A Facilitator’s Guide and Best Practices for Using Online Advocacy and Social Media to Create Sustainable Youth Leadership for Community Change
YOUTH E-ADVOCACY
SOCIAL MEDIA
LEADING
COMMUNITY CHANGE
MANUAL

A Facilitator’s Guide and Best Practices for Using Online Advocacy and Social Media to Create Sustainable Youth Leadership for Community Change

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# Contents

Background & Overview.............................................................................................................. 7

Overall Best Practices and Recommendations.................................................................................. 11

**TRAININGS**

Training 1: Introduction to E-Advocacy............................................................................................ 13

Training 2: E-Advocacy Tools........................................................................................................... 19

Training 3: Creating an E-Advocacy Strategy.................................................................................. 23

Training 4: E-Advocacy in Action..................................................................................................... 27

About CANFIT.................................................................................................................................. 30

Thank You...................................................................................................................................... 30

**APPENDICES**

Appendix A: Glossary of Terms......................................................................................................... 31

Appendix B: E-Advocacy in Action Activity...................................................................................... 32

Appendix C: Build Our E-Advocacy Voice....................................................................................... 35

Appendix D: Creating Your Social Media Dashboard........................................................................ 38

Appendix E: Messaging Calendar..................................................................................................... 39

Appendix F: Fast E-Advocacy Tips................................................................................................... 40

Appendix G: E-Advocacy Messaging: Role Simulation..................................................................... 41
YOUTH ENGAGEMENT AND NEW MEDIA/COMMUNICATIONS

This work builds upon CANFIT’s past experience in using innovative strategies such as YouTube and social media, and aspects of hip hop culture such as the spoken word, social marketing, branding, and participatory media, to mobilize low income youth of color around neighborhood and school environmental policy issues. We use aspects of current, relevant, and changing culture to appeal to youth. Social media and new communication technologies were the “hook” that brought diverse youth together. In CANFIT’s experience, many youth in low income communities and communities of color are interested in learning how to live healthier lives, advocate for health-behavior change and develop effective mechanisms for voicing their perspectives. Unfortunately, they are often not given opportunities to share their voices.

OUR APPROACH

Youth in low income communities of color are at a disproportionately greater risk for developing major chronic diseases. Since 1993, CANFIT has been at the heart of the movement to improve healthy eating and physical activity environments in low income communities of color by building community leadership and stimulating change at multiple levels, from individual behavior to public policy.

The CANFIT model has been recognized by the Centers for Disease Control and Prevention, the Center for American Indian Research and Education, the W.K. Kellogg Foundation, and the U.S. Department of Agriculture, all of which have contracted with CANFIT to create and implement culturally appropriate nutrition and physical activity programs with youth of color. CANFIT works with youth and communities that tend to be the hardest to reach due to economics, location, education level, language, etc. Thus, CANFIT’s traditional “capacity building” approach provides training and technical assistance to strengthen both organizational capacity and youth skills.

THE MO PROJECT

CANFIT initiated the MO Project in 2008 to encourage youth to create videos for use in community advocacy. The MO Project aims specifically to engage low income youth of color who want “MO” (i.e., more) access to healthy food and physical activity opportunities in their school and community. MO Project recognized that young people are more likely to participate in environmental-change organizing work if ideas are easily understood and presented in a fun, interactive atmosphere.

MO Project utilized an online media contest to engage hard-to-reach youth in urban and rural communities. The project exceeded expectations with 200 video submissions and 423 registered youth on the MO Project website. Across California, 364 youth were trained to use videos and spoken word to advocate for healthier community environments. MO Project videos were used in school board and city council meetings; shared with legislators and funders; became part of healthy corner store and joint use campaigns; and delighted and informed audiences at state and national conferences. Several MO Project–trained youth went on to work with other community health initiatives, become peer teachers at schools, and present at national forums.

In the next phase of the MO Project, CANFIT created a training series to give youth the skills for the fast-evolving world of online campaigning, using Internet tools and social media to communicate health messages and influence their peers, community and policy makers. CANFIT worked directly with youth leaders and their adult allies to build capacity to plan measurable online and offline communication goals. As a result, momentum was created for increased youth involvement in addressing nutrition and physical activity-related policy issues.

CANFIT works with each community site to advance local efforts while also coaching community members to participate in a broader statewide advocacy agenda. The current budget landscape threatens food and physical activity opportunities in schools, and the recent passage of federal Child Nutrition Re-authorization legislation presents a unique opportunity for change. Youth E-Advocates can become the driving force to engage other youth to advocate for improving food and physical activity policy and community environments.
YOUTH E-ADVOCACY: SOCIAL MEDIA LEADING COMMUNITY CHANGE MANUAL

Through interactive trainings, either in one day or over a series of workshops, this manual can help you create Youth E-Advocates who use online and social media as advocacy tools to influence the implementation of local, statewide and national policy issues such as access to clean drinking water, increased after school fitness options, and improved meal quality in federal child nutrition programs.

Specifically, the four trainings described in this manual can:

1. Engage youth in a train-the-trainer series to strengthen leadership skills so they can use online media as a social action strategy to recruit and train other youth to get involved in policy change efforts;
2. Work with E-Advocates to plan a statewide online social media contest and campaign to align efforts with existing obesity prevention policy work; and
3. Create a peer-to-peer network of E-Advocates that provides a mechanism for sharing E-Advocacy strategies online and supports a strong base of trained youth advocates.

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<tr>
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<th></th>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>CONTENT: Training focus areas</td>
<td>Listening, attitudes, issues, opinions</td>
<td>Tools, skills, what works</td>
<td>Messaging</td>
<td>Listening, project and campaign planning</td>
</tr>
<tr>
<td>CONTEST</td>
<td>Introduce contest</td>
<td>Connect contest to actual idea</td>
<td>Refine contest ideas</td>
<td>Start</td>
</tr>
<tr>
<td>CONTEXT: Local, statewide, and national efforts</td>
<td>Local, statewide, and national efforts - issues examples</td>
<td>What tools are other local, statewide, &amp; national efforts using? Examples (2012): Torlakson’s Youth Campaign, TCE Health Happens Here, #BHB12 Bring Healthy Back, Kick the Can, Youth Food Bill of Rights #YFBR, Soda Sucks</td>
<td>Creating a statewide contest message arc</td>
<td>Delving deep into a statewide contest Example: #MO2012 12 Days of @CANFIT, a 12-day photo contest where youth 13 to 24 years old enter photos of how they’re improving their community.</td>
</tr>
<tr>
<td>CONTACT Peer-to-peer</td>
<td>Asking questions about their issues</td>
<td>Review Twitter, Facebook, Instagram, Dashboard, and other social media tools— mentions, sharing, retweets</td>
<td>Message arcs and strategies to reach their peers</td>
<td>Listening to what peers are saying, monitoring and evaluation strategies</td>
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These four trainings are intended as a spectrum of engagement—a series of workshops that build upon one another: (1) Introduction to E-Advocacy, (2) E-Advocacy Tools, (3) Creating an E-Advocacy Strategy, and (4) E-Advocacy in Action.

Each training has four “C” focus areas: Content (the overall themes of the training), Contest (an engagement tool that can be used to take the learning to a larger audience), Context (local, state, national issues that inform the social and cultural landscape), and Contact (who the youth participants are engaging and how they’re doing it).

**PARTNERSHIP WITH ASPIRATION TECH**

The MO Youth E-Advocates Project trainings were created in partnership, co-facilitation, and consultation with Aspiration Tech, a group helping “nonprofits and foundations use software tools more effectively and sustainably.” They “serve as ally, coach, strategist, mentor and facilitator to those trying to make more impactful use of information technology in their social change efforts.” ([www.aspirationtech.org](http://www.aspirationtech.org))

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**HOW TO USE THIS MANUAL**

This manual is divided into each of the four trainings plus accompanying appendices. Each training section includes an overview, a summary outline agenda of the training, appendices to review, detailed descriptions of the training components, and a proposed training agenda for co-facilitators and participants. The online version of the manual also contains links to access demonstrations of aspects of the trainings on CANFIT’s YouTube Channel: [http://www.youtube.com/user/CANFITvideo](http://www.youtube.com/user/CANFITvideo)

An asterisk next to a word* means that this word or term is defined in more detail in the Glossary of Terms in Appendix A.

