

**CALIFORNIA
YOUTH LEADERSHIP FORUM (YLF)
For Students With Disabilities**

July 21-26, 2013

“BE THE CHANGE!”



**STAFF FACILITATOR GUIDE
With Student Delegate Workbook and
Schedule**

Name: _____

**ORIGINALLY DEVELOPED BY
THE CALIFORNIA GOVERNOR'S COMMITTEE
ON EMPLOYMENT OF PEOPLE WITH DISABILITIES**

Week At A Glance - YLF 2013

	Sunday 7/21	Monday 7/22	Tuesday 7/23	Wednesday 7/24	Thursday 7/25	Friday 7/26				
Theme:	Move In	Introducing Ourselves and YLF	Disability Community, Culture & History	Discovering Resources to Reach my Goals	Getting Involved with the Community	Now We Begin the Rest of Our Lives				
7:00 AM	Set up	Breakfast (7:00-8:00) Dining Hall	Breakfast (7:00-8:30) Dorm	Breakfast (7:00-8:30) Dorm	Breakfast (6:45-7:45) Dorm	Breakfast (7:30-8:30) Dorm				
8:00 AM		Free Time	Small Groups (8:45-9:15)	Small Group (8:45-9:15)	Travel to State Capitol (8:00)	Small Groups (8:45-10:30)				
9:00 AM		Staff Breakout Sessions (9:00-9:30) Small Groups Planning Session (9:30-11:00)	Large Group YLF Extreme Games (9:30-11:00)	Large Group Assistive Technology and Resource Fair (9:30-10:45)	Photo Session and Activities on Capitol Steps (8:45-9:45)					
10:00 AM						Delegates Arrive Box Lunches Check-In and Bingo (11:00-2:00)	Large Group Disability History and Culture (11:15-12:00)	Visit Campus Bookstore in Small Groups (11:00-12:00)	Governor's Office: How to Be an Effective Change Agent (10:00-10:45)	Closing Session: Take it Back to Your Community! (10:45-12:15)
11:00 AM										
12:00 PM	Staff Arrive (2:00-3:00)	Large Group Disability Etiquette Skits (1:15-2:15) Arts Performance (2:15-3:00)	Voting and Legislative Advocacy Presentation (1:30 - 2:00) Living on my own and reaching my career goals: Panel presentation (2-3:30)	YLF Luncheon (12:15-2:30) Convention Center	Box Lunch Served (12:30) Eat on site or take with you Final Checkout Activities					
1:00 PM						Small Groups (2:00-3:00)	Small Groups (3:15-4:45)	Small Groups (3:45-4:45)	Buses Load (1:30) Buses Depart (2:00)	
2:00 PM	Staff Orientation (3:00-6:00)	Large Group: Opening Session (3:15-5:15)	Dinner (5:00-6:00) BBQ by Pool and Band	Capitol Tours (3:00-4:00)	Dorms to be cleaned and vacated (2:30)					
3:00 PM						Dinner in Small Groups (5:30-6:30) Dining Hall	Alumni Sharing (6:15-8:30)	Return to CSUS (4:00)		
4:00 PM	Staff Dinner in Dorm (6:00-7:00)	Small Groups (6:15-7:15)	Dinner (5:00-6:00) Dining Hall							
5:00 PM				Staff Orientation, Cont. (7:00-7:30)	Small Groups (6:45-8:00)	Small Group (6:15-7:15)				
6:00 PM	Free Time /Staff Meeting (8:15-9:00)	Delegates Prepare for Talent Show/Staff Meeting (8:30-9:00)	Small Group (6:15-7:15)							
7:00 PM				Free Time	Free Time	Talent Show (7:30-9:00)	Dance (7:30-10:00)			
8:00 PM	Lights Out (10:00)	Lights Out (10:00)	Free Time/Staff Meeting							
9:00 PM				Lights Out (10:00)	Lights Out (10:00)	Lights Out (10:30)/Staff Meeting				
10:00 PM										

STAFF FACILITATOR GUIDE: INTRODUCTION

OVERVIEW

The Staff Facilitator Guide pages are intended to assist all YLF on-site staff in your various roles. Effective staff are key to a successful YLF and hopefully this guide will make your job easier. For your convenience, the Facilitator's Guide includes the exact pages of the Delegate Workbook, with extra "Staff Facilitator Guide Pages" inserted throughout. We recommend using this handbook as your personal guide during YLF and keeping confidential the strategies and suggestions, which you can use within your group.

HOW TO USE THE STAFF FACILITATOR'S GUIDE AND WORKBOOK

The emphasis of the Staff Facilitator Guide Pages is on sharing helpful ideas for facilitating your small group discussions and experiences. It also outlines the "Key Messages" for each of the subject areas of the YLF. *The activities and suggestions are just a guide for you.* The activities assigned to each small group are activities that have worked well in the past, and there are extra activities in the "toolbox" at the end to use as you choose. You should decide what works best for your group and what will help your delegates learn and develop as leaders.

KEY MESSAGES AND DAILY THEMES FOR YLF

When participating with your small group, please keep in mind and remember to refer to the various key messages of YLF, including "What We Will Accomplish at YLF," the daily theme (each day has a unique one) and the key message and theme of specific presentations. In addition, please be sure to reinforce the importance of the Personal Leadership and Advocacy Plan by referring to it throughout the week.

YOUTH TRANSITION TOOLKIT

Mention to delegates that they can get more information and resources on topics which can help them transition to college, employment, and independent living by going to the Youth Transition Toolkit website: www.tknlyouth.info (in past years we provided the "YLF Resource Guide CD" – however, this year we are encouraging delegates to visit this website which has easy-to-navigate information and resources). Have delegates turn to the Transition Toolkit flyer on page 66 under the "Information" Tab in the workbooks and highlight information covered in the toolkit, such as:

- Financial aid and scholarships.
- Finding accessible housing, finding roommates and housing rights.
- Finding and paying for a personal care attendant.
- Choosing a career that fits with your interests and abilities, and how to find a job.
- Disability disclosure, and how to decide when (and whether) to disclose your disability to an employer.
- Clubs and adaptive sports programs which are designed specifically for youth with disabilities.
- Ways to become involved in the disability community and advocate for the rights of people with disabilities.”

IN EVERY SMALL GROUP

In every small group, give delegates a chance to share how they feel and what they think about earlier sessions and/or about the week overall. Small group is their time to discuss what they heard, saw, and felt. Look over key messages for large group sessions that day, and talk about the messages that you think are most important.

BUILDING LEADERSHIP

One way to develop leadership in your small group is getting delegates to take on responsibility. Try asking a delegate to write notes for the group on the easel pad, or ask a delegate to read about an activity, rather than having staff do it. You might suggest that delegates help each other when possible.

MEALS

For Lunch and Dinner, small groups are usually assigned to eat together. It is a good idea to sit with your delegates to draw them out; talk to them about what they thought about previous sessions. Breakfast will be served in Desmond Hall, and will be more of a community style activity. Staff and Delegates are not required to sit in the small groups.

