best exhibit about the selected location, strong research skills are essential. Archival research and field work are very different types of research that require different skills; both are essential for the project. Develop research skills by:
 - Having the advisor or another expert give a short class on archival and field research methods.
4. **Assign the group members tasks for the project.** The tasks will vary depending on what and where you are researching, but make sure that everyone understands what is expected of him and her and what the deadlines are. Possible tasks include conducting interviews, taking pictures, arranging the venue for the exhibit, and coordinating advertising activities. The research project is a large undertaking, so be sure the divide the work evenly.
5. **Create a timeline for the research.** Figure out when to visit the archives and how much time is needed for background research before heading out into the field. If the research location is out of town, you may want to set a few days aside for the entire group to go together. If you are researching your own neighborhood or a nearby location, group excursions are not as necessary. Make sure that everyone knows when all of the research must be completed. While creating the timeline, make sure you contact people at the target location to set up dates and times for the interviews, based on their scheduling needs. Also confirm when the group will have access to the archives.
6. **Start making preliminary plans for the exhibit, even before it's finished.** Contact local museums, schools and community centers to determine if they would be interested in showcasing your work. Before contacting them, develop a short "pitch" that concisely explains the project, why it is important and why the person/organization should get involved. At this stage you don't need to set specific dates or times, but agree with the organization that in a few months you will be

able to set up an exhibit and potentially be able to give presentations. Discuss what type of exhibit would be best for the space and the target audience.

Research and Preparing the Exhibit

Once the group has developed archival and field research skills, it's time to put them into action and begin research.

1. **Follow the timeline created during the Preparation Phase and fulfill the assigned tasks.** Go to the archives – there you will find interesting documents about the time period and/or topic you are learning about. Then go to the village/neighborhood and talk to the residents. This is a great opportunity to learn more about your region's history and get to know more people. Elderly residents will likely be excited to share their local history and stories.
2. **Once you have finished gathering your information, you will need to analyze and synthesize it.** Discuss how to incorporate everyone's work in the exhibit and start putting the exhibit together. The group may want to highlight specific objects, documents, pictures or maps – do they need explanation? Can audiovisual materials be incorporated? Is an informational brochure necessary? There can be many creative options based on the results of the research.
3. **In addition to the exhibit, you may want to create presentations** to deliver at local schools, community centers and museums to further share the results of the research. Presenters should practice in advance.
4. **Follow up with the venues that agreed to house your exhibit** and set actual dates and times.
5. **Once the actual date is set, start advertising the exhibit.** Use a variety of outlets to reach people, such

as radio, TV, fliers and word of mouth advertising. Tell your friends, family and peers about what you've been doing. In any advertising, make sure to include when the exhibit will be open and how long it will run.

The Exhibit and Sharing Your Work

1. **Hold an opening celebration for the exhibit.** Invite the community members you interviewed, museum workers, historians, teachers, young people, friends and family. In addition to allowing the audience to mingle while enjoying snacks and refreshments, this is a great time for the group members to give their presentations.
2. **Give your presentations at other venues in the community.** Giving lectures on the research will attract more people to the exhibit. Also, teachers and other people who attended the opening might want you to present for their classes or at other events.

Repeat the Cycle

1. **After the first research endeavor and exhibit, it is time to reflect on your successes and on any aspects of the project that could be improved.** Use this insight when planning the next round to make it even better.
2. **Pick a new location, topic and/or theme, assign tasks, create a timeline and plan the exhibit.**
3. **Recruit new youth participants to join you.** This is a step that should be ongoing throughout the entire project. All young people are potential group members. Youth participants should talk about their experiences working on the project with peers – what was interesting and fun about conducting the research? The more group members you have, the deeper you can delve into your community's history.



RESULTS

This project model will result in at least one exhibit about your region's history that the public can enjoy. In addition, youth participants will improve research and public speaking skills, foster relationships with elderly citizens and learn more about their community's history.

PROJECT NAME: STUDENT LEGAL AID CENTER

DESCRIPTION: A good lawyer needs practical experience in addition to theory—and it's possible to get started even before you have a legal degree in hand. The community can also benefit from these “lawyers-in-training.” Citizens often need help with everyday legal issues relating to pensions, housing, citizenship, family law, registration and more. The *Student Legal Aid Center* project model shows law students how to open centers where they can provide consultations and pro bono legal advice to those who need it most in the community.

YOU'LL NEED

- **Youth:** A group of motivated law students who want real-world experience before graduating. The group should include more advanced students as well as younger ones because in order to provide consultations, a base of legal knowledge is necessary. The older students can serve as mentors to the younger students. It is helpful to find law students with a variety of legal interests so the center will be able to provide a broader range of support.
- **Adult Advisor(s):** Since youth will be providing disadvantaged citizens with actual legal advice, it is important that they have advisors to guide them along the way. The advisors should be professors or practicing lawyers who have expertise in the main areas on which the center will provide legal consultation.
- **Supportive Organization:** A law office or other legal organization would be an ideal supportive organization, giving the center professional credibility and backing. The supportive organization should provide legal resources, expert contacts, and potentially a space to house the new center. Having a law firm as a partner also allows the students to get advice and support from practicing lawyers and see what the atmosphere is like at an actual law firm.
- **Space:** In order to serve clients, the center will need a home. Ideally, you will open centers at a variety of locations in order to reach the largest number of people possible. Keep in mind that many of the clients will be elderly citizens who cannot easily travel across the city to receive legal advice. Try to find locations that are convenient for a large number of people and can be reached on a major bus or other public transportation route. Libraries, law offices (if they are your partner in the project), and community centers are all good places to look for space. The space should be comfortable and provide workspaces with computers for several law student volunteers. The computers should have access to the internet and legal databases. Tea, coffee and water should be available for the clients.
- **Clients:** In order for the centers to be successful, you have to reach the people who need, but cannot afford, legal aid. In order to attract people to the centers you will have to advertise, provide quality services and make sure the locations are accessible.

STEPS

Preparation Phase

1. **Establish a network of advisors.** The more adult advisors (lawyers, professors, legal experts) you can find, the better. Although students will be giving legal advice to community members, they are still not certified lawyers and must draw on the resources and expertise of professionals. Here are some tips for youth about finding advisors:

- Come up with an elevator speech. An elevator speech is a short speech (you have to be able to give it in the time it takes to ride up a few floors) that clearly, concisely portrays your message and will persuade people to work with you. If you approach possible advisors using an elevator speech, they will see that you are serious in your ideas and have thought the project through. Clearly articulate the benefit of the project and the impact you expect to have in the community.
- Brainstorm a list of possible advisors. This may include influential professors with whom you have a close relationship. Beyond professors, think of any connections with the legal community. Is one of your friend's parents a lawyer? Do you know anyone who works at a law firm or is a practicing lawyer? Decide who will approach the potential advisors. Even if they are too busy to help, these potential advisors might be able to recommend other advisors from within their professional circle.
- Put your elevator speeches into action and contact the potential advisors!

2. **See if other organizations or law firms in your community are already**

offering pro bono services. If some are, approach them and see if you can work together. It doesn't make sense to open up your center two doors down from a nongovernmental organization that specializes in pro bono assistance. See how your work can complement the work of other organizations. You may even find a lack in the services provided and be able to fill that niche. For example, a women's center might be providing consultations on family law to young mothers, but lacks the resources and expertise to serve older women with questions about pensions or government benefits for the care of grandchildren.

