

WOMEN'S MARCH YOUTH EMPOWER

High School & College Chapters TOOLKIT

in partnership with

Peace First, Teen Vogue, Rock The Vote, Rise To Run, Gathering For Justice, Justice League

Dear Young Leader,

Thank you for joining us and others across the country in creating a more just community. Women's March EMPOWER is a coalition of organizations dedicated to supporting young people in social activism. Our goal is to provide young people with the tools needed to create high school and college chapters that allow students to make a positive impact on their community. We believe that the single most powerful act we can do is prepare young people with the skills and commitments to organize and be activists with courage, revolutionary love, compassion and collaboration. Our goal is to help you in starting a high school or college chapter and becoming a leader in your community.

The following manual provides a guide in the following areas:

- 1) Identify a cause, learn how to organize and mobilize your community
- 2) Get educated on voting and get ready to vote
- 3) Get ready to run for office, where desired

Please keep in mind that you know your chapter the best! Feel free to supplement and alter portions of this as you see best fit for your chapter and your community.

If needed, feel free to contact us at youth@womensmarch.com.

In solidarity,

Women's March EMPOWER Team

Peace First | Rock The Vote | Teen Vogue |

Rise To Run | Gathering For Justice | Justice League

Phase 1: Choose

The Young Leaders will go through 6 tools in order to identify a cause that they are most passionate about in their community.

Output: Choose a cause and discuss it with the adult Mentor.

C0: Introduction

Objective: Young people will understand the goals and steps of the Chapters. Young people will be exposed to the concepts of a Young Leader. Young people will start to explore the cause they want the chapter to focus on.	Time: 20 minutes
Resources Needed: <ul style="list-style-type: none">• A notetaker	Deep Dive Resources: <ul style="list-style-type: none">• Stories from Young Peacemakers
Tasks: <p>Meet with the Young Leader and their chapter in a circle (sitting or standing; outside if it's a nice day!).</p> <p>#1- Explore the goals of the Chapters. What are the goals of EMPOWER as a whole? What are the specific goals of this Chapter? What cause is this Chapter most passionate about? How do you stand for what you believe in even when it is difficult and there are challenges? How can you understand different people's perspectives? How do you work with others, including people who disagree with you?</p> <p>#2- Explore the concept of a Young Leader. Support the Younger Leader in leading a short discussion on what it means to be a Young Leader. What differentiates a young leader from the rest of the chapter? What are the responsibilities of a Young Leader? Young people may pull from examples they know from their community and from the world e.g. Mari Copeny, Malala Yousafzai.</p>	
Additional TIP: <ul style="list-style-type: none">• If possible, have someone from your community who is a Young Leader come in to speak with the chapter.	

Choose: Personal Development

Objective: Young people will be able to identify the extent to which they feel they are change leaders and reflect on their role as change leaders.	Time: 30 minutes
Resources Needed: <ul style="list-style-type: none">● Young Leader manuals printed● Pens● Computer	Deep Dive Resources: <ul style="list-style-type: none">● Ted Talk: The Danger of Silence● Imagine - John Lennon● Where is the Love? - Black Eyed Peas
Background: This lesson will encourage young people to think deeply about their own feelings on being a Young Leader. A Young Leader is one who identifies a cause and seeks to address it through compassion and courage. Cause building includes how people welcome others into their school or community, how you and your community treat one another, standing up for others, and engaging in conversation and actions to solve causes in your community such as poverty, girls' rights, pollution, or hunger.	
Tasks: <ul style="list-style-type: none">● Engage in the Opening Circle:<ol style="list-style-type: none">a. Pick a word to describe your future. Why did you choose that word?b. Something that frustrates me is....c. If “revolutionary love” were a color it would be _____,d. Show young people examples of Young Leaders:e. Malala videof. Malala article● Ask young people what they think made the person in the video a “Young Leader.”● After 10 minutes, call young people back to the whole group. Ask if anyone would like to share something they want to accomplish or something they learned about being a Young Leader.	