STAFF FACILITATOR GUIDE

OPTIONAL DAILY REFLECTION ACTIVITY “CIRCLE, SQUARE, TRIANGLE, HEXAGON”

At the end of each day, there is an activity to help delegates reflect on their experiences of the day. Time has been allocated on the agenda to allow for Circle, Square, Triangle, Hexagon. Delegates will think through four different activities designed to help them process the day's events.

Circle: A question going around in your mind from the day's activities.

Square: An idea or concept that “squares” with something that the delegate thought already or experienced in their daily life.

Triangle: Three points (“takeaways”) that the delegate is going to take home with them from the forum.

Hexagon: An idea that the delegate is having a hard time figuring out, or something that is a new and unfamiliar concept that they may need some time to process.

And also remember that an overall key message of the YLF is that we should all value difference. Having a disability is not something to be ashamed of, to overcome, or be cured... it is part of the human continuum of experience and contributes to who we are and to our development as leaders.

STAFF FACILITATOR GUIDE: TOOL BOX

On the following pages are:

- ❖ **ROLES AND RESPONSIBILITIES OF COUNSELING STAFF**

 - Facilitating Small Group Discussions**
 - Listening Effectively**
 - Encouraging Participation**

- ❖ **HOW TO HAVE EFFECTIVE SMALL GROUP DISCUSSIONS**

- ❖ **INCREASING OUR UNDERSTANDING OF OTHERS AND
TECHNIQUES FOR RESOLVING OUR CONFLICTS**

STAFF FACILITATOR GUIDE

Roles and Responsibilities of Counseling Staff

FACILITATE SMALL GROUP DISCUSSIONS

SHOW YOUR INTEREST IN THE PARTICIPANTS

- * Use delegates' names.
- * Mingle with delegates before meetings, at breaks, during free time.
- * Accept and acknowledge participants' responses and ideas.
- * Use participants' words when summarizing discussions.
- * Deal respectfully with difficult participants.
- * Try to remember what it was like when you were in high school.

SET EXCELLENT CONDITIONS FOR LEARNING

- * Ensure meeting rooms provide comfortable setting.
- * Be aware of individual participants' needs.

SET THE TONE AND PACE FOR THE SESSION

- * Create an informal atmosphere.
- * Promote a climate of openness and acceptance.
- * Keep delegates focused on program content.

SHARE PERSONAL EXPERIENCES RELATED TO THE TOPIC TO GIVE LIFE AND PRACTICALITY TO THE PRESENTATION

BE NATURAL; SHOW ENTHUSIASM AND ENERGY

PROVIDE A FUN ATMOSPHERE – USE HUMOR

ENSURE MAXIMUM ATTENTIVENESS ON THE PART OF THE GROUP

- * Promote involvement of all participants (“Anyone else had a similar experience?”)
- * Call on participants by name (“Kelly, what do you think?”)

LEAD PRODUCTIVE AND SATISFYING GROUP DISCUSSIONS

- * Emphasize important points made by delegates by restating them.
- * Encourage differing points of view.
- * Summarize comments at the end of the discussion.

ENCOURAGE DISCOVERY OF CONNECTIONS BETWEEN THE LARGE GROUP PRESENTATIONS AND DELEGATES' OWN PERSONAL SITUATIONS

- * Draw out delegates' experiences.
- * Give examples of real world application of the learning points.

BE AWARE OF BASIC PRESENTATION TECHNIQUES

- * Prepare in advance to ensure clear communication of concepts.
- * Smile, show friendliness.
- * Be aware of body language.

AS SMALL GROUP FACILITATOR, YOU WILL:

- * Encourage and monitor participation (use open ended questions, inclusive activities).
- * Support (reinforce learning, recall successes previously shared).
- * Clarify (restate, question, and test information).
- * Elaborate (expand on ideas to see full implications).
- * Monitor differing points of view & confrontation.
- * Facilitate conflict when it occurs.
- * Explore reactions and feelings.
- * Keep on topic.
- * Summarize results (without frequent summarizing, delegates may lose their direction).

ASSIST YOUR SMALL GROUP PARTICIPANTS TO COMPLETE TWO MAJOR TASKS BEFORE THEY LEAVE THE YLF

- * Individuals complete their "Personal Leadership and Advocacy Plan."
- * As a group, identify (and record) at least one policy issue to advise the Governor's Office and the Federal Office of Disability Employment Policy.

STAFF FACILITATOR GUIDE: TOOL BOX

Roles and Responsibilities of Counseling Staff

LISTEN EFFECTIVELY

Active Listening Includes:

- * Paraphrasing (summarize what you heard and repeat back).
- * Clarifying.
- * Feedback (immediate, honest, supporting).

Listen With Empathy:

- * Everyone is trying to survive.
(What need is the feeling coming from, what danger is this person experiencing, and for what is this person asking.)

Listen With Openness:

- * Hear the whole statement, the entire communication before responding or evaluating.

Listen With Awareness:

- * How does the communication fit with the known facts.
- * Is there congruence between what is heard and what is observed.

Four Causes of Poor Listening:

- * Not concentrating.
- * Listening too hard.
- * Jumping to conclusions.
- * Focusing on delivery & personal appearance.

How to Become a Better Listener:

- * Take listening seriously.
- * Resist distractions.
- * Don't be diverted by appearance or delivery.
- * Suspend judgment.
- * Focus on listening.
- * Take notes.

Roles and Responsibilities of Counseling Staff

ENCOURAGE PARTICIPATION

Direct comments at the group in general	“What does the group think about this approach?”
Re-direct a question	“Good question, George. . . What do the rest of you think?”
Reflective question	“This point seems to bother you a lot, Mary ... I sense that you wish the school hadn’t done that for you?”
Ask open-ended questions	“How was that for you?” Were there any similarities?”
Focus on feelings	“How did you feel?” What is everyone feeling right now?” What is one word to describe how you feel right now?”
Repeat feelings	“You must have felt relieved, huh?”
Draw out learning	“What did you learn from that experience?”
Focus on one issue at a time	“We want to move on to that, but let’s see if anyone else wants to comment on this topic”
Test out perceptions	“What do other people feel?”
Appropriate, constructive self-disclosure	“That makes me upset; how do others feel?”
Ask the group to summarize	“Where are we now?”
Review	“We seem to have covered so and so. Does that sound right? Anything to add? Have I missed anything?”
Focus on behavior	“What was she doing that made you think that?”

STAFF FACILITATOR GUIDE: TOOL BOX

Roles and Responsibilities of Counseling Staff

To explore more deeply

“Can you say more about that?” “So you feel it’s a bad policy, Sue. . . specifically what parts do you disagree with?”

Ask group to diagnose itself

“What is happening here right now?”

Diagnosing

“I wonder if the large amount of joking going on here suggests that we’re avoiding an important issue?”

And remember...

Include EVERYONE in discussions and presentations. Delegates and staff may have special needs because of their disabilities.