3. **Find locations for the centers.** In the beginning you might just want to focus on just one location. Once it is up and running, you can start thinking about expanding to other areas. Remember that the locations should be convenient for the target populations to get to, be comfortable and have personal work spaces (2-3) with computers and internet access. Here are three possible approaches for law students to go about this step:

- Ask if your advisors can offer free space that you could have access to for a few hours' block 2-3 times a week, i.e. at a law firm. Although this





method might not allow you to set up in the most convenient location for your target population, it will lend the center credibility and you will have easy access to your advisors (if they aren't too busy with clients or their work).

- After you've determined which other firms and organizations provide pro bono aid or other relevant social services, see if you could set up a center on the premises and work together. Most likely they'd be happy to have young law students as volunteers. This would provide a good base upon which to expand upon.
- If no one can offer you space, figure out what region of the city would allow you to reach the most people who need your services. Then contact libraries and community centers in that area. When approaching people at the organizations, remember to clearly articulate the goals and anticipated impact of the legal center project.
- Tip: Try to avoid setting up the centers at your university. The university atmosphere is not conducive for people coming for legal aid. It can also be confusing to find the correct room on campus.

4. Build a strong base of legal knowledge

through research. Although as students you will already have some legal training, constant research is required in order to give the best, most professional advice possible. Brainstorm with the group what issues you think you will likely encounter and become experts on these issues. During the entire project, you should never stop researching. Use every chance you get to improve your legal knowledge. This will make you a much better lawyer in the future and allow you to give better consultations, thus improving the center's reputation.

5. Ask the advisors and/or their contacts to give trainings for the student consultation team.

During your research you will most likely find areas of law that you don't know much about, but are eager to learn more. Ask your advisor if they are well-versed on the topics or know someone who is and would be willing to give a short lecture to the team and serve as a resource. Try to hold trainings once a month to cover new topics, refresh older ones or to delve deeper into certain legal areas.

6. Once you find a location for the center, determine the hours it will be open and who will staff it.

Make a schedule in advance so students can commit to it. Clarify roles, responsibilities and professional expectations. While a student or students are giving consultations, at least one person will also need to cover the "reception desk" of the center and welcome clients, making sure they are comfortable and notifying them of the time they can expect to meet with a student consultant.

Try to partner older and younger law students together so they can learn from each other. Also, if possible, have students with varying fields of expertise present to be able to cover a broader range of topics at any given time. Remember if it is your time to manage the center, you have to show up. The community and

disadvantaged citizens are counting on you and need your help. If clients arrive at an advertised opening time and the center is locked, they will be less likely to seek your assistance in the future.

7. **Advertise.** Create a communications plan and put that plan into action. Determine the best way to market the center. How will you reach the people that need your services? Fliers, ads on TV and the radio? Articles in local newspapers? Try to let as many people as possible know about the services that your center has to offer. Make special efforts to market yourself in the neighborhood where the center will be located. Mention the fact that there will be an opening ceremony (see step one of the next section for more details about that event). Once your center is up and running, word of mouth advertising will also help more people find out about the center. At this stage you are now ready to open the center(s).

Opening the Center(s)

1. **Hold an opening ceremony for the center(s).**
Holding a large opening ceremony will attract attention to your center and give it credibility. As part of your advertising campaign, you should invite specific people to the event, such as community leaders, lawyers, and government officials. Also specifically target people who you think will utilize the center. You should make a point of inviting the local media as well. Having them write stories about the center will greatly help with your publicity.

The opening ceremony should have snacks and refreshments. You should give the guests some time to mingle, but you also want it to be structured. After allowing some time for people to arrive and mingle, you should have all of the law students who will be working at the center introduce themselves and say a few words. The advisors should also introduce themselves. Then one of the students should give a basic lecture on

citizen's rights with the hook that people can learn more by visiting the center. You should also have fliers with the address and hours of the center to hand out to the guests.

2. **Give consultations.** This is the time when all of your hard work has paid off and you can shine as student consultants. The more successful consultations you provide, the more your client base will expand. People who visit the center and have a positive experience will tell their friends and those people will tell their friends.
3. **Continue to advertise.** Although word-of-mouth advertising will help, that's no excuse to stop your PR and publicity efforts. Create new advertisements and find new outlets. Also, if you win a case or uncover a problem during your consultations, let the media know. It may be a good story for them and will help in your publicity efforts at the same time.
4. **Continue to improve your legal knowledge and people skills.** If you encounter an area of law that you don't know much about, research it and learn more!
5. **Have the older law students mentor the younger students.** You can provide consultations in pairs, with the older student taking the lead in the beginning and the younger student observing. After a while, the younger student can play a larger role, but the older student is there to jump in if needed.
6. **Have your advisors or other legal experts periodically give trainings to continue your professional development.** If you frequently encounter an issue that you'd like to know more about, tell your advisor and he or she will be able to give a lecture or find someone to give a lecture about it. Try to have a new lecture once a month.

7. **In addition to holding lectures for the team, once a month organize a lecture for the clients of the center.** This is a great opportunity for you to share your legal knowledge with the community as well as a way to attract more people to the center. Make sure the topics are of interest and relevant to the community.

Keeping the Centers Up and Running: The Future

1. **Take time to reflect on what is going well at the centers and what could be improved.**
Solicit feedback from your clients, through informal conversations or a short survey. Hold monthly meetings, bringing the students and advisors together to discuss the project and plan future steps.
2. **Recruit new members.** Talk to the people in your classes and try to get them involved. Using elements of your elevator speech is a good strategy. As you open more and more centers, you will need more students to staff them. Word will spread about what you are doing and more students will want to be involved.
3. **Continue to advertise and publicize the centers.**
Your PR and communications efforts should be ongoing. Try to involve the media as much as possible.
4. **Look for opportunities to expand.** As the center(s) becomes better known, other organizations and firms might allow you to open centers at their locations. Also, think about what areas of the city you aren't reaching and try to expand there.

5. **Have the older students continue to mentor the younger students.** As the older students graduate, the next generation of younger students will be the driving force of the centers. The mentoring efforts throughout will make this handover much smoother. Once students graduate and no longer work at the centers, use them as resources. They could bring in new partner firms and advisors, give lectures, and become advisors themselves. Be sure to foster the connections with the former students, once they no longer work for the centers, as well as strengthen relationships with younger students. This will ensure the centers' sustainability.

RESULTS

Your efforts will result in at least one Student Legal Aid Center, if not more, that provides free legal aid to citizens in need. In addition, you will help raise the community's legal literacy, while improving your legal knowledge and people skills, and making yourself more employable as a lawyer once you graduate.



PROJECT NAME: STUDENT SUPPORT CENTER FOR THE ELDERLY

DESCRIPTION: Law, psychology and social work students looking for practical experience can provide real help to senior citizens, a segment of the population that is often overlooked. The *Student Support Center for the Elderly* project model outlines how to establish student-run consultation centers where pensioners may obtain services, such as assistance navigating paperwork or documents needed to receive government benefits, psychological support, or basic legal assistance. This project strengthens relationships between the generations while giving students valuable experience and meeting real needs of seniors in the community.