Depending on the size and needs of your group, we recommend tailoring these trainings as needed. Edit, add, rearrange, and change as you see fit.
Overall Best Practices & Recommendations

Whether you’re an after-school provider, youth coordinator, health center director, policy advocate, or direct services manager, there are multiple benefits to empowering youth and community members to use social media with an E-Advocacy lens. Here are a few overall best practices and recommendations to consider. These can also be kept in mind as guiding principles and working philosophies while doing the trainings.

1. Address Advocacy before E-Advocacy:
Identifying a campaign or what youth want to work on is an important first step before learning and trying out E-Advocacy. It is recommended to spend the time and energy to understand how communities, especially communities and youth of color, want to change our physical activity and nutrition environments; who is involved in wanting that change; and what communities want before getting too excited about technology, the newest social media, or the latest mobile app. Building community online with E-Advocacy strategies can be a good resource for building community in person, but not necessarily the only means to do that.

2. Build community with an online presence.
This means identifying opportunities for more follow-up trainings, more convenings, and more opportunities for youth to meet other youth interested in improving their communities, in justice campaigns, and in using social media and E-Advocacy as one way to do so.

3. Develop and participate in a community of practice among core youth E-Advocates at each community site and across the state.
Peers influence peers, and that is more prevalent in today’s culture with the increasing use of technology, social media, and having an online presence. The MO Youth E-Advocacy Project brought together youth from all different types of cultures, backgrounds, skills, and talents. This diversity can be powerful when youth act collectively together. It is recommended that support systems and infrastructure be created for youth training, for youth to train other youth and their family and friends, and for opportunities and convenings for youth to learn how to take action together to change policy on the local and statewide levels and beyond.

4. Meet youth where they’re at. And ask them what’s possible. In an E-Advocacy lens, it can be easy for youth to
- put up an event on Facebook about a community event;
- write a status update;
- Retweet their favorite singer; and
- add a #hashtag to the last event they went to.

But what does it mean to
- put up an event on Facebook about a community event and have 300 of their friends say “Yes” on the Facebook event and have all 300 of them actually show up;
- write a status update and have a multi-layered conversation with videos, pictures, links, and more after they put up their status update with likes, comments, and invitations to their friends to see something differently;
- retweet their favorite singer and connect the singer, their lyrics, or something the singer is passionate about with the youth and what they want to change in their community; and
- add a #hashtag to the last event they went to and be part of a thriving online and offline conversation about the event that continues long after the event and changes how their friends and other people see the status quo?

The online space is here, it’s growing, and it can still be shaped to and shape reality. Youth are having and can have a large say in shaping that reality.

5. What other platforms and partnerships are there? The tools discussed in this manual and the trainings done through the MO Youth E-Advocacy Project are some among many. As technology evolves, youth and community engagement evolves. How do we build in strategic engagement with youth who text, participate
in contests, share documents together online—all in the context of wanting to shift culture and improve the health of their environments?

6. Progress from E-Advocacy to E-Campaigning. Advocacy is one important part of an entire community campaign, which also includes direct services to address immediate needs, planning, awareness, education, and policy. How do we view social media and online tools as a part of all these? How do we invite youth to see social media and using the Internet as part of a learning experience over time, much more than just making sure voices are heard in one short time period?

7. Develop case studies of how youth have used social media and online tools for E-Advocacy. As experienced by the youth groups CANFIT has worked with in this project, there are youth who’re advocating for the change they want to see in their community and simultaneously using social media and online tools in more strategic ways. How do we develop better ways to document campaign wins using social media?

8. Find the “sweet-spot” for Youth E-Advocacy. In CANFIT’s experience with these E-Advocacy trainings, past MO Projects, and physical activity and nutrition work, there is a spectrum of youth doing good change work in their community and using their involvement in social media.

On one end of the spectrum are youth who are promoting themselves and each other, but they may not be investing the same amount or quality of energy into community transformation and social change. On the other end of the spectrum, youth are creating good content (video, photography, etc.), doing good community transformation and social change in their community, but they may not yet be strategic in how to promote their work and reach out to more people. The MO Youth E-Advocacy Project is an initial attempt to find that “sweet spot” between the two.

9. Consider establishing an annual online contest for youth engagement. To continue the momentum from past MO Project trainings and contests, CANFIT developed an online youth media photo contest—#MO2012 12 Days of CANFIT—as part of the MO Youth E-Advocacy Project for youth to advocate for healthy eating and physical activity changes in their community. It was designed specifically for California youth ages 13 to 24.

The MO Youth E-Advocacy Project provided an opportunity for youth to take and submit pictures on CANFIT’s Facebook application and through Twitter and Instagram where they could express themselves, showcase their art, music, poetry and perspective around what is or is not in their neighborhood, school or environment that supports being healthy. Over the twelve days of the contest, there was a daily $100 winner, and one grand prize winner who won an iPad mini and had $500 sent to an organization of their choice.

From December 10-21, 2012, 23 youth from 12 California cities in eight counties, plus two cities outside California, submitted 84 photos documenting issues around violence prevention, school food, food access, community gardens, safer parks and built environments, food justice, youth social entrepreneurship, mental health, environmental justice, recycling, transportation, education reform, and sugary drinks.

Every youth was congratulated, highlighted on social media and websites, and invited to be part of future campaigns and engagement.
TRAINING 1
Introduction to E-Advocacy*

(Estimated: 2-4 hours, depending on the size of the group)

OVERVIEW:
The first MO Youth e-Advocates training focuses on building solid relationships and creating a safe space* to share information and knowledge about E-Advocacy. Using online tools and on- and offline community mind mapping*, youth discuss healthy food and physical activity issues through a variety of fun and interactive activities that uncover the realities and concerns they face in their own communities.

This session will also set the foundation and frame for advocating for environmental change strategies related to their obesity prevention work and/or campaigns.

SUMMARY
1. Introductions (45 minutes)
   a. Personal, group and MO Youth E-Advocacy Project introductions (20 minutes)
   b. Group agreements (20 minutes)
   c. Live-media (5 minutes)
2. Interactive, Hands-On Activities (60 minutes)
   a. “Health is more than an individual problem”
   b. E-Advocacy opinion line
   c. Advocacy: Moving sideways (for learning) to move forward
3. Media-Sharing Session (30 minutes)
   a. How E-Advocacy has been used
   b. Your turn: Being part of history
4. Wrap-Up (10 minutes)

5. Training Flow Template

Appendices to Review:
Appendix A: Glossary of Terms

1. INTRODUCTIONS (45 MINUTES)
Assess access needs (disabilities, orientation of the room)

a. Personal, group and MO Youth E-Advocacy Project introductions (20 minutes, more or less, depending on the size of the group)

This is an opportunity for the group to get to know one another, develop trust, start building friendships, and be introduced to the training sessions and MO Youth E-Advocacy Project.

Icebreakers and energizers* should be integrated into the introductions. At the very least, get everyone into a circle and ask for everyone’s name and what they want to see improved in their community.

Also consider logistical needs for the training like video/picture consent and waivers, letting everyone know where restrooms are, etc.

Either as part of the introductions or as icebreakers or energizers, invite everyone to get a better understanding of how the group uses social media and online tools for advocacy. Questions might include:

- Why do you use social media?
- What was your last post or post you read online?
- How do you feel about social media?
- How are you using social media for your campaigns and what are you passionate about, if you are?

b. Group agreements (20 minutes)

Group agreements serve to set safe(r) space for not just this first training, but for all future trainings. Ask youth what values and behaviors they’d want to commit to and see in others. Consider if your organization or participating youth have group agreements at their organizations; if so, invite them to share.

