Objective of breakout sessions for sponsors/mentors:

Provide support, networking, and resources for the sponsors to enhance their support and facilitation of their teams' project.

Expectations:

During the Academy:

- Participate in all the various activities and meals of the Academy
- Network with other adults
- Learn (*The activities of the Academy and curriculum from LOHP and LOSH will be great resources to use with all your classes.*)
- Listen
- Validate
- Help supervise students during breaks, meals, etc.
- Mentors: All the above and: note taking, photography, TA

After the Academy:

- Provide focus and space for team to meet and plan (agenda, keeping to their work plan/timeline, sign-in, snacks, etc.)
- Help the team document the process (photos/video)
- Evaluate (written summary of the project and evaluation of the team, your role, and the overall project; follow-up interview)
Introductions, Icebreakers and Teambuilding

- **Introductions** (with youth mentors) (15 minutes)

  *Youth:*
  - Share name, school/college, YWLA alumni year, your first job
  - Briefly share one of the most exciting parts of your experience as a YWLA participant.

  *Adult Sponsors:*
  - Share name, where you’re from, a little about your team, your first job

- **Activity:** Body Search (10 min)

  —youth mentors move to their own breakout room—

- **Review agenda** (general, and breakout sessions) (5 min)

- **Expectations:** (10 min)
  - Review expectations of the sponsor during the Academy (ours and theirs)
    - Expectations (yours)
    - Expectations (ours)
  - Review expectations of projects (ours and theirs)
    - Expectations (yours)
    - Expectations (ours)

- **Working as a Team** (5 min)
  - How much have your teams worked together?
  - How do you build a team?

- **Importance of Team building/Icebreakers** (5 min)
  - Have you done icebreakers/team building activities? Examples.
  - Why is it important to do these?
  - We’ll be modeling throughout.

- **Activity:** Marooned (10 min)
  - Questions/Comments?
Session II: Day 2, 3:30 - 4:30

The planning process and working with media

- **Supporting your team in the planning process** (30 min)
  - Past projects: Brief review of 2006 projects (Education, Policy, or Media?) (10 min)
  - Dissecting a project (pick one) (20 min)
    - What would the first steps be?
    - How often, when, where would you meet?
      - What kinds of things would help your team be successful (during and after the Academy)?
      - How will you keep your team on task?
      - What resources are available (information, support, funding)? What else might you need?
      - How will you know if your project is a success?

—youth mentors join us—

- **Working with the Media** (30 min)
  - Have you worked with getting press? (share stories)
  - What is newsworthy about your teams’ activities?
  - What kinds of press can you get? (TV, radio, local newspaper, organizational newsletters, school paper. . . .)
  - Share tips (Handout)
  - Activity: Work in pairs to come up with a 30-second message promoting safe jobs for youth.
Session III: Day Three, 9:45 – 10:45

Tips for Adult Sponsors
from Youth Mentors, Evaluation and Wrap-up
An opportunity to hear from youth mentors (15 minutes)

—youth mentors move to their own breakout room—

Wrap-up and evaluation (45 min)

● One of the most important things you can do with your teams is to be good at active listening. How many consider themselves a good listener? Let’s see: Activity: Paper-Tearing. (10 min)

● Evaluating and documenting your project (10 min)
  ○ Review YWLA evaluation materials

● Questions/Comments?

● OK, what else do you need?
  ○ Resources available
  ○ Travel and team stipends
  ○ Evaluation materials/post-academy stipends
  ○ Other logistics, questions

● Check-in: Impressions
  ○ What worked?
  ○ Suggestions for changes?
  ○ We’ll do written evaluations at end of day
Please take time to complete this evaluation. **Your input will help improve future programs.** WE READ EACH EVALUATION AND COMMENT. Your compliments and critique are appreciated! Be **honest** in your evaluations. Your comments may be recorded for use in promotional materials.

1 = completely agree  2 = somewhat agrees  3 = neutral  4 = somewhat disagree  5 = completely disagree

As a Sponsor/Mentor, the Academy overall was:

Useful:  
1 2 3 4 5

Organized:  
1 2 3 4 5

Fun:  
1 2 3 4 5

Energizing:  
1 2 3 4 5

Met my expectations and goals:  
1 2 3 4 5

I can use what I learned today to help mentor and support the team’s project.  
1 2 3 4 5

General:

1. In general, what two things did you like best about the two-day Academy and why?


2. In general, what things would you change about the Academy and why?


3. What was most helpful to you during the “Adult Sponsor Sessions?”


Page 1 of 2
4. What more did you want from the “Adult Sponsor Sessions?”
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

5. What were two of the most important things you learned from the Academy?
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

6. What additional information, training, and/or resources do you need for your next step?
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

7. I would like to be involved in the Teen Employment Scene in So. CA (a one-day conference for other youth with workshops led by YWLA graduates).