Note: *This project model is a variation on the Student Legal Aid Center, and provides a basic overview of what you'll need and the expected results. For organizational advice and a list of steps necessary to set up a center, consult the Student Legal Aid Center project model on page 36, but keep in mind any adjustments needed for a center that specifically serves elderly people.*

YOU'LL NEED

- **Youth:** A group of motivated university students who want real world experience before graduating. The group must include third and fourth year students, although first and second year students can also participate and learn from the older students. Older students are necessary because the students must have enough knowledge to be able to provide proper advice. It is helpful to include students with a variety of interests so the center will be able to provide a broader range of support. Students from multiple academic departments could work together to establish a support center.
- **Adult Advisor(s).** Since the students will be providing elderly citizens with actual advice and assistance, it is important to have an advisor to provide guidance and oversee the students' management of the project. In addition to this "organizational" advisor, the students should seek additional advisors with expertise in the topics offered for consultation. These advisors should be practicing lawyers, psychologists, social workers or university faculty who have expertise in these areas.
- **Premises for the center(s):** Ideally you will open centers at a variety of locations in order to reach the largest number of elderly people possible. Since your target audience is very specific—senior citizens—make sure you find locations that are convenient for them. For example, don't locate your center on the 5th floor of a building without an elevator—many of your potential clients would have a hard time reaching you! Libraries and community centers are all good places to look for space. The premises should be comfortable, properly heated and have student workspaces with a computer and a telephone. The computers should have access to the internet. Tea, coffee and water should be available for the patrons.

- **A telephone number for the center:** Many of your potential clients may not be able to make the trip to the center, especially if they live far away, but could still greatly benefit from the services provided. Ideally this number should be easy to remember and free-of-charge for the caller. You may be able to raise funds from local donors to pay for a free telephone line.
- **Elderly people:** In order for your centers to be successful, you have to reach out and make your services accessible to elderly people—your target population. To attract people to the centers, you will have to advertise, provide quality services and locate the centers in a convenient place.

OPTIONAL

- **A local law firm or another organization willing to provide training and possible space for consultations:** Having a law firm or another organization as a partner allows students to get advice and support from working professionals and see what the atmosphere is like in an actual work environment. This will also lend credibility to your center.
- **Partnerships and/or close relationships with government departments that provide services to the elderly:** These relationships will help you stay up to date on any changes to regulations or documents that affect elderly people. Having a personal contact within the offices may also expedite services for your clients. Reach out to local government departments early on in your project to inform them of your efforts – advisors practicing in the field may be able to identify good contacts and help set up meetings.

RESULTS

Your efforts will result in at least one Student Support Center for the Elderly, if not more. In addition, you will improve elderly people's lives by making them feel like part of the community and providing them with the advice and support they need. At the same time you will be gaining important, practical, professional skills, making yourself more employable once you graduate.



PROJECT NAME: THE FOCUS OF OUR ATTENTION

DESCRIPTION: Youth should have a voice in the youth policy, programs, and services available in their communities and regions. *The Focus of Our Attention* engages young people in serious discussions about serious issues through a live “talk show” format, giving youth a platform to influence local youth policy.

YOU’LL NEED

- **Youth:** Since the project is about young people and run by young people, youth are the key ingredient. Participants should have a willingness to work with others, motivation, a desire to learn new things, and the ability and eagerness to connect with those responsible for youth issues in the community.
- **Supportive Adult(s):** This project model aims to influence local youth policy by reaching those responsible for youth issues in the government, local schools, or local youth organizations. The adult advisor can assist in identifying key local decision-makers and helping the youth develop a strategy to approach and engage them.
- **Supportive Organization:** The organization should provide a meeting place where the project team can discuss upcoming events, analyze collected information, and plan the talk shows. Ideally the space should have computers with Internet access. The organization may also provide helpful contacts within the community and assist with access to decision-makers and the media.
- **A venue for the talk show:** It should be large enough to comfortably fit the audience. Places like a local concert hall or a school gymnasium could make a good

OPTIONAL

- **An online presence, such as a social networking group or blog:** The online presence can be used to host surveys or message boards to learn young people’s opinions and ideas for solving key youth issues. An online presence is also a great way to recruit new members and advertise upcoming events.

“It is possible to discuss concrete ideas that can help resolve the problem. It is a great social experience for the youth involved and for everyone it reaches.”

Svetlana Hachinova, Head of Youth Policy, Petrozavodsk City Administration, Russia

STEPS

Determining Young People's Opinions

1. **Brainstorm issues you'd like to focus on.** Make sure the issues are relevant to the young people you are trying to reach. Sample topics include: preventing drug and alcohol abuse, increasing recreational opportunities and spaces, and finding employment.
2. **Determine how you will collect young people's opinions and ideas on the topic.** You can put a poll for youth online either via your own blog or social networking group, or using a free service such as Survey Monkey. You can also conduct paper surveys and talk to young people in focus groups.
 - **Tip:** When getting your peers to share their thoughts with you, encourage them to be as concrete as possible. Don't just ask questions that can be answered with a simple yes or no. Phrase questions such that the response will be specific. For example, if discussing the problem of alcohol abuse, you could ask, "What would encourage young people to drink less?" This forces the respondent to come up with a concrete idea.
3. **Analyze the data.** Look for trends in what the young people had to say. What were the most common

responses? Did anything surprise you? Are there suggestions that you can summarize and make to the local government or your school administration (depending on the scope of the project) based on the data you collected?

4. **Think of how best to share your findings.** Some possible ideas include hosting a talk show, meeting with local officials, or publishing a short summary report. Think about which stakeholders should see this information and the best way to share it with them.

Holding a Talk Show

One engaging way to share your research and start a dialogue between youth and the adults in the community is by organizing a live "talk show" event, which may also be taped and distributed online or through local media outlets.

1. **Find a venue for the event.** The space will have to be large enough to comfortably fit the entire audience and should be able to support microphones and speakers.
2. **Find a youth host for the talk show.** This young person can be part of the project team, but could also be someone who is not actively involved in the project.

The person should be outgoing, entertaining and able to encourage and facilitate discussion.

3. **Find guests for the talk show and prepare them for their participation.**

How many young people will speak during the show? Ideally, you should have between 3-5 youth speakers who represent different groups and opinions. This diversity will make the discussion more interesting. Adults may also speak as guests on the show, or might only participate in the discussion after the



“The talk show creates a moment where opinions collide. I believe events like that are necessary because they allow you to talk directly with decision-makers.”

Youth Participant

presentation. The host should develop a list of potential discussion questions in advance, and all speakers should be briefed on the discussion topic and their roles within the structure of the talk show.

4. **Approach a local TV station to request they broadcast the show.** The adult advisor or organization may have contacts that will help in setting up a meeting. Clearly state how broadcasting the show will benefit both the station and the community. If a TV station isn't interested, arrange to film the talk show anyway – the video can be used on your blog or other online presence, or simple video hosting sites like YouTube.
5. **Advertise the talk show.** This should be aimed at the general public, including youth, as well as at targeted individuals. Put up posters at places where young people congregate, such as schools, libraries, youth centers, or other local organizations. Send out virtual invitations through e-mail or online social networking groups. Youth project organizers should tell their friends. Approach the media for free or low-cost advertising on the local radio or TV or in local newspapers and magazines. Target specific individuals for invitation to the show. Brainstorm a list of people you would like to attend and approach them individually. The list should include adults responsible for youth policy and anyone else you think would be able to influence the situation. Also, invite members of the local media to cover the event.
6. **Meet with everyone participating in the show, including those filming, to go over the basics and to make sure all of the equipment works.** You don't need to actually rehearse the show, but everyone should understand their role and have a feel for what to expect.
7. **Hold the talk show–this is the culmination of all of your hard work!** Youth will be giving their peers a voice and the opportunity to influence decisions that directly affect them. The show should consist of a facilitated discussion between guests and a short presentation of findings from the project team's opinion research, followed by a question and answer session/discussion with the audience. The Q&A will prompt the development of new ideas or projects that can impact an issue, and foster a direct dialogue with decision makers. Ideally, the entire show should be no longer than 90 minutes, and should dedicate at least 45 minutes for questions and comments from the audience.
8. **Post the video of the talk show on YouTube and share the link.** If the show will be shown on local TV, let people know when and on which channel. Be sure to record and save the broadcast on local TV.
9. **Publicize the results of the talk show.** What was significant? Will there be any changes in youth policy or follow-up events? Let people know!