So please remember:

- Only one person speaks at a time.
- Don’t speak so fast that an interpreter can’t keep up.
- Audio describe all sections necessary for those who are blind or visually impaired (including videos or non-verbal performances).
- Delegates with learning, mobility or visual disabilities may need assistance with writing for written Leadership Journaling Activity and the “Personal Leadership Plan.”
- Encourage delegates to learn to appropriately communicate that they need assistance. (This is an important independent living skill.)

STAFF FACILITATOR GUIDE: TOOL BOX

HOW TO HAVE EFFECTIVE SMALL GROUP DISCUSSIONS

When participating in small group discussions, please observe the following guidelines.

PRINCIPLES TO REMEMBER:

- * All information shared is confidential.
- * No individuals should feel pressured to contribute or speak, but everyone benefits when everyone participates.
- * The Co-Counselors and other staff are facilitators but are not in charge of the discussions and they do not have the right answers.
- * Participants will speak one at a time and not interrupt a person who is speaking.
- * The group discussion is a democratic process, and all participants are equal partners.

HELPFUL COMMENTS AND QUESTIONS:

To clarify discussion points, the following comments and questions may be helpful.

- * "Has anyone else had a similar experience?"
- * "How did you feel when that incident occurred?"
- * "What I hear you saying is.....Is that right?" -- (Facilitators rephrase in their own words the statement just made and then check to see if they are accurate.)
- * "Do you know where you got that idea or why you feel that way?"

OTHER POINTS:

- * When making a statement, beginning your sentence with "I" helps you take responsibility for your statement. (For example, instead of saying, "You don't need to live alone to be independent" say "I don't think you need to live alone to be independent.")
- * Words are not the only means of communication. Be aware of how you communicate with your body language, facial expressions and voice tone.
- * Be aware of making judgmental statements such as "You shouldn't" or absolute statements such as "You never" or "I always."
- * We all interpret statements made by others and events that happen -- but we all can change how we interpret things.

- * Listening is as important as speaking -- both are important ways of contributing to discussions.
- * A major purpose of group discussions is to learn from fellow participants and likewise teach fellow participants by sharing your experiences, ideas and feelings.

ACTIVITY TO HELP A SHY GROUP:

Many times it is difficult to gain participation from everyone in your small group. For some students, this is their first time leaving home and being in a new environment. To better facilitate questions in your small group and gain more participation, the following activity may be useful. This "Barriers to Assertiveness" activity could also be used to break up the material throughout the week and may help solve some obstacles that you come across throughout the week.

Start by reading each statement below and ask the delegates if they ever feel this way. Lead a discussion about how to break down some of these barriers.

1. Feeling quiet and too shy to speak.
2. Feeling like I don't know what to do.
3. Feeling afraid of saying the wrong thing.
4. Not knowing how someone else will react.
5. Having too many thoughts and feelings all at the same time.
6. Wanting to be nice to everybody.
7. Not wanting to cause a problem.
8. Not wanting to draw attention to myself.
9. Thinking that no one will understand you.

INCREASING OUR UNDERSTANDING OF OTHERS AND RESOLVING OUR CONFLICTS

- A major goal of the Youth Leadership Forum is to enhance our understanding of ourselves.
- When we understand ourselves better, we can accomplish another major goal of the forum -- improving our understanding of other people.
- Conflicts and misunderstandings often occur between individuals or groups when people assume they know how other people feel, think or believe.
- We hope the experiences we share during the forum will encourage you to learn more about people who may seem to be different from you.

A FEW THOUGHTS ABOUT RESOLVING CONFLICTS:

- You can learn to negotiate solutions to disagreements without allowing anger or blame to cloud your judgment.
- We perceive things differently because we interpret everything based on our past experiences. And because each of us is unique, no one else has had our exact experiences.
- Even though we are unique individuals, we all have much in common. We share basic human needs and desires.
- Anger often grows out of hurt feelings. When we think our needs are being ignored, we may cut off communication or raise our voices, but such behavior is self-defeating and doesn't help us get what we want.
- If you want people to understand you, it is your responsibility to assert yourself and let them know what you feel, think or need. (Even people who really care for you can't and shouldn't have to try to read your mind.)
- Some actions and words mean different things to different people, depending on our backgrounds and cultures. For example, actions such as speaking very loud or making direct eye contact may please one person and upset another.
- When you realize you've offended someone or hurt his or her feelings, you'll feel better if you apologize and acknowledge your mistake.
- Be aware of how easy it is to misjudge someone by jumping to conclusions when you don't have much information. It's a better idea to try to avoid being judgmental.
- Don't criticize an individual in front of others. If you feel you need to clarify something or offer a critique, speak individually with the person.
- Try to analyze or evaluate the motivations behind someone's actions.
- Treat others as you would like to be treated.
- Compare your summaries and see where you have common ground or agreement.
- During discussions, avoid defending yourself with statement such as "No I didn't." When you say this, it makes the other person's opinions seem less valuable or important.
- Brainstorm possible solutions to your conflict. And don't be judgmental during brainstorming.

- Plan to continue working on tackling the problem and not each other.
- And remind yourself that on the subject of “understanding others,” each of us is a teacher and a student.....there’s a lot to teach and learn!

A FEW TECHNIQUES FOR RESOLVING CONFLICTS:

- Individuals (or groups) in conflict need to explore each others’ needs and concerns by taking turns describing their positions.
- One person’s role is to listen while the other person describes how they feel or what they think (about the issue in conflict).
- The listener then summarizes or repeats back all that’s recorded -- what the other person has said and what the listener thinks the speaker may also be feeling or fearing.
- The individual speaking then gives feedback about the accuracy of what the listener recorded.
- The individuals then reverse roles and the second person describes his or her position on the issue.
- When summarizing the other’s position, use clarifying statements such as “It sounds like you feel really angry with me when I make decisions without asking you. Is that right?”
- The formula for effective clarifying questions is “It sounds as if you’re feeling _____ because of _____. Is that correct?”

STAFF FACILITATOR GUIDE: MONDAY

Introducing Ourselves and YLF

11:00 a.m. – 2:00 p.m. STUDENT CHECK-IN AND BINGO GAME

Counselors, Peer Counselors and Group Assistants can be used for delegates sign off on the BINGO game, and should also help delegates find others to sign off on their BINGO board. Most delegates will not know anyone and we need to create a welcoming environment.

“Transition Bingo”

Staff will hand out Bingo Boards. These are not your everyday, ordinary, bingo boards, but they are designed to help delegates network with the other delegates of YLF.

Delegates are to go around the room and meet **other delegates and staff** who can sign off on the various squares. They can only sign off if they tell you the story behind the box they're signing off on. Try to make a “BINGO” by going right to left, up and down, or diagonally across the board. The first person who succeeds, shouts out BINGO and gets a prize.

2:00 p.m. – 3:00 p.m. STUDENT ORIENTATION (in Small Groups)

KEY MESSAGES

- **Introductions**
- **Review Expectations**

Several things must be accomplished during this short time frame. Keep in mind that you can do these activities in any order you'd like. You may like to start with introductions, then go over ground rules, then use the remaining time on the group name.