8. Yes _____ No _____
If you answered “yes” please give us your name ________________________________
I would be interested in: (check one only)

   Helping plan the event _____

   Attending to support youth in leading an activity _____

Comments:
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

NAME ____________________________________________________________________________
(Optional- we can quote you in future information packets)
May we contact you with further questions about your YWLA experience? ____Yes ____No
To make the Safe Jobs for Youth Month most effective to really spread the word about job safety and young workers’ rights in your community, we have set up a media campaign. The campaign includes media interviews with local newspapers, television and radio from your local communities as their interest arises. Many of the media outlets in your area have been contacted in order to get their interest going. However, there may be outlets you know are popular in your area and would be good to contact, please contact me and let me know who they are and I can assist you in getting their attention. There are several points of interest where we can capture the media’s attention, the academy itself, when you arrive back in your community and in May, Safe Jobs for Youth Month, when you actually implement your project.

Tips

1. The interview is simply an exchange of information, you have the right to know who’s doing the interview, what the format is and you can ask in advance what the questions will be.

2. Have a message ready. Know the main points of the message you really want to get across. Make a list of talking points, do not wing it. The more prepared you are the less nervous you will be.

3. Figure out what you would say if only someone asked. Practicing with someone can be helpful. Also, if it is for radio or tv the reporter will spend some time chatting with you before they start taping so you can get more comfortable.

4. There is a difference in media types and who you are giving an interview to. Newspapers can use more detail and love statistics, TV likes compelling imagery and the sound bites are quick (20 seconds is a long time on camera), not much time to get your message across so say the important things first and radio is all about the voice, it is the only way to convey your feelings. Relax, know that the interview is being filmed and they can always edit any bloopers.

5. They are really interested in knowing about your experience. You can’t go wrong because it is your story. Try to anticipate their questions, prepare your message and things should go smoothly. The media campaign is about public awareness, it not a controversial, think of all those who can benefit from what you have to say and good luck.
The Department of Industrial Relations

Media Training Kit
for
The Young Worker Leadership Academy
**YWLA Media Campaign 2008**

Here’s how the process will work:

Media will contact Thomas Dinh at the Department of Industrial Relations (DIR):

Thomas Dinh  
Communications Office  
(415) 703-5057  
tdinh@dir.ca.gov

Thomas will contact your adult sponsor as well anyone else you designate to let you know that a reporter would like to interview you.

Your sponsor will contact you to let you know that Thomas will be contacting you.

Thomas will contact you and help you prepare for the interview.

When you’re ready, Thomas will contact the media and set up the interview.

Once the date, time, and location are agreed upon, you’ll do your interview by telephone or in person. It will be very important to keep the appointment and to be on time.

After the story(ies) appear, Thomas will get copies to share with you.
The Young Worker Leadership Academy

Media Information

To make “Safe Jobs for Youth Month” most effective, it is important spread the word about job safety and young workers’ rights in your community to as many people as possible. To help do that, we are conducting an outreach effort to the media.

We will be distributing a press release on Business Wire to all the media in the state to let them know about the Conference and the Academy’s purpose. We’re also contacting newspapers in your local areas to ask them if they would like to interview you about the program and your experiences in it, to give the stories a local angle.

If there are media outlets you know are popular in your area and you think would be good to contact, please let Thomas know who they are and we’ll try and schedule an interview for you.

There are several opportunities we have to tell our story over the next year. Here are some key times to approach media:

- The conference and the Academy: what the conference and Academy are about, what it does, why and how each of you was selected to participate and what you hope to achieve. This might suit newspapers best as it will be more in depth.

- After the conference when you arrive back in your community you can explain what you are planning to do over the next few months and what projects you plan to work on and why. This opportunity might be well suited to a radio program with a host who may also ask listeners to call in to discuss your efforts.

- During the month of May, which is “Safe Jobs for Youth Month,” you can talk to local media when you actually implement your project. If your projects are especially visual, this will be an excellent opportunity for a television story.

There are several opportunities we have to tell our story over the next year. Here are some key times to approach media:

The conference and the Academy: what the conference and Academy are about, what it does, why and how each of you was selected to participate and what you hope to achieve. This might suit newspapers best as it will be more in depth.
After the conference when you arrive back in your community you can explain what you are planning to do over the next few months and what projects you plan to work on and why. This opportunity might be well suited to a radio program with a host who may also ask listeners to call in to discuss your efforts.

