WOMEN'S MARCH YOUTH EMP✊WER

High School & College Chapters

in partnership with

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

Dear Young Leader,

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

The following toolkit provides a guide in the following areas:

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

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

Feel free to contact us at youth@womensmarch.com.

In solidarity,
Women's March EMPOWER Team
Peace First | Rock The Vote | Teen Vogue | Rise To Run | Gathering For Justice | Justice League

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PART 1-TOOLKIT FOR ORGANIZING

ADULT MENTOR

Before starting, identify an Adult Mentor to support and guide you through this journey. Your Mentor can be an adult you look up to who you have worked with and who is an activist focused on the cause you are passionate about. Think carefully about picking a mentor and be clear about what being a mentor means to you. If you do not have a mentor, you can be paired with a digital mentor through Peace First's digital platform.

For adults interested in becoming digital mentors, Peace First has provided an excellent guide about what it takes to be a mentor and the commitment needed. Adults who wish to apply to be digital mentors should fill out an interest form here and are required to go through Peace First's screening and training before becoming mentors.

Are you a YOUNG LEADER?

This toolkit is designed for Young Leaders. A Young Leader is someone who has chosen to start a Women's March EMPOWER chapter in their high school or college. If you're passionate about being a changemaker, being a voice for equity and justice in your community and want to lead a group of young people in doing the same, we encourage you to commit to becoming a Young Leader.

Phase 1: Choose

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

Output: Choose a cause and discuss it with an Adult Mentor.

Introduction

Objective: Chapter members will understand the goals and steps of the Chapters. You will be exposed to the concepts of a Young	**Time:** 20 minutes

Leader. You will start to explore the cause you would like to focus on, keeping in mind that a chapter can choose to focus on several causes or one may take precedence over another at different points in time.	
Resources Needed: ● A notetaker	**Deep Dive Resources:** ● [Stories from Young Peacemakers](#)

Tasks:
The Young Leader will meet with the chapter in a circle.

#1- Explore the goals of the Chapters. What are the goals of your EMPOWER chapter? What are the specific goals of this Chapter? What cause is this Chapter most passionate about? How do you stand for what you believe in even when it is difficult and there are challenges? How can you understand different people's perspectives? How do you work with others, including people who disagree with you?

#2- Explore the concept of a Young Leader. What differentiates a Young Leader from the rest of the chapter? What are the responsibilities of a Young Leader? You may pull from examples you know from your community and from the world e.g. Mari Copeny, Malala Yousafzai.

Additional TIP: If possible, have someone from your community who is a Young Leader come in to speak with the chapter.

Choose: Personal Development

Objective: Young people will be able to identify the extent to which they feel they are change leaders and reflect on your role as change leaders.	**Time:** 30 minutes
Resources Needed: ● Pens ● Computer	**Deep Dive Resources:** ● Ted Talk: [The Danger of Silence](#) ● [Where is the Love? - Black Eyed Peas](#)

Background: This lesson will encourage young people to think deeply about their own feelings on being a Young Leader. A Young Leader is one who identifies a cause and seeks to address it through compassion and courage. Cause building includes how people welcome others into their school or community, how you and your community treat one another, standing up for others, and engaging in conversation and actions to solve issues in your community such as poverty, gender equity, pollution, or hunger.

Tasks:
- Engage in the Opening Circle:
    a. Pick a word to describe your future. Why did you choose that word?
    b. Something that frustrates me is…
    c. If "revolutionary love" were a color it would be _____,
    d. Show young people examples of Young Leaders:
        - Malala video
        - Malala article
        - Ziad Ahmed TED talk
        - Mari Copeny (Little Miss Flint) speech at March for Science
        - Jazz Jennings video
        - Mo-ne Davis
- Ask chapter members to break into pairs or small groups and discuss what they think made the person in the video a "Young Leader."
- After 10 minutes, call everyone back to the whole group. Ask if anyone would like to share something they want to accomplish or something they learned about being a Young Leader.

Choose: Creating an Effective Team

Objective: Young people will be able to identify characteristics of an effective team and create group norms.	Time: 45 minutes
Resources Needed: ● Computer to take notes	Deep Dive Resources: ● Team building activities:

● The Women's March Unity Principles	○ Middle school ○ High School ● Characteristics of an Effective Team

Background: In this lesson, young people will develop "group norms" for their chapter to adhere to, starting from the exploration of the Unity Principles. A group norm is a statement that the group decides that they will follow together. They are typically suggested by members of the group and then combined, altered and agreed upon by the group. (For example, if one student suggests "Be respectful," another student says, "Be kind," and a third student says "Listen to each other," those may be combined into the group norm: "Listen respectfully to each other in order to create a kind and safe environment.") All group members must agree upon the norms and refer to them frequently to ensure effective collaboration. Chapter members will use guided questions in your toolkit to create these norms.