1. **Introductions (20 minutes):** Take time to get to know each other. Think about how you want each staff person and delegate to introduce themselves. You can use “The Ungame” to help people get to know each other, the beach ball activity (below), “Alike and Different”, or any other activity you'd like. For “The Ungame,” you can allow each delegate to pick their own question, OR you can ask them to pick a number and have someone else read the question, OR you can have everyone answer the same question. Counselors or other staff might start the process in order to model an appropriate response and give delegates time to think.

Beach Ball Activity: In your small group room, there is a beach ball with questions written on it. Toss the ball around the room. Whoever catches the ball says their name, reads the question under their left thumb, and answers the question. This person then tosses the ball to someone else in the room. Continue around the group until everyone has answered at least one (1) question.

Accessibility Tips:

- Have participants who cannot see the ball choose a color at the beginning of the activity.
- Encourage everyone to say their name before they answer the question.
- Encourage participant tossing the ball to make eye contact with the next participant.
- Encourage staff to assist participants who have difficulty reading their question out loud or catching the ball.

*** You can use this beach ball activity as an icebreaker, or anytime the group seems like they have low energy and needs something active to wake them up.

Alike and Different Activity: Begin by pairing the youth participants up by groups of two. Once everyone is matched up, point out their "Alike and Different Activity" in their workbook, and explain that the purpose of this activity is to learn more about each other. For the first 5 minutes, they should come up with a list of as many things as possible that they have in common with each other. It can be absolutely anything (pets, number of siblings, what school they go to, food they like, what their disability is, etc). After the five minutes are up, ask them, "Who came up with two things that you have in common? Three? Four?" Now ask the groups to come up with a list of their differences. After five minutes, ask them, "Who came up with two things that are different about you? Three? Four?" It is always interesting to see how many youth will identify disability as a likeness or difference. In either situation, this "getting to know you" type of exercise proves to be an excellent lead in to a discussion on what "cross-disability" is.

Introduce "E-O-Grams" (Encourage-o-grams) (three minutes): It's helpful to tell someone when you appreciate something they say or do, and if you don't feel like saying it directly, you can leave them a message in the E-O-Gram folder by the front desk. Each Small Group has one, and the Peer Counselors are responsible for distributing all messages. You can write notes to other delegates and staff.

Introduce "YLF Golden Ticket"(three minutes): Delegates have the opportunity to earn tickets by demonstrating leadership qualities, including (but not limited to): helping out other delegates, speaking up during small or large

group discussion, solving problems, general cooperation, and following the “golden rule” (treating others as you would like to be treated). **YLF staff members are responsible for recognizing these behaviors in delegates, and giving them the YLF Golden Tickets.** Once a delegate receives a ticket, they should write their name and group number on the ticket and place it into the golden bucket at the front desk. Throughout the week, drawings will be held for various prizes.

Introduce “Power Tree” (minutes): The concept of this activity is give delegates an opportunity to anonymously share their experience(s) of an “-ism” (racism, ableism, sexism, classism, etc.) that they have come across directly or indirectly, as a person with a disability. Delegates write those experiences on the leaves provided (in the box in the small group and near the Encourage-o-Grams at the front desk) and the peer counselor will drop off the completed leaves in the “Power Tree” box at the front desk. The leaves will then be collected and placed on the Power Tree in the large room. If you have extra time in any small group session you can have delegates fill out a leaf, or you can encourage them to write something up on their own time. You may want to set aside time in small group towards the end of the week to share or discuss any of their “-isms”.

Develop “Rules to Meet By” and Review Expectations, Ground Rules and Guidelines (20 minutes)

Typically, staff read delegates the rules, and they may feel like these are things forced on them, without their input. This activity allows delegates, in your small group, to think about rules that are important to them. They could be things like: keeping things confidential, allowing everyone to speak, or not interrupting. The hope is that if they come up with these rules themselves, they will care more about living by them, and they will realize that this is their group to lead.

To do this activity, you can ask each delegate to come up with five rules of their own, then they can share with the group, and the group can decide which rules are the most important. In the interest of time, you may prefer to just have the group brainstorm together, and come up with 5-8 rules that are important.

Once your group comes up with the rules, please also go over the rules and guidelines listed at the front of the workbook. Delegates may have already come up with some of them.

Summarize the week and review

Be sure to have them pull out their workbooks and go over the basics. Point out the week-at-a-glance. “The first expectation is that small groups meet at 5:30 p.m. and walk over together for dinner. Other important things to remember are . . .”

Go over the basic format. For example: “I’d also like to review the format of our group sessions. Each day, we’ll have large group sessions during which presentations will be made by important people with disabilities. Then, we’ll have small group meetings, during which we’ll discuss the presentation and work on different Leadership Journaling Activities and our personal leadership plans. Our small group will always meet here in this room. The format of the small group meetings is very participatory and we’re going to be relying on each of you to contribute your thoughts and ideas.”

Go over the Personal Leadership and Advocacy Plan. For example: “I also want to refer you to the back of your workbooks, to your Personal Leadership and Advocacy Plan. Everything we do this week will be focused on helping you develop a plan for developing your advocacy skills and making effective plans for the future. We’ll be completing these plans to help you achieve your personal goals.”

Go over presenter introductions and thank you’s.(five minutes)

Talk about delegates’ responsibilities in introducing presenters and preparing follow-up questions. Alumni staff modeled the introduction and the daily theme at Sunday night’s opening session. Counselors should give a short synopsis of the presentation for which group is responsible to ensure delegates understand enough to prepare introductions & questions. Have one delegate volunteer to introduce a speaker and another delegate volunteer to give a thank-you mug. Delegate volunteers who are doing introductions will be given information ahead of time for the person to be introduced.

- * Elicit Volunteer from group to introduce each presenter
- * Elicit Volunteer to give thank-you mug

Select a Group Name and Prepare “Flag” (20 minutes):

Staff need to take an active role in encouraging participation and brainstorming. Group names from past Forums: the Blue Man Group, the Green Machine. Since we are doing the **YLF Summer X Games**, this year we will create group “flags”. Encourage all delegates to assist in designing their “flag”.

3:15 p.m. – 5:15 p.m. – OPENING SESSION

- Welcome and presentation by Co-Facilitators
- YLF Cheer
- Presentation by YLF Alum
- Keynote Presentation by Jessica Cox

5:30 p.m. – 6:30 p.m. – DINNER SERVED (eat with Small Groups)

All Counselor staff should sit with their small group, not with other staff. It is the counselors' role to facilitate informal conversation during this first dinner. Counselors might use this opportunity to introduce some of the things that were talked about at Opening Session (What is Leadership?). Other topics might include the Talent Show, upcoming on Tuesday evening.