Some group agreements may include:

- Move Sideways, Move Sideways: Feel out the energy of the room. If there are training participants who haven’t contributed very much, consider inviting them to “move sideways” on involvement in the training in some way. If you recognize a participant is engaging more than others, consider asking them to “move sideways” to offer their active listening skills and allow others to move into more involvement.
- Ask that cell phones be turned off and used only for emergencies.
- One mic: one person speaks at a time.
• Self-care: Take care of yourself. If a participant needs a drink, they can get a drink. If someone needs to go to the restroom, they can go.

c. Live-media* (5 minutes)

Introduce the idea of live-media: Facilitators and participants are invited to post what they learn, questions they have, and try out some of their new concepts and skills on Twitter, Instagram, Facebook, and other social media throughout the trainings, in person, in real time.

Invite this at every training and think about a common hashtag on Twitter so that people can follow the training online (e.g., #EAdvocacy) or a tag on Facebook (e.g., @CANFIT, @[whatever organizations are part of the training]).

2. INTERACTIVE, HANDS-ON ACTIVITIES (60 MINUTES)

a. “Health is more than an individual problem” (20 minutes)

The following interactive activities illustrate how we can help move from an individual to an environmental/societal framework (that the work is bigger than ourselves). These activities introduce E-advocacy with examples and show how youth can learn to use social media in a more conscious way for personal and policy change.

b. E-Advocacy opinion line (20 minutes)

Drawing a line on the floor (tape is recommended) in the training space, invite youth to step on the part of the line that makes most sense to them based on statements given.

[Richmond YO Hub] Seven youth, as part of Richmond’s Building Healthy Communities Initiative, started the YO Hub, the Youth Organizing Hub, at the RYSE Center. RYSE is a “safe and welcoming center for diverse WCC youth that builds youth power and leadership toward personal and community health and transformation.” (www.rysecenter.org) They participated in trainings in February-March 2012.

Their campaign? A Department of Children, Youth and Families. The YO Hub, beginning in Winter 2012, completed all four of the MO Youth E-Advocacy Project trainings. They identified and wanted to use E-Advocacy and online tools to help them work on investing money from an upcoming Richmond city ballot initiative on the November 2012 elections that would tax people when purchasing soda in the city. That money would be invested in the city’s funds. The ballot, if passed, would be the first in the nation. The YO Hub wanted to invest that money in a Department of Children, Youth, and Families, providing direct social services to Richmond community members.

What’d they do for E-Advocacy? The YO Hub created a social media dashboard*, started a #sodatакс hashtag* at events (city council meetings, public forums, regular weekly meetings) so that friends and family could stay updated online in real time with news about the soda tax, and they developed messaging to other youth/friends, family, and city council representatives.

Beyond Richmond. These seven youth leaders went on to give E-Advocacy trainings during the rest of 2012 to eight other RYSE Center staff members and 61 other youth through two forums: one at Sacramento’s Youth Network for Sustainable Communities and one at the Youth Participatory Action Research Forum in Stockton organized by the Network for a Healthy California, CANFIT, and the Institute for Sustainable Economic, Educational, and Environmental Design.

[Eastern Coachella Valley Building Healthy Communities] In January and February 2011, 33 youth and adult allies participated in MO Youth E-Advocacy Project’s trainings as a way to better understand how to use social media for social change. Youth participants developed positive messaging and media around violence prevention, safe spaces for young women and in classrooms, and transportation policies.

#TheHue. Youth brought together community in their second annual “The Hue” festival, a gathering of local musicians and artists. They used social media (#TheHue), online tools, and E-Advocacy to connect with, engage, publicize, and follow up with community members.

An E-Advocacy training at The Hue attracted 39 youth participants from across the Coachella Valley and southern California.

ECV at YPAR. Another 28 youth were part of the Youth Participatory Action Research (YPAR) Forum, which included E-Advocacy training, in Los Angeles, organized by the Network for a Healthy California, CANFIT, and the Institute for Sustainable Economic, Educational, and Environmental Design.
One end of the line represents statements that youth “Agree with 100%.” The other end of the line represents statements that youth “Disagree with 100%.” Participants can stand on any part of the line. Statements are related to E-advocacy, using social media, and creating social change in their communities.

After each statement, ask for comments from a few people. Ensure that most, if not all, voices are heard to make sure there’s a wide range of opinions and thoughts shared. Tailor statements to the needs and energy of the group. Consider who’s in the group (youth, adult allies, youth and adult allies, etc. Sample statements:

- Facebook is necessary to keep in touch with my friends and family.
- The Internet is the best way to get work done in my community.
- Online tools are worth the time it takes for the cause.
- I understand social media.
- I’m scared to use social media.
- The number of people who RSVP online are the number of people who show up.
- I am able to connect/communicate with youth I work with using social media.
- A lot of my friends and family use social media.
- Media accurately reflects my real life and change that I want to see in my community.
- Using social media is essential to creating social change.
- Social media and technology will be important for advocacy for future young leaders.
- Youth are critical to the success of our community efforts. We can’t move forward without them.
- I feel comfortable and confident talking about health and the change I want to see in my community to my friends.
- I feel comfortable and confident talking about health to my friends online.
- My friends dig the work I am doing to help change our community.
- I can get 300 friends online to participate in what I want to do.
- When I put something online about my work or what I’m interested in, people respond, [or] If I put something online about my work or what I’m interested in, I think people will respond.
- Cesar Chavez would use Instagram.
  (Follow up: What would he say? Consider identifying a local community hero.)
- MLK would use Twitter.
  (Follow up: What would he say?)

Consider a short debrief with the group at the end, asking for any other questions, thoughts, or ideas that have come up.

For a video introduction on how the opinion line was co-facilitated at Richmond’s YO Hub, check out CANFIT’s MO Youth E-Advocacy Project Video Playlist: http://www.youtube.com/user/CANFitVideo

c. Advocacy: moving sideways (for learning) to move forward (20 minutes)

At this point, consider who is in the room. To what extent is anyone confused? What is the range of participants who understand advocacy or organizing? How many youth can identify what they’re passionate about and the challenges in their communities, what changes they want to see, and how to share their stories?
Define advocacy, if needed. (See E-ADVOCACY SNAPSHOT on this page for more information.)

Training break (at least 10 minutes, recommended)

3. MEDIA SHARING SESSION (30 MINUTES)
   a. How E-Advocacy has been used (5 minutes)
Introduce how youth, communities and other groups have used social media to advocate. Share examples of past or current relevant youth advocacy efforts toward better nutrition and physical activity—locally, regionally, statewide, and beyond—that used social media and online action. Examples include:

- MO Project Video Contest
- #iDream Campaign for immigrant youth issues using art and social media, starting in Arizona
- #foodandfreedom: Live Real Food & Freedom Rides, a 50th anniversary celebration of the Civil Rights’ movement’s Freedom Rides in which youth visited other youth and communities in the United States’ South, Midwest, and California who’re most impacted by the industrial food system and creating solutions to it
- #BornBraveCA: An initiative that documented the experience of California youth at a Lady Gaga Foundation youth summit in Summer 2012
- #jan25 #Egypt: Youth declaring freedom in Egypt’s war against Palestine in 2011
- #BHB12 Live Real Bring Healthy Back: A 30-day real food commitment with youth across the country
- #YFBR Youth Food Bill of Rights: A 17-point declaration that healthy food is a right

At this point, ask and invite a discussion on how the youth group has used social media.

In pairs or small groups, ask youth to talk about:

- A situation related to health that they’re passionate about changing in their community
- What online tool(s) they would use
- What message(s) they would send and to whom.

b. Your turn: Being part of history (25 minutes)
Invite youth to spend some time (depending on the size of the group, at least 20 minutes is recommended) exploring the issue that they identified, the online tools they’d use, and the messages they’d send. Groups can self-organize based on issues.

Issues may include healthy eating/physical activity, violence prevention, transportation, after-school spaces, food justice, gardens, water supply, environmental justice, climate change and dependence on fossil fuels, women’s health, men’s health, sexuality, bicycling.