During the month of May, which is “Safe Jobs for Youth Month,” you can talk to local media when you actually implement your project. If your projects are especially visual, this will be an excellent opportunity for a television story.

Tips

♦ The interview is simply an exchange of information, it’s okay to ask who’s doing the interview, what the format is and to ask in advance what the questions will be.

♦ Have your key points ready. Make a list of the points you want to make during the interview, do not wing it. The more prepared you are the less nervous you will be and the more people will understand your mission.

♦ To develop your key points, figure out what you would say, if only someone asked. Practicing with someone can be helpful. If your interview is for radio or TV, the reporter is likely to spend some time chatting with you before they start taping so you can get more comfortable. Remember, they want you to do well and are interested in telling a good story, too.

As you know, there are three basic types of traditional media: newspapers, radio and television, and each conducts interviews slightly differently.

♦ Because they usually have more time before their deadlines, newspapers use more detail and statistics, so the interviews are usually longer and have more depth. That’s why it’s always good to know your program very well and know the points you want to get across to the audiences.

♦ TV is a visual medium so they like compelling imagery and very short, quick statements which are known as sound bites that are 20 seconds or so long. Don’t be intimidated by the camera, just look at the person you’re talking to and pretend the camera isn’t even there. If you make a mistake, don’t worry, they can always edit out any bloopers. Or, if you get rattled and stumble, just stop and ask if you can start over. Not a problem to do that.

♦ Radio is similar in that they are looking for a quick sound bite as well, but it’s all about the voice, it is the only way to convey your feelings. Again, don’t be intimidated by the equipment. Just look at the person you’re talking to and let them handle the microphone.
The media campaign is about public awareness, think of all those people who can benefit from what you have to say and good luck. Your fellow teens will be grateful to know their rights and how to be safe on the job.

Please keep Thomas informed as to any media you are in touch with so we can get an accurate measure of our outreach efforts.

**Young Worker Leadership Academy-Q&A for Media**

**What is the Young Worker Leadership Academy?**

The Academy is the result of a partnership of government agencies and statewide organizations that are involved in California youth employment and education. Each year, the Academy sponsors a three-day workshop to provide teens with leadership training on workplace safety and employment rights.

It was jointly developed by the University of California, Berkeley Occupational Health Program and the University of California, Los Angeles' Labor Occupational Safety and Health Program in consultation with the California Center for Civic Participation. Additional funding is provided by the California Wellness Foundation.

**Who are some of the workshop sponsors?**

The California Department of Industrial Relations, the Commission on Health & Safety and Workers’ Compensation and the California Partnership for Young Worker Health & Safety.

**Where is the workshop held?**

On the campus of the University of California at Berkeley

**Why is the training necessary?**

According to the National Institute for Occupational Safety and Health, 160,000 teens are injured on the job each year in the United States and 55,000 of those injuries are serious enough to require hospital treatment. And, 30 teens died from work-related injuries in 2006.

Every six minutes a teen is injured in the workplace, which is twice as many as adults. Also, young workers don’t know their employment rights or how to be safe on the job.

Many kids between the ages of 14-17 have summer jobs or part-time jobs and contribute greatly to California’s economy. They need to be educated so they are safe and aware of their rights in the workplace.
**How long has the Academy been around?**

This is the 4th year.

**How many teens attend the Academy, and how do you get chosen for this event?**

Six teams of future workers between 14 and 17 are selected from a pool of applicants throughout California to attend the workshops.

**What kinds of things do you learn during the workshop?**

We learn how to assume leadership roles in the workplace and how to speak up when we’re placed in unsafe working conditions, or asked to work beyond the hours set by the California Labor Code that governs child labor.

We also learn how to create projects in our local communities to promote workplace safety so we can share the valuable lessons we learned with our peers.

**Do you have a project in mind for this community?**

(you get to develop the answer to this one!) Remember to develop the key points you want to make about the project—develop your talking points in advance and practice them!

If you haven’t decided about your project yet, it’s okay to say so, or if you have a general idea you’d like to pursue and want to share that, that’s okay, too. If you don’t know yet, you can say that as well.

**When do you expect to launch your project?**

The projects will be launched in May, which will be declared “Safe Jobs for Youth” month by Governor Schwarzenegger.

**GOOD LUCK AND HAVE FUN!!!!**
Stipend Request Form for Youth Participants
Young Worker Leadership Academy, 2008

Please return by June 16, 2008.