6:45 p.m. – 8:00 p.m. – SMALL GROUPS

1. **Debrief Opening Session:** Ask what the group thought of the opening speakers. Did they relate to Jenny describing their YLF experience? What did they think of Jessica's experience and message?
2. **Finish up what you didn't get to complete at the first small group session.**
3. **Common Thread (15 minutes):** This activity can also help the delegates get to know each other, and find out what they have in common. Using the string provided in your small group box, ask one person to start the game by grabbing one end of the string and saying something about themselves. It can be a city or country they have traveled to, a TV show they have watched, a hobby, a favorite sports team, their favorite type of food, or anything else about them. Next ask if anyone else has that in common – the next person who has that in common would then grab the string and be connected to the first person. The second person would say something about themselves, and then a person who had that in common would also grab the string. The game continues until everyone has participated. If no one mentions anything about their disability, one way you might want to debrief the activity is by asking: "Why didn't anyone mention your disability? We know that we all have that in common since we're here, right? Why do you think you guys didn't mention 'disability'?"
4. **YLF Q and A:** This is an opportunity to discuss some important issues that will impact the week. Staff will need to bring up various topics which may include:
 - Accommodations.

How to use on-site accommodations:

“If you need individual assistance or are feeling overwhelmed or confused, ask your small group staff for help.”

*Staff can share their own accommodation needs to open discussion.

-Confidentiality.

-Appropriate Behavior and Dress.

-Appropriate Use of Technology (Cell Phones, mp3's, etc.)

-If needed, review the week and answer any additional questions Delegates may have.

5. **Disability Etiquette Skits activity:** Take the next 30 minutes to develop a 3-5 minute skit with your small group members, to be performed in large group on Tuesday from 1:15 p.m. -2:15pm. Small group staff will make sure that everyone has a chance to contribute to the skit. Your group is assigned an etiquette topic. Brainstorm ideas with small group members, including staff, and feel free to use personal examples. Consider using props, signs...be CREATIVE! Everyone has the right not to participate or to stop participating if you feel uncomfortable. Most of all...have FUN!

Refer to the list of "Disability Etiquette Tips" in the workbook to help delegates develop their skits.

-Disability Etiquette Topics:

- Group 1: People who are deaf or hard of hearing.
- Group 2: People who are blind or low vision.
- Group 3: People who use wheelchairs or have other mobility disabilities.
- Group 4: People with hidden or learning disabilities.
- Group 5: People with developmental/intellectual disabilities or Autism.

STAFF FACILITATOR GUIDE: TUESDAY

Disability Community, Culture & History

8:45 a.m. – 9:15a.m. – SMALL GROUPS

KEY MESSAGES

- Disability has positive as well as challenging aspects.
- Qualities important for leadership are varied.
- Every individual has unique strengths.
- My strengths can be applied to leadership responsibilities.

1. Discussion on Leadership (begin) (15 minutes)

Since Leadership is the main theme of YLF, this discussion will continue throughout the week. You can choose to have a general discussion of leadership OR to use the “Leadership” activity in the Delegate Workbook if you’d like.

For a general discussion: It can be valuable to simply have a discussion in the group, without using the workbook page. Having someone write on the easel pad, ask delegates: “What qualities do you think are important for leaders to have?” You might also start by asking for names of people they think are leaders, then ask what qualities these people have.

Record delegates’ responses on paper and post in meeting room.

OR use the workbook activity: Counselors should lead delegates in completing activity and discussing those qualities delegates feel are important for leaders. One method might be to focus on delegates’ responses to why they believe certain attributes are important and elicit other responses from those choosing the same attribute. Another method could be to tally responses and discuss top five attributes: why individuals feel they are important or under what circumstances that skill becomes most important.

2. Overview of YLF Summer X Games and selecting volunteers for each event (15 min)

The following is a description of each of the YLF Summer X Games events. Read them over, and then ask delegates to volunteer for one of the events. Each delegate must participate in at least one of the events!! Tell them to take into account each other’s strengths and challenges when realizing who might be good for which event.

YLF Summer X Games Team (Group) name: _____

Home Run Derby (Two delegates):

Participants will get three tries to throw a ball as far as they can. Farthest throw wins.

Javelin (Two delegates):

Participants will get three tries to throw a straw as far as they can.

Weight Lifting (Two delegates):

Participants will see how many M&Ms (or similar item) they can transfer from one bowl to another using only a spoon. *Participants are blindfolded!

Peanut Put (Two delegates):

Participants will get three tries to spit a peanut (or piece of candy) as far as they can.

Scrabble Scramble (Two delegates):

Participants will create a word or phrase on a given topic using only the letters given. Points are given to the participant who builds their word first (holding up their word); to the participant with the longest word; and for spelling the word correctly.

Sing Down (all): Each team will think of as many songs as they can that has a given word in the lyrics (i.e. teams are given the word “love” so they come up with songs that have that word in it). Each team will also sing a few seconds of that song to the judges. Points are given for each valid song a team sings, so teams should try to come up with more than one.

Team Flag: Points will be given based on visual appeal and creativity.

Sportsmanship: Each team displaying good sportsmanship will earn 50 points. This is awarded by the judges after the completion of the games.

9:30 a.m. – 11:00 a.m. – LARGE GROUP: YLF Summer X Games

Specific instructions will be provided during the events. Remember to bring your group flag!

11:15 a.m. – 12:00p.m. – LARGE GROUP: “Disability History and Culture” (Small Group 1 will introduce the speaker and prepare follow-up questions for the presenters.)

KEY MESSAGES (For “Understanding the Experience of Disability”)

- History of people with disabilities advocating for their rights does exist.
- Most recent/most far reaching civil rights act for people with disabilities is the 1990 Americans with Disabilities Act.
- Each individual becomes part of history by advocating for themselves and others with disabilities.
- People with disabilities have many unique characteristics that make them a “culture,” similar to other ethnic minority cultures.

12:00 p.m. – 1:00 p.m. – LUNCH (Stay in Small Groups)

1:15p.m. – 2:15 p.m. – LARGE GROUP

Disability Etiquette Skits: Each group will perform their disability etiquette skit. Co-facilitators will also lead a Q and A and discussion session after each skit.

2:15 p.m. – 3:00 p.m. – LARGE GROUP

Disability Arts Performance: Mark Goffeney will play guitar using his feet.

3:15 p.m. – 4:45 p.m. – SMALL GROUPS

Discussion of leadership, disability history, culture, and community (30 minutes): Give delegates a chance to share their thoughts and feelings about the YLF Summer X Games, the presentation on disability history and culture, the arts performance, and the “Disability Etiquette Skits” Activity.

Sample "YLF Summer X Games" Debrief questions:

1. What did you guys think about the Summer X Games?
2. Was it interesting to see what some people are good at?
3. Did you think about what you were good at before volunteering for a certain event?

4. Did you take into account your strengths/disability-related challenges when deciding what events you wanted to participate in?"

Sample "Disability Etiquette Skits" debrief:

1. What did you guys think about the "Disability Etiquette Skits" game? Have you experienced some of these things mentioned in the "disability etiquette" category? Were you surprised by some of the things you learned?
2. Staff can tell their own story of a personal encounter where disability etiquette was an issue. Encourage the delegates to be supportive of each other as they go around in a circle relating their personal story of a time when someone did something very impolite or when someone really understood how they would like to be treated.
3. Refer to the list of "Disability Etiquette Tips" in the workbook.