Guiding questions may include:

- What is the issue(s) that you want to talk about?
• What problem(s) does this issue(s) connect with?
• Why is this issue important to you?
• Why do you want to change your community?
• Who do you think has the most influence in changing what you want changed?
• What would you want to tell them?
• What is your ideal community?
• How would you tell your friends about the changes you want to see? Family?

Groups/youth are also welcome to creatively use online tools (web, phone applications) and media tools (cameras, camcorders) to record what comes up.

Ensure that what comes up during this activity is documented in some way; video is recommended.
• Gather back as a group, watch/listen/give feedback to what all the other groups created.
• In a round, ask each person to make one E-Advocacy commitment/action until the next training. This can be written, said aloud, etc. Be sure to document this (write it, audio record it, take a picture). Ensure that everyone shares with the group before concluding this first training.

4. WRAP-UP (10 MINUTES)
Provide any post-training evaluations, surveys, thoughts, questions, and reflections about this training. Offer thanks and appreciations.

5. TRAINING FLOW TEMPLATE

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<th>Group Structure</th>
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TRAINING 2
E-Advocacy Tools

(Estimated: 2-4 hours, depending on the size of the group)

OVERVIEW:
The second MO Youth E-Advocates Training delves deeper into social media, E-Advocacy and Advocacy tools while connecting to youths’ own community issues and concerns. We will seek to find out what online tools the youth are currently using and which ones they are interested in learning more about. They will break out in small groups with each focused on one particular online tool. The youth will then report back to each other about the effectiveness of each tool in a train-the-trainer format.

This training goes beyond youth expression and focuses on how to use media tools and messaging to advance existing policy work in various platforms (i.e., showing a video to their legislator, presenting to city council, presenting to community residents or other youth). Best practices from previous CANFIT MO project youth contests are shared, along with how to run them successfully.

SUMMARY
1. Introductions (15 min)
   a. Check-in with the group
   b. Invite announcements, logistics, and access needs
   c. Review key learnings from the previous training
2. Introduction of E-Advocacy Tools (20 minutes)
   a. Sharing personal posts
3. Connection to Real Life, in Real Time (30 minutes)
   a. Mind map activity
4. E-Advocacy Breakout Sessions (90 minutes)
5. Peer-to-Peer Shareback and Reflection (30 minutes)
6. Wrap-Up (10 minutes)
7. Training Flow Template

1. INTRODUCTIONS (15 MINUTES)
   a. Check-in with the group
   b. Invite announcements, logistics, and access needs
   c. Review key learnings from the previous training

As an energizer and review, ask each participant to share the commitment that they made from the last training, what they did, and the progress of it.

Review key learnings from the last training by asking the youth group what they learned from it: highlights, what questions they still have, etc.

2. INTRODUCTION OF E-ADVOCACY TOOLS (20 MINUTES)
   a. Sharing personal posts:

Ask youth what’s the last thing they either posted or read online.

Debrief: How was your post received? Was it liked? Commented on? If people commented, what did they say and how? If youth tried using messages created at the first training, how were they received, and what are different ways to say a similar message to their friends online and to various other people?

Introduce the training as an opportunity to hear how participants are using the Internet, what social media networks are being used, and how they can start seeing those networks as opportunities to advocate and organize.

Invite an honest conversation about what online applications, programs, and websites the youth are currently seeing, sharing, and engaging with. Ask youth what social media they use (blogs, Facebook, Twitter, etc.) and why they use that. What’s being talked about?

Some social media networks and tools that can be talked about during this training and beyond: Social media dashboard, messaging calendar*, Facebook/Twitter, Instagram, photography, film, and texting.

3. CONNECTION TO REAL LIFE, IN REAL TIME (30 MINUTES)

Apply these tools to identified community issues and campaigns. How does one start?
a. Mind map activity

Mind maps help identify community on- and offline activities. They put in visual form what everyone in the training is thinking about a certain topic in real time, at that very moment. They display any thoughts, questions, ideas, etc., out there about a particular issue. These maps seek also to visualize commonalities and differences.

This activity will create two mind maps in two separate sessions: an “issues mind map” and a “social media mind map.”

Using post-it notes (recommended) or another way to document, ask youth to write one idea, thought, or question per post-it on the following question:

• What issues do you want to see changed in your community? (e.g., gang violence, healthy food, “What’s the deal with the park closing at 6pm?”)

To differentiate between the two mind maps, it is recommended that one color be used for the “issues mind map” and a different color for the “social media mind map.”

After everyone is finished writing out their post-its for the first mind map, ask everyone to post them on a blank wall in the training space, grouping similar ones together.

Then ask everyone, using more post-it notes in a different color, to answer the following questions in the same format:

• What questions do you have about social media and getting your messages out there? What more do you want to learn about online tools to help change your community?

Examples may include:

  o “How do I send the same message to Facebook and Twitter by just posting once?”

Mind Maps: The YO Hub had a wide variety of issues and thoughts about their online presence. Their “issues mind map” included:

• Jobs (e.g., “Why are there fewer jobs?”)
• Richmond schools (e.g., “Why didn’t my school get more funding?”)
• Equity (e.g., “Why are colored people poor?”)
• Violence happening in Richmond (e.g., “Why do we see people die every day?”)
• Environment (e.g., “Why is Chevron allowed to do work here in the first place?”)
• Richmond as a Food Desert (e.g., “Should food vendors in front of schools be banned?”)
• Attitudes about change (e.g., “If we all come together can we really cause change?”)

Their “social media mind map” included thoughts and questions they had about social media and using it for campaign advocacy including:

• Messaging (e.g., “Would messaging in person be more convenient than Twitter or Facebook? Maybe seems more personal?”)
• Social Media Dashboard (e.g., “What’s a dashboard and do a lot of people use it?”)
• Facebook/Twitter (e.g., “How can I tie in Twitter and Facebook at the same time to expose my message in two places at once?”)

Different audiences. Depending on the audience (age, demographics, and community needs), the questions may be very different. In past trainings for adult allies, it has been CANFIT’s experience that questions are different, which may include:

• “How do we use twitter for an event?”
• “How do we upload a video?”
• “How do we upload photos?”
• “How do we do a google alert to find out if you’re being mentioned online?”

It is recommended to be flexible with these mind maps. One point of this exercise is to put out there what people would like to learn more about. It is also assumed that there is already wisdom and knowledge in the training room. The breakout groups following the mind map activity offer an opportunity for cross-learning.
Ask everyone to put those post-it notes on another part of the wall.

When both mind maps are complete, ask youth to look at their two mind maps, read them aloud, and share any observations. These two maps illustrate the online and offline landscape, side by side, that they’ll be working with.

For a video introduction on how the mind map was co-facilitated at Richmond’s YO Hub, check out CANFIT’s MO Youth E-Advocacy Project Video Playlist: http://www.youtube.com/user/CANFitVideo

4. E-ADVOCACY BREAKOUT SESSIONS (90 MINUTES)

This break-out session offers a space for a general overview of how each tool works. Some examples for group breakouts: messaging/how to talk to and recruit others, messaging calendar, video, social media dashboard, Facebook/Twitter/social media messaging, texting, etc.

Ideally, each group has a facilitator or two knowledgeable about the topic, whether that is a youth leader or an adult ally. If not, ask each person in the group to share:

- What’s been your experience with this tool?
- How has it been effective in getting your messages across?
- How do you think this tool can be used for your campaign, program, or project? What questions do you have about it?

Depending on what came out of the mind map sessions and how the ideas/questions/thoughts were grouped, identify what skills are most needed and which ones the group wants to acquire or improve on. Ensure that there’s at least one adult or young adult facilitator in each group and there are some guiding questions for each group to consider before sharing back and reflecting what they learned with each other. Suggested questions:

- What question(s) did your group try to answer? What issues first came up?
- What are at least three things you learned from your skills breakout?
- What questions do you still have that came up during the breakout? What else do you want to learn about?