Choose: Creating an Effective Team

Objective: Young people will be able to identify characteristics of an effective team and create groups norms.	Time: 45 minutes
Resources Needed: <ul style="list-style-type: none">● Computer to take notes● The Women’s March Unity Principles	Deep Dive Resources: <ul style="list-style-type: none">● Team building activities:<ul style="list-style-type: none">○ Middle school○ High School● Characteristics of an Effective Team
Background: In this lesson, young people will develop “group norms” for their chapter to adhere to, starting from the exploration of the Unity Principles. A group norm is a statement that the group decides together that they will follow. They are typically suggested by members of the group and then combined, altered and agreed upon by the group. (For example, if one student suggest “Be respectful,” another student says, “Be kind,” and a third student says “Listen to each other,” those may be combined into the group norm: “Listen respectfully to each other in order to create a kind and safe environment.”) All group members must agree upon the norms and refer to them frequently to ensure effective collaboration. Young people will use guided questions in their manual to create these norms.	
Tasks: <ol style="list-style-type: none">1. Split young people into groups of 3-5 people.2. Review and discuss the Women’s March Unity Principles.3. Explore examples of effective and ineffective teams they have worked with in the past.4. Explore norms that would make a team effective.5. Discuss with the chapter members what is a group norm e.g.<ul style="list-style-type: none">○ Norm: We will listen carefully in an effort to better understand one another and to be understood.6. Define 6 group norms for this group and document in a shared document.	

Choose CAUSE

Objective: Young people will be able to identify the difference between an cause and an inconvenience, as well as categorize specific problems in their school and community.	Time: 45 minutes-1 hour
Resources Needed: <ul style="list-style-type: none">● Computer● Note-taker	Deep Dive Resources:
Background: In this lesson young people will differentiate between causes and inconveniences in order to prepare for identifying an cause to focus on their community. A cause is a long-standing harm to a particular person or group or when someone is targeted based on their identity. Examples of causes range from bullying in a school because of ethnicity, lacking clean water in a community, and girls not receiving an education. An inconvenience can be short term irritants to all groups, often random. An inconvenience could be not being allowed to use cell phones, a traffic jam, or becoming sick with a cold.	
Tasks: <ol style="list-style-type: none">1. Engage chapter members in a discussion focusing on these areas:<ol style="list-style-type: none">a. Peace feels like...b. It's not fair when...c. I feel frustrated when...2. Split chapter members into smaller groups to participate in a sorting activity:<ol style="list-style-type: none">a. Each group will be given 12 pictures and have to categorize them as either an cause or inconvenience. (Pictures are in Young Leader manuals).b. They will leave these on a table and come back to them at the end of the lesson to see if they have any questions or changes to make.3. Bring chapter members back to the whole group circle and discuss what they believe the differences are between an cause and an inconvenience and why they categorized some as one but not the other in the previous activity.4. Chapter members will then refer to the table and examples of causes versus inconvenience.	
Additional Information: The goal is not for all young people to necessarily view each picture in the same way. The goal is for them to think critically about whether they view certain events as causes or inconveniences.	

NARROWING FOCUS ON CAUSE

Objective: Young people will be able to choose an cause for their chapter.	Time: 20-30 minutes
Resources Needed: <ul style="list-style-type: none">● Young Leader manuals printed● One large piece of paper	Deep Dive Resources: <ul style="list-style-type: none">● Examples of Young Activists● Meet other Young Leaders● Meet Amazing Young Leaders
Background: In this lesson, young people will be able to refer to their causes they discovered in the previous lesson and decide which one they would like to address for their chapter. As a team they will need to agree on the cause that is most compelling for them.	
Tasks: <ol style="list-style-type: none">1. Engage young people in a discussion:<ol style="list-style-type: none">a. Have each young person, anonymously, write one thing they want to see in the world, how they view peace in their community, or something that inspires them. Have each person crumble up their paper and throw it into the center of the room. Then, have each young person pick up someone else's paper and read it out loud. As each young person reads another's paper, write on the large piece of paperb. Pick 3 causes that resonate the most with the group.c. Discuss these three causes. Vote on the one resonates the most with the group.d. Pick the final cause and document in a shared document.	
Additional Information:	

Phase 2: Understand

Chapter members will research and conduct interviews in order to more deeply understand their chosen cause. They will begin by interviewing members of the community who may have opposing views. The main output from this phase is a compassionate insight

into the chosen cause. This will include an image of their chosen cause, their understanding of the cause root cause and an idea on how they want to address that cause.