Young Worker Project
University of California at Berkeley
Labor Occupational Health Program
2223 Fulton St., Fourth Floor
Berkeley, CA 94720-5120

STIPEND REQUEST:

NAME: _____________________________________________________________________

SOCIAL SECURITY NUMBER:___________________________________________________
(REQUIRED)

MAILING ADDRESS:___________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

I, ______________________________________, am requesting a stipend or other payment from the
(First and last name)
Labor Occupational Health Program, U.C. Berkeley, in the amount of $75. This payment is for the
purpose of participation in the Young Worker Leadership Academy and follow-up activities.

SIGNATURE: _____________________________________________________________DATE: _________________

AUTHORIZED BY: _________________________________________________________DATE: _________________
(Diane Bush)

Fund Number: _____________________________________________________________
Team Stipend - Payment Request Form
Young Worker Leadership Academy

Complete this form at the YWLA or send completed form after the Academy to:
Young Worker Project
Labor Occupational Health Program/UC Berkeley
2223 Fulton St., Fourth Floor
Berkeley, CA 94720-5120

PAYMENT REQUEST:
CHECK PAYABLE TO: ________________________________

ORGANIZATION: ________________________________________

SOCIAL SECURITY NUMBER: ____________________________
- OR -
FEDERAL TAX ID NUMBER: _____________________________

CHOOSE ONE: If the reimbursement is to You, put your SSN;
if it is to your Organization, put its Federal Tax ID#.

MAILING ADDRESS: ______________________________________

(WHERE TO SEND THE CHECK)

____________________________________________________________________________
____________________________________________________________________________

CONTACT NAME (If different from “Check Payable To”):______________________________

TELEPHONE: ____________________________________________________________

EMAIL: ________________________________________________________________

We are requesting the $300 organizational support stipend, to support the efforts of our youth team in promoting young worker health and safety during Safe Jobs for Youth Month, May 2008. We anticipate using the funding for the following:

☐ Supplies and materials  ☐ Food for meetings  ☐ Prizes

☐ Copying costs  ☐ Other: _______________  Other: _______________

SIGNATURE: ________________________________  DATE: ____________________

AUTHORIZED BY: ___________________________  DATE: ____________________

(DIANE BUSH)

BILLING NUMBER: ________________________________________________
1. **What kinds of things can help your team be successful during and after the Academy?**
   - Structure and independence
   - Safety to express ideas and questions (language, inclusion, encourage outside the box thinking, etc.)
   - Have group establish ground rules (respect, step up/step back, resolving conflict, responsibility to the group)
   - Create a team identity (name/logo)
   - Food and fun
   - Team-building activities
   - Icebreaker for the beginning of each meeting
   - Closure/check-in at the end of each meeting
   - Stay positive, give feedback
   - Let the students learn by doing and by making mistakes
   - Establish clear lines of communication: when/where meetings will be, who’s responsible for what, how they are getting there, etc. Include your team in the process. Reminders: email, calls, school announcements
   - Have resources available (you don’t have to be the expert)
   - Motivation: small scale competitions, benchmark goals

2. **How do you facilitate creativity and thinking outside the box?**
   - Brainstorm often – and encourage no comments, just ideas
   - Use “arts” – visual, media, literature, etc. to simulate activities
   - Small group work – brought back to the larger group
   - Use icebreakers, games, analogies, role plays, simulations (see “The Activist Cookbook” Andrew Boyd) to spark creativity
   - Be open to different ways to approach and solve a problem

3. **What resources do you have on young worker health and safety or young workers’ rights? What do you need?**
   - Yours
   - LOSH/LOHP curricula list of resources
   - Are you a Working Teen? Resources
   - Internet resources (LOSH)
   - California Resource Network for YWHS
   - Others:
4. **What are the best ways to stay connected with each other?**
   - Email (group/individual)
   - Phone (one on one)
   - Conference calls (group)
   - Other:

5. **What does the support from the Partnership look like after the Academy?**
   - Check-in email/calls
   - Questions/support from LOHP and LOSH
   - Fact sheets other resources provided by LOSH/LOHP
   - Other:

6. **How can you use the Partnership resources in all your classes?**
   - Conduct a unit on health and safety
   - Individual lessons
   - Individual activities
   - Extra credit
   - Peers teaching/presenting to their peers

7. **How can you guide the development, implementation and evaluation of the work plan?**
   - Large sheet keeping track (you or students can create and maintain – identify role from the beginning)
   - Break the plan into smaller manageable sections (small successes)
   - Reward accomplishments
   - At meetings: post “accomplishments” and “next steps/to do”