5. PEER-TO-PEER SHAREBACK AND REFLECTION (30 MINUTES)

Youth teach and show each other what they learned. Ask each person to share at least one commitment they’re making from the breakout that they’ll do from this training until the next one. Ensure that someone from each group is documenting answers to these guiding questions.

6. WRAP-UP (10 MINUTES)

Provide any post-training evaluations, surveys, thoughts, questions, and reflections about this training. Offer thanks and appreciations.
### 7. TRAINING FLOW TEMPLATE

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<tr>
<th>Time</th>
<th>Facilitator(s)</th>
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TRAINING 3
Creating an E-Advocacy Strategy

(Estimated: 2-4 hours, depending on the size of the group)

OVERVIEW:
Based on the online tools they are focusing on, the third MO Youth E-Advocacy Project Training gives youth the opportunity to learn how to effectively build an E-Advocacy strategy that will help promote the issue or campaign they are working on.

They will first confirm their campaign/issue and then learn more about the message calendar/arc that will help guide them when developing their E-Advocacy strategy. Again, they will break out by online tools, but at this time they focus on how to use these specific tools for the actual issue/campaign.

This training will also outline a set of strategies and goals in developing effective messaging and a carefully constructed outreach plan.

SUMMARY
1. Introductions (15 min)
   a. Check-in with the group
   b. Invite announcements, logistics, and access needs
   c. Review key learnings from the previous training

2. Introduction and Messaging Calendar Overview (60 minutes)

3. E-Advocacy Tools Breakout Groups (60 minutes)

4. Peer-to-Peer Shareback and Reflection (30 minutes)

5. Wrap-Up (10 minutes)

6. Training Flow Template

Appendices to Review:
- Appendix D: Creating Your Social Media Dashboard
- Appendix E: Messaging Calendar
- Appendix F: Fast E-Advocacy Tips
- Appendix G: E-Advocacy Messaging: Role Simulation

1. INTRODUCTIONS (15 MINUTES)
   a. Check-in with the group
   b. Invite announcements, logistics, and access needs
   c. Review key learnings from the previous training

As an energizer and review, ask each participant to share the commitment that they made from the last training on using online tools, what they did, and the progress of it.

Review key learnings from last training by asking the group what they learned from the last training: highlights, what questions they still have, etc.

2. INTRODUCTION AND MESSAGING CALENDAR OVERVIEW (60 MINUTES)

The group will confirm the campaign/issue that they plan to work on as a group. Using this campaign/issue, they will then be introduced to a message calendar/arc that will help them build a timeline for messaging and communications in the campaign.

The group will receive a certain color post-it and will be encouraged to write any thoughts, questions, events, messages, strategies on them. All post-its will be organized by theme and put onto the messaging arc. They will be shared orally and visually so that participants can see one another’s thoughts and ideas around the campaign/issue.

Refer to Appendices D and E to learn more about and how to create a messaging calendar and social media dashboard.

3. E-ADVOCACY TOOLS BREAKOUT GROUPS (60 MINUTES)

Youth will break up into groups based on the online tools that they identified in Training 2. Each group
Training 3

**Mind Maps** The YO Hub had a wide variety of issues and thoughts about their online presence. Their “issues mind map” included:

- **Jobs** (e.g., “Why are there fewer jobs?”)
- **Richmond schools** (e.g., “Why didn’t my school get more funding?”)
- **Equity** (e.g., “Why are colored people poor?”)
- **Violence happening in Richmond** (e.g., “Why do we see people die every day?”)
- **Environment** (e.g., “Why is Chevron allowed to do work here in the first place?”)
- **Richmond as a Food Desert** (e.g., “Should food vendors in front of schools be banned?”)
- **Attitudes about change** (e.g., “If we all come together can we really cause change?”)

Their “social media mind map” included thoughts and questions they had about social media and using it for campaign advocacy including:

- **Messaging** (e.g., “Would messaging in person be more convenient than Twitter or Facebook? Maybe seems more personal?”)
- **Social Media Dashboard** (e.g., “What’s a dashboard and do a lot of people use it?”)
- **Facebook/Twitter** (e.g., “How can I tie in Twitter and Facebook at the same time to expose my message in two places at once?”)

Different audiences. Depending on the audience (age, demographics, and community needs), the questions may be very different. In past trainings for adult allies, it has been CANFIT’s experience that questions are different, which may include:

- “How do we use twitter for an event?”
- “How do we upload a video?”
- “How do we upload photos?”
- “How do we do a google alert to find out if you’re being mentioned online?”

It is recommended to be flexible with these mind maps. One point of this exercise is to put out there what people would like to learn more about. It is also assumed that there is already wisdom and knowledge in the training room. The breakout groups following the mind map activity offer an opportunity for cross-learning.

will continue to become familiar with these tools but this time focused on the information from the timeline and in relation to their issue/campaign.

During this breakout, groups can continue to add post-its to the timeline as needed.

Using the same colored post-its as in the mind maps activity in Training 2, youth will now document strategies, targets, plans of action, more questions and thoughts, and events pertaining to their online tool that they’ll break into groups for.

For a video introduction on how the breakout groups were co-facilitated at Richmond’s YO Hub, check out CANFIT’s MO Youth E-Advocacy Project Video Playlist: [http://www.youtube.com/user/CANFitVideo](http://www.youtube.com/user/CANFitVideo)

4. **PEER-TO-PEER SHAREBACK AND REFLECTION (30 MINUTES)**

Invite youth to teach and show each other what they learned in small breakout groups. Ask for commitments for the next training.

5. **WRAP-UP (10 MINUTES)**

Provide any post-training evaluations, surveys, thoughts, questions, and reflections about this training.

Offer thanks and appreciations.

E-Advocacy Tools Breakout: An even deeper look into messaging.

Form before function. While figuring out messaging may not be the most attractive thing compared to the latest online or social media app, it’s important because it’s the first step to figuring out how to advocate with others, to understand what others may be thinking, and to have a better idea of how to justify working together collectively on an issue or campaign. Doing so is important before even creating and using online tools.

What impressed us about the YO Hub was their ability to create messages on the spot and carry them online through the tools they decided to use (Facebook, Twitter, Instagram, and community face-to-face engagements). With practice and having deeper understanding of needs and who’s in the community, E-Advocates can learn how to create messages and translate them online quickly.
E-Advocacy Tools Breakout: Messaging
One of the E-Advocacy Tool breakout groups that the YO Hub had was on messaging. Jorge, a YO Hub leader, used their time to figure out who were the three primary audiences for the soda tax and DCYF campaign—other friends and peers, families, and city council representatives—and what messages would appeal to all of them.

Outreach: Youth in Richmond, friends, peers. Using the money from the soda tax to create a Department of Children, Youth, and Families can help with:

Economics: “This is an opportunity to get a job. There’s a difference between a job and a career. DCYF will create jobs for taking care of us and our families.”

Safety: “DCYF will have more programs for us to be safe all across Richmond.”

Showcasing youth talent: “We’ll have a lot of people making music, helping grow your passions for music, poetry, art, whatever.”

Building community: “We’ll have fun with friends, happiness all around. It’ll change the way we see the world. DCYF will change Richmond and communities like Richmond.”

Outreach: Richmond parents. It was important for the YO Hub to understand where parents are coming from. They understood that parents, as taxpayers, have a lot of say in how resources flow.

YO Hub leaders recommended that the youth identify parents’ situations, connect with their challenges, and offer another perspective on the world and what they’re passionate about. “We’re trying to stop the violence in Richmond,” “We’re making dreams come alive,” “Your children will be safer,” “They can have a better life,” “They can go to college.”

Outreach: City Council members and other elected officials

• In terms of messaging, YO Hub members identified being confident and connecting what’s currently happening in politics to the struggles on the ground and what people in the community want.

6. TRAINING FLOW TEMPLATE

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A big part of this training is that we teach you this stuff so that you can teach other young folks too.