Reflecting and Repeating

1. **Discuss with the group what went well during the first cycle and any areas for improvement.** Use this information when planning the next youth issues topic and talk show.
2. **Continue to recruit new members for the project organizing team.**
 - Youth organizers can promote the project through word-of-mouth to classmates and friends. Come up with key talking points—what are the three coolest things about being part of the project?
 - Promote the group on the website and social networking sites such as Facebook.
3. **Brainstorm a new topic and start the cycle over again.**

RESULTS

This project will open frank dialogue between young people and adults responsible for youth policy. This dialogue may be able to effect real change and improve young people's lives in the community. The project will also give youth a voice on issues that are important to them.



PROJECT NAME: YOUTH AND CHILDREN'S RIGHTS COUNCIL

DESCRIPTION: Though children and youth may be too young to vote, they can still influence important decisions that will impact their lives. The *Youth and Children's Rights Council* project model gives young people the power to lobby for their interests at the government level, as well as to inform and educate their peers about their rights. The project team makes connections with government officials who influence youth policy and meets with these officials to voice young people's opinions on legislation that affects them. In addition, by informing peers of their rights, the Youth and Children's Rights Council strives to motivate other young people to care about and defend their rights.

YOU'LL NEED

- **Youth:** Young people who care about their rights and want to make sure their voices are heard by the adults making decisions that affect them. An interest in government, policy or human rights is helpful.
- **Supportive Adult(s):** An adult advisor. Ideally this person is a member of the government, preferably in a position related to youth policy, or has close ties to the government. He or she can help connect the young people to the government and provide guidance on lobbying and working with government officials.
- **A Supportive Organization:** This project is best implemented in partnership with a school or youth NGO. Partnering with a school will simplify the process of having parliament members meet with other students to talk about their rights.
- **Connections with the government:** The Youth and Children's Rights Council must form connections with the government to be able to influence youth policy.
- **A central meeting place:** Youth and Children's Rights Council members will need to hold assemblies gathering all of the members to discuss and vote on issues and plans of action.

STEPS

1. **Recruit participants** using advice from the “Recruitment” section (page 66).
2. **Hold the first Council meeting.**
The young members meet to assign roles, discuss how best to connect with the government and brainstorm issues that affect youth. This is a good time for the adult advisor to give a presentation on young people’s rights and basic lobbying skills.
3. **Prepare and hold youth-led presentations and “listening sessions” about youth rights.** Youth will visit schools to educate their peers about their rights and ask for input to determine what issues youth are most concerned about. At the presentations, youth project members should announce their availability as a “resource person” to peers—they are someone a student can turn to if he or she feels his or her rights have been violated. The Youth and Children’s Rights Council members should take into account the issues their peers raise and discuss them during their next Council meeting.

Serving as a peer expert and resource on youth rights and giving educational presentations are ongoing steps throughout the project. Additional presentations and listening sessions should be held before each Council meeting to have a better understanding of young people’s current concerns.
4. **Hold the second Council meeting.** At this meeting, the young people discuss and vote on specific youth rights areas to focus on in their advocacy efforts. At this point they should consider what their peers feel the most important issues are and how to best utilize their



government connections. Discuss how to frame and present concerns to government officials. Identify who will present, and practice the presentation to make it more convincing.

5. **Meet with the government to present findings and voice concerns.** The Youth and Children’s Rights Council members meet with government officials to voice their concerns and lobby for young people’s rights. This can take many forms depending on the council’s government connections.

For example, during the first few months of winter, a school in Karelia, a northern region of Russia, was not properly heated and students could not concentrate during class. Arina Medvedkova, a member of the local Youth and Children’s Rights Council, took the students’ concern about the lack of heating to a meeting with the Committee on Reforming the Housing and Public Utilities Sector. Committee representatives were shocked to hear that the school was not properly heated and sent an inspector to the

school the next day to fix the problem. Students now study in warm classrooms and Arina's classmates are thankful for her advocacy efforts.

6. **Hold the third Council meeting.** The young people meet again to discuss the progress made with the government and determine the next steps, including a plan to share the results of the meeting with their peers and a discussion on what additional issues should be raised with the government.

7. **Repeat the cycle.** Youth and Children's Rights Council members should continue to act as a resource and liaison between their peers and the government. The young people should continue to inform fellow students of their rights and meet to discuss and vote on how to best lobby for youth interests.

RESULTS

This project model will result in children and youth who are more aware of their rights and a government that will take young people's opinions into account when deciding youth policy. The Council members will gain public speaking skills and feel more confident interacting on a professional level with adults.



PROJECT NAME: YOUTH BANK

DESCRIPTION: Youth have many assets and skills that can be used to help the community – and young people are full of ideas for creative, needed projects. The *Youth Bank* project model gives young people the knowledge and organizational framework to start a “bank” to fund youth-driven projects. By collecting donations from local businesses, the government, nongovernmental organizations and individuals, youth will raise a grants pool and conduct competitions to award grants to other young people to implement interesting projects that will benefit the community.

The Youth Bank has three main phases, which are repeated as necessary:

1. Recruitment of the project team and fundraising of the grants pool
2. The grant competition
3. Project implementation

YOU’LL NEED

- **Youth:** A group of young people who are excited and motivated to give back to and improve their community. A willingness to learn and “step outside of the box” are desirable characteristics. It is helpful to have at least five young people to organize the project, but the number is flexible.
- **Adult Advisor(s):** An adult advisor, such as a teacher, parent, coach, or leader of a youth organization. The adult’s main role will be to provide guidance, link the team with helpful contacts, and help the group members develop skills to fundraise, organize the grants competition, and monitor the implementation of projects funded by the Youth Bank. Ideally, the adult advisor will have some experience managing or implementing small grant projects.
- **Supportive Organization:** An organization with experience giving small grants, such as a local NGO, foundation or municipal organization is a natural partner.

In addition to experience with financial documents and up-to-date knowledge of legal regulations, the supportive organization should have a good reputation within the community and an existing network for potential donors and grant selection committee members. The organization should also provide a central meeting place for the Youth Bank project team, ideally with computers and internet access.

- **To award grants, the Youth Bank will need funding from the local government, business, nongovernmental organizations, and individuals:** The proportion of the funding can vary among the sectors, but money is a key ingredient in making the bank a success.
- **Adults and youth leaders to serve on the grant selection committee:** Find between three and five adults to choose the winning projects. They should be donors and/or stakeholders in the project.