"Talking About Disability" Activity (30 minutes)

This activity was called a "Disclosure" activity. It is a chance for delegates to start talking about their disabilities, sharing only as much or as little as they would like. This is also a time when delegates can begin to understand that individuals with different disabilities often share common experiences. The directions are described on the activity page in the Student Workbook. You can tell the delegates that when someone reads the post-it they wrote, they can say "That was mine" and tell more about it if they'd like, but they do not have to speak up if they want to keep it private.

Social Model vs. Medical Model of Disability: Lead delegates in a discussion about the differences between the social and medical models. First, explain some of the key differences by using the chart found in the Delegate Workbook.

Lead delegates in a discussion about these two very different models of disability. If you'd like, you can use the following questions to help guide the discussion:

1. What model does our larger society use to view disability? What about on TV and in the movies?
2. How does learning about these two models make you feel? Does it change the way you have thought about your disability?

Fill in the Blanks (20 minutes): Do this activity if you have time and feel like it will be beneficial to your delegates. If you think your delegates may be uncomfortable placing their name on the blank line, they can also use a sticker or place a check box instead.

Leadership Compass Activity (30 minutes)

Objective

The Leadership Compass provides delegates a tool for understanding how they approach life and how it can differ from how others approach life. One key to effective leadership is to be flexible within your own leadership style and open to others whose styles differ from your own.

Setup

Introduce the Leadership Compass: Like a directional compass, the Leadership Compass has four directions, or ways in which people approach life. Many of us work in all of the directions at different times. Many of us have a resting place where we tend to be most comfortable. It is important to know what your preferred leadership style is and to be able to communicate and work with people with other styles.

Activity

- A. Give the delegates an opportunity to read worksheets, which contain descriptions of the four leadership styles.
- B. Ask the delegates to think about the one that most applies to them. If someone has difficulty determining which style to choose, have them ask themselves these questions:
 - What seems most comfortable?
 - What is your tendency when under pressure?
 - What is your first inclination when you get a new project?
 - What feedback have you been given about yourself?
- C. After delegates have decided where they fit best, tell the group they are responsible for developing a campaign in their high school to help stop bullying. Give them very few instructions, except that they have 20 minutes to come up with a plan to stop bullying in their school. Give them paper to record their ideas and have the group present their plan.

Debrief

Have the group answer the following questions:

What are some tips that others can follow to work best with your direction/leadership style?

What abilities/strengths did you bring to the plan to stop bullying?

Was it difficult for your group to come up with a plan? If yes, why? If no, what made it easy to come to a decision?

iv. How can you apply what you learned in this activity to everyday life?

If you have time, you may wish to go back to the earlier discussion of “What Is a Leader.” Now that the concept of “disability as a culture” has been introduced, see what they think about how disability fits in with leadership, and have their ideas changed?

Start Working on the Personal Leadership and Advocacy Plan (Question 1): Review form, start filling out question #1, and mention that it should be on their mind during the next day’s resource fair. The resource fair may give them a chance to get information to help them fill out the form.

Prepare for tonight’s Alumni Sharing (Five minutes): More details will be provided at the staff meeting - go over the plan with delegates.

5:00 p.m. – 6:00 p.m. – DINNER (Barbecue by Pool Area Lawn)

6:15 p.m. – 8:30 p.m. – ALUMNI SHARING

Small groups of delegates will meet with YLF alumni facilitating discussions on “Hot Topics” of special interest to the youth. Topics to be discussed are “Dating and Relationships,” “Bullying and Disability Advocacy,” and “Education and Independent Living.” Every delegate will go to each panel discussion. Timing will be announced in the staff meeting.

Below is a short description of each alumni sharing session. Each small group of delegates will visit each session and have a chance to ask any questions or bring up concerns they might have. Each session will be assigned a moderator to help guide the discussion, ask the panelists questions, and keep the conversation flowing. Included below are a few suggestions regarding talking points for panelists and tips for the moderators. Please keep in mind that these are not required, as some moderators might have a different technique. It should also be noted that everything said within each session is confidential. Many delegates bring up personal experiences and do not want that shared outside the trust they have built with either the moderator or other delegates.

Dating & Relationships: The purpose of this session is to expose youth with disabilities to the idea that individuals with disabilities do date and have romantic relationships.

For the panelists, we make every attempt to select alumni who represent diverse backgrounds on this topic. This includes diversity of: 1. Disability: alumni with

sensory disabilities (Deaf or blind), cognitive disabilities, physical disabilities, and/or learning disabilities; 2. Sexual orientation: alumni who are straight, gay, bisexual, and/or transgendered; 3. Age: younger and older alumni; and 4. Experience: alumni whose disability prevented them from dating much at all, alumni whose disability didn't impact their dating much, etc.

Questions asked by moderators may include:

- What is your name, year you attended YLF, and current relationship status (single, dating, in a relationship, married)?
- Did you date in high school? If so, what was that experience like for you? If not, why do you think this is?
- When did you first start dating? What was that experience like for you (scary, fun, exciting, anxiety-producing, etc.)?
- How do you meet people to date?
- When did you have your first relationship? If you haven't been in a relationship yet, why do you think this is?
- How do you see your disability as impacting your dating life? What about your romantic/sexual relationships?
- If you use personal care attendants, how does this impact your dating and/or romantic/sexual relationships? Have you had a significant other assist you with your personal care needs? Why or why not?
- If you have a non-apparent/non-visible disability, when (if ever) do you disclose your disability? What was the impact of your disclosure?
- Have you ever dated someone with a disability? Why or why not?

Bullying and Advocacy - The purpose of this breakout session is to address the very important issues surrounding bullying and self-advocacy. It is important to understand the support and resources available to help victims of bullying, and what you can do to positively change your behavior if you are a bully. Self-advocacy when transitioning from high school to your adulthood is extremely important, especially as a person with a disability. Our intention is to provide youth with the tools to become self-advocates and share how our YLF experience enhanced this.

Questions asked by moderators may include:

- Were you bullied while you were in school? How did you address it?
- What advice would you give to individuals who are being bullied now?
- What type of resources are available for individuals who are being bullied? Who can they go to for help?
- What is the "Own My Power" campaign, and what is it doing to help address bullying?
- In what ways did you advocate for yourself while you were in high school? After high school?
- Have you had to advocate for yourself when interacting with your school? What about with your parents? Your employer?

- How have you advocated for the rights of people with disabilities in your community (or in California, the US, and internationally)?

Education and Independent Living - The purpose of this breakout session is to help guide delegates through steps of how they successfully achieved higher education after high school and/or independent living. Suggested topics: Department of Rehabilitation (DOR), Independent Living Centers (ILCs), scholarships, accessible housing, meeting with academic counselors, Disabled Student Programs/Services (reasonable accommodations).