Understand: Talking to Others

<p>Objective: Young people will be able to gather information about how others view their cause through research and interviews. The idea of this part is to gain a wide perspective on the cause in order to plan an effective solution. Youth will also gain skills in research and interviewing.</p> <p>It is important to remember and communicate clearly with the young people that interviewing members of the community on their cause could present some risks. Have an adult present for the interview and remind the young people not to engage in an argument and to be respectful of the views presented. Encourage them to reach out to you if they have any concerns.</p> <p>Part 1: Research, identify and plan interviews. Part 2: Conduct interviews</p>	<p>Time: Part 1: 45 minutes Part 2: 45 minutes-1 hour</p>
<p>Resources Needed:</p> <ul style="list-style-type: none"> ● Young Leader manuals ● Recording devices (if applicable) ● Research materials: books, articles, etc. 	<p>Dive Deep Resources:</p> <ul style="list-style-type: none"> ● Email Etiquette slideshow ● Email Etiquette video ● Games to teach interviewing
<p>Background: This will allow chapter members to discover various perspectives on their cause. <u>Part 1:</u> They will begin in the first part by researching their cause. This can be done using computers, books, articles, or any other means that is available in your community. If few research resources are available, brainstorm what they think could be other perspectives on this cause. Answer these questions:</p>	

- 1) What is the history of this cause? Who has had an impact on this cause in the past? Who is currently having an impact on this cause currently? Who are some individuals who are actively working on the betterment of this cause? Who are some individuals who are actively working on the silencing of this cause?

Part 2: They will then identify people in their community to interview to gain a broader perspective on this cause. Encourage chapter members to gather information from a wide variety of people. Chapter members will plan interviews, make contact with the person or group, and then interview them and record the responses.

Tasks:

Part 1:

1. Sit together for a discussion.
2. Model for the students how to research their cause in whatever means is best for your school/community (internet, books, etc.--if these resources are not available, students can list differing opinions they believe people may have regarding this cause.)
3. Chapter members brainstorm a list of potential interviewees.

Part 2:

1. Show chapter members the [video](#) on good and bad interviewing. Have chapter members act out good and bad interviewing practices. Although the video is on job interviews, many of the same skills still apply.
2. Young people will contact potential interviewees via phone calls or email to schedule an interview time.
 - a. Refer to the Dive Deep resources for interview and email preparation materials.
3. During the interviews, encourage one young people to ask the questions while another one records the responses in their manuals. *Remind the young people that they are gathering unique perspectives-not trying to argue or convince anyone of their opinion.*
4. If at all possible, ensure there is a responsible adult to observe these conversations.
5. After all interviews have taken place, have chapter members meet back in their group to discuss their findings.

Additional Information:

- Encourage the interviews to take place in a variety of locations. Getting the young people out into the community is the most effective way to encourage engagement!
- **It is important to remember and communicate clearly with the young people that interviewing members of the community on their cause could present some risks. Have an adult present for the interview and remind the young people not to engage in an argument and to be respectful of the views presented. Encourage them to reach out to you if they have any concerns.**

Understand: Compassionate Insights

Objective: Chapter members will be able to explore the feelings of those affected by the cause and those who are causing it.	Time: 20-30 minutes
Resources Needed: <ul style="list-style-type: none">• Young Leader manuals	Deep Dive Resources: <ul style="list-style-type: none">• What is <u>compassion</u>?
Background: In this lesson, chapter members will be able to reflect compassionately on how this cause affects others and then create “Compassionate Insight” statements relating to their chosen cause. A “Compassionate Insight” is a statement that states the cause, the chosen root cause or problem, and then an alternative solution. The young people are going to use this phase to create those statements through a lense of compassion. They will reflect on how people suffering from this cause may feel as well as those perpetuating this cause. After creating these statements they will vote on which solution they will pursue.	
Tasks: <ol style="list-style-type: none">1. Engage chapter members in an Opening Circle:<ol style="list-style-type: none">a. Have chapter members take 2 minutes of silence to reflect on how they would feel if this cause was affecting them, or how they do feel if it currently does affect them. They can silently reflect or write down their thoughts.b. Pose the questions: <i>What might it feel like to suffer these forces and causes contributing to this cause? What might it feel like to actually be the force or the cause of this cause?</i> <p>To overcome the cause of _____ (list cause), we will address _____ (list one of the root causes) by _____ (list possible solution-referring to driving forces and positive community assets).</p> <ol style="list-style-type: none">3. Have chapter members split into their teams to begin creating their own compassionate insights.4. After 15 minutes, request that chapter leaders begin to decide on which statement will guide the rest of their project but voting on each statement.5. Once the statement is chosen, it will be documented in a shared document.	
Additional Information:	



Phase 3: Plan

Chapter members will turn their insights into action and invite others to join them. They will begin by identifying resources needed to carry out the plan. Chapter members will be challenged to create a budget for their work and identify people and organizations with whom they could partner. Once they have completed the plan stage they may be eligible for a PeaceFirst mini-grants between \$25-\$250!

