

YOUTH violence Prevention Curriculum

**RESILIENT VOICES OF YOUTH LEADERS
PREVENTING VIOLENCE**

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INTRODUCTION

Violence Prevention Curriculum

“Despite the despair and suffering, the stories are full of hope and positive change. They tell of the transformation they have experienced, the wisdom they have gained, and the strength they have found from friends, family, and new experiences. Ultimately, these youth discovered their own power and made dramatic shifts in their lives.”

At the heart of this curriculum are the digital stories that showcase the resilience of young people who have been profoundly affected by violence and trauma. They serve as an inspiration for youth in similar circumstances to commit themselves to healing and preventing violence.

Marquita, Antoine, Richard, Geanna, and Shirel unflinchingly recount their life stories. They tell of the neglect and abuse they have suffered. They recount their despair at losing loved ones to violence. They describe their attempts to seek refuge from their struggles through the abuse of drugs, gambling, and involvement in gangs. Their stories challenge others to redirect their lives onto positive, non-violent paths. Despite the despair and suffering, the stories are full of hope and positive change. They tell of the transformation they have experienced, the wisdom they have gained, and the strength they have found from friends, family, and new experiences. Ultimately, these youth discovered their own power and made dramatic shifts in their lives. These digital stories were created during a series of eight workshops co-

facilitated by San Francisco Children’s System of Care (CSOC) and the Center for Digital Storytelling. Over seventy youth, caregiver and staff stories were produced in total. Each participant produced cathartic stories that shared heartbreak, struggles with behavioral health service systems, and the pride that comes from standing up to our most difficult challenges. After the workshop, participants organized a world premiere event of their stories for select invitees including family members, friends and service providers.

CSOC recognized the significance and impact of the stories and subsequently, provided storytellers with a “debriefing” session and connected them to counseling groups like Trauma Focused Cognitive Behavioral Therapy services after the workshop. Partici-

pants were also encouraged to attend CSOC youth-focused groups such as No More Funerals (a community violence prevention project) and the San Francisco Youth Task Force (a youth advocacy project). These groups are composed of young people who are involved in multiple youth serving systems including behavioral health, juvenile probation, special education and child welfare.

This violence prevention curriculum is designed to be led by a youth who has directly experienced violence in his/her own life. Youth facilitators share their personal experiences with violence at various points in the curriculum. Specific instructions to youth facilitators are provided to ensure they have the information needed to successfully lead workshops.

The youth facilitators will partner with an adult ally for support in organizing and implementing the workshops described in this curriculum. There is a special section within the facilitator's guide for adults on how to best train and develop the leadership potential of

young people committed to preventing violence.

The youth-led nature of this work is essential and CSOC is fully committed to involving youth in shaping and improving the services they receive. The CSOC youth groups (No More Funerals and the Youth Task Force) have provided guidance in the development of CSOC's family-driven, youth-guided model of care. The initial digital storytelling project and this particular curriculum were a true collaboration between CSOC youth groups and care providers.

FACILITATORS' GUIDE

WHAT IS THE ROLE OF THE ADULT ALLY?

Adult allies accompany and support youth who are leading workshops. They utilize the activities in the Notes and Activities for Adult Allies section to help prepare youth facilitators for successful workshop implementation. They attend the workshops facilitated by youth.

And, they work to ensure that youth have a positive experience and maintain a sense of excitement for the important task of facilitating violence prevention workshops.

Youth who facilitate violence prevention workshops are the hope of tomorrow. They are standing up in communities that see too much negativity and despair and saying that they will be a light. They are taking responsibility within their families and neighborhoods. They are saying that they care enough about their brothers and sisters and cousins to make their world a better place.

The facilitators guide is meant to support these youth in their quest to engage their peers in peace and non-violence. When young people take up the challenge to facilitate workshops—an activity that is complicated and can be intimidating, they need adult allies. The Facilitators Guide has been written for youth and their adult allies.

While the Discussion Guides describe the content of the workshops that youth will lead, this Facilitators' Guide emphasizes the importance of preparation. It is designed as an accompanying resource for youth who are preparing to facilitate any of the workshops included in the Discussion Guides.

FACILITATORS' GUIDE FOR YOUTH

Let's face it; facilitating a workshop can be intimidating. You need to get up in front of a group of people. Most of the time you don't know these people. You want them to like you. You want them to like what you say. You want them to have fun. *How do you do this?* This guide will help you through the process of leading workshops. With the helpful tips offered here, the support of your adult allies, and lots of practice, you WILL become a competent, confident facilitator.

What is a youth facilitator?

A youth facilitator is a young person who helps youth and adults understand situations from the point of view of youth. Youth facilitators help young people keep themselves safe and help adults do a better job of creating safe environments for youth. Youth facilitators help both youth and adults become more aware of how and why violence happens in the first place and what can be done to prevent it. Youth facilitators live the example of a positive path towards peace and hope in their communities.

What do I need to do to become a confident and effective youth facilitator?

All facilitators want to feel confident when they go into a new workshop situation. There are a number of things you can do to prepare yourself to become a confident facilitator. The following list will help you understand what you need to do.

Essential Characteristics of Youth Facilitators

“...reach out to members of your group for support.”

COMMITMENT TO STOP VIOLENCE

Remind yourself that you are committed to stopping violence—within families, schools, communities, institutions. You want to stop violence! Never forget that this is a very, very important mission. It is a difficult task.

You will face challenges— you may be nervous about speaking in front of a group of people, you might think that they don't care about what you have to say, you could lack confidence. These are all obstacles that committed youth like you can overcome. None of them are as important as your mission—STOP YOUTH VIOLENCE.

COMMUNITY

Always facilitate workshops as part of a committed group and reach out to members of your group for support. It's much easier to do something new (and a little scary) if you know that you are part of a committed group.

- *Practice together before the big event. Get together and go through the whole presentation.*
- *Facilitate together. When it comes to your group members, you need to have their back in a workshop. They need to have your back. Divide up the tasks, but make yourselves responsible for helping everybody complete her/his task successfully.*
- *Celebrate together. Have a meal together. Talk about the high points and the low points. Give yourselves a very large collective pat on the back. You're doing good work and having a positive impact on your community!*

BELIEVE IN YOURSELF

You are a violence prevention expert because of your own experience. You've had to deal with violence in your life. Sometimes it has been violence in your own home or family. Some of you will have seen your friends suffer from violence. Or, you may have to deal with the threat of violence at school or in your community. You understand the effects of violence because this has been your experience. You are an expert.

LEARN THE SKILLS

Along with your personal experience, you will need to learn the skills of a facilitator. Facilitating a workshop is not magical or mysterious. It involves skills that all of us can learn over time. You will learn how to encourage workshop participants to relate to you, how to listen to your participants' needs, and how to give participants what they need. You will learn how to create a safe space for sharing and a thoughtful environment for learning and growing.

“When you go into a workshop situation, create a detailed agenda.”

RESEARCH

Learn as much about the participants in the workshop as possible. How old will the youth be? What kinds of experience have they had with violence? How many youth will be in the workshop? What expectations do they have, and what do you want them to learn or understand better by the end of your workshop?

PLANNING

When you go into a workshop situation, create a detailed agenda. What will you say and do? What will your co-facilitators say and do? When will it happen? How will you get the youth to participate? In this curriculum, the *Discussion Guides* provide the details for each workshop.

PRACTICE

The most important thing a new facilitator must do to learn facilitation skills is PRACTICE. Rehearse what you will say in front of a group, practice setting up activities you will ask the youth in the workshop to participate in, ask your peers to role-play being workshop participants and practice answering the questions you're afraid might be asked.

STEPS FOR SUCCESS

Planning a Workshop, Facilitating a Workshop, and Post-Workshop Reflection

PLANNING A WORKSHOP

During the planning phase of the workshop, your group will do the following:

- *Gather critical information*
- *Decide what activities will be part of the workshop,*
- *Decide who will be in charge of each task,*
- *Gather materials needed for the workshop, and*
- *PRACTICE!*

GATHERING CRITICAL INFORMATION

Before any workshop, you need to gather the critical information that will help make the workshop successful. When you present your workshop, you will almost always be engaging participants who somebody else has gathered in a location that somebody else has arranged. Sometimes it will be in a school, sometimes it will be at a community center or a church. You can think of this organization as your partner organization. If it weren't for them, you would not be able to do the workshop.

Ask the person who contacted you about facilitating a workshop the following questions:

1. *What is the date, start time, and place of the workshop?
(be sure to get a complete address)*
2. *What is your expectation of the presentation? What do you want the participating youth to come away with?*

Make sure that you can deliver what the partnering organization wants. If they say that they want the youth who attend to stay completely away from violence, you may need to explain that while you will be presenting your anti-violence perspective, you can't guarantee that it will keep everyone

who comes to the presentation violence-free. You want to give other youth an alternative and inspire them to choose it, but you can't promise they will do so.

3. *Who are the participating youth? What is their age and gender, and what experience do they have with violence?*

This information will allow you to choose appropriate activities for the workshop.

4. *How many youth will attend the workshop?*

You will base your decisions about the number of supplies to take on this information.

5. *How much time is set aside for the workshop?*

This information will allow you to make sure your agenda is reasonable for the amount of time you have. You may have to choose to do only some of the activities in the *Discussion Guides* if the time available is shorter than what is required.

6. *How far in advance of the start time can I arrive to set up?*

It's good to have at least half an hour to set up any technology or signs that are needed.

7. *Do you have a working DVD player that everybody in the room will be able to see and hear?*

You will need to make sure you can play the DVD with the digital stories. If possible, take your own laptop computer, projector, and speakers to use as a back up if the technology that is provided doesn't work.

“Younger children have a harder time sitting still, and you will want to give them lots of opportunities to move around.”

DECIDING ON ACTIVITIES

For this youth violence prevention curriculum, you will look at the *Discussion Guides* in order to choose activities. You may be able to implement the agendas provided without any changes at all. You will need to make changes under the following circumstances:

- *You won't have enough time for all of the activities.*
- *You don't like an activity and want to replace it with a different activity.*
- *You would like to add an activity to make the discussion more appropriate for your workshop participants.*

To make these decisions, look carefully at your “critical information.” Will the activities in the *Discussion Guide* fulfill your own goals and the expectations of your hosts? Can you get through the agenda in the time required?