- Please start by telling us where you are living now, and whether you're currently going to school or have graduated.
- Have you worked with your college's Disabled Student Programs and Services office? How did they assist you?
- Do you use personal assistance services? How did you transition to living independently and hiring your own personal care attendants? Were your parents supportive?
- Do you use any assistive technology or other modifications that make it easier to live independently or go to school?
- Have you been to an ILC? What type of services did they provide to you?
- Are you currently (or have you been) a client of the DOR? What type of services did they provide to you?

Tips for moderators:

1. Follow up. One of my favorite moderating techniques is to "follow-up" a delegate's comments with questions such as; "Do you agree with ____?" "Give us an example." "What do you mean by that?" often provides a more candid, spontaneous response.
2. Do prepare yourself in advance. Moderators need to prepare more because they need to be able to stir up the pot with questions about issues the delegates might not address. It's hard to do this in real time, so prepare the questions in advance using multiple research resources. This also allows you to get to know the other moderators and address some questions you all feel is important.
3. Encourage the quiet group. All respondents will be waiting for 'their turn' to speak. Nervous delegates will want to delay 'their turn' for as long as possible. Use 'ice breakers' and introductions that are fun but not overwhelming. The group discussion should start with easy 'fact-based' questions rather than diving straight into a complex subject matter.

STAFF FACILITATOR GUIDE: WEDNESDAY

Discovering Resources to Reach My Goals

8:45 a.m. – 9:15 a.m. – SMALL GROUPS

Debrief Alumni Sharing (Five minutes): Ask what they thought about the discussions. Ask delegates to share what they learned. Is there anything they still want more information on?

Prepare for the Day (Two minutes): Talk about what will happen throughout the day – the Assistive Technology & Resource Fair, the career panel, etc.

Continue anything that you didn't get a chance to finish yesterday: Fill in the Blanks activity, Alike and Different, Personal Leadership and Advocacy Plan, etc.

9:30 a.m. – 10:45 a.m. – Large Group: ASSISTIVE TECHNOLOGY & RESOURCE FAIR

KEY MESSAGES

- Technology, assistive devices, and other resources exist to allow people with disabilities to reach their goals.
- Delegates should increase their awareness of other disabilities and the technology available to assist people.
- Delegates introduced to Youth Transition Toolkit as an online source for more information and resources.

11:00 a.m. – 12:00 p.m. – Walk on Campus to Book Store

12:00 p.m. – 1:15 p.m. – Lunch on Campus

All delegates and staff will have the experience of going on to the CSUS campus to visit/shop at the bookstore. A major purpose is to expose students to the campus setting in a comfortable atmosphere.

1:30 p.m. – 2:00 p.m. – Voting and Legislative Advocacy Session

Many people with disabilities do not vote or get involved with advocacy on a local, statewide or national level. This session will talk about the importance of making our voices heard to improve the situation for the disability community. An accessible polling machine will also be on display.

2:00 p.m. – 3:30 p.m. – Panel: Living on My Own & Reaching My Career Goals

3:45 p.m. – 4:45 p.m. – SMALL GROUPS

Discussion of the assistive technology and resource fair, career panel, and voting and legislative advocacy (15 minutes): What did the delegates think, what kind of technology will they use in the future, what careers did they learn about for the first time, which of them plan to register to vote, etc.

Legislative visit issues (20 minutes): Review the following “hot policy topics” and pick one or two issues that the delegates would like to discuss with their legislators tomorrow. If the following tips do not spark a conversation then consider asking questions like: “If you could change anything in California, what would it be?” “What problems have you had in school as a person with a disability that you think could be improved?” “What would make life better for youth with disabilities in California?” Come up with a list of 1-2 issues to discuss. Once the group chooses an issue, delegates need to write up a group policy recommendation to share during the closing session. Sarah Triano will also ask delegates to share their policy recommendations during her presentation to the Governor’s Office, and these recommendations will also be presented to the California Committee on Employment of People with Disabilities.

Hot Policy Topics:

Extended Learning Opportunities for Teachers– a place for teachers to learn about disability cultural awareness from people with disabilities. This could be an in-service for teachers or a pre-planning session for teachers before the first day of school. The legislature can recommend that the Superintendent of schools send out an all school memo to implement it.

Internship and Training Opportunities – since people with disabilities are still the #1 unemployment minority group of the nation, the legislature support a bill that would provide a tax credit to businesses who are registered to provide internships to youth with disabilities. This type of program could have long term positive employment impacts on young people and could save the state social service funds.

Co-counselors/small group staff may bring up other policy topics that are important.

Review schedule for State Capitol Trip Thursday (10 minutes)

- Be outside at 7:45 a.m.
- Wear YLF Polo shirts.

- Do not bring student workbook, students and staff will be provided with a Wednesday schedule.
- Agenda review.
- Reconvene at State Capitol, West Steps (for photos, press).
- Meeting in Governor's Office.
- Visits in State Legislators' Offices (separate small groups).
- Importance of staying with small groups once we arrive.
- Social etiquette (protocol with State Legislative staff, self-introductions, shaking hands).
- At end, reconvene in YLF small groups in shade close to 10th Street drop-off area and head for the Convention Center.
- Go over plan and etiquette for YLF Luncheon: meeting and networking with community members, what questions to ask and how to follow up.
- Short Capitol tour (includes gift shop) after YLF Luncheon.

Work on Personal Leadership and Advocacy Plan (Questions 2 and 3)

Daily reflection: Circle square triangle hexagon

5:00 p.m. – 6:00 p.m. – DINNER

6:15 p.m. – 7:15 p.m. – SMALL GROUP

“Create It, Believe It, Achieve It!” Activity:

The purpose of this activity is for delegates to be creative in producing a snapshot of their life after high school. Delegates are provided with eight (8) picture frames. Each picture frame represents a category that is apart of independent living. For each category, they can either: A) draw a picture that represents this area of their life after high school OR B) use the space to write words that will help them write a poem or song about their life after high school. The purpose is to get them thinking creatively about where they see themselves after high school. Each category has a list of questions to help the delegates plan and create their pictures, poem, or song.

Introduce the activity and ensure there are enough art supplies (e.g. pens, pencils, crayons, markers, paint, etc.) for each delegate.

After the delegates are done drawing/writing, you may want to debrief by asking the following questions:

- Who would like to share one of their pictures, poems, or songs with the group? What made you draw/write it?
- Was it difficult or easy to come up with a drawing, poem, or song to represent your life after high school?

Finish your group policy statement and discussion of policy issues to bring up during legislative visits.

7:30 p.m. – 9:00 p.m. – TALENT SHOW

STAFF FACILITATOR GUIDE: THURSDAY

Getting Involved with the Community

STATE CAPITOL TRIP

7:45 a.m.	Board Buses
8:00 a.m.	Buses leave PROMPTLY!
8:45 a.m. – 9:15 a.m.	Prepare for Legislative Visits

Help get your small group together as soon as they start arriving at the Capitol. Your legislative visit leader will find your group, and he/she can start getting to know the delegates. Together, they should go over the issues they came up with yesterday to present during the legislative visit, and determine who will lead which part of the visit.