Output: Planning and Budgeting worksheet

Plan: GOALS

Objective: Young people will identify the SMART goal of this chapter.	Time: 20-30 minutes
Resources Needed: <ul style="list-style-type: none">● Young Leader manuals● Large chart paper● Markers	Deep Dive Resources: <ul style="list-style-type: none">● <u>"Where Are We Headed?"</u> This is a video of young people discussing their goals:● Bring in a guest speaker from the community to discuss goal setting
Background: In this lesson, chapter leaders will structure their projects and identify the chapter's SMART goal. <u>SMART Goals are:</u> Specific: Clear, concrete, consider Measureable: Goal can be tracked and counted Attainable: Achievable with your time and resources Relevant: Aligned with the cause you are trying to solve Time-bound: Scheduled	

Chapter leaders will use their work from the previous lesson that had the most votes to begin planning using the SMART Goal format.

Tasks:

1. Show young people the "[Where Are We Headed?](#)" video. Engage in a group discussion about the video.
 - a. What are important aspects of setting a goal?
2. OR participate in goal setting [TRASH Game](#)
3. Walk students through an example of SMART Goal setting. Write this on a board or large chart paper to hang in the room for young people to reference as they create their own goals. Use the example below or an example most relevant to your community.

Example:

Selected Injustice: Young people do not always have enough food over the weekends.	
Compassionate Insight: We will address schools not providing free meals over the weekend by growing food in a school garden for students to take home.	
Desired Future: We envision a future where no child goes hungry.	
Specific <i>What are we going to do? What do we want to accomplish? How are we going to do it?</i>	Create a school indoor and outdoor garden with fruits and vegetables.
Measurable <i>How will we know when we have reached our goal?</i>	We will know we have reached our goal when 20 students can take home food over the weekends.
Attainable <i>Can we see ourselves achieving this goal? Can we break it down into manageable pieces?</i>	We will gather donation from the community in terms of resources and expertise. There are many members of our community that are experts in gardening.
Relevant <i>Is this aligned with our injustice we are trying to solve?</i>	The garden will provide food for the community.
Time-bound <i>What is our target date for reaching this goal?</i>	We will begin the garden in the spring and have the initial crops harvested by the fall.

SMART Goal: We will create an indoor and outdoor school garden with the donations and expertise of the community this spring in order to have produced enough by the fall to provide 20 students with food for over the weekend.

3. Have chapter members complete one SMART goal for this chapter.

Additional Information:

Plan: Planning and Budgeting

Objective: Young people will be able to create a detailed plan for their project and outline a budget with resources.	Time: 45 minutes
Resources Needed: <ul style="list-style-type: none">● Young Leader manuals● Computer● Sticky notes	Deep Dive Resources: <ul style="list-style-type: none">● Article on teaching young people to be resourceful
<p>Background: In this lesson, chapter members will develop a detailed plan with action steps and an accompanying budget for their projects. The more detailed this section is the more likely they are to receive a grant (from Peace First or another organization) and successfully complete their projects on time.</p> <p>It is important to encourage students to be specific about what materials and how much money they will need and to be realistic on the timing.</p> <p>Besides just listing activities, target dates, who will do these activities, and the corresponding budget, the worksheet asks chapter members to develop indicators for quantity and quality. A quantity indicator could be the number of people served or attending the event. The quality indicator would be relating to their experience.</p> <p>NOTE: Many projects do not require a budget for the first steps. Make sure to use resources that are already in your community!</p>	
Tasks: <ol style="list-style-type: none">1. Engage in a discussion:<ol style="list-style-type: none">a) Split into small groups and review an example of planning and budgeting, continuing off of the example from the previous two tools. Encourage them to think within the community for resources (who has what skills, who or what organization could donate materials, etc.)b) Make a list of resources needed to work on this cause.c) Make a list of resources available in the community.	

2. Once chapter leaders have a plan, budget, and indicators are developed, enter into a shared document.

Additional Information:

- For additional funding sources try crowdfunding sites like [Donors Choose](#) and [GoFundMe](#)

Phase 4: Act

In phase 4: Act, chapter members will take action around their cause. This phase is less planned out, as the various activities will look different for each chapter.

Act - Other Resources

Use this grid of resources as you begin acting on your project. Click on the box of find resources and ideas for each project component.





Although most of your planning was done in the previous phase, here are some more things you may want to think about.