Is it a group of youth who are very experienced with violence? If this is the case, it might be appropriate to ask them about their own experiences as well as sharing your experiences. The youth in the workshop are also experts in the effects as violence.

Is it a young group for which the more intense details about violence might be disturbing? Younger children have a harder time sitting still, and you will want to give them lots of opportunities to move around.

Middle School versus High School

You will also need to decide whether to use activities for *middle school* or *high school* aged youth. These two groups of youth can be very different. The following information will help you decide which set of questions to use.

As young people grow up, they go through a number of stages and have different needs. In general, elementary school kids are learning about the world around them. As young people move into middle school, they begin to worry much more about who they are and how they are perceived by their peers. Young people in middle school are often very insecure about their identity and have a strong need for approval from their peers.

As youth move into high school, they become more sure of who they are and need less approval from peers. They are more willing to do things that make them stand out from their peers.

Even though everyone does not follow the same pattern, you will have a much more satisfying facilitating experience if you take these developmental differences into account when planning your workshop.

When working with middle school youth, expect that they will not be as focused as older participants. They are more likely to not know how to handle their feelings when you talk about violence. They are more likely to make fun of you and act as if they don't take you seriously. They are so focused on themselves that they may not understand the seriousness of violence.

“Even if few youth speak up, you will have many youth who need your example and will silently appreciate the information you are providing.”

Talk to them anyway. They need to be exposed to other young people who are being responsible about violence. Since they may be easily embarrassed, they might not volunteer to give serious answers to your questions. This is OK. Even if few youth speak up, you will have many youth who need your example and will silently appreciate the information you are providing.

In addition, give middle school students lots of opportunities to think about what you have say without sharing their thoughts with their peers. The questions that are provided for working specifically with middle school students are designed to be answered privately instead of publicly.

High School students and above will likely be more outwardly respectful of your experiences. You will be able to ask them to respond seriously to what you have to say. Many may already realize that violence is affecting them negatively, and they may be looking for alternatives. The questions in the *Discussion Guides* designed for them are more likely to ask them to speak out and state their opinions.

After deciding which questions to use, make sure you have enough time to complete all the activities. Once you and your co-facilitators start doing workshops, you will have a better sense of the activities you want to change or eliminate.

ASSIGNING TASKS

Once you have decided which activities to use, you will need to assign tasks to the members of your group. Typical tasks will include:

Equipment set-up—Ensures all equipment is working. Plugs in all necessary equipment, insert DVD, and makes sure that it is playing correctly. Makes sure that everybody in the room can hear the sound.

Door Greeters—Greet youth as they come in the room.

Timekeeper—Tells the MC when to start and tells each facilitator when she/he is running out of time.

Master of Ceremonies—Starts the workshop and tells youth participants and facilitators when it is time to go to the next activity.

Activity Leader(s)—Lead all youth participants through the selected activities. The activity leader says what participants will do, gives a one sentence explanation about why they are doing it, gives instructions on how to complete the activity, and leads the report backs from small group activities, when needed. Often, you will need more than one leader for an activity.

Materials Distributer(s)—Hands out fliers, flip-chart paper, markers, index cards, evaluations, and anything else needed to successfully complete the activities.

“Always have the following items on-hand: flip-chart paper, markers, masking tape, index cards, extra pens.”

GATHERING NEEDED MATERIALS

To gather the materials that you'll need for a workshop, carefully read through the entire agenda. Although there will be a list of necessary materials at the beginning of each Discussion Guide, make sure that you do not need to modify the list because of changes you may have made to the agenda. You can subdivide your materials into three categories:

- *Supplies needed for workshop activities*
- *Tech gear needed to show digital stories*
- *Fliers and postcards containing information about organizations and programs that can help the youth who attend the workshop*

Supplies needed for workshop activities

As you begin to facilitate activities, you will soon learn that it is very helpful to always have the following items on-hand: flip-chart paper, markers, masking tape, index cards, extra pens. Flip chart paper, markers, and masking tape allow you and your participants to write responses that will be shared publicly. Index cards and pens give people a chance to write personal reflections. These are the basics. Check your agenda for additional supplies that may be necessary.

Tech gear

You will often go to a classroom or conference room to lead a workshop. Most of the time, the partner organization that has invited you will provide the tech gear needed to show digital stories. However, it is helpful to always bring an extension cord and surge protector as well as the DVD with the stories. Sometimes you will need to move the television to a different place in the room so that everybody can see and hear the stories. The

“...to become an accomplished presenter and facilitator, you MUST practice.”

extension cord and surge protector will allow you to move the equipment provided by the host organization.

If the host organization is not providing a DVD player, you will need to take your own equipment for showing the stories. This can be a DVD player and television or a laptop computer, projector, and speakers.

Fliers and Postcards

Make sure that the youth participating in the workshop have a way of contacting you after you leave. You have provided important information about violence prevention. Your participants may want to join a program, get in touch with a counselor, or invite you to more engagements. Make sure you leave them with resources and information that allows them to say in touch.

PRACTICING

This is KEY for success. Everybody in your group needs to practice her/his chosen activity in order to feel confident. This true if you want to become an accomplished athlete, student, cook, teacher, photographer, etc. It's also true that to become an accomplished presenter and facilitator, you MUST practice.

Get your group together. Pretend you're practicing in front of your workshop participants. Have your adult ally watch and give feedback.

Even if something goes wrong when you first start leading workshops, keep going; push yourself. This is the way you will learn. All confident facilitators have a story about a disastrous facilitation experience (ask your adult ally!). You will get over it and become much, much better.

Facilitating a Workshop

As you become more familiar with facilitating workshops, you will find your own style. Some facilitators connect with their workshop participants because they can make them laugh, some facilitators connect because of shared experience, and other facilitators connect because of their ability to make participants feel important.

MANAGING STAGE FRIGHT

Sometimes it is difficult to get over the stage-fright aspect of facilitating a discussion. Most of this feeling goes away with practice. One way of minimizing stage-fright is to think of what you're doing as simply listening and sharing information. When you listen and share, you focus on your workshop participants rather than yourself. You put your energy into trying to figure out what they want. This allows you to respond with more confidence because you know that you are saying something they want to hear.

Remember that because you are working with a group of co-facilitators, you can choose a role that you feel comfortable with. Take a short speaking part to begin, or make yourself responsible for a task that does not require speaking and work your way into roles that require you to say more.

CREATING A WELCOMING ENVIRONMENT FOR PARTICIPANTS

This aspect of teaching a workshop is underrated. It can seem a little fake and forced to reach out to workshop participants in a friendly way. However, when you direct friendliness towards them, it will be much more difficult for them to give you a hard time. You want participants to listen to you and feel comfortable asking questions. Suggestions for establishing a

friendly environment:

- *Station greeters at the door, to say hello to people as they arrive*
- *Smile and go up to the youth to talk, before the workshop starts*
- *Go around the room and ask everybody to introduce her/himself*

“HOLDING DOWN THE SPACE”

This might be the most difficult task of a facilitator. It refers to the difference between facilitating a workshop in which everything feels disorganized and facilitating a workshop in which everything is “on point.”

Part of keeping everything on point is to complete all the required preparation. This will allow you to focus on the needs of your participants during the workshop rather than scrambling to figure out who has the fliers or who will introduce an activity.

However, once you’re in the workshop, each facilitator is responsible for delivering what she/he has promised. This means keeping all the discussions relevant. It means sticking to the ground rules and reminding participants of the ground rules if they get unruly. It means moving the agenda along.

You may have to ignore the participant who raises his or her hand all the time and let others speak. You may have to remind participants that they will get a chance to talk during an upcoming activity. These are not easy things to do—they require practice. Depending on the situation, this could be a role the adult ally takes on until the members of your youth facilitator group gain enough experience to do it themselves.

Post-Workshop Reflection

When you finish a workshop, take a moment to pat yourself on the back. Celebrate with your co-facilitators. You are in this together, and you made it through together. It's important to acknowledge the good work you're doing—to yourself and to each other.

You and your co-facilitators will want to talk about how everything went. Gather and read the evaluations that have been filled out by participants. Make agreements about how you can improve next time. You may also want to meet with your adult ally, who can help you do a self evaluation of your role in the workshop. (See Facilitation Feedback for Youth in “Notes and Activities for Adult Allies,” p. XX).

TRAINING VOCABULARY

Adult Ally—The adult who supports youth facilitators in successful workshop implementation. For the purposes of this curriculum, the adult ally is an experienced facilitator. The adult ally ensures that youth are prepared to facilitate a workshop, attends all trainings to provide back-up, and helps youth improve their facilitation skills as they gain experience.

Agenda—A list of presentations and activities that will be conducted during a workshop, including notes about the amount of time each presentation or activity will take. The agenda is shared with workshop participants (either handed out or written where everybody can see it) so that they know what will happen during the workshop. It is used by facilitators as a check list to make sure all activities occur in the right order and within the time necessary and available.

“Facilitating is more than giving information; it’s making sure that the workshop participants are provided with the best opportunity to take that information and integrate it into their own lives.”

Co-facilitators—The group of facilitators that leads a workshop. Each of the Discussion Guides in this curriculum is meant to be co-facilitated.

Facilitator—This is the person who helps other people gain a greater understanding of a particular topic. The goal of this curriculum is to enable youth to help other youth learn and grow instead of just giving them information. Facilitating is more than giving information; it’s making sure that workshop participants are provided with the best opportunity to take that information and integrate it into their own lives.

Participants—These are the youth who attend your workshop. This curriculum uses the word “participant” to refer to the youth in a workshop rather than “audience member.” An audience is passive. Its members are there to watch you. Workshop participants are there to actively engage and grow from their experiences in your workshop.

Role-play—A learning activity in which participants in a workshop take on roles as directed by facilitators, interact according to their assigned role, and analyze and discuss the ways in which these roles relate to every-day life.

NOTES AND ACTIVITIES FOR ADULT ALLIES

Adult allies play a crucial role in creating successful peer education experiences for youth. Young people need to be able to explore new experiences with as much support as possible. Facilitating workshops is not an intuitive activity, and young people need a lot of preparation, moral support, and guidance as they build their skills as facilitators.