8. **Questions to help guide development of work plan:**
   (‘what, who, where, when, how, what if, why’ questions)
   1. Describe the need you will meet in your community.
   2. How does this project fit with what you are studying in class?
   3. Who will benefit from this project?
   4. How many participants will be included?
   5. What will participants learn and do?
   6. How does this project link with the elements of high quality service learning? [Core Academic Learning, Meaningful service, student voice, reflection, collaboration, evaluation]
   7. How will you know if your project is successful?
   8. Develop a timeline with key dates and activities for this project
   9. Budget costs?
Tips for Success with Your Team
Young Worker Leadership Academy

1. What kinds of things can help your team be successful during and after the Academy?
   - Structure and independence
   - Safety to express ideas and questions (language, inclusion, encourage outside the box thinking, etc.)
   - Have group establish ground rules (respect, step up/step back, resolving conflict, responsibility to the group)
   - Create a team identity (name/logo)
   - Food and fun
   - Team-building activities
   - Icebreaker for the beginning of each meeting
   - Closure/check-in at the end of each meeting
   - Stay positive, give feedback
   - Let the students learn by doing and by making mistakes
   - Establish clear lines of communication: when/where meetings will be, who’s responsible for what, how they are getting there, etc. Include your team in the process. Reminders: email, calls, school announcements
   - Have resources available (you don’t have to be the expert)
   - Motivation: small scale competitions, benchmark goals

2. How do you facilitate creativity and thinking outside the box?
   - Brainstorm often – and encourage no comments, just ideas
   - Use “arts” – visual, media, literature, etc. to simulate activities
   - Small group work – brought back to the larger group
   - Use icebreakers, games, analogies, role plays, simulations (see “The Activist Cookbook” Andrew Boyd) to spark creativity
   - Be open to different ways to approach and solve a problem

3. What resources do you have on young worker health and safety or young workers’ rights? What do you need?
   - Yours
   - LOSH/LOHP curricula list of resources
   - Are you a Working Teen? Resources
   - Internet resources (LOSH)
   - California Resource Network for YWHS
   - Others:
4. **What are the best ways to stay connected with each other?**
   - Email (group/individual)
   - Phone (one on one)
   - Conference calls (group)
   - Other:

5. **What does the support from the Partnership look like after the Academy?**
   - Check-in email/calls
   - Questions/support from LOHP and LOSH
   - Fact sheets other resources provided by LOSH/LOHP
   - Other:

6. **How can you use the Partnership resources in all your classes?**
   - Conduct a unit on health and safety
   - Individual lessons
   - Individual activities
   - Extra credit
   - Peers teaching/presenting to their peers

7. **How can you guide the development, implementation and evaluation of the work plan?**
   - Large sheet keeping track (you or students can create and maintain – identify role from the beginning)
   - Break the plan into smaller manageable sections (small successes)
   - Reward accomplishments
   - At meetings: post “accomplishments” and “next steps/to do”

8. **Questions to help guide development of work plan:**
   (‘what, who, where, when, how, what if, why’ questions)
   1. Describe the need you will meet in your community.
   2. How does this project fit with what you are studying in class?
   3. Who will benefit from this project?
   4. How many participants will be included?
   5. What will participants learn and do?
   6. How does this project link with the elements of high quality service learning? [Core Academic Learning, Meaningful service, student voice, reflection, collaboration, evaluation]
   7. How will you know if your project is successful?
   8. Develop a timeline with key dates and activities for this project
   9. Budget costs?
Send completed form and receipts to:
Young Worker Project
Labor Occupational Health Program/UC Berkeley
2223 Fulton St., Fourth Floor
Berkeley, CA 94720-5120

PAYMENT REQUEST:

DATES OF TRAVEL: ____________________________________________________________

CHECK PAYABLE TO: __________________________________________________________

SOCIAL SECURITY NUMBER: ____________________________________________________
-OR-
FEDERAL TAX ID NUMBER: ____________________________________________________

CHOOSE ONE: If the reimbursement is to You, put your SSN; if it is for your Organization, put its Federal Tax ID #.

MAILING ADDRESS: ___________________________________________________________

(WHERE TO SEND THE CHECK)
____________________________________________________________________________
____________________________________________________________________________

TELEPHONE: __________________________________________________________________

EMAIL: _______________________________________________________________________

Your check will be generated by the University of California Disbursements System, and we are required to ask:
ARE YOU A U.S. CITIZEN: Y / N

Also, if a private car was used and mileage is being claimed, please complete the following:

VEHICLE LICENSE NUMBER: _________________________
CITY OF RESIDENCE ________________________________
DO YOU HAVE LIABILITY INSURANCE: Y / N

TOTAL MILEAGE (Round Trip): ______________________________________________________

REQUESTOR’S SIGNATURE __________________________________________________________

AUTHORIZED BY: ________________________________________ DATE: ___________________
(FIANE BUSH)
FUND NUMBER: ________________________________________________________________
An efficient team works together to combine each person’s skills to ensure good performance. In order to take advantage of the full potential of the team, it is important for everyone on the team to know as much as possible about what each member can contribute. Because some people are shy about sharing their strengths, we propose using a series of activities and games to begin in the sharing process.