If you are planning an action, make sure to think about:

- A date and time that allows the most people to be able to come
- Where this event can take place
- Who you want to come
- How to market/advertise this event to different people
- What would stop people from coming
- Making the purpose of the event clear
- What resources and materials do you need
- How can you get those materials
- What is the purpose of your event or desired outcome

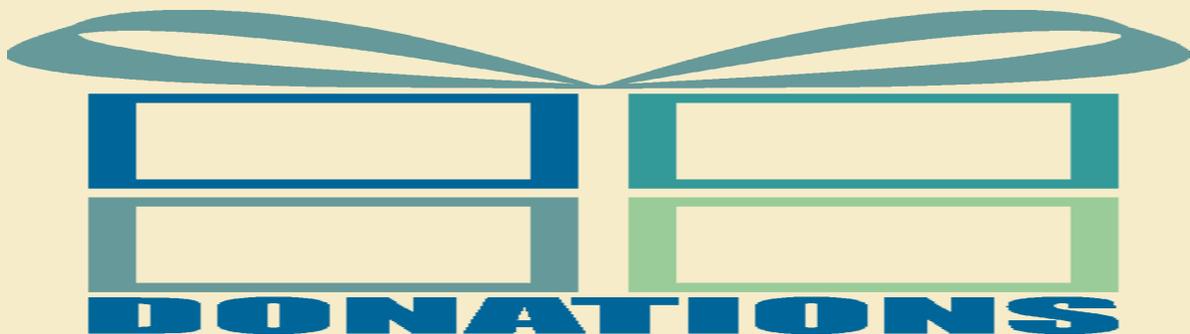


While the best option is to try to use resources that are already available within your



As you plan your action, it is important that your group:

- Assign specific roles and responsibilities
- Track your Progress using tools like Google documents
- Reflect on what is successful or not and why



There may be local business that are willing to support your projects! Reach out to businesses or organizations that either sell/provide the materials or resources you might need, or have a similar mission to your project.

Ideas:

- Write a donation request letter or email
- Go speak with someone at the business
- Call the business

[Article](#) on school-business partnerships

[Companies That Care About Kids](#)

stays
inspired.®

Make sure to keep your team inspired in this process!

- Continue to engage in group circles where communication is open. It is important to create an open space where people can be free to discuss parts of activism that is challenging for them.
- Watch Ted Talks
 - [Racial Violence](#)
 - [Street Art with a Message of Hope and Peace](#)
 - [A Powerful Poem About What It Feels Like to be Transgender](#)
 - [The Beauty and Diversity of Muslim Life](#)
 - [The Courage to Tell a Hidden Story](#)
 - [Kid President: A Pep Talk](#)
- Get out in the community to spread the word about your project!



Peace First Safety Guidelines

Phase 5: Reflect & THANK YOU

Chapter members will reflect on their journey as activists both individually and as a team. Chapter members will then plan a way to say Thank You for the the hard work of the community that supported them. This is an important component to the project for the chapter members and the Young Leader.

Reflect: Individual Reflection

Objective: Chapter members can reflect and find way to say Thank You to their community.	Time: 15 minutes
Resources Needed: <ul style="list-style-type: none">• Computer• Note Taker	Deep Dive Resources:
Background: Chapter members will fill out their level of agreement with each of the statements. This will allow you, as the Mentor, to see the progress of the young people.	
Tasks: <ol style="list-style-type: none">1. Engage chapter members in a reflection discussion about the following:<ol style="list-style-type: none">a. What was the most challenging part of the action?b. One thing I would like to continue doing is...c. I could have done a better job at....d. What do you now see that you could have done differently?e. What are you most proud of overcoming or accomplishing?	
Additional Information:	

Reflect: THANK YOU

Objective: Young people will be able to give thanks to those who supported them along the way.	Time: Varies
Resources Needed: <ul style="list-style-type: none">• Computer	Deep Dive Resources:
Background: Giving thanks to the community is an important part of being a part of a community.	
Tasks: <ol style="list-style-type: none">1. Make a list of the individuals and groups who contributed to your action and who participated and collaborated with you, such as:<ol style="list-style-type: none">a. People that shared their views with you, especially those with differing views and opinions.b. People or organizations that contributed time and/or funds to your Project.c. Local authorities such as the Mayor, Town or City Councilors, Senators, members of Congress, business owners, directors of organizations, teachers, etc.d. Mentors and other members of the EMPOWER community.e. Friends, family members and other people who are significant in your lives.2. Decide on the best, meaningful way to send thanks.3. Say THANK YOU!	
Additional Information:	