The role of the adult ally is to support youth to become youth facilitators by doing the following:

- *Inspiring youth*
- *Teaching youth effective facilitation skills*
- *Giving youth positive and useful feedback*
- *Creating a space in which youth can form alliances with each another in their violence prevention efforts*

The following exercises are intended as a companion guide to this Facilitators' Guide for youth. The Guide describes the attitudes, knowledge, and skills that youth need to become effective facilitators. The "Notes and Activities" section provides concrete exercise that will help youth acquire these attitudes, knowledge, and skills.

CREATING A CONFIDENT TEAM OF FACILITATORS

The first thing you will need as an adult ally is bring your youth together as a team. The first activity is designed to help them get to know each other better. It will also help them create a vision of the facilitators they want to become.

LIFE JOURNEY EXERCISE

This exercise should be done with a group of not more than ten youth who already know each other. It will require youth to share milestones from their lives in a way that enables participants to go beyond the superficial. Leave enough time for everybody to share, or allow the sharing of the Life Journeys to happen over two meetings.

First, make your own life journey drawing. You will use this to model to the youth how to draw a journey and how to present that journey.

Next, provide each young person with a sheet of flip chart paper and several colored markers. Ask them to draw their life journey, including anything they feel is important as well as the following specific items:

- *Their first memory.*
- *Their favorite memory.*
- *The different places they've lived.*
- *The moment they met their favorite person— ask youth to draw this person and provide a description of why she/he is favored, how she/he makes them feel, etc.*
- *At least one specific time when they were scared by violence. For youth who live with violence all the time, ask them to choose at least one incident to describe. They can describe more than one if they desire.*

“...getting to know each other on a more personal basis will be an important part of their ability to work together as a team.”

- *Their favorite teacher— ask youth to draw this teacher and provide a description of why she/he is favored, how she/he made/makes them feel, what she/he has taught them, etc.*

The youth should draw a path or road that represents their journey and include significant dates. For example, their date of birth and the dates at which the events itemized above occurred. Encourage youth to illustrate and decorate their timelines. Give them approximately twenty minutes to create their Life Journey timelines. It may take longer, if they are careful with the art work.

When the youth have completed their timelines, ask them to gather together and present the timelines to the rest of the group. As the presentations are made, write the characteristics of the favorite teachers on a separate piece of flip chart paper.

To conclude, congratulate youth on their willingness to share. Tell them that getting to know each other on a more personal basis will be an important part of their ability to work together as a team. Point out the list of characteristics of their favorite teachers, and note that these are the things they should aspire to, as facilitators.

Save the list of great teacher characteristics for the next activity.

RESPECT— HELPING YOUTH SET THE TONE OF A WAORKSHOP

One of the least appreciated aspects of teaching a workshop is the importance of setting the tone. This is something in which all workshop facilitators participate, not just the main speakers. The following exercise builds on some of the discussion from the “Life Journey” exercise. If you are not completing the Life Journey exercise, have youth facilitators take five minutes at the beginning of the session to reflect upon their favorite teacher and make of list of that teacher’s characteristics.

Respect Exercise

First, refer to the “favorite teacher” descriptions and point out that in almost all of them, the teachers made students feel comfortable and excited about learning. The teachers knew them by name, and the youth were not afraid that the teachers were going to make fun of them. The teachers believed strongly in their subject matter. In short, the teachers respected them and felt that the subject being taught was important.

Everyone can agree that respect is an important part of the facilitator’s job, but how is a respectful environment created? This exercise will help youth identify specific things they can do to have the learners in their workshops feel respected.

Next, divide youth into small groups of three each. Set the stage by explaining that each group will be doing an in-depth analysis of the concept of respect.

Have them answer the following questions, in their groups. Suggested answers are in italics.

- How can a facilitator make workshop participants feel welcome?
Have everything prepared before workshop participants enter the workshop space, nametags ready for participants so that they know they are expected, greet participants individually as they enter the room, hand out agendas personally, set up room so that participants are facing each other.
- How can a facilitator help participants feel smart?
Answer questions without dismissing them or judging them in any way, request input from participants, integrate the experience of participants into the discussion (i.e. what did you do when you learned your friend was assaulted?)
- How can a facilitator help workshop participants feel like what they say and think is important?
Same as above, AND affirm participant comments, affirm participant feelings, ask participants how they feel about scenarios presented during workshop and experiences they talk about during workshop.
- How can a facilitator create an environment in which participants feel like they can share personal ideas and experiences?
Practice techniques listed in the answers to all preceding questions, to make sharing less intimidating have participants talk in small groups and ask some questions that can be answered with short answers.

Finally, bring the groups back together, and ask participants to share their answers. Discuss how to integrate these suggestions into a specific workshop the group is preparing to facilitate.

“Facilitating workshops can be difficult, and youth should be clear about why they are taking this difficult path.”

STAYING INSPIRED— REFLECTING ON LONG-TERM VISION

For new violence prevention leaders, the daily difficulties of being agents of social change can be discouraging. Participants in their discussions may not react in the way the youth facilitators hope, and facilitators may doubt their own abilities. This exercise is to help them remember their dreams.

Note to Self Exercise

The objective of this activity is for youth facilitators to become increasingly grounded in their reasons for becoming violence prevention facilitators. Facilitating workshops can be difficult, and youth should be clear about why they are taking this difficult path.

Warn youth that even though they will write a letter to themselves, they will share it with the rest of the group.

As each youth participant to write a letter to his/her co-facilitators that contains two elements. One, write a paragraph about why you are committed to violence prevention. Second, identify one element from the list of “Essential Characteristics” (see p. XX) and write a paragraph about why you think it is the most important characteristic for you to remember, as a new facilitator.

After everybody has had a chance to finish writing their letters, ask participants to read the letters to the larger group.

“The goal of providing feedback is to help youth feel confident and to improve their skills in leading workshops.”

FACILITATION FEEDBACK FOR YOUTH

As your youth group’s adult ally, you can provide critical feedback at workshop practice sessions and when you debrief workshops that your group has facilitated. The goal of providing feedback is to help youth feel confident and to improve their skills in leading workshops. The steps below can be used to create a supportive, positive debriefing meeting.

1. Begin by sharing the positive aspects of the workshop that you observed. Be specific. Feedback can include observations about clearly and passionately articulated ideas, attention to the agenda and moving the workshop along, engaging the workshop participants, creating safety for participants, and effectively handling difficult participants or situations.
2. Ask youth facilitators what they thought of their performance. What felt good? What was hard? What would they like to improve? Did they think they accomplished the workshop goals?
3. Ask youth facilitators what questions they have for you. In other words, the youth facilitators should let you know the questions they want you to answer about their performance.
4. Finally, give your general observations. Try phrasing your feedback using language like “if I had been in your position, I would have wanted to...” or “if I had been the facilitator, I would...” Framing your comments this way will reduce the impression that you are making judgments and increase the degree to which the comments are helpful.

SPECIAL GUEST— COMMUNITY FACILITATOR

Invite a respected youth leader whose facilitation style you admire to talk to your youth about her/his experiences of learning how to make presentations. The goal of this activity is to inspire the youth you work with to continue their efforts at facilitating discussions even if it is a difficult experience.

The special guest is invited after youth have started making presentations in the community. With some facilitation experience, youth can have a more informed interaction with the guest speaker, and the speakers' advice will be more useful for the youth

Ideally, the special guest will have had childhood and growing up experiences that are similar to those of your group of youth.

Ask the guest to focus on what it was like to be a facilitator when she/he was first starting out. You can also ask the special guest to give the young people tips on how to engage workshop participants.

SAMPLE PROGRAM FOR TRAINING YOUTH FACILITATORS

This is a rough guide for creating a training program for youth facilitators. Adult allies are experts in youth development and facilitation and will know how to adapt this guide to their specific circumstances.

Day 1 (2 hours)

- *Activity: Creating a Confident Team of Facilitators*

Day 2 (2 hours)

- *Activity: RESPECT*
- *Decide who will gather the “critical information” for a workshop that the youth will co-facilitate.*

Day 3 (2 hours)

- *Activity: Note to Self*
- *Prepare for facilitating a workshop. Based on the critical information that was gathered, decide on the agenda, assign roles for the workshop, make a list of materials needed, and decide who will prepare and bring them.*
- *If you have time, have youth begin practicing their assigned roles.*

Day 4 (2 hours)

- *Conduct a practice session. Use the Steps for Providing Feedback in Facilitation Feedback for Youth (p. XX) to guide your feedback.*

Follow-up Training

It will be important to continue supporting young facilitators with follow-up training.

Following are two suggestions for follow-up training:

- *Utilize the Steps for Providing Feedback (p. XX) in an ongoing manner after each workshop youth present.*
- *Special guests can visit the team of trainers after they have started facilitating workshops with their peers. See instructions on p. XX.*

DISCUSSION GUIDE

Overview

The discussion guides that are part of this curriculum are meant to be used by youth facilitators facilitating workshops for their peers. The content of the discussion guide assume that youth facilitators have had their own experiences with violence and are willing to share those experiences, just as the creators of the digital stories have told theirs.

Each discussion guide utilizes a digital story as a springboard into a discussion of youth violence prevention and is made up of several components. They are organized in the following manner:

OBJECTIVE— A statement about the expected outcomes for a discussion based on each of the digital stories.

SUMMARY OF DIGITAL STORY— An overview of the content of the digital story being discussed.

MATERIALS— A list of supplies needed to facilitate discussion and activities.

AGENDA— A detailed guide for facilitating a discussion.

- *Introductions*— Instruction for introducing participants and facilitators.
- *Digital Story Screening*— Instructions for showing the digital story.
- *Debrief Questions for Participants*— A set of questions that allow participants to process their emotional reaction to the digital story.

“The guides can be used in the order presented, or they can be used separately to implement single workshops.”

- *Activity*— An activity through which participants analyze the discussion guide topic.
- *Testimony from Facilitators*— Instruction for peer facilitators who share their own experiences with violence and violence prevention.
- *Q and A Session With Youth*— Instructions for helping youth participants ask facilitators questions about their experiences and about resources available in the community. Oral and written questions are included in the activity.
- *Wrapping It Up*— A short activity for participants to reflect upon how the ideas discussed during the workshop apply to their personal lives.