@RichmondYoHub #YPAR #eAdvocacy
TRAINING 4
“E-Advocacy in Action”

(Estimated: 2-4 hours, depending on the size of the group)

OBJECTIVES:
The fourth MO Youth E-Advocates Project Training is a working simulation session, where youth continue to build their online strategy for their actual campaign/issue by working as a team using their online tools based on their message calendar/arc from Training 3. This real-life simulation training builds the capacity of youth to deliver an effective training or presentation for other youth and adults about E-advocacy, messaging or online campaigning.

SUMMARY
1. Introductions (15 min)
   a. Check-in with the group
   b. Energizer
   c. Invite announcements, logistics, and access needs
   d. Review key learnings from the previous training
2. E-Advocacy in Action Activity (90 minutes)
3. Peer-to-Peer Shareback and Reflection (30 minutes)
4. Wrap-Up (10 minutes)
5. Training Flow Template

Appendices to Review:
• Appendix B: E-Advocacy in Action Activity
• Appendix C: Build our E-Advocacy Voice

1. INTRODUCTIONS (15 MINUTES)
   a. Check-in with the group
   b. Energizer
   Moving the Magic Ball
   To prepare for today’s training on using the online skills learned from Training 3 and the strategies (messaging, social media dashboard, and calendaring) from Training 4, this energizer can help jumpstart everyone’s minds on taking action on their campaign. Ask everyone to stand up in a circle.

   Starting with you as the facilitator, have an “imaginary ball” that you’re holding in your hands. The goal is to have that ball travel and reach everyone in the group, changing form from person to person. Each person makes one movement with the “imaginary ball” and, at most, one sound to accompany that movement.

   For example, one person can make the ball a “bowling ball” and “roll it down an alley to the next person” while saying “Go.” “Rolling down the alley” is the movement and saying “go” is the sound.
MYO Hub’s E-Advocacy in Action for the #sodatext. The YO Hub saw this last training in March 2012 as an opportunity to delve deeper into the online tools and strategies leading up to the November elections with the soda tax on the ballot. They developed:

A Facebook page “Richmond YO Hub”: Youth members put up pictures and announcements of videos, articles, and pictures relating to the campaign.

Syncing Facebook with Instagram and Twitter. They synced their Facebook with their Instagram and Twitter accounts, sharing photos from their events and meetings in real time. It was acknowledged that many youth from the RYSE Center, including the YO Hub, use Instagram as a way to connect and visually share with each other.

Organizing, networking, tagging. YO Hub leaders developed a strategy to not only create original content on their group’s Facebook, Twitter, and Instagram accounts but also like and comment as individuals on those pages and share it with their personal networks online. They would tag friends, tag organizations, and share directly with their friends based on what they knew of the best way to reach out to them.

“Online,” meet “offline.” The YO Hub made things happen in-person, in real life, too. They developed messaging for co-hosting community forums, organizers’ trainings, phone banking, visits to their representative, and connections with local media (print, online, and multimedia) about their work asking the Richmond community to pass the soda tax.

The next person who is given the ball then changes the form of it from a bowling ball to another ball form and sends it off to the next person. Another example is blowing soap bubbles and making a swoosh sound.

c. Invite announcements, logistics, and access needs

d. Review key learnings from the previous training

Review key learnings from the last training by asking the youth group what they learned from it: highlights, what questions they still have, etc.

2. E-ADVOCACY IN ACTION ACTIVITY (90 MINUTES)

The youth team is invited to take their discussions about different online tools (Training 2) and their ideas and strategies for using those tools for an identified campaign (Training 3) and now begin to make an action plan.

The goal of this activity is to help carry their E-Advocacy strategies forward after this final training. Please refer to the “E-Advocacy in Action Activity” in Appendix B.

Re-visit the messaging calendar developed in Training 3 in which post-its were used, if desired.

Appendix C: “Build Our E-Advocacy Voice” is an extension of this activity for those youth teams who want to develop a deeper understanding and try on more strategies with these online and social media tools. Please tailor the activities to the needs of the youth team.

3. PEER-TO-PEER SHAREBACK AND REFLECTION (30 MINUTES)

Ask youth to report back about what happened in the activity and how they will continue to move forward with their E-Advocacy strategies. Discuss potential roles and responsibilities.

4. WRAP-UP (10 MINUTES)

Provide any post-training evaluations, surveys, thoughts, questions, and reflections about this training. Offer thanks and appreciations.
### 5. Training Flow Template

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ABOUT CANFIT

When it comes to improving the health of today’s youth, CANFIT is a leader in building community leadership and stimulating change at multiple levels, from individual behavior to public policy. Our unique approach to partnering with communities builds capacity and leadership, while helping to advance sustainable change in low income communities and communities of color.

CANFIT helps bridge the gap between communities and policymakers.

By providing professional development opportunities and translating theory and cutting edge research, we help to bridge the gap between scientific research and on the ground best practices. CANFIT believes that youth involvement in the planning, implementation and evaluation of projects is essential. Actively involving young people ensures greater success by producing results that are relevant and interesting to their peers.

CANFIT primarily focuses on low income, African-American, American Indian, Latino/Hispanic, Asian American and Pacific Islander adolescents. Many of these historically underserved populations have limited access to affordable, healthy foods and safe places for physical activity.

OUR VISION

Low income communities and communities of color are healthy eating and physical activity environments.

OUR MISSION

To work with communities and policymakers to develop culturally resonant policies and practices that improve food and fitness environments for adolescents in low income communities and communities of color.

OUR VALUES

We believe that an inspiring mission and a compelling vision should be supported by strong values. Our team has come together and identified the following values as core to all we do:

- Community-based solutions
- Youth engagement
- Cultural competency
- Social justice
- Collaboration

THANK YOU

We send our greatest appreciations to:

THE CALIFORNIA ENDOWMENT, for investing in this project;

OUR MO YOUTH E-ADVOCATES PROJECT TEAMS for continued conversations and participation:

- Richmond’s Youth Organizing (YO) Hub from Richmond Building Healthy Communities housed by the RYSE Center
- South Kern County Building Healthy Communities
- Eastern Coachella Valley Building Healthy Communities

MISTY AVILA AND MATTHEW GARCIA WITH ASPIRATION TECH for project support, co-facilitation, and wisdom and knowledge in E-Advocacy

SAMUEL GONZALEZ, for project support, video recording, and training documentation

STEVE HALL WITH VOTIGO for continued support on the project’s online contest

OUR MO YOUTH E-ADVOCACY PROJECT CONTEST JUDGES for their laughs, commitment, and enthusiasm:

- Sergio Solis, Youth Organizing (YO) Hub, RYSE Center, Richmond Building Healthy Communities
- Jeffrey Martinez, Youth Organizing (YO) Hub, RYSE Center, Richmond Building Healthy Communities
- Sompong Viengvilai, Youth Organizing (YO) Hub, RYSE Center, Richmond Building Healthy Communities

LLOYD NADAL, HAI VÔ, AND ARNELL HINKLE with CANFIT for the design and implementation of the E-Advocacy trainings

HAI VÔ for drafting the Social Media Leading Community Change Manual
E-ADVOCACY: the acts of a group of people in support of an idea, a change, or a concept, using the Internet, social media, and online tools to help provide that support. Advocacy can relate to personal or policy change in different geographic scopes: local, state, national, international, global.

ENERGIZERS: also known as “icebreakers,” energizers help to change and hype/increase the energy in the room, as a way to get everyone focused either on the training or on the next activity. It’s mindful to notice when the group needs an energizer or a break. For energizer ideas, see CANFIT’s Active8 Guide.

HASHTAG: # symbol used as (1) a comedic meme or commentary, or (2) a way to organize a group’s campaign or project online, especially with Twitter.

LIVE MEDIA: documenting, sharing, and engaging with others, in real time, at a particular moment, using social media and online tools. This may include taking photos and posting them online, sharing what you or someone else said, or responding back to questions and other people’s thoughts. This concept derives from “live tweeting” in which a group of people send out Tweets during events and gatherings with a common #hashtag.

MESSAGING CALENDAR: “a scheduled set of dates with planned email messages, online actions and other engagements that you maintain across a campaign.” (Aspiration Tech, www.aspirationtech.org)

MIND MAPPING: an exercise to determine what people in a group are thinking about in real time on a particular topic or issue at a particular time. These may be thoughts, ideas, questions, etc. Please refer to Trainings 2 and 3 for ways this might happen.