OPTIONAL

- **A steering committee:** The committee should include a young member of the bank, local government officials, representatives of businesses and nongovernmental organizations and teachers. The committee can help brainstorm possible sources of additional funding, publicize the grant competitions and provide overall support and guidance.
- **A website:** Creating a website will help in project publicity and recruitment efforts.



STEPS

Preparation Phase

1. **Determine the mission of your bank.** The core project team should meet to brainstorm and set goals for the bank. Consider what size grants you'll give, how many projects you'd like to fund during the first round, and how much money you'll need to raise to meet these goals. You may want to announce separate themes or categories for projects, such as environmental projects or projects to benefit vulnerable children. The more concrete information you develop about the bank and its goals, the easier it will be to convince donors to support the project. Set a fundraising goal (for example, to raise \$1000 so you can fund five small projects at \$200 each) and share it with donors so they see how their contribution will help you achieve that goal.
2. **Set a timeline for start-up tasks and determine each bank member's role in the project.** The number of roles depends on the number of bank members, but possible positions include: president,

vice president, a public relations/communications person, and someone who oversees the fundraising efforts.

3. **Recruit support from the local government, businesses, nonprofit/nongovernmental organizations, and individuals.** Look for both financial and in-kind support (where the donor may donate supplies, time, a meeting place etc.).

The concept of a Youth Bank may be new to the people you are approaching for funding. Research other youth banks, such as those in Togliatti and Petrozavodsk (see the end of this project model for more details), to present successful examples of how this idea has worked in other communities. Be prepared to explain your goals in founding a youth bank as concretely as possible.

Ask potential donors and their representatives (for example, employees of companies or organizations that donate) to participate in the grants selection committee

– this way, they can have a say in which projects the donated money supports.

Approaching donors can be intimidating, but the best way to learn is to practice. Below are some tips:

- Identify people, businesses, government agencies and organizations to approach for donations. Does anyone in your group have connections with possible donors? If so, use them! Determine who will approach which businesses/people/organizations and develop a schedule of meetings, presentations, and follow-up calls or visits.
- Develop a communications plan. To convince people to give you money, you'll have to clearly, concisely present your cause. Think of how to phrase your message for different donors. You'll want to present your case differently to the local government than to a large corporation. Brainstorm why specific individuals, organizations or businesses should give you money. Develop "elevator speeches" to use when recruiting support from different sectors. An elevator speech is a quick "pitch" that should convince someone to donate to your cause in the time it takes to ride up a few floors in an elevator. Practice the elevator

speeches with the other members of the bank and see who can be the most convincing.

- Go out and fundraise! Be confident, arrive to meetings on time, dress professionally and bring backup information, such as a list of your goals in establishing the Youth Bank and a brief description of the project.

4. **Recruit other young people to join the bank.** As the bank becomes more successful and becomes larger, you will need more members to help you raise funds, organize grant competitions, and oversee project implementation. Recruiting new members is an ongoing process. Here are a few tips:

- Youth participants should talk to their friends, classmates, and peers and tell them how much fun it is to be part of the Youth Bank.
- Use elements of the elevator speeches, but ask them to join rather than donate (although if they donate, that's ok too!).
- Take advantage of social networking sites like Facebook. Create a Facebook page for your bank and put a link to it on your profile.

“We were pleasantly surprised to see that most of the applicants in the Youth Bank competition were interested in projects that benefitted their community, such as cleaning parks, and helping the elderly or other disadvantaged groups. This made us realize that the youth in our region really are interested in making a difference, not just in their own lives, but in the lives of other people in their community.”

Petrozavodsk Youth Bank Program Coordinator Mikhail Ognev

Grant Competition Phase

1. **Take stock of your fundraising efforts and determine how much money you have to fund the first round of projects.** If you've met your fundraising goals, you can implement your ideal number of projects with the planned amount of funding. If you haven't reached your fundraising goal (which might be the case - fundraising is hard work and takes practice!), determine how many projects you can fund at what levels, and go from there.
2. **Set criteria for judging the grants competition.** Will there be categories for the projects? What should the overall goals of the projects be? How will the projects be evaluated? What is the timeline for the competition? When will the applications be due, and when will the winners be announced? (Make sure you give potential applicants enough time to put together quality applications and give the selection committee enough time to choose the best projects.) This information should be included when you publicize the competition.
3. **Write the grant application for projects.** Include sections for the name and contact information of the person/people applying; a basic description of the project idea and what community needs it addresses; where and when the project events will take place; and a proposed budget for the project.
4. **Determine how the applications will be collected.** Online? In person, at the office of your organization? A combination?
5. **Create a publicity plan.** How will the competition be advertised? Online (your website, Facebook, other social networking sites), radio, TV, posters? To reach the most people it is best to use a variety of means.
6. **Touch base with the selection committee and set a date for the application review and selection meeting.** Develop a basic scoring sheet for the applications, based on the selection criteria. Organize a place where the committee can meet (possibly at your organization) to discuss their rankings. If possible, arrange for tea/coffee and snacks during the selection committee meeting.
7. **Launch the competition.** This is the step where all of your hard work pays off. You've solicited enough money and now you are able to fund youth-driven projects. Put your publicity plan into action and get the word out to as many possible applicants as possible. Applicants may need assistance preparing their applications and will probably have questions. Consider holding meetings and open "drop-in hours" at your organization to announce the competition, hand out applications, and answer questions. Think about what questions applicants will ask and work on preparing the answers. It may be helpful to develop a FAQ, or Frequently Asked Questions handout.
8. **Hold the selection committee meeting** and have committee members review applications and pick the winners according to the established criteria. The selection committee may have a combination of adult and youth members.
9. **Announce the competition winners.** Make sure you share this information with the donors and the community as a whole. If possible, hold an awards ceremony and invite the donors and local media.



Project Implementation Phase

1. **Sign the grant agreements, give out the initial funds, and let the winning project teams put their plans into action.** The adult advisor and supportive organization can help develop basic templates for grant agreements and report forms; basic templates are also available online. Meet with the winners to explain the documentation they need to complete and show them how to keep track of project expenses with receipts. Donors will want to know that project funds are being used for the intended goals.

Monitor the winning groups' activities. Visit their projects and take pictures, conduct interviews and film the projects in action (this material will be great for the next competition round PR campaign). Collect a brief report at the end of the project. Make sure the grantees are doing what they said they would.

2. **Share the bank's successes with donors and the community.** Post stories online and try to get the local media to cover the bank's activities. Consider having a meeting or ceremony where project winners share results of their projects directly with donors and the public.

Repeat the Cycle

1. **At this stage you've successfully completed a round of fundraising, grant giving and project monitoring, not to mention constant PR efforts throughout. Now is the time to reflect on the previous cycle.** What went well and what could be improved in the next round? Set new goals and possibly change team members' responsibilities.

RESULTS

The bank can result in any number of projects. The number of projects is dependent on the amount of funding you secure and the scope of each project.

TIPS AND TROUBLE SHOOTING

Even the best youth projects encounter unexpected difficulties. Here are some tips to help.

If fundraising isn't going as well as planned:

- Pick projects that you would like to fund and showcase them for potential donors – “sell” individual projects rather than the more abstract idea of the Youth Bank.
- Think outside of the box for potential donors. Don't just go door-to-door on your city's main street trying to recruit businesses.
- Attempt to raise money on your own—your group might sell items you can make for a relatively low cost (for example, cookies or pies) or offer to perform services (washing people's cars, helping neighbors with repairs, babysitting, etc.) in exchange for donations. This will also help publicize the bank.