No matter how many skills are present in a group, the group will only function effectively if team members show one another mutual support and respect. This is most likely to happen if each person plays a role in setting the norms for acceptable behavior in the group and if everyone cooperates. As part of forging your identity as a team you will have the opportunity to express what you need from other people in order to be an effective team member and to work together on creating a productive work environment.

---

**Team-Building Steps**

**I. What makes a good team?**

One thing that really helps a group to coalesce is to address a challenging problem together. Start with a team building activity where people have to work together. *Then, take some time to discuss with your group members what each of you thinks are the most important elements of a good team. (respect, clear roles, shared goals, know and value each others’ skills and strengths, brings together everyone’s skills, accountability...)*

**II. Making the ground rules**

*Brainstorm a list of rules* to help your team work well together. Write their ideas on flip chart paper or a white board. Clarify any rules that are not clear and eliminate duplicates. Build consensus, where everyone agrees to the list. Have someone create a “Final” version to be posted at all meetings. Option: share examples of people’s own experience, grounding the rule in some sort of context that everybody can relate to and understand.

**III. Choosing a Team Name and creating a logo**

*When choosing a name and creating a logo for your team,* remember that your team name represents your team in a positive way to both their peers as well as others in their community. Here are some words that might inspire your team in creating a name and logo:

<table>
<thead>
<tr>
<th>Creativity</th>
<th>Action</th>
<th>Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality Work</td>
<td>Teamwork</td>
<td>Success</td>
</tr>
<tr>
<td>Visions</td>
<td>Making a Difference</td>
<td>Youth Voice</td>
</tr>
</tbody>
</table>

Possible steps:
A. Brainstorm list of potential names
B. Prioritize the top 3; vote on 1 name
C. Individuals create a logo: symbol, graphic image, special font
D. Each share and explain (briefly)
E. Decide on the best one
F. Decide who will create the final version and how it will be finalized (by hand, on the computer, etc.)
IV. Finalize YWLA Project concept

Using the worksheet from the Academy, review idea(s) developed at the Academy. Then work to build consensus on the final project to promote young worker safety.

V. Create a work plan

Using the worksheet from the Academy, review steps needed, who is responsible, timeline, and a list of measurable objectives for you and your project (this will help to tangibly demonstrate success.)

1) What you plan to accomplish as a group (Project and goal)
2) Steps/tasks needed to accomplish this project
3) Who has responsibility for completing specific tasks
4) Prioritize tasks
5) How long you plan to take for each task
6) Date of the Project (You can also create a timeline going backwards from the date of the project - or actual final meeting after the project for reflection and evaluation.)
7) When and where you will meet

VI. Get to work

Intersperse icebreakers and teambuilding activities (at the beginning, to energize; to reward at the end of a meeting). Have fun, food, rewards!

VII. Action

Make sure you and someone from the team document the process and project (photos, videos, materials developed, meeting agendas, etc.)

VIII. Reflection/project report

Make sure the group plans time to meet to reflect on the process and complete the evaluation materials (the team report as well as their individual statements). Be sure they include photos, copies of materials used, and any evaluation done by the people they presented to. Evaluation and Project Report Forms are included in your packet.

Possible questions for reflection:

- What were the benefits of this project (to the community, to our team, to me individually?)
- What skills did you need to learn to complete your project? Which skills did you enjoy learning the most? The least? Why?
- Has this project changed you in any way or changed your perspective? How?
Youth Mentor Evaluation
Young Worker Leadership Academy

January 24 - 26, 2008
Berkeley

SCHOOL/Organization
Please take time to complete this evaluation. Your input will help improve future programs. WE READ EACH EVALUATION AND COMMENT. Your compliments and critique are appreciated! Be honest in your evaluations. Your comments may be recorded for use in promotional materials.

1 = completely agree  2 = somewhat agrees  3 = neutral  4 = somewhat disagree  5 = completely disagree

As a Mentor, the Academy overall was:

Useful: 1 2 3 4 5
Organized: 1 2 3 4 5
Fun: 1 2 3 4 5
Energizing: 1 2 3 4 5
Met my expectations and goals: 1 2 3 4 5

I can use what I learned today to help mentor and support the team’s project.

General:
1. In general, what two things did you like best about the three-day Academy and why?