SAFE SPACE: a gathering, predetermined or not by the people present, that acts as a situation in which people can share their fullest selves without hesitation, inhibition, and discrimination. This is usually supported by common group agreements, facilitation, and group accountability for one another. In trainings intended for youth, it’s important to consider youth-only spaces to allow deeper peer-to-peer sharing.

SOCIAL MEDIA DASHBOARD: an online tool that allows users “to be notified when topics of interest are mentioned on the Internet.” (Aspiration Tech, www.aspirationtech.org)
### E-ADVOCACY IN ACTION

#### TWITTER

Talking points to help lead your discussion:

**Introductions**
- Who are you?
- Where are you from?

Today we are going to talk about how we can use Twitter to let people know what we are doing in our community.

<table>
<thead>
<tr>
<th>Question or Statement</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you used Twitter before?</td>
<td>If no, explain what Twitter is. If yes, have them explain what Twitter is and how they use it.</td>
</tr>
</tbody>
</table>

#### E-ADVOCACY IN ACTION

#### MESSAGING

Talking points to help lead your discussion:

**Introductions**
- Who are you?
- Where are you from?

Today we are going to talk to other people to get them involved in the work we are doing in our community.

<table>
<thead>
<tr>
<th>Question or Statement</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Do your friends care about what you do in the community?</td>
<td>“AIIT” Communication and Organizing Model: Ask: Who are you? What’s your story? Inform: Tell them who you are, your story and what you are about. Involve: Invite them to do something with you (a meeting or an event). Thank: Appreciate their time, give them props. Core (You) &gt; Committed (Homies)&gt; Curious (Acquaintances) &gt; Careless&gt; Clueless</td>
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<tr>
<th>Question or Statement</th>
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<td>Question or Statement</td>
<td>Notes</td>
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</table>
APPENDIX B: E-Advocacy in Action Activity

E-ADVOCACY IN ACTION

FACEBOOK

Talking points to help lead your discussion:

Introductions

- Who are you?
- Where are you from?

Today we are going to talk about how we can use Facebook to let people know what we are doing in our community.

<table>
<thead>
<tr>
<th>Question or Statement</th>
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<tbody>
<tr>
<td>Would you talk about the work you are doing in your community on your Facebook profile?</td>
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</table>

<table>
<thead>
<tr>
<th>Question or Statement</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Agree or Disagree: I can use Facebook to help change what happens in my neighborhood.</td>
<td></td>
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</table>

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<tr>
<th>Question or Statement</th>
<th>Notes</th>
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E-ADVOCACY IN ACTION

MESSAGING CALENDAR

Talking points to help lead your discussion:

Introductions

- Who are you?
- Where are you from?

Today we are going to talk about how to plan out what you are going to say ahead of time about an issue or event.

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<th>Question or Statement</th>
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</table>
E-ADVOCACY IN ACTION
SOCIAL MEDIA DASHBOARD

Talking points to help lead your discussion:

Introductions
- Who are you?
- Where are you from?

Today we are going to talk about how we can listen to what is being said about us online.

<table>
<thead>
<tr>
<th>Question or Statement</th>
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E-ADVOCACY IN ACTION
ONLINE TOOL: ____________________

Talking points to help lead your discussion:

Introductions
- Who are you?
- Where are you from?

Today we are going to talk about how we can use online tools to get the word out about what we do.

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<tr>
<th>Question or Statement</th>
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<th>Question or Statement</th>
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This E-Advocacy activity is an extension of the “E-Advocacy in Action Activity” for Training 4 and delves deeper in helping youth build their E-Advocacy voice online. It is meant for youth E-Advocates who have identified the campaigns that they want to work on in their community, have been introduced to and have a strong understanding of E-Advocacy tools and messaging, and are taking their skills to the next level, to online and offline spaces, to build community and a common identity.

The next activity in this appendix goes deeply into the following social media tools with an E-Advocacy lens: Social Media Dashboard, Facebook, and Video. The activity can also be adapted to other tools.

### SOCIAL MEDIA DASHBOARD

For more information refer to Appendix D: Creating Your Social Media Dashboard.

<table>
<thead>
<tr>
<th>STEPS TO SET UP OUR SOCIAL MEDIA DASHBOARD</th>
<th>NOTES</th>
<th>PLAN OF ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Things to remember. Questions.</td>
<td>Who’s responsible from here on out? How often will you post?</td>
</tr>
<tr>
<td>1. Know how to log in</td>
<td></td>
<td>Who’s responsible?</td>
</tr>
<tr>
<td>Username/E-mail:</td>
<td></td>
<td>Frequency: We’ll check and respond ____ times/week.</td>
</tr>
<tr>
<td>Password:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Track, create “RSS” feeds, and add widgets to the social media dashboard with:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>__ your name</td>
<td></td>
<td></td>
</tr>
<tr>
<td>__ the name of your group or people or other groups in your community connected to the campaign that you want to keep track of</td>
<td></td>
<td></td>
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<tr>
<td>__ words and terms related to your campaign</td>
<td></td>
<td></td>
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<tr>
<td>__ Other:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Based on what you’re noticing on the dashboard, what three actions do you or your group want to do offline?</td>
<td></td>
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</tbody>
</table>
## APPENDIX C: Build Our E-Advocacy Voice

### FACEBOOK

<table>
<thead>
<tr>
<th>STEPS TO SET UP OUR FACEBOOK</th>
<th>NOTES</th>
<th>PLAN OF ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Things to remember. Questions.</td>
<td>Who’s responsible from here on out? How often will you post?</td>
</tr>
<tr>
<td>1. If the group’s comfortable with the idea, make or add to a post that educates or relates to the campaign. Ideas: Ask a question for your friends to answer, find a conversation already happening &amp; add to it. Tag each other.</td>
<td></td>
<td>Who’s responsible?</td>
</tr>
<tr>
<td>2. Search groups and conversations already happening related to the campaign.</td>
<td>Frequency: We’ll check and respond ____ times/week.</td>
<td></td>
</tr>
<tr>
<td>3. Create a Facebook page or group.</td>
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<td></td>
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<tr>
<td>4. Create a Facebook list(s). What individuals and groups do you want to get updates from, to read, share, or comment on.?</td>
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<tr>
<td>5. If you’ve got an event, create a Facebook event. Think about who you want to invite, the description and message of the event, etc.</td>
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</tr>
</tbody>
</table>
APPENDIX C: Build Our E-Advocacy Voice

**VIDEO**

<table>
<thead>
<tr>
<th>STEPS TO USING VIDEOS FOR OUR CAMPAIGN</th>
<th>NOTES Things to remember. Questions.</th>
<th>PLAN OF ACTION Who’s responsible from here on out? How often will you post?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Make or find short (1–2 min) videos related to the campaign.</td>
<td></td>
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<tr>
<td>Ideas include short video promos or PSAs, (public service announcements), interviewing each other, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Search Youtube, Vimeo, Google Video, and videos that your group or organization already has, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Here are leading questions if you’re making a short video. Choose at least two of these.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Who’s your favorite rapper or singer (can follow up others’ comments for an artist who addresses social issues and how those issues affect your community)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Have you ever heard of a food desert?</td>
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<tr>
<td>• What is there to do in your community that is fun and healthy?</td>
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<td></td>
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<tr>
<td>• What’s the big deal about organic products?</td>
<td></td>
<td></td>
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<tr>
<td>• Where do you feel safe in your community?</td>
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<td></td>
</tr>
<tr>
<td><strong>Here are leading questions if you’re interviewing each other. Choose at least two of these.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• What is one thing you can take away from this E-Advocacy training that you didn’t know before?</td>
<td></td>
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</tr>
<tr>
<td>• How do you think your message will be more effective?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• What social media options do you think would be best to reach your audience?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• How would you share with others the things that you’ve learned?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• What was your favorite exercise during the training? Why?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• What makes social media important when thinking about social justice?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Share, promote, include messages with the videos</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Share on social media accounts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Embed on blogs, websites, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Tag videos with campaign search terms and people involved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Make messaging</td>
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</tr>
</tbody>
</table>
APPENDIX D: Creating Your Social Media Dashboard

(Adapted from Aspiration Tech, 2012)

A dashboard is a way to follow the things you care about and see where you are being mentioned online.