9:15 a.m.	Press and Group Photo Session (West Steps of Capitol)
10:00 a.m. – 10:45 a.m.	Governor's Office
11:00 a.m. – 11:45 a.m.	Legislative Visits
12:15 p.m. – 2:30 p.m.	YLF Luncheon (The Convention Center)
3:00 p.m. – 4:00 p.m.	Capitol Tour
4:00 p.m.	Buses depart to Campus

IMPORTANT! When reconvening to board buses for return to CSUS, students and counseling staff must reassemble in their assigned YLF groups for head counts by counseling staff!

5:00 p.m. – 6:00 p.m. – DINNER

6:15 - 7:15 p.m. – SMALL GROUPS

Discussion of the day (20 minutes): What did they think of the Capitol? Did they meet some interesting community members? How will they follow up with the people they met today? How did their legislative staff respond to their issues, and how can they follow up?

Select a group policy issue or recommendation (20 minutes): Delegates should decide and compose as a group their statement on one major social or policy issue or concern. Counselors should introduce this activity by reminding delegates that the purpose of the State Capitol trip was to increase everyone's awareness of the political process. Now we can take that awareness and the awareness we all gathered during the week about disability issues and become leaders by using our political process. These statements will be presented to California Committee on Employment of People with Disabilities. **It is very important that all groups write-up and present their group policy recommendation!!!**

Work on Personal Leadership and Advocacy Plan (Questions 4, 5, and 6)

Review Check-Out Process (Five minutes):

- Check-Out process.
- Before leaving, delegates and staff turn in room key to front desk and receive \$5 stipend.
- Letters to self and sponsors need to be brought to front desk.
- Towels and sheets need to be placed on the floor of the dorm rooms, pillows and blankets need to be on beds.
- Trash needs to be in trash can.
- Drawers need to be left open and cleaned out.
- Luggage placement, by mode of transportation

Daily reflection (circle square hexagon triangle) (Five minutes)

7:30 p.m. – 10:00 p.m. – DANCE

STAFF FACILITATOR GUIDE: FRIDAY

Now We Begin the Rest of Our Lives

8:45 a.m. – 10:30 a.m. – SMALL GROUPS

What People Like and Admire About Me (20 minutes): This activity is a good self esteem booster for many delegates. Have delegates go around the room and have other staff and delegates help them fill out their sheet, indicating what others like and/or admire about them. These may include personality traits (i.e. friendly, helpful, funny), things they did at YLF (shared a lot of personal things, supported other delegates well), or anything else about who they are as a person.

Personal Leadership and Advocacy Plan (20 minutes): Allow delegates time to complete their Personal Leadership and Advocacy Plan.

Write Letters (20 minutes): Counselors should ensure all delegates write and return two letters to counselors:

- Letter to self in which delegate reminds him/herself of the commitments he/she made towards making the community better. The letter to self is a tool delegates can use to help them remember their advocacy goals after YLF. Things they may wish to include in their letter are their advocacy goals they made, the friends they've made, the lessons learned, etc. These letters should be put into envelopes and addressed. YLF Alumni will mail them to the delegates in August.
- Letter to sponsor, thanking them for their financial support. These letters will be sent to the contributing sponsors.

Delegates will complete these activities at different times. For delegates who are done early, make sure that someone completes the written policy statement. Delegates can also do more than one thank you sponsor letter. You may also want to let delegates leave early so they can finish packing up before the closing session.

*** Don't forget to give the front desk staff the delegates' letters to self and letters to sponsors!!! DO NOT leave these in the small group boxes.

Review the week and Closing of Small Group (20 minutes): Discussion questions: What did they think about the week? What did they get out of it? What do they want to do with what they've learned?

This is your final small group, so take a moment to tell your delegates how you felt about the week, how things changed as everyone got to know each other, etc.

Here are some discussion questions, which can be used to help delegates debrief the week:

1. What were your favorite moments during the week? This can include your favorite activity, conversation with a new friend, or small group discussion.
2. What are some of the most important things you learned at YLF?
3. What do you want to do with what they've learned?
4. Have you changed because of your experience at YLF? If so, how?
5. Ask each participant to select **one** word that they would use to describe their experience at YLF. What about **one** word to describe themselves? Ask why they picked that word, and how it reflects on them or YLF.
6. Read the following quote, or have a delegate read it out loud to the group:
"...Our deepest fear is not that we are inadequate. Our deepest fear is that we are powerful beyond measure. It is our light, not our darkness, that most frightens us. We ask ourselves, who am I to be brilliant, gorgeous, talented, fabulous? Actually, who are you not to be? You playing small doesn't serve the world. There's nothing enlightened about shrinking so that other people won't feel insecure around you. We are all meant to shine, as children do. We were born to make manifest the glory that is within us. It's not just in some of us; it's in everyone. And as we let our own light shine, we unconsciously give other people permission to do the same. As we're liberated from our own fear, our presence automatically liberates others." –

Marianne Williamson

- a. Ask delegates: What does this quote mean to you?

When closing, staff can give parting words of wisdom about what it means to be a person with a disability. It may include something like "disability does not define you and tell you what you can or cannot do." The overall theme that you want the delegates to go home with is that they have the power to live the life they want, and are free to just be themselves. Many people are actually stronger because they have a disability.

Once this is done you can have a big group hug or whatever feels comfortable for the group to celebrate the end of YLF. Give people a chance to exchange business cards.

Review Closing Session & Check-Out Process (10 minutes):

- Closing Session begins at 10:45 a.m. exactly; important to be on time.
- Groups will be called up one at a time to the front of the room.
- Co-Counselors will begin by introducing each delegate and talking about their groups.
- Delegates will have a chance to share the best thing they got out of YLF (max one min each).
- Check-Out process.
- Before leaving, delegates and staff turn in room key to front desk and receive \$5 stipend.
- Letters to self and sponsors need to be brought to front desk.

Travel begins after 1:30 p.m. – check posted board for details.

CHECK-OUT IN SMALL GROUP ROOMS

Students are responsible for returning room keys and meal cards to the front desk, in order to receive their \$5 stipend. Counselor turns in all small group forms from delegates and place in assigned boxes by topic—not by group. Make sure all delegates return their room keys and meal cards to the front desk.

10:45 – 12:15p.m.CLOSING SESSION

Presentation of Groups

- Introduce delegates and ask delegates to present their group policy recommendation
- Talk about group as a whole and identify and recognize delegate's strength(s)
- Invite delegates to share the best thing they got out of YLF (Max 1 min each)
- Congratulate delegates!!!

How to stay involved –Presentation by California YLF Alumni and YO! Disabled and Proud representatives

12:30 p.m. – BOX LUNCH SERVED (to eat on site or take to travel site)

1:00p.m. – BOARD BUSES

1:30p.m. – BUSES DEPART

2:30p.m. – DORMS MUST BE CLEAN AND VACATED