The guides can be used in the order presented, or they can be used separately to implement single workshops. Each discussion should last between one and one and a half hours. Their duration depends largely on how many youth are telling their own stories during the testimony component.

MARQUITA'S STORY

PUTTING VIOLENCE IN ITS PLACE

Objective

To counteract the glorification of violence. Youth will be able reflect on/talk about what might happen in their own lives if they are exposed to violence. Exposure to violence can mean being a survivor of violence, a perpetrator of violence, or a witness to violence. They will also understand how the people close to them are affected by their involvement with violence.

Summary of Marquita's Story

Marquita entered the foster care system because of the abuse suffered at the hands of her mother, who suffered from depression. She fell in with a group of friends who were involved in using drugs and street violence. She was angry when the foster care system moved her out of San Francisco. After her best friend saved her from a knife attack, Marquita realized she needed to change her life and make choices that would help keep her safe and move her towards realizing her life goals.

MATERIALS

Index cards, Resource Handout (p. XX), Reflections Handout (p. XX), , pencils, flip chart paper, markers, masking tape, copies of Evaluation Handout (p. XX), pencils.

Introductions (4 minutes)

PLEASE NOTE:

If you have already met with this group, only repeat the introductions if you feel it will be helpful. If this is a group you are meeting with repeatedly, say hello and acknowledge peers by name as they gather. Ask how they've been since the last meeting.

Tell the audience your name, age and where you are from (if appropriate).

If you will be using the Middle School questions, hand out sheets of paper with inspirational quotes and pencils now. Sample sheet of paper is in the Handouts section, p. XX.



Show Story

(4 minutes)

Debrief Questions for Participants

(5 minutes)

Introduce the story by saying that it's about how getting involved in violence endangered Marquita's life and how she decided to go in a more positive direction.

Ask youth the following questions. Use one set of questions or the other, depending on what age group you're working with. You can leave questions out if you think they would be inappropriate for your particular audience.

QUESTIONS FOR MIDDLE SCHOOL

Tell the middle school students that you have a series of questions to help them reflect on what they just saw:

- *On the piece of paper we've given you, at the top of the page, write three words that represent what is in your heart after watching Marquita's story.*
- *Underneath these words, write the names of anyone close to you who has had similar experiences.*
- *Finally, write one lesson about how youth can avoid violence that you've learned from Marquita's story or from what you've seen in your own life.*
- *Ask the youth to fold the paper and put it away. Tell them that they will come back to it, later in the session.*

QUESTIONS FOR HIGH SCHOOL

Use the questions below to have a discussion with all the workshop participants about Marquita's story. After asking each question to the audience, give them a few seconds to gather their thoughts to answer. If you feel like participants are too intimidated to answer the questions in front of everybody, you can break them down into groups of two or three and they can answer the questions in their small groups:

- *How did it feel to watch Marquita's story?*
- *Can you share a story about people you know who have had similar experiences, or have you had them yourself? It's not necessary to use names when you share experiences.*
- *What have you learned from those experiences?*

Activity
(10 minutes)

PUTTING VIOLENCE IN PERSPECTIVE

PART I

- Draw a circle on the board or flip chart paper. Ask youth why they think violence is glorified. Write their responses in the circle.
- Then, ask youth what the consequences of violence are. Write their responses outside of the circle.

PART II

Ask participants the following:

- What things inside the “glorification” circle are worth the consequences (death, jail, permanent injury)?
- How long does the glory last before the consequences are experienced?

Transition to the Testimony section by saying to participants that they will hear from young people who have had to make the choice between continuing down a path of violence and choosing a path that avoids the consequences of violence.

**Testimony
from Youth
Facilitators**
(10 minutes)

Tell youth that you as facilitators are going to talk about your experiences and that there will be time to ask questions after you’re finished.

- *Facilitators: Tell your stories. Focus on how violence has affected your lives and the lives of the people you love AND how you’ve made choices that are more positive.*
- Hand out the Resource Handout (p. XX) and one index card per participant.

Q and A Session with Youth

(10 minutes)

Youth will ask questions publicly and write questions they do not want to ask publicly on index cards.

- *Ask youth if there is anything they want to ask you as facilitators about the experiences you have shared or about the resources flier.*
- *Tell youth they can ask anonymous questions by writing it them on the index cards. Let them know that you respond to as many questions as you can time, in the time that's left.*
- *Tell the youth that they can also let you know on the index card if they want to get involved in your youth leadership group or if they want to talk confidentially to somebody from the group.*
- *Remind them to put their phone number down if they want you to contact them.*
- *Collect index cards after youth have had a chance to fill them out and answer questions as time permits*

Wrapping It Up

(5 minutes)

Give youth a chance to think about what actions they want to pursue based on what they learned or were reminded of as part of this workshop.

- *Hand out the evaluation. Tell youth that you have a final exercise and that they will fill out the evaluation after they have completed the exercise. The evaluations will be anonymous.*
- *Ask youth to take out the paper they were given at the beginning of the session and write down three words they want to use as their inspiration to stay safe. One of these words needs to be the name of a person (examples: love, friends, graduation, college, Grandpa, etc.).*
- *Next, ask them to write down one thing they will do today to make the people whose names they just wrote proud.*

Variations: Depending on how safe the members of the group feel with each other and how much time you have, you can do the following:

Ask youth to share their words or to come to the front of the room and write one or all of their words on the board. Ask youth to share their action item.

Tell youth how valuable it is that they have spoken out on violence because EVERYBODY deserves to live free of violence. Collect any remaining index cards and evaluations and thank youth for their participation.

ANTOINE'S STORY

STOPPING THE CYCLE OF VIOLENCE

Objective

Youth will reflect on the consequences of violence and develop their own strategies for pursuing alternatives to violence.

Summary of Antoine's Story

Antoine describes that how from a very early age he only knew how to live one kind of life. This life resulted in many forms of hate including self-loathing, which leads him to be charged with attempted murder. Realizing his love and passion for dance Antoine works for a better future.

MATERIALS:

Index cards, 8.5" x 11" white paper cut into the shape of stop signs, masking tape, pencils, markers, flip chart paper, copies of the Reflections handout (p.XX), the resource handout (p. XX), and the evaluation handout (p. XX).

Introductions (4 minutes)

PLEASE NOTE:

If you have already met with this group, only repeat the introductions if you feel it will be helpful. If this is a group you are meeting with repeatedly, say hello and acknowledge peers by name as they gather. Ask how they've been since the last meeting.

Tell the audience your name, age and where you are from (if appropriate).

If you will be using the Middle School questions, hand out sheets of paper with inspirational quotes and pencils now. Sample sheet of paper is in the Handouts section, p. XX.



Show Story

(4 minutes)

Introduce the story by saying that Antoine talks about how was able to turn his life around from getting into trouble with the juvenile justice system to becoming involved in uplifting activities.

Debrief Questions for Participants

(5 minutes)

Ask youth the following questions. Use one set of questions or the other, depending on what age group you're working with. You can leave questions out if you think they would be inappropriate for your particular audience.

QUESTIONS FOR MIDDLE SCHOOL

Tell the middle school students that you have a series of questions to help them reflect on what they just saw.

- *On the piece of paper we've given you at the top of the page, write three words that represent what is in your heart after watching Antoine's story?*
- *Underneath those words, write the name of at least one person you know that has turned away from violence and is now living a safer, more positive life.*
- *Next, write three words that represent the life you want for yourself.*
- *Ask the youth to fold the paper and put it away. Tell them that they will come back to it, later in the session.*

QUESTIONS FOR HIGH SCHOOL

Use the questions below to have a discussion with all the workshop participants about Antoine's story. After asking each question to the audience, give them a few seconds to gather their thoughts to answer. If you feel like participants are too intimidated to answer the questions in front of everybody, you can break them down into groups of two or three and they can answer the questions in their small groups. How did you feel after watching Antoine's story?

- *Can you share a story about people you know who have had similar experiences, or have you had them yourself? It's not necessary to use names when you share experiences.*

Activity
(15 minutes)

You can conduct the following discussion with the full group, especially if the group is made up of fewer than ten youth. For larger groups, divide people into smaller groups of three to four youth each. With middle school students, designate a facilitator to lead each group.

Part I

Hand out blank pieces of stop-sign shaped sheets of paper and markers to each group. Write the following questions in a place where everybody in the room can see them (white board or flip chart paper):

- *What message do you think Antoine wanted to communicate with his story?*
- *How has he stopped the cycle of violence?*

Part II

Lead a discussion about these questions.

Part III

Next, write the following question beneath the above questions, and ask the youth to write down one example in response, on their sheet of paper.

- *How can you stop the cycle of violence?*

Collect the papers, and tape them up on the walls.

Part IV

To sum up, ask participants to identify which suggestions on the wall are more important to them personally. You may need to limit the number of youth who participate, depending on the amount of time you have. Talk

Testimony from Youth Facilitators

(10 minutes)

about the skills participant already have for stopping the cycle of violence. Thank all youth for their participation.

Tell youth that you as facilitators are going to talk about your experiences and that there will be time to ask questions after you're finished.

- *Facilitators: Tell your stories. Focus on how you have stopped the cycle of violence in your own life. What choices did you have to make? What help was important? What was hard about changing the direction of your life? What was easy?*
- *Hand out the Resource Handout (p. XX) and one index card per participant.*

Q and A Session with Youth

(10 minutes)

Youth will ask questions publicly and write questions they do not want to ask publicly on index cards.

- *Ask youth if there is anything they want to ask the Facilitators about their experiences or about the resources flier.*
- *Tell youth they can ask anonymous questions by writing it on the index cards. You will get ask as many questions as you have time.*
- *They can also write on the index card if they want to get involved in No More Funerals or can write down if they want to talk confidentially to somebody from No More Funerals.*
- *Remind them to put their phone number down if they want you to contact them.*
- *Collect index cards after youth have had a chance to fill them out.*

Wrapping It Up

(5 minutes)

Give youth a chance to think about what actions they want to pursue based on what they learned or were reminded of as part of this workshop.