PROJECT NAME: YOUTH ON STAGE

DESCRIPTION: Many young people dream of becoming actors, but theater can bring more than simply entertainment and recognition. By following the *Youth on Stage* project model, youth can use theater to start dialogue and engage their peers in lively discussions on important issues of their interest. Project participants will also hone their acting and public speaking skills and develop self-confidence. This project model has two variations: 1) using improvisational theater or 2) writing complete scripts in advance.

YOU'LL NEED

- **Youth:** A group of at least five young people who are interested in exploring common issues youth face through theater. Creativity, an interest in acting, and an awareness of issues young people face in the community are helpful qualities in participants.
- **Supportive Adult(s):** An adult advisor, preferably with theater experience or knowledge, or a willingness to learn. The adult advisor can give advice on acting, including improvisation techniques, script writing and other aspects of the shows, and help locate venues for performances. Depending on the variation (improvisation or scripted theater), find an adult with experience or an interest in that type of theater.

A psychologist or social worker to lead the group discussion after the performances. The youth theater performances will get the audience to think about important issues and engage them in a serious discussion. Because many of the topics discussed, such as HIV/AIDS, dating violence, suicide, and drug

use, can be intense, a psychologist or a social worker should be present to help lead the discussion and answer any questions.

- **Supportive Organization:** An organization, such as a school, university, NGO or local theater should provide space for regular meetings and rehearsals. The more time the group can practice and even just interact together, the more realistic and believable the performances will be. Ideally the space should be available a few times a week (at a bare minimum, once a week) and should have adequate space to practice.
- **Venues to perform and an audience:** Think of places where you can reach a large number of youth. Good venues are schools, universities, institutes, community centers, orphanages, etc. Consider tailoring the performance to the specific venue and audience, keeping their age level in mind—you'd likely want to discuss different things at an orphanage, a university, and a middle school.

OPTIONAL

- **Sponsors:** Although shows do not necessarily require elaborate sets or costumes, you may want to buy some additional props or accessories. You may be able to find support from local businesses, government and non-governmental organizations.



STEPS FOR VARIATION NO. 1: IMPROVISATIONAL THEATER

Preparation Phase

1. **Learn about improvisational theater.** The adult advisor can lead classes or help find someone who can teach the methodology.
2. **Practice the improv theater techniques.** The more you practice and interact together as a group, the better your shows will be and the more confidence you will have.
3. **Brainstorm topics for the shows with the group - issues that young people in your community face.** Pick issues that aren't normally talked about in the classroom, but that local youth should know more about and would like to discuss. Examples of topics include: finding a job, drugs and alcohol, HIV/AIDS, safe sex, relationships with parents, etc.
4. **Improvise around these brainstormed topics.** Create characters and a rough scenario or set of relationships that relate to the topic being addressed. Although every show is different since it is improvisation, strong, believable characters are essential. Think about what issues you would like the audience to be considering at the end of the performance. Is there a particular message they should take home? How will you get them there? What relationships do the characters have with one another, what are their desires and motivations, and what obstacles do they face to achieving their goals?
5. **Create an informational brochure related to the chosen topic(s) in the performance to hand out to the audience.** During the shows you will bring up serious issues and then discuss them with the audience afterwards. A brochure will help reinforce the learning and give the audience resources for future action about the issues raised. For example, a show about HIV/AIDS might have an accompanying brochure including:
 - Facts about HIV/AIDS (how it is transmitted, how many people in the world or in Russia are living with HIV/AIDS, etc.)
 - A list of local locations where one can be tested for HIV/AIDS
 - Contact information for organizations working in the sphere of HIV/AIDS education and support (including local resources for support)

- Suggestions for individual actions audience members can take: “Tell my friends and loved ones how to protect themselves,” “Correct my peers if they are spreading false information about people with HIV or how it is transmitted,” “Organize an HIV/AIDS awareness day at my school,” or “Protect myself by avoiding unsafe behaviors.”

6. Find places to perform.

- Identify potential locations for performances and people to approach for permission to perform. Ideal locations will reach a large youth audience - for example, schools, youth centers, or orphanages. The adult advisor and supportive organization may have helpful contacts.
- Come up with a sales pitch to sell your improv group and tailor it to each audience. For example, if approaching a school, the sales pitch should clearly and concisely say why the group should perform and how the performance will contribute to the school’s educational environment. Youth participants should practice the pitches on each other and give feedback on how to be even more convincing.
- Practice the pitch on the adult advisor or a teacher or contact at a local school.
- Finalize the targeted performance locations and people, and approach them with the pitch.

The Show

- Now is the time to put all of your hard work into action by performing!** Perform your show at the venue. Actors should get into character before the show even starts, so the audience won’t realize that you are acting.
- Stay in character while the psychologist leads a group discussion with the audience about what they’ve just seen.** At this stage, the psychologist will have the audience members give you advice and ask you questions. Answer them as your character would.
- Introduce yourself as an actor.** The audience may be quite surprised that you were acting the entire time.
- Distribute the brochure and recruit new actors for your group.**

Repeat the Cycle

- Reflect on the show.** Think about what went well and what could be improved in future performances. Reflect as a group after every performance.
- Brainstorm new topics, create new brochures and find new venues.** The more you perform, the more you will attract a local following, and finding venues will become easier.
- Continue to recruit new members.** Youth participants should talk to their friends and peers and tell them how great it is to be part of the group. Actively recruit from audience members who seemed interested during the performances.

“Through improv you can attract the younger generation’s attention to serious issues.”

Youth Participant

STEPS FOR VARIATION NO. 2: SCRIPTED THEATER

Preparation Phase

1. **Find a play or write one yourself.** The play should relate to an issue(s) that youth in your community face. The goal of the play is to start discussions on issues that are often not talked about, but that local youth should know more about and would like to discuss. Examples of topics include: finding a job, drugs and alcohol, HIV/AIDS, safe sex, relationships with parents, etc.
2. **Decide who will play which part.** Start memorizing the lines and get into character.
3. **Determine what, if any, set and costumes you will need.** If you need props and costumes, figure out how you will get them. Will you need to fundraise from local businesses or can you find the items around your house or within your school or organization? Remember that a successful show doesn't necessarily require fancy props and an elaborate set. The content and acting are more important than the accessories.
4. **Rehearse often!** Also, rehearse the discussions that will take place after the show. The actors will have to interact with the audience in character, and cannot predict which questions will be asked. Therefore you need to be prepared. Practice interacting with each other while staying in character.
5. **Create an informational brochure related to the chosen topic(s) in the performance to hand out to the audience.** During the shows you will bring up serious issues and then discuss them with the audience afterwards. A brochure will help reinforce the learning and give the audience resources for future action on the issues raised. For example, a show about HIV/AIDS might have an accompanying brochure including:
 - Facts about HIV/AIDS (how it is transmitted, how many people in the world or in Russia are living with HIV/AIDS, etc.)
 - A list of local locations where one can be tested for HIV/AIDS
 - Contact information for organizations working in the sphere of HIV/AIDS education and support (including local resources for support)
 - Suggestions for individual actions audience members can take: "Tell my friends and loved ones how to protect themselves," "Correct my peers if they are spreading false information about people with HIV or how it is transmitted," "Organize an HIV/AIDS awareness day at my school," or "Protect myself by avoiding unsafe behaviors."
7. **Find places to perform.**
 - a. Identify potential locations for performances and people to approach for permission to perform. Ideal locations will reach a large youth audience - for example, schools, youth centers, or orphanages. The adult advisor and supportive organization may have helpful contacts.