2. In general, what things would you change about the Academy and why?

3. What was most helpful to you during the “Youth Mentor Sessions?”

Page 1 of 2
4. What more did you want from the “Youth Mentor Sessions?”

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

5. What were two of the most important things you learned from the Academy?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

6. I would like to become a youth spokesperson for the California Partnership on Young Worker Health & Safety.

   Yes _____   No _____

   As a spokesperson, these are your opportunities: (check as many as you are interested in)

   a. Attending quarterly meetings in Oakland or Sacramento of the Partnership _____

   b. Speak to the media about the YWLA, SJFY Month, or other young worker issues _____

   c. Being involved in planning and leading the next YWLA _____

7. What additional information, training, and/or resources do you need for your next step?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Comments:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

NAME ____________________________
(Optional- we can quote you in future information packets)

May we contact you with further questions about your YWLA experience? ___Yes ___No
Objective of Youth Mentor Breakout Sessions:

Provide a separate time where youth mentors can develop more communication, project management, facilitation, and mentor skills. Youth mentors will also have an opportunity to prepare and practice before they co-facilitate an activity.

Materials:

- YWLA folder
- YWLA contacts sheet

Table of Contents:

- Page 1: Objective for Youth Mentor Breakout Sessions
- Page 2: Youth Mentor Role
- Page 3-4: Breakout sessions Day 1 (Workshops #1-2)
- Page 5-6: Breakout sessions Day 2 (Workshops #3-5)
- Page 7: Breakout sessions Day 3 & Resources (Workshop #6)
- Page 8: Goal Setting Activity
Youth Mentor Role:

**Pre-academy**
- Participate in a Youth Mentor phone conferences
- Review and prepare for co-facilitating academy activity

**Academy**
- Co-facilitate 1-2 academy activities
- Attend Youth Mentor Sessions
- Practice and prepare for co-facilitating activities
- Prepare and share short presentation on personal lesson from own experience on working on your YWLA team project
- Prepare and share Youth Mentor Plan/Statement on a project that can connect YWLA alumni
- Get to know new YWLA participants, motivate, listen, share and provide support during the YWLA (concentrate on the team you will be working specifically with)

**Post-academy**
- Participate in youth mentor evaluation phone conference
- Be an advisor to your team and its adult sponsor through regular check-ins.
- Participate in partnership/other conferences sharing YWLA experience and planned mentor project
- Follow-up and execute planned Mentor project.

Notes:

*“be a resource” (i.e., your own experiences from the Academy and/or community project; familiar with “Are You a Working Teen?”)

*During “free time” (lunch, dinner, evening, getting people to meeting places, etc.) use this time to “get to know” academy participants

*Evaluate the Academy from your own perspective (as a youth mentor)

*Consider ways that academy participants can stay connected and have ongoing involvement
Breakout Session Agendas:

Day 1:

Workshop #1 11 am – 12:45 pm (105 min)

Objectives for workshop:
- Youth Mentors will feel welcome as an important component of the YWLA.
- Youth Mentors will have a better sense of their role/ responsibilities.
- Youth Mentors practice co-facilitating their activities with their peers.
- Youth Mentors will brainstorm and learn how to work with their team.
- Youth mentors brainstorm and learn of ways they can motivate new YWLA participants for their Safe Jobs for Youth Month project or to be youth mentors in the future.

Agenda:

Icebreaker (20 min)
- Where We’re From: “Picture”-ing our Communities
- Who We Are: Similarity Shout-out

Overview of breakout sessions (5 min)
- Purpose
- Package

Go over Youth Mentor Role (5 min)

Check-in (10 min)
- Any questions?
- What’ve you learned?
- How have you used what you learned at YWLA?
- What do you want to get out of being a youth mentor?

How to Work with Your Team (10 min)
- Youth Mentors make ideas of how to connect with their team from the start of the Academy and after the Academy.
- Youth Mentors go over their role as advisor for the adult sponsor.
- Brainstorming on Team Motivation (challenges and overcoming them)

Mock Facilitation (35 min)
- Review who is facilitating what, when and instructions for activities (10 min)
- Youth Mentors practice providing instructions for the activity they will co-facilitate; Youth Mentors provide feedback (25 min)

Issue Discussion (20 min)
- Should all kids have work experience?
- What should work experience look like?
- What does a “good” job look like?
Workshop #2 4:10 - 5:20 pm (70 minutes)

Objectives for workshop:
- Youth Mentors will have an opportunity to set personal goals and ask questions.
- Youth Mentors will finish setting up and practicing their co-facilitation of activities with the participants.
- Youth Mentors will reflect on their worker/employer interviews and compile their tips for youth site Interviews.
- Youth Mentors will have a better sense of their role/ responsibilities.