- *Hand out the evaluation. Tell youth that you have a final exercise and that they will fill out the evaluation after they have completed the exercise. The evaluations will be anonymous.*

Use a flip chart or board to write up answers.

- *What are things that you can do to prevent violence from affecting you personally?*
- *Take an index card. Write one thing you will do before the end of the week on the card. Put it in your pocket.*

Tell youth how valuable that you speak out on violence because EVERYBODY deserves to live free of violence. Collect any remaining index cards and evaluations and thank youth for their participation.

RICHARD'S STORY

HEALING THE HURT

Objective

Youth will understand how other people have healed from the effects of trauma and violence and will identify one personal strategy for healing.

Summary of Richard's Story

Richard's father left him at a young age. As a teen, he sets out to help support his family by selling drugs, fireworks, and gambling. After being arrested due to a gambling incident, Richard has an uplifting talk with his mom and realizes that he has in fact learned from his absent father—to be there for his family. Richard then describes how he is now the father figure for his baby cousin.

MATERIALS

Index cards, masking tape, pencils, markers, flip chart paper, copies of the Reflections handout (p.XX), the resource handout (p. XX), and the evaluation handout (p. XX).

Introductions (4 minutes)

PLEASE NOTE:

If you have already met with this group, only repeat the introductions if you feel it will be helpful. If this is a group you are meeting with repeatedly, say hello and acknowledge peers by name as they gather. Ask how they've been since the last meeting.

Tell the audience your name, age and where you are from (if appropriate).

If you will be using the Middle School questions, hand out sheets of paper with inspirational quotes and pencils now. Sample sheet of paper is in the Handouts section, p. XX.



Show Story (4 minutes)

Introduce the story by saying that Richard talks about how he made negative choices after his father cruelly abandoned him and the rest of the family and identifies what helped him turn his life around.

Debrief Questions for Participants (5 minutes)

Ask youth the following questions. Use one set of questions or the other, depending on what age group you're working with. You can leave questions out if you think they would be inappropriate for your particular audience.

QUESTIONS FOR MIDDLE SCHOOL

Tell the middle school students that you have a series of questions to help them reflect on what they just saw.

- *On the piece of paper we've given you at the top of the page, write three words that represent what is in your heart after watching Richard's story?*
- *What do you think Richard wants you to understand after listening to his story? Write one or two sentences that summarize what Richard wanted you to understand.*
- *Next, write three words that represent the life you want for yourself.*

Tell participants to fold the paper and put it away. This piece of paper is for each one of them.

- *Ask youth if there is anything they want to share after reflecting on Richard's story. (Give them a few seconds to respond.)*

QUESTIONS FOR HIGH SCHOOL

Use the questions below to have a discussion with all the workshop participants about Richard's story. After asking each question to the audience, give them a few seconds to gather their thoughts to answer. If you feel like participants are too intimidated to answer the questions in front of everybody, you can break them down into groups of two or three and they can answer the questions in their small groups.

- *How did it feel to watch Richard's story?*
- *What do you think Richard wanted you to understand from watching his story?*

Activity
(15 minutes)**Part I**

Answer the following questions in groups of three or four participants. Groups meet for five minutes before coming back together as a large group.

- *What happened to Richard after his father treated the family cruelly?*
- *What do you think Richard's mother meant when she told him to "look to the light?"*
- *What strengths did Richard rely on to get his family back on track?*

Part II

Bring participants back together. One person from each group should report on the groups answers.

Next, ask the whole group the following questions:

- *What do you think Richard should do when the pain from what happened with his father comes back?*
- *Who else in Richard's story needs healing?*
- *Based on what happened to Richard, what suggestions do you have for those people?*

Part III

Conclude the activity by reaffirming that we heal by talking about what has happened to hurt us and figuring out how it has made us stronger. When we experience serious trauma (being assaulted, witnessing violence, long-term verbal and emotional abuse, threats to our life), healing can be complicated and we need to seek out people who are trained to help.

Testimony from Youth Facilitators

(10 minutes)

Tell youth that you as facilitators are going to talk about your experiences and that there will be time to ask questions after you're finished.

- *Facilitators: Tell your stories. Focus on what steps you had to take personally to start healing for yourself. Talk about what help and support you needed, and how you got it. Share any setbacks you feel comfortable sharing. Why do you feel it's important to focus on healing?*
- *Hand out the Resource Handout (p. XX) and one index card per participant.*

Q and A Session with Youth

(10 minutes)

Youth will ask questions publicly and write questions they do not want to ask publicly on index cards.

- *Ask youth if there is anything they want to ask the Facilitators about their experiences or about the resources flier.*
- *Tell youth they can ask anonymous questions by writing it on the index cards. You will get as many questions as you have time.*
- *They can also write on the index card if they want to get involved in No More Funerals or can write down if they want to talk confidentially to somebody from No More Funerals.*
- *Remind them to put their phone number down if they want you to contact them.*
- *Collect index cards after youth have had a chance to fill them out.*

Wrapping It Up

(5 minutes)

Give youth a chance to think about what actions they want to pursue based on what they learned or were reminded of as part of this workshop.

- *Hand out the evaluation. Tell youth that you have a final exercise and that they will fill out the evaluation after they have completed the exercise. The evaluations will be anonymous.*

Ask youth participants to think of a person in their life who said something to them and helped them to overcome something or inspire them to do something.

Ask them to write this down and save the paper for themselves.

Give participants the chance to share what they have written on their papers. They do not have to disclose what they've written if they don't want to. Use a flip chart or board to write up answers.

Tell youth they are valuable young people who deserve to be safe. Collect any remaining index cards and evaluations and thank youth for their participation.

GEANNA'S STORY

COMMITTING TO THE POSITIVE PATH

Objective

Youth will understand that cultivating multiple options for their futures is important and that one way of increasing these options is to concentrate and develop their strengths and talents.

Summary of Geanna's Story

Geanna tells the story of how violence was an every day normal part of her life, from the involvement in gangs to the physical and verbal abuse at home. She then describes how both she and her brother began self-inflicting violence on to themselves. A summer program makes Geanna realize her self-worth and hope for the future.

MATERIALS

Index cards, Resource Handout (p. XX), Reflections Handout (p. XX), , pencils, flip chart paper, half-sheets of flip chart paper, sample of flip chart paper "frame" for the Activity (see p. XX for model), markers, masking tape, copies of Evaluation Handout (p. XX), pencils.

Introductions (4 minutes)

PLEASE NOTE:

If you have already met with this group, only repeat the introductions if you feel it will be helpful. If this is a group you are meeting with repeatedly, say hello and acknowledge peers by name as they gather. Ask how they've been since the last meeting.

Tell the audience your name, age and where you are from (if appropriate).

If you will be using the Middle School questions, hand out sheets of paper with inspirational quotes and pencils now. Sample sheet of paper is in the Handouts section, p. XX.

Show Story (4 minutes)

Introduce story by telling your peers that Geanna talks about how an abusive family situation made her suicidal by the time she was 12 and then what happened when she decided to be positive with her life.



Debrief Questions for Participants (5 minutes)

Ask youth the following questions. Use one set of questions or the other depending on what group you're working with. You can leave questions out if you think they would be inappropriate for your particular audience.

QUESTIONS FOR MIDDLE SCHOOL

Tell the middle school students that you have a series of questions to help them reflect on what they just saw.

- *On the piece of paper we've given you at the top of the page, write three words that represent what is in your heart after watching Geanna's story.*
- *Underneath those words write what you consider to be the best part of Geanna's story.*
- *Finally, at the bottom, write the words of support you would say to Geanna.*
- *Ask the youth to fold the paper and put it away. Tell them that they will come back to it, later in the session.*

QUESTIONS FOR HIGH SCHOOL

Use the questions below to have a discussion with all the workshop participants about Geanna's story. After asking each question to the audience, give them a few seconds to gather their thoughts to answer. If you feel like participants are too intimidated to answer the questions in front of everybody, you can break them down into groups of two or three and they can answer the questions in their small groups.

- What did you think of Geanna's story?
- Do you personally know people who have had similar experiences, or have you had them yourself?
- How did Geanna's story make you feel?

Activity (15 minutes)

Part I

Tell participants that personal strength comes in many different flavors. We derive strength from our personal gifts and talents, from what we've learned from our family history and culture, and from the people in our family and community that surround us.

This activity will help us remember our strengths.

Part II

Distribute half sheets of flip chart paper and markers.

Ask participants to draw a frame around the edges like the example shown by the facilitators. Write the words personal— history— people around the edges as shown in the example. In the middle of the paper draw three objects that symbolize these three strengths in your life. For your personal strength, draw an object that symbolizes a personal strength. For your historical strength, draw something important that you have learned from your family or culture. Finally, draw an object that reminds you of a person who represents strength and goodness in your life.

Part III

At the end of the exercise, bring participants back together into a large group. Ask participants to describe their drawings and explain why they drew each object as time permits.

Tell participants that it is important to remember strengths as you move toward a positive vision in your life. The speakers that come next will talk about how they took advantage of their personal strengths, their history and their relationships with positive people to say no to violence.

Testimony from Youth Facilitators

(10 minutes)

Tell youth that the facilitators will talk about their experiences and that they will get a chance to ask questions after they've finished.

- *Facilitators: Tell your stories. What made you decide to focus your gifts and talents in a positive direction? What do you consider your gifts and talents to be? What things have you left behind?*
- *Hand out the Resource Handout (p. XX) and one index card per participant.*

Q and A Session with Youth

(10 minutes)

Youth will ask questions publicly and write questions they do not want to ask publicly on index cards.

- *Ask youth if there is anything they want to ask the Facilitators about their experiences or about the resources flier.*
- *Tell youth they can ask anonymous questions by writing it on the index cards. You will get ask as many questions as you have time.*
- *They can also write on the index card if they want to get involved in No More Funerals or can write down if they want to talk confidentially to somebody from No More Funerals.*
- *Remind them to put their phone number down if they want you to contact them.*
- *Collect index cards after youth have had a chance to fill them out.*

Wrapping Up

(5 minutes)

Give youth a chance to think about what actions they want to pursue based on what they learned or were reminded of as part of this workshop.

Use a flip chart or board to write up answers.

What is Geanna's message?