“Students in the audience are interested because they can be involved in the show by asking questions and interacting with the characters. They start to participate and realize that it is cool to discuss their experiences and these issues. They become more open.”

Youth Participant

- b. Come up with a sales pitch to sell your theater group and tailor it to each audience. For example, if approaching a school, the sales pitch should clearly and concisely say why the group should perform and how the performance will contribute to the school's educational environment. Youth participants should practice the pitches on each other and give feedback on how to be even more convincing.
- c. Practice the pitch on the adult advisor or a teacher or contact at a local school.
- d. Finalize the targeted performance locations and people, and approach them with the pitch.

The Show

1. **Now is the time to put all of your hard work into action by performing!** Perform your show at the venue. Actors should get into character before the show even starts, so the audience won't realize that you are acting.
2. **Stay in character while the psychologist leads a group discussion with the audience about what they've just seen.** At this stage, the psychologist will have the audience members give you advice and ask you questions. Answer them as your character would.
3. **Introduce yourself as an actor.** The audience may be quite surprised that you were acting the entire time.

4. **Distribute the brochure and recruit new actors for your group.**

Repeat the Cycle

1. **Reflect on the show.** Think about what went well and what could have gone better, and use that to improve the next performances. Reflect as a group after every performance.
2. **Find new venues.** The more you perform, the more you will attract a local following, and finding venues will become easier.
3. **Find or write another play to perform.**
4. **Continue to recruit new members.** Youth participants should talk to their friends and peers and tell them how great it is to be part of the group. Actively recruit from audience members who seemed interested during the performances.

RESULTS

This project will result in performances that engage your peers in discussions about serious, often taboo, issues faced by youth – and leave them with information and ideas for action. Youth participants will gain public speaking and acting skills and develop their self-confidence.

PROJECT NAME: YOUTH VOICE

DESCRIPTION: Young people are the world's future, but their voices are often overlooked by adults. This project model engages young people in assessing their peers' opinions through polls and social research and presenting the results to local leaders and others who influence their lives. With training and support from professional sociologists, youth will design and lead their own research projects on topics of their choice. The young people involved will become leaders in the community by bringing youth perspectives to the attention of decision-makers.

YOU'LL NEED

- **Youth:** A group of students who are either majoring in sociology or have taken sociology courses and understand the basics. Knowledge about sampling, statistics and poll design is extremely helpful.
- **Supportive Adult(s):** A supportive adult advisor or advisors. Although youth will play the leading role in the project, they will need to consult with professional sociologists on issues like polling and data analysis. Professors or other experts will be able to provide expertise, and will also lend credibility to the project.
- **Supportive Organization:** A supportive organization to provide meeting space and connections to an advisor. An ideal source of support would be a university sociology department, or a government or non-government organization that conducts social research activities.
- **Young people to poll:** Every poll needs a sample population, so young people in the community are a key ingredient. (Without their participation, you won't be able to collect any data!)
- **Access to decision makers:** The project team will work hard to collect, analyze and write up the poll results to be shared with those who have a direct influence on young people's lives. These include government assemblies on the local, regional and even federal levels, representatives of youth serving organizations and school administrators.
- **A meeting place:** The group will need a place to meet to receive additional training on polling and sociological research skills, discuss upcoming polls, analyze the data and prepare reports and presentations. The meeting place should have computers and Internet access.

OPTIONAL

- **A website or blog:** The website is another platform through which to share the poll results with a larger audience. Depending on the polling method chosen, the project team may be able to collect some data through the website. It can also serve as a good platform to recruit new members and publicize research results.
- **Assistants:** University students may also consider involving school students in the project. These younger people could conduct polls among their peers, while they gain basic knowledge of sociology, and basic interviewing skills. The university students develop skills in mentoring and teaching sociological principles to the school students, and also gain access to the opinions of younger teens.

STEPS

Preparation Phase

1. **Brainstorm ideas for potential polls.** Try to focus on issues where young people's voices are not being heard, or issues that directly affect youth. You may consider consulting with youth-serving organizations in your area. One young project team, for example, conducted a survey of the after-school interests of young people for a local youth center. The center then changed its offered activities accordingly. This type of collaboration will increase the relevancy of the social research projects, allowing them to have a real impact on the lives of youth.
2. **If younger (school) students will be involved, ask professors, school directors or other local contacts to assist in developing partnerships with clubs and centers where these teenagers congregate.** Ideally, these centers will help you to recruit a small group of assistants, and offer a space where you can provide basic training in polling.
3. **Improve the group's sociological research skills.** The group may have different base levels of sociological knowledge, but the training is important for everyone. The advisor or another expert on sociological research should conduct the training sessions. The lectures should cover polling methodology, data analysis and how to best present your results.
 - **Tip:** Include refresher trainings throughout the project, and select additional training topics in



“Thanks to participating in the project, I have become more attentive and detail oriented in my work. The project helped me find ways to solve unusual situations and think outside of the box. The project helped me grow.”

Youth Participant

response to the group's interests. (This could be done through a mini-poll of the project team.)

4. **Finalize the plan for the first poll.** What will the topic be? Who is the sample population? How can they be reached? Focus on meeting youth where they are. Visit youth centers, clubs, Internet cafes etc. This is where having younger assistants will really pay off. How big will the sample be? What methodology will you use? What is the deadline for collecting information? Also at this step, make sure to assign everyone's roles in the project. Who will be responsible for what?

Polling and Analysis

1. **Put your polling plan and improved sociological research skills into action and start polling your sample population!**
2. **Analyze the data.** What did you find out? Anything shocking or surprising? What do the findings mean for the broader community and youth policy? Analyze the data from a perspective that would be useful for youth, a general audience, and adult stakeholders.
3. **Write reports and presentations to show your findings.** Think about your different audiences and how best to convey information to each.

Share Your Findings

1. **If you have a website, post the reports online and let people know where they can find them.** Share the links on Twitter, Facebook or other social networking sites.
2. **Send the reports to adults who may be interested—government officials, community leaders, parents, anyone involved in making decisions that affect young people.** Let them know that you'd be happy to give a presentation about the material and answer any questions.
3. **Let the local media know what you found out.** Offer to write a story for them or be interviewed. Involving the media will greatly help in your PR efforts.

“Participating in the project gave me a tremendous amount of experience in working with other people, planning events, and giving presentations. It also improved my sociological research, critical thinking and time management skills.”

Youth Participant

4. **Look for opportunities to present your results at conferences, roundtables or other events.** If you receive an extremely positive response and/or a great amount of interest from the community, it is a good idea to organize an event where you present your findings and open up debate on the issue. This is your chance to give youth a voice and influence issues that affect them.
5. **Don't stop at sharing the results through formal channels.** Bring up your results when you are grabbing coffee with a friend, during class discussions and whenever you see an opportunity to add them to a conversation.