Agenda:

Icebreaker (5 min)
- Instructions on How to Stand Up
- Connection to effective workshop facilitation

Goal setting Activity (10 min)
- things you want to accomplish, both personally and as a youth mentor group

Mock Facilitation (35 min)
- Youth Mentors finish setting up props and rehearsing for the activities they’re co-facilitating

Check-in (5 min)
- “What do you think the teams most need from you? How could you be most helpful to the new teams?”
- “What can we help you with? How can we be more helpful to you?”

Debriefing on Youth/Employer Interview (15 min)
- What did you learn?
- What is something new about health and safety that you found out?
- Based on your Site Interview experience last year, what would be some tips that you can share with the youth who will be going to their interviews later today?
- ID who will share these with the group.
Day 2:

Workshop #3  10:30-11:30 (60 minutes)

Objectives for workshop:
- Youth Mentors and adult sponsors meet and learn something new about each other.
- Youth Mentors share their YWLA experience.
- Youth Mentors will have a better sense of their role/ responsibilities.
- Youth Mentors will prepare a 5 minute presentation for the YWLA participants where they will share about their different projects and key points that new teams should consider when planning and doing their own projects.

Agenda

Joint Introductions (15 minutes)
- Youth:
  - Share name, school/college, YWLA alumni year, your first job
  - Briefly share one of the most exciting parts of your experience as an YWLA participant and about your team project.
- Adult Sponsors:
  - Share name, where you’re from, a little about your team, your first job

Group Activity/Fun Ice breaker (10 min)
- Body Search

[Youth mentors move to their own breakout room]

Sharing your YWLA team project (35 min)
- Using your collective experiences in planning and doing your projects, prepare a 5 minute presentation where you share key points that the teams need to consider when planning and doing their own projects.
Workshop #4  2:00-2:45 (45 minutes)

Objectives for workshop:
- Youth mentors will learn about the art of listening and facilitating.
- Youth Mentors will beginning to plan a project with the goal of incorporating and bringing YWLA alumni together.

Agenda

Ice Breaker – Loteria Game (5 min)
  o  When to stand up, When to step back icebreaker

Youth Mentor Project Planning Session #1 (40 min)
  o  Consider “outrageous facts” and other issues that have come up during the academy.
  o  Identify something that impassions or disturbs you; compile list
  o  What is something you (or a group) could do to help fix something on the list?
  o  List of possible project ideas
  o  Solidifying goal of the project

Workshop #5  3:30-4:30 (60 minutes)

Objectives for workshop:
- Youth Mentors will continue planning their project.
- Youth mentors and adult sponsors will learn of different media outlets.
- Youth mentors and adult sponsors will begin to think of how a media component can add to the youth team projects.

Agenda

Youth Mentor Project Planning Session #2 (30 min)
  o  Project Brainstorm and deciding on the project. (10 min)
  o  Assign roles and make timeline. (10 min)
  o  Planning concrete steps and action plan. (10 min)

[youth mentors join adult sponsors]

Working with the Media – (30 minutes w/ adult sponsors)
Day 3:

Workshop #6 9:45-10:45 (60 minutes)

Objectives for workshop:
- Youth mentors will share their projects with adult sponsors.
- Youth mentors will finalize their youth mentor planning and prepare a 5 minute presentation about their youth mentor project.
- Youth mentors will revisit their goals and reflect on them.
- Youth mentors will evaluate the youth mentor workshops.

Agenda

Youth Mentor Panel: Sharing YWLA Projects (15 minutes w/ adult sponsors)

[youth mentors move to their own breakout room]

Youth Mentor Project Planning Session#3 (30 min)
  o Finish planning concrete steps and action plan. (10 min)
  o How to fit steps into daily school life with time management (5 min)
  o Complete youth mentor project planning and prepare a 5 minute presentation. Include how YWLA alumni can collaborate or help. (15 min)

Goals Revisited (5 min)
  o Finish “goal setting activity” by evaluating goal accomplishment

Debriefing/Evaluation (10 min)
  o What worked in the youth mentor workshops? What can be improved in the youth mentor break workshops?

Your Resources: (for specific contact names and information refer to contact sheet)

1) LOHP, LOSH
2) Internet websites
3) Other Youth Mentors
4) Adult Mentors
5) The California Partnership for Young Worker Health and Safety
6) Youth teams
7) Other: ____________
Goal Setting Activity

Name:__________________________________

What are 3 personal goals that you want to accomplish at the YWLA?

Goal #1:______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Goal #2:______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Goal #3:______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

What is one goal you want to accomplish as a youth mentor group?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Revisit your goals; write a reflection on your goals.
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________