On your own sheet of paper write the following:

- *Write three strengths that you have, three ways in which you can contribute to the world in a positive way.*
- *Write a description of one thing you will do today that will help keep you going in a positive direction or that will help change your direction into a positive one.*

Tell youth how valuable that you speak out on violence because EVERYBODY deserves to live free of violence. Collect any remaining index cards and evaluations and thank youth for their participation.

SHIREL'S STORY

THE IMPACT OF VIOLENCE

Objective

Youth will understand the visible and hidden impacts of violence, be able to list the symptoms of PTSD, and know how to get help or assist a friend in getting help.

Summary of Shirel's Story

Shirel tells the moving story of how her best friend and support system was killed by violence. She talks about how she lost her most important support while she was going through personally difficult times, and how “violence” ignored the impact it had on his family and friends and the fact that he was changing his life around

MATERIALS

Index cards, Large index cards (5 x 7 inches) Resource Handout (p. XX), Reflections Handout (p. XX), , pencils, flip chart paper, “Real Person” drawings on flip chart paper (see P. XX), markers, masking tape, copies of Evaluation Handout (p. XX), pencils.

Introductions (4 minutes)

PLEASE NOTE:

If you have already met with this group, only repeat the introductions if you feel it will be helpful. If this is a group you are meeting with repeatedly, say hello and acknowledge peers by name as they gather. Ask how they've been since the last meeting.

Tell the audience your name, age and where you are from (if appropriate).

If you will be using the Middle School questions, hand out sheets of paper with inspirational quotes and pencils now. Sample sheet of paper is in the Handouts section, p. XX.



Show Story
(4 minutes)

Introduce Shirel’s story by telling youth that she talks about how losing her best friend to a shooting affected her.

**Debrief
Questions for
Participants**
(5 minutes)

Ask youth the following questions. Use one set of questions or the other depending on what group you’re working with. You can leave questions out if you think they would be inappropriate for your particular audience.

QUESTIONS FOR MIDDLE SCHOOL

Tell the middle school students that you have a series of questions to help them reflect on what they just saw.

- *On the piece of paper we’ve given you at the top of the page, write three words that represent what is in your heart after watching Shirel’s story?*
- *Underneath, write a sentence about what part affected you the most after watching the story.*
- *Shirel’s talks to violence as if it were a person in her story. Write three words her story makes you want to say to violence.*

Fold the paper and put it away. This piece of paper is for you.

QUESTIONS FOR HIGH SCHOOL

Ask the following questions in a conversational tone.

- *What did you think of Shirel’s story?*
- *What part of the story affected you the most?*
- *How did Shirel’s story make you feel about violence?*

Activity
(15 minutes)**THE HIDDEN SIDE OF VIOLENCE**

The aim of this activity is to support youth in identifying both visible and invisible ways that violence affects us.

Preparation

Before the day of the workshop, write the words and phrases on the Effects of Violence list in the appendix (see p. XX) on large index cards (5 x 7 inches), one word or phrase per card.

Next, copy the drawing of the real person (front) and real person (back), also found in the appendix, p. XX, on flip chart paper. Make the drawings as big as the paper. You will end up with a drawing of the front of a person and a drawing of the back of the person.

Part I

Before you start, tape the real person drawings up on the wall, next to each other. When students arrive, arrange everybody in a circle if possible.

Part II

Tell the youth that the objective of the activity is to explore which aspects of violence are visible and which aspects of violence are hidden. Hand out all the cards, even if some people get more than one card. One by one, each participant will reveal the word or phrase on the card to the rest of the group.

As each word or phrase is revealed, ask participants if it is an obvious result of violence or if it is a hidden impact of violence. If it is something

that is obvious, use masking tape to attach the card to the drawing of the “front” of the real person. For things that are hidden, tape the cards to the “back” of the real person.

When taping the index cards on flip chart paper use masking tape. It’s the easiest to get off without damaging your index card or flip chart paper. (should this go down further, when they actually get to this point in the activity?)

When you are done, you should have many more index cards taped to the flip chart paper with the “back” side of the real person. Point out how much of the impact of violence is hidden.

Part III

Explain that it’s obvious what to do with a black eye or gunshot wound, but that how to address the hidden effects of violence is not always so clear.

Ask workshop participants:

- *Why do you think it can be hard to talk about some of the hidden impacts of violence?*
- *What is it like when someone shares these impacts, only to be ignored by people in their lives?*
- *What can be done to help people cope with and repair their hidden wounds?*

Tell youth that hidden wounds are the normal outcome of experiencing trauma. They don’t mean that you’re crazy or weird— they are as natural as the physical wounds that happen when somebody is assaulted.

When working with **high school students** say that these effects of violence can sometimes be diagnosed by a trained counselor as post traumatic stress disorder (PTSD). Let youth know that if they know somebody who has been impacted by violence in this way, they can help to encourage them to talk to a mental health care professional. If they see these effects in themselves, they can call the phone numbers that are part of the resource flier you will hand out.

When working with **middle school students**, it is not necessarily helpful to talk specifically about PTSD. Instead, recommend that if students see these hidden effects in themselves or in friends, they can call one of the anonymous resources on the list you are distributing or encourage their friend(s) to do so.

**Testimony
from Youth
Facilitators**
(10 minutes)

Tell youth that you as facilitators are going to talk about your experiences and that there will be time to ask questions after you're finished.

- *Facilitators: Tell your stories. What was the impact of violence in your own life? What hidden wounds did violence inflict on you? What have you done to recover from those wounds*
- *Hand out the Resource Handout (p. XX) and one index card per participant*

**Q and A Session
with Youth**
(10 minutes)

Youth will ask questions publicly and write questions they do not want to ask publicly on index cards.

- *Ask youth if there is anything they want to ask the Facilitators about their*

experiences or about the resources flier.

- *Tell youth they can ask anonymous questions by writing it on the index cards. You will get ask as many questions as you have time.*
- *They can also write on the index card if they want to get involved in No More Funerals or can write down if they want to talk confidentially to somebody from No More Funerals.*
- *Remind them to put their phone number down if they want you to contact them.*
- *Collect index cards after youth have had a chance to fill them out.*

Wrapping It Up

(5 minutes)

Give youth a chance to think about what actions they want to pursue based on what they learned or were reminded of as part of this workshop.

- Hand out the evaluation. Tell youth that you have a final exercise and that they will fill out the evaluation after they have completed the exercise. The evaluations will be anonymous.

Ask participants to take the reflections hand out and write one thing they will do to keep themselves safe this week. This can be something immediate (like not smoking or drinking) or it can be something that will have a long term effect (like taking time to talk to a family member or friend who always steers you in the right direction).

Collect any remaining index cards and evaluations and thank youth for their participation.

RESOURCES FOR YOUTH

Leadership Development, Violence Prevention and Counseling Services

SAN FRANCISCO RESOURCES

ORGANIZATION		DESCRIPTION OF SERVICES
Activism/ Conflict Resolution	Brothers Against Guns Phone: 415.920.7030 Website: www.brothersagainstguns.org	Brothers Against Guns conducts violence prevention and intervention groups. They offer life skills, conflict resolution, turf and gang mediation. Additionally, BAG provides probation supervision.
Domestic Violence Prevention	Casa de las Madres 24 hour Teen Line: 877. 923. 0700 Website: http://www.lacasadelasmadres.org/	The mission of La Casa de las Madres is to respond to calls for help from domestic violence victims, of all ages, 24 hours a day, 365 days a year.
Education/ Recreation	Boys and Girls Clubs of San Francisco Phone: 415-445-KIDS (5437) Website: http://www.kidsclub.org/	Boys and Girls Clubs of San Francisco offers year-round, youth development programming and activities for 6-18 year olds.
Education/ Recreation	Conscious Youth Media Crew Phone: (415) 250-5552 or (415) 621-5353 Website: www.consciousyouthmediacrew.org	CYMC the technology and training necessary for inner city youth to create quality media that represents their experiences, stimulates meaningful dialogue, and promotes social change.
Education/ Vocational Training	Second Chance Phone: 415-239-3649 or 415-239-3561	The EOPS SECOND CHANCE PROGRAM recruits and supports formerly incarcerated individuals currently within the criminal justice system who wish to achieve their educational and vocational goals at SF City College.
Health	Native American Health Center Phone: 415.621.1170 Website: http://www.nativehealth.org/	General outpatient services: substance abuse counseling, traditional counseling, talking circles, youth wellness programs. Support services: domestic violence groups, parenting classes, HIV support groups.
Health	Vietnamese Youth Development Center Phone: (415) 771-2600 Website: http://vydc.org/	For youths aged 12-21 and their families. Services include family conflict, gang issues, leadership program, tutoring, substance abuse prevention and counseling, and job training and part-time employment for youths.
Mental Health	Chinatown Child Development Center Phone: (415) 392-4453	Chinatown Child Development Center (CCDC) provides mental health services to children/youth, ages birth to 18 years, and their families.
Mental Health	Comprehensive Child Crisis Service 24 hour hotline: 415.970.3800	Provides a 24-hour, multilingual, crisis intervention and short-term stabilization program for families and children who are experiencing emotional distress.
Mental Health	New Leaf Youth Services Phone: (415) 626-7000 Website: http://www.newleafservices.org/	Mental health and substance abuses services focusing on the gay, lesbian, bisexual and transgender youth.
Mentoring/ Counseling	United Playaz Phone: (888) ZPLAYAZ Website: http://www.unitedplayaz.org/site/	United Playaz offers leadership training and alternative activities for youth surviving in distressed environments and who are either at-risk of engagement in criminal activities or have been involved in the juvenile justice system.
Substance Abuse Prevention	Asian American Recovery Services, Inc. Phone: (415) 776-1001 Website: http://www.aars-inc.org/programs/sfrecon.html	Project Reconnect Youth Outpatient Treatment program provides substance abuse prevention and treatment programs for Asian and Pacific Islander youth (12-18) and their families.

(SAN FRANCISCO RESOURCES CONT.)