Repeat the Cycle

1. **Reflect on what went well during the most recent poll** (from design to sharing) and areas for improvement. Use this insight to improve the next round.
2. **Brainstorm new topics for the next poll, select the topic as a group, and design the poll.**
3. **Recruit new members. Here's how to do it:**
 - Youth participants can talk to their friends, classmates and peers and tell them how much fun it is to give youth a voice while improving professional research skills. Come up with key talking points—what are the three coolest things about being part of the project?
 - Network with other sociology majors and minors and students who have taken a few sociology classes.
 - Promote the group on the website and social networking sites.
4. **Forge new partnerships with government agencies, businesses and organizations.** Once the agencies

and organizations see the results from the first poll, they may ask you to conduct research for them. This is a great opportunity! If they don't approach you, don't hesitate to approach them to see if they would like help figuring out youth opinions.

5. **Continue to improve the sociological research skills and knowledge of the project team.** Once you are comfortable with certain methods (like a survey), branch out and try others (like a focus group). The more methods you use to explore an issue, the more interesting analysis and insight you can provide.

RESULTS

This project model will result in a comprehensive analysis of young people's opinions that can be of great value to the larger community. Youth will be able to directly influence decisions that affect them. Additionally the project team, their friends and their younger assistants will develop professional skills in social research. Local government, businesses and organizations will be able to take the data into account when making decisions regarding youth issues. You will be making youth voices heard!



FUNDRAISING TIPS

DESCRIPTION: While most of the project models presented in this Youth Project Idea Book are low-cost, fundraising can help implementers reach a greater number of youth and expand the scope of their projects. Asking for money may feel uncomfortable for youth leaders and even adult advisors, but with preparation and practice it doesn't have to be. These fundraising tips are aimed at nascent groups that may not yet have legally registered nonprofit organizational status or the ability to organize fundraising events or campaigns. Larger organizations may be eligible to apply for grant funding; many free grant-writing resources are available online.

- Identify and prepare to approach potential donors.** These could include parents, local organizations and local businesses (particularly those that market to youth).

 - As you prepare your approach, think about “what’s in it for them” and what you have to offer each potential donor group. While parents have a clear incentive to contribute to projects that engage their own children, the connection may not be as clear for other donors. However, local organizations may want to expand their work with youth in the community or publicize their existing activities. Local businesses may want to gain favor with youth clientele. You can offer to publish the names of all individuals and businesses that donated in printed materials produced by the project, acknowledge sponsors at project events and hand out their promotional materials.
 - Determine your “ask” – what is your overall fundraising goal? What results do you expect your project to achieve, if you can reach that goal? Be prepared to present this clearly to the donor: “To set up the Youth Bank and fund the first round of ten youth-led mini-projects, we need to raise \$5,000. Your contribution will help us meet that goal.” If possible, do some research to determine the dollar amount of any past charitable contributions the donor may have made. If you feel comfortable doing so, state the amount you would like to receive: “We hope that you are able to support us in our efforts. Would you be able to make a \$100 contribution to the project?”
 - Be both polite and persistent. When approaching local organizations or businesses, you may need to call back or visit in person multiple times before you connect with the “right” person to talk to. However, be mindful of others' time. Prepare a donation request letter that describes your project and its goals, and drop it off with your name and number. (This information can also be e-mailed.) If the person you first speak with isn't the decision-maker, ask when you can call back to speak to a manager. If he or she needs time to process your donation request, ask when a decision will be made, and follow up with another call at that point.

- Don't forget about in-kind donations. A donor may not be able to give you cash, but a local coffee shop might be willing to provide tea, coffee and snacks for an event, for example.
- Be polished and professional. Dress professionally for in-person meetings, even if you are only stopping by a local store to drop off your donation request letter. Plan your "pitch" in advance and bring a friend along for moral support. (Determine in advance who will deliver which parts of the pitch.)
- Keep track of the businesses and other potential businesses you've targeted in a spreadsheet or other document. Jot down the names of the people you spoke with and on what dates. By keeping careful records, you ensure that a business won't receive multiple, uncoordinated calls from your group.
- **Thank your donors and follow up on your promises!** A simple thank-you note goes a long way. In addition, if you've promised to provide free advertising in a publication, or verbally acknowledge your sponsors at an event connected with your project, don't forget to fulfill your end of the deal. Work to provide the donor with a letter documenting their contribution if needed. Invite donor employees or representatives to attend your events and send pictures along with a thank-you email. Focus on the impact their donation has made: "With your generous contribution, we were able to support 10 mini-projects/direct service provision to more than 30 senior citizens etc." Mention that you enjoyed working with the donor on this project, and that you plan to tell friends and family about the organization or business and its services. Ask the donor if they would mind being contacted again to support future events (and don't forget to follow up!).



RECRUITING TIPS

DESCRIPTION: Whether your area has many extracurricular offerings for young people or relatively few, recruiting youth participants is an ongoing part of project implementation. Even the strongest, most active project team still faces longevity challenges when its leaders graduate from school or university. To keep the project going strong, both recruitment and transfer of leadership need to be priorities. These recruiting tips are aimed at nascent, youth-led groups that may not yet have legally registered nonprofit organizational status or the ability to organize a large-scale advertising campaign.

- **Create your “elevator speech.”** This is a brief statement (30 seconds or less) that summarizes your project’s goals and activities. While project team members may have different reasons for participating, a shared understanding of the mission is essential. The elevator speech should be in plain language – think about how you would explain what you are doing to someone without any knowledge of the project.
- **Share information about the project with peers and invite them to join.** You can do this in casual conversation, incorporating the ideas into your elevator speech. Talk about what you like most about the project – maybe it’s the chance to spend time with children, do something to help the community, develop professional skills, or just meet new people. Try to mention an upcoming meeting or event that a new participant could attend and ask them to come. Often, a personal invitation has the most impact. (On the same note, if a person isn’t interested in participating, don’t pressure him or her.)
- **Reach out to diverse participants.** Strong youth projects have a diverse group of youth participants! Youth who may seem uninvolved in extra-curricular activities can become your strongest participants and advocates as they learn the value and positive impact in being involved in a dynamic, productive team of other youth. Diverse participants bring diverse perspectives and networks, which enhance your projects and activities.
- **Use social networking tools.** Create a Facebook page for your project and use other social networking sites to spread the word. Post pictures, event invitations and updates on your profile and on the project page to inspire others to join you.
- **Create eye-catching fliers and hang them around your school or university campus or other locations around town, if appropriate.** Make sure you get permission to hang fliers before doing so.
- **Ask school administrators or teachers if you can give a short presentation in class about the project.** Make sure to close with concrete suggestions of how your peers can get involved.
- **Welcome new members and make them feel included from the start.** Introduce new members to the group and make sure you get their contact

information. Invite them to share a bit about their background and why they're interested in joining the project. Try to identify a way they can be involved that matches their interests. For example, someone who enjoys drawing and painting could be involved in making signs or decorations for a project event.



- **Give new members responsibility and ownership within the group.** It's tempting for leaders of a nascent group to keep the most important tasks under strict control. Try not to view the project as your "baby" – think about what needs to be done and don't be afraid to delegate important tasks to someone else. For example, rather than only asking new members to show up and hang decorations before an event, you can ask if they'd like to take responsibility for purchasing materials, organizing a decoration-making party, and transporting them to the event location. Giving new members a real challenge helps them develop responsibility and ownership for the project. Do be sure to check in on their progress on important tasks (before it's too late!) and provide necessary support – team them up with a more experienced member of the group.
- **Keep knowledge about the project in written form (online or in hard copy).** As experienced leaders prepare to graduate, don't forget to transfer all the knowledge in their heads into a document that will stay with the group.