Follow these steps:

1. **Pick one search term**
   What or who do you want to follow? Examples: name of organization, important cause, website, important people

2. **Create a Google blog search**
   - Go to http://blogsearch.google.com
   - Type your search term you selected above
   - Click “Search Blogs.” A search results page will appear.
   - Now (this is the important part!)
     - Scroll to the bottom of the page, click RSS
     - Copy the RSS URL in the navigation bar

3. **Add content to your social media dashboard using Netvibes (http://www.netvibes.com/en)**
   - Login to your Netvibes page
   - Click “Add Content” in upper left (green + [plus] sign)
   - Click “Add a feed”
     - Paste in the RSS feed into the box (The one you copied earlier)
     - Click “Add Feed” button
     - It then creates a widget for you
     - Click the green “+” in the top corner of the widget (it will appear below in the dashboard)

For social media (Twitter, Facebook): Kurrently.com, Topsy.com, socialmention.com

**Congratulations, you’ve created your social media dashboard**
Message calendars help you plan out your messages, build momentum and make sure you’re not annoying.

Remember:

- Plot out the known dates & events.
- Tell ‘Em x3:
  - Tell ‘Em What You’re Gonna Tell ‘Em,
  - Tell ‘Em,
  - Tell ‘Em What You Told Them.
- Be a consistent (but not annoying) voice to your community
- Unexpected things WILL happen.
- Be flexible.

<table>
<thead>
<tr>
<th></th>
<th>January</th>
<th>February</th>
<th>March</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Important Dates</strong></td>
<td>2nd - Announce campaign &amp; talk about upcoming events</td>
<td>26th - Community mtg.</td>
<td>28th - Vote</td>
</tr>
<tr>
<td><strong>Email</strong></td>
<td>2nd - Announce campaign &amp; talk about upcoming events</td>
<td>16th - Invite to community mtg.</td>
<td>28th - Recap mtg. email</td>
</tr>
<tr>
<td><strong>Facebook Page</strong></td>
<td>25th - Ask for questions to ask at mtg.</td>
<td>28th - Post pix from mtg.</td>
<td>29th - Success! or Failure! message</td>
</tr>
<tr>
<td><strong>Twitter</strong></td>
<td></td>
<td>mtg.</td>
<td>Issues</td>
</tr>
</tbody>
</table>
APPENDIX F: Fast E-Advocacy Tips

How to follow a person or an organization on Twitter via text (you don’t need to have a Twitter account): Text “Follow @_______” and send to 40404.

Twitter hashtags: Make sure to know which Twitter handles (@_____) and hashtags (#______) to use during events, campaigns, and meetings to follow, Retweet, comment on.

How to post on Facebook from text: Post to Facebook via text using Facebook mobile text settings. After changing Facebook settings and receiving a confirmation code, text your post to 32665. What you text will show up on your Facebook wall.

Tell ‘em X3: “Tell ‘em you’re going to tell ‘em. Tell ‘em. Tell ‘em you told ‘em.” An organizing and communications framework, this concept makes sure the person you’re engaging with is accountable to you and to others.
Example:
1. “I want to send you a Facebook invite to our event that I’m going to in two weeks.”
2. “I’m sending you a Facebook invite to our event that happens in a week. I’m going. Do you want to go?”
3. “I sent you a Facebook invite to our event a few days ago. Did you get it? How possible is it for you to make it?”
This activity is a working document and exercise, developed as an interactive activity that builds on trainings about messaging, communication, and asking others to take action, using an E-Advocacy and social media lens.

PURPOSE

Working with youth, this simulation explores how to message to friends and family and sharpen argument and counterargument skills. The simulation is meant to be a brainstorm on how youth talk to other youth when trying to ask them to come to an upcoming event, an issue they really care about, or some sort of community action, such as petition signing or raising money.

The simulation helps youth to start thinking about how to talk to different types of people, how to meet people where they’re at, and how to start organizing and asking others to act. The goal is that, at the end of this simulation, youth will see how what we say in person to advocate and try to change behavior can be similar to what we say online.

In addition to bringing up this on- and offline dynamic, another goal of the simulation is to show how important it is to not give up and get defensive or angry when someone initially doesn’t want to do what you want them to do. The simulation challenges youth to think outside the box and try different approaches to persuade their friends and family on a particular issue that they care about. Part of leadership and advocacy is to recruit other people to help lead and not ignore the potential that’s in everyone.

The activity combines simulated activity with improvisation. It helps youth practice public speaking, messaging, storytelling, and advocacy.

ACTIVITY

Pass out one piece of paper to each youth with a role and instructions written on it. The papers will say either “youth leader,” “youth,” or “observer.” Have more observers than youths and more youths than youth leaders.

Goal: "Youth leaders” try to convince the “youth” to come to an event.

Consider: This simulation may mimic something happening in real life, such as an upcoming event, a scene at home, or a scene at school.

The group calls out a location—any random place they choose.

Ask the Youth leaders and the Youth who are part of the simulation if they understand their roles. Clarify any questions. Ask Observers to take note of what’s happening in the scene. Set the scene and let it play for at least five minutes.

Simulation Example:

(The instructions below are written on the pieces of paper for the youth leaders and the youth. Observers are asked just to observe carefully.)

- Role: Youth Leader: You have an event coming up at the local community center, and your goal is to get your two friends to come to it.

- Role: Youth: The “maybe” friend

The youth leader is trying to recruit you and your friend to come to an upcoming community event that the youth leader is helping organize. You just joined the youth crew at the community center two months ago and have been to two meetings. You like the youth crew but haven’t come to an event yet. When you meet the youth leader, you’re a little skeptical, not 100% down with what they’re saying.

In the simulation, ask questions and check up on your other “Youth” friend every now and then. Only say “yes” and go to the event if you and your friend are really really really down with it and want to go.

- Role: Youth: The “no” friend

The youth leader is trying to recruit you and your friend to come to an upcoming event at the community center. You know that your friend’s been going to youth crew meetings the last two months, but every time they’ve told you about it, you’re not interested at all. You think it’s kind of lame, actually, but you still like your friend. You haven’t been to an event yet.

Every time the youth leader tries to talk you into coming to the event, you tell them “no” over and over. You don’t have anything else going on in your life during the event; initially, you just don’t really want to go. Only say “yes” and go to the event if you and your friend make many many attempts to convince you.
When the simulation wraps up, ask everyone to come back together as a group. Debrief with one another.

Ask the group, especially the observers:
• What observations did you make?
• What was the goal? To what extent was it reached? How was it reached?

Debriefing questions for the youth leaders:
• What were you trying to do?
• What opportunities did you have?
• What challenges did you have?
• What would you have done differently from what you did to reach your goal?
• What messages were you trying to share?
• To what extent did you reach your goal of recruiting other youth to come to the event?
• How does this apply to a real scenario?

Debriefing questions for the youth:
• What were you trying to do?
• What motivated you to go to the event?
• What didn’t motivate you?
• What challenges did you have?
• What would you have done differently from what you did?
• What messages were you trying to share?
• What was the youth leader trying to do to recruit you to the event? To what extent did it work?
• If you were the youth leader, what would you do in that situation? What would you do differently?
• How does this apply to a real scenario?

Suggestions for scenes:
• Shopping mall
• School
• At home
• Restaurant
• Event at a community center
• With an E-Advocacy lens, consider: online chats, Facebook, Twitter, Instagram, texting, etc.
BACKGROUND & OVERVIEW

YOUTH E-ADVOCACY: SOCIAL MEDIA LEADING COMMUNITY CHANGE, CANFIT 2013 ©