ORGANIZATION		DESCRIPTION OF SERVICES
Substance Abuse Prevention	Horizons Unlimited of San Francisco Inc. Phone: (415) 487-6700 Website: http://www.horizons-sf.org/	Horizons Unlimited provides substance abuse prevention, substance abuse treatment, employment and entrepreneurial services for highly at-risk Latino and other youth ages 12 to 26.
Substance Abuse Prevention	Positive Directions Equals Change Phone: (415) 401-0199 (10 am - 5 pm) Website: http://positive-directions.org/	Our mission is to inspire personal and social responsibility to the African American community through advocacy, education and results-oriented service.
Suicide Prevention	San Francisco Suicide Prevention 24 hour Crisis Hotline: 415.781.0500 Linea de Apoyo: 1-800-303-7432 Website: http://www.sfsuicide.org/index2.html	San Francisco Suicide Prevention (SFSP) is the oldest volunteer crisis line in the United States. Over 150 trained volunteers provide services 24 hours a day under the supervision of a small multidisciplinary staff.
Vocational Education	Turning Heads Phone: 415-839-6320 Website: http://www.turningheads.org/index.htm	Turning Heads provides vocational education and business opportunities for detained and high-risk youth in San Francisco, in order to improve their economic independence, social interaction and community values.

NATIONAL RESOURCES

ORGANIZATION		DESCRIPTION OF SERVICES
Child Abuse Prevention	National Child Abuse Hotline 24 Hour Hotline: 1-800-4-A-CHILD (422-4453) http://www.childhelp.org/about/programs-and-services	The Childhelp National Child Abuse Hotline 1-800-4-A-CHILD offers crisis intervention, information, literature, and referrals to thousands of emergency, social service, and support resources. All calls are anonymous and confidential.
Domestic Violence Prevention	National Domestic Violence Hotline 24 Hour Hotline: 1-800-799-SAFE (7233) Website: http://www.ndvh.org/	Hotline advocates are available for victims and anyone calling on their behalf to provide crisis intervention, safety planning, information and referrals to agencies in all 50 states.
Sexual Assault Prevention	National Sexual Assault Hotline 1-800-656-HOPE (1-800-656-4673) Website: http://www.rainn.org/	This hotline connects sexual assault victims to local rape crisis centers.
Substance Abuse Treatment	SAMHSA's Center for Substance Abuse Treatment Phone: 800-662-4357 or 877-767-8432 (Spanish) Facility Locator: http://findtreatment.samhsa.gov/	This searchable directory of drug and alcohol treatment programs shows the location of facilities around the country that treat alcoholism, alcohol abuse and drug abuse problems
Suicide Prevention	National Hopeline Network 24 Hour Hotline: 1-800-SUICIDE (784-2433) Website: http://www.hopeline.com/	This national crisis hotline network connects people who are depressed or suicidal, or those who are concerned about someone they love, automatically to a CONTACT USA or AAS certified crisis center.
Suicide Prevention	National Suicide Prevention Lifeline 24 Hour Hotline: 1-800-273-TALK (8255) http://www.suicidepreventionlifeline.org/	The National Suicide Prevention Lifeline's mission is to provide immediate assistance to individuals in suicidal crisis by connecting them to the nearest available suicide prevention and mental health service provider.
Vocational Training	Job Corps Phone: 1-800-733-JOBS (5627) Website: http://www.jobcorps.gov/home.aspx	Job Corps is a free education and training program that helps young people learn a career, earn a high school diploma or GED, and find and keep a good job. For eligible youth at least 16 years of age, Job Corps provides the all-around skills needed to succeed in a career and in life.

REFLECTIONS

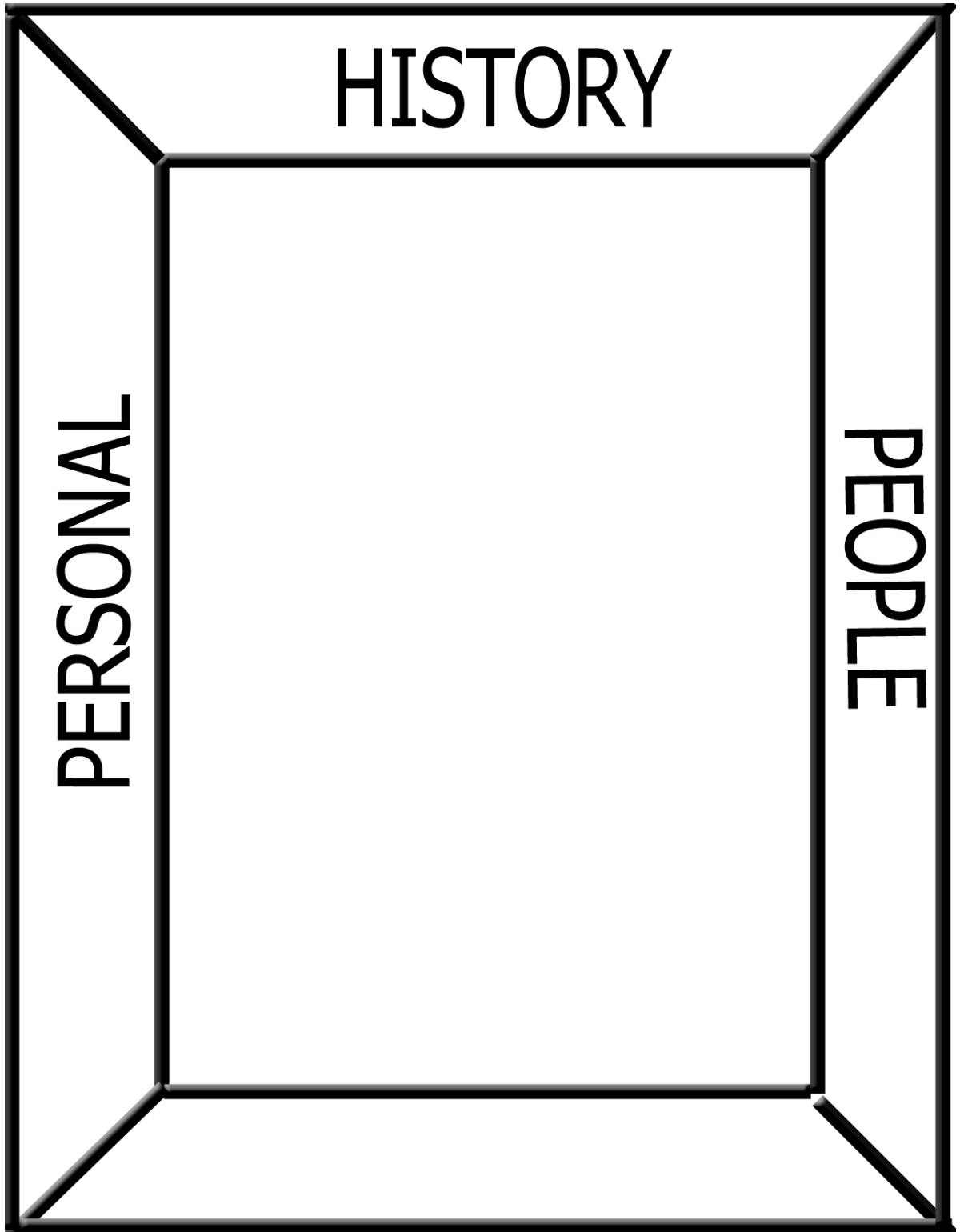
“Si se puede”
-Cesar Chavez

*“Every great dream
begins with a dreamer.*

*Always remember,
you have within you the
strength, the patience, and
the passion to reach for the
stars to change the world.”*

-Harriet Tubman

FRAMING YOUR STRENGTHS



EFFECTS OF VIOLENCE

WORDS AND PHRASES

Write each one of these words or phrases on a separate large index card (5 x 7 inches).

Black eye

Wound

Sprained ankle

Split lip

Cry easily

Funeral

Feeling distant from other people

Emotional numbness —not having feelings about violence you have experienced

Heart pounding when something reminds you of a violent incident

Chest tightening when something reminds you of a violent incident

Feeling very upset and angry when reminded of a violent incident

Quick to anger at little things

Nightmares

Unable to feel love and affection for close family and friends

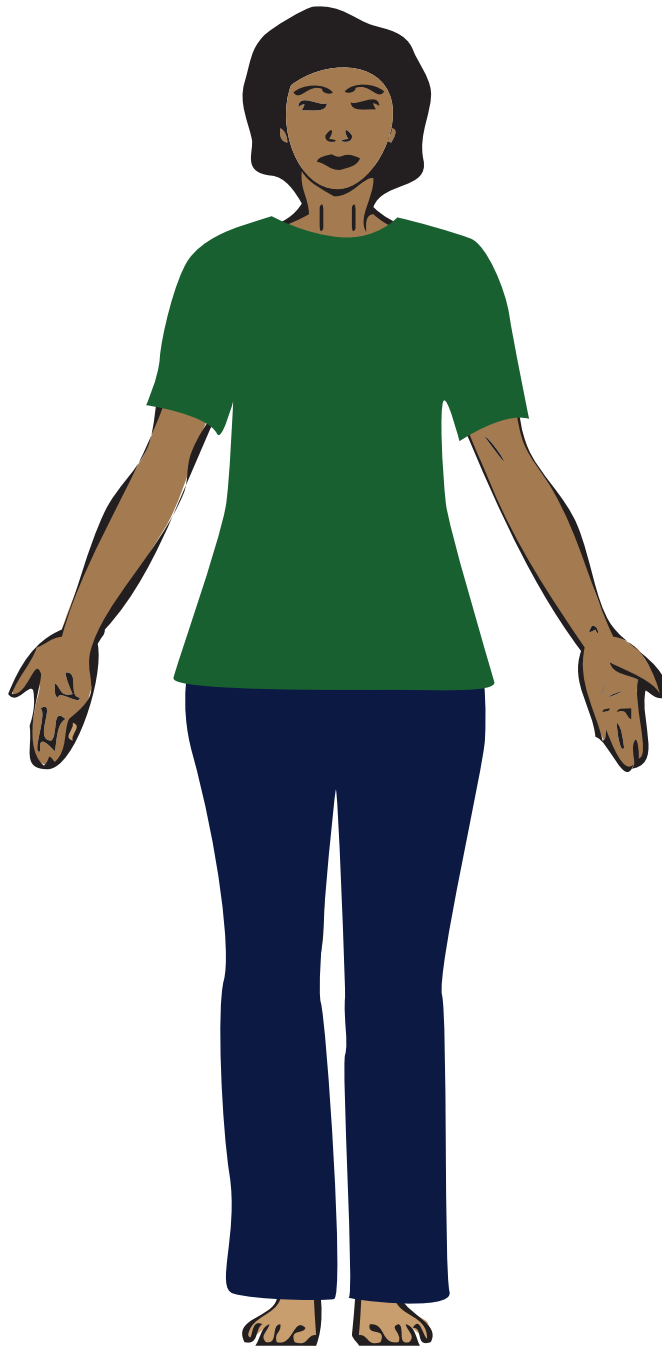
Insomnia

Hard time concentrating in schools causes grades to fall

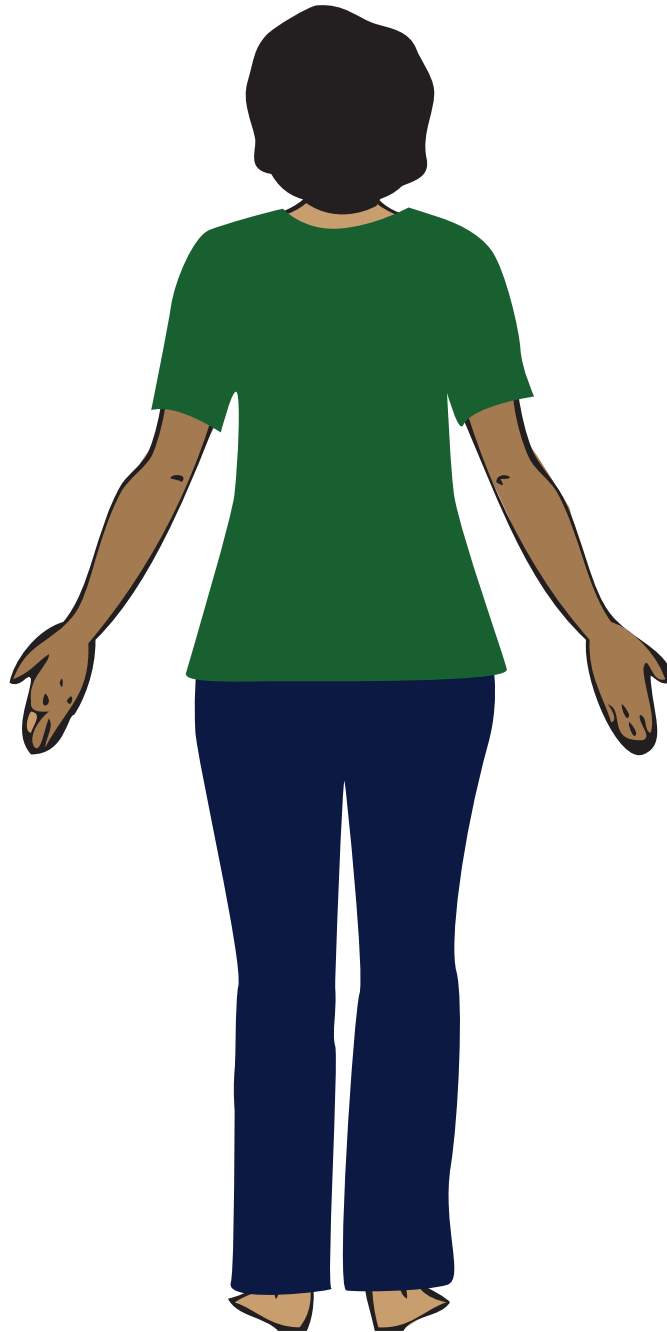
Feeling like you have no future

Jumpy

REAL PERSON (FRONT)



REAL PERSON (BACK)



WORKSHOP EVALUATION

STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISABREE	AGREE	STRONGLY AGREE
1	2	3	4	5

Circle the correct number to answer the questions below.

I enjoyed this workshop.

1 - 2 - 3 - 4 - 5

This workshop makes me want to stop violence in my neighborhood.

1 - 2 - 3 - 4 - 5

This workshop gave me new ideas about what I can personally do to stop violence.

1 - 2 - 3 - 4 - 5

List one to three things you will now do in your life to help keep yourself safe.

1. _____
2. _____
3. _____

Write any suggestions for making the workshop better.

ADDITIONAL RESOURCES

for Learning Youth Violence Prevention

Books

Cohen, JA., Mannarino, AP., & Deblinger, E. (2006).

Treating Trauma and Traumatic Grief in Children and Adolescents. New York: The Guilford Press

Clearly organized and accessible, the book provides a comprehensive framework for assessing posttraumatic stress disorder (PTSD), depression, anxiety, and other trauma-related symptoms, and for devising a flexible, individualized treatment plan. While the primary theory underlying the model is cognitive-behavioral, the authors also give significant emphasis to developmental factors, the importance of the family system, and humanistic values. Sample scripts, case examples, and troubleshooting tips help the therapist engage children, adolescents, and their parents, and work collaboratively to build and consolidate core skills in such areas as affect regulation and safety. Particular attention is given to ways to tailor treatment to the needs of culturally diverse clients and those with challenging clinical presentations and complex family situations.

Web Resources

The following list of web resources are grouped by the organization that publishes them.

Center for Disease Control and Prevention

<http://www.cdc.gov/>

Best Practices of Youth Violence Prevention: A Sourcebook for Community Action

<http://www.cdc.gov/ncipc/dvp/bestpractices.htm>

This sourcebook is the first of its kind to look at the effectiveness of specific violence prevention practices in four key areas: parents and families; home visiting; social and conflict resolution skills; and mentoring. These programs are drawn from real-world experiences of professionals and advocates who have successfully worked to prevent violence among children and adolescents. As a CDC publication, the sourcebook also documents the science behind each best practice and offers a comprehensive directory of resources for more information about programs that have used these practices.

Preventing Youth Violence: Program Activities Guide

<http://www.cdc.gov/ViolencePrevention/pub/PreventingYV.html>

Violent injury and death disproportionately affect adolescents and young adults in the United States. Although homicide rates have dropped in recent years, rates remain unacceptably high. The Preventing Youth Violence: Program Activities Guide describes CDC's public health activities and research to prevent youth violence. The guide outlines five categories of activities which are key to CDC's prevention work: monitoring and researching the problem, developing and evaluating prevention strategies, supporting and enhancing prevention programs, providing prevention resources, and encouraging research and development.

Youth Violence: Facts at a Glance

<http://www.cdc.gov/ViolencePrevention/youthviolence/>

This fact sheet provides 2008 data and statistics on youth violence.

Understanding Youth Violence

<http://www.cdc.gov/ViolencePrevention/youthviolence/>

This fact sheet provides an overview of youth violence. It is intended for the general public.

Surgeon General's Report on Youth Violence

<http://www.cdc.gov/ViolencePrevention/youthviolence/>

This report clarifies trends in youth violence, identifies risk factors, and reviews the effectiveness of specific prevention strategies.

Center for the Study of Violence Prevention, A Research Center within the Institute of Behavioral Sciences

<http://www.colorado.edu/cspv/infohouse/publications.html>

Supporting Youth by Strengthening Communities: The DART Model, by Kirk R. Williams, Nancy G. Guerra, and Delbert S. Elliott, (1999).

This Center Paper describes a comprehensive framework that can help communities identify how best to help children become healthy adults, while reducing risk for problem behaviors at the same time. This framework is called the **DART model**, which stands for **Development and Risk Together**. The DART model builds on youth development and risk-focused approaches, with a particular emphasis on the importance of mobilizing community resources and activities to support the successful development of all young people as well as to meet the special needs of at-risk youth. This model should be useful for foundations, policy-makers, community agencies and others who wish to develop comprehensive programs, policies, and services for youth and build community capacity.

National Child Traumatic Stress Network

http://www.ncatsnet.org/ncats/nav.do?pid=ctr_main

What Is Child Traumatic Stress?

Many children will experience trauma during their lives, and some of them will develop traumatic stress. Learn more about what trauma is, why it occurs, and what to look for in your child after a trauma.

Youth and Family Partnerships

Increasingly, mental health and other service providers are welcoming family input into their programs and policies. These resources offer guidance to consumers, families, and providers alike on developing fruitful partnerships.

“What Works?” Reading List: Resources on the Assessment and Treatment of Child Traumatic Stress

This reading list was compiled by experts in the National Child Traumatic Stress Network. It includes important recent work as well as classic books and articles on assessment and treatment of child traumatic stress by Network and other experts in the field.

National Center for PTSD

<http://www.ptsd.va.gov/public/index.asp>

What is Posttraumatic Stress Disorder?

A short, informative brief about PTSD.

Common Reactions After Trauma

Following exposure to a trauma most people experience stress reactions. Here is a description of the types of common symptoms that can occur. Common problems are also addressed.

PTSD and Suicide

This fact sheet discusses the relationship between PTSD and suicide.

The Effects of Community Violence on Children and Adolescents

A summary of the effects and suggestions on how to cope.

Helping a Family Member Who Has PTSD

Ways you can help a loved one with PTSD and ways you can help yourself.

Substance Abuse and Mental Health Services Administration (SAMHSA)

<http://nmhicstore.samhsa.gov/publications/ordering.aspx>

National Strategy for Suicide Prevention: Goals and Objectives for Action - (Full Report)

The National Strategy for Suicide Prevention (NSSP) represents the combined work of advocates, clinicians, researchers and survivors around the nation. It lays out a framework for action to prevent suicide and guides development of an array of services and programs that must be developed. It is designed to be a catalyst for social change with the power to transform attitudes, policies, and services.

Promotion and Prevention in Mental Health: Strengthening Parenting and Enhancing Child Resilience

This report is a review of the effectiveness of programs that use a strength-based family approach to promoting mental wellness and preventing mental health problems among at-risk children and youth. It report responds to that request, and describes opportunities for implementing evidence-based programs to reach families in need and summarizes the evidence base that shows that the programs do indeed strengthen the caretaking skills of parents and other caregivers and enhance child resilience. Next, it presents current knowledge about the economics of these programs, suggests how to reach families with interventions, and concludes with recommendations for further dissemination of these programs.