Tasks:
1. Split chapter members into groups of 3-5 people.
2. Review and discuss the Women's March Unity Principles.
3. Explore examples of effective and ineffective teams you have worked with in the past.
4. Explore norms that would make a team effective.
5. Discuss with the chapter members what makes a group norm.
   - E.g. Norm: We will listen carefully in an effort to better understand one another and to be understood.
6. Define at least 6 group norms for this group and record in a shared document.

Choose: What is Your Cause?

Objective: Young people will be able to identify the difference between a cause and an inconvenience, as well as categorize specific problems in their school and community.	**Time:** 45 minutes-1 hour
Resources Needed: ● Computer ● Note-taker	**Deep Dive Resources:**

Background: In this lesson, chapter members will differentiate between causes and inconveniences in order to identify a cause to focus on in their community. A cause is a long-standing harm to a particular person or group or when someone is targeted based on their identity. Examples of causes range from bullying in school because of ethnicity, lacking clean water in a community, or girls not receiving an education. An inconvenience can be short term irritants. An inconvenience could be not being allowed to use cell phones, a traffic jam, or becoming sick with a cold.

Tasks:
1. Engage chapter members in a discussion focusing on these areas:
    a. Peace feels like...
    b. It's not fair when…
    c. I feel frustrated when...
2. List frustrations and categorize them as a cause or an inconvenience.
3. Discuss what you believe the differences are between a cause and an inconvenience and why you categorized some as one but not the other.

Additional Information: The goal is not for all chapter members to necessarily view each frustration or issue in the same way. The goal is for you to think critically about whether you view certain events as causes or inconveniences.

Choose: Narrowing The Focus on Your Cause

Objective: Chapter members will choose a cause for their chapter.	**Time:** 20-30 minutes
Resources Needed: ● One large piece of paper	**Deep Dive Resources:** ● Examples of Young Activists ● Meet Amazing Young Leaders

Background: In this lesson, chapter members will be able to refer to the causes they discovered in the previous lesson and decide which ones they would like to address for their chapter. As a team they will need to agree on the cause that has the most need in their community.

Tasks:

1. Have each person anonymously write one positive change they want to see in the world, how they view peace in their community, or something that inspires them. Have each person crumple up their paper and throw it into the center of the room. Then, have each person pick up someone else's paper and read it out loud. As each person reads another's paper, write on the large piece of paper
2. Pick 3 causes that resonate the most with the group.
3. Discuss these three causes. Vote on the one that resonates the most with the group.
4. Pick the final cause and record in a shared document.

Phase 2: Understand

Chapter members will research and conduct interviews in order to more deeply understand their chosen cause. They will begin by interviewing members of the community who may have opposing views from each other. The main output from this phase is compassionate insight into the chosen cause. This will include chapter members understanding of the roots of the issue(s) and an idea of how they want to address that cause.

Understand: Talking to Others

Objective: Chapter members will be able to gather information about how others view their cause through research and interviews. The goal of this part is to gain a wide perspective on the cause in order to plan an effective solution. Youth will also gain skills in research and interviewing. **I**nterviewing members of the community about their cause could present some risks. Plan every interview with the input of your Adult Mentor. Have an adult present for the interview and remind everyone not to engage in an	**Time:** Part 1: 45 minutes Part 2: 45 minutes-1 hour

argument and to be respectful of the views presented. Reach out to your Adult Mentor with concerns. If you feel unsafe or unsure about an interview, do not attend. Part 1: Research, identify and plan interviews. Part 2: Conduct interviews	
Resources Needed: ● Recording devices (if applicable) ● Research materials: books, articles, etc.	**Dive Deep Resources:** ● Email Etiquette slideshow ● Email Etiquette video ● Games to teach interviewing

Background: This will allow chapter members to discover various perspectives on their cause.

Part 1: Begin by researching your cause. This can be done using computers, books, articles, or any other means that are available in your community. If few research resources are available, brainstorm various perspectives on this cause. Answer these questions:

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

Part 2: Identify people in your community to interview to gain a broader perspective on this cause. Encourage chapter members to gather information from a wide variety of people. Chapter members will plan interviews with an adult present while consulting with the Adult Mentor, make contact with the person or group, and then interview them and record the responses.

Tasks:

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

Part 2:

1. Show chapter members the video on good and bad interviewing. Have chapter members act out good and bad interviewing practices. Although the video is on job interviews, many of the same skills still apply.
2. Contact potential interviewees via phone calls or email to schedule an interview time. During the interviews, encourage one chapter member to ask the questions while another one records the responses in their manuals. *You are gathering unique perspectives-not trying to argue or convince anyone of your opinion.*
3. Ensure there is a responsible adult to observe these conversations.
4. After all interviews have taken place, chapter members should meet back in their group to discuss their findings.

Additional Information:
- As much as possible, conduct the interviews in a variety of locations. Getting chapter members out into the community it the most effective way to encourage engagement!
- **Interviewing members of the community about your cause could present some risks. Have an adult present for the interview and remind everyone not to engage in an argument and to be respectful of the views presented. Reach out to your Adult Mentor with concerns.**

Understand: Compassionate Insights

Objective: Chapter members will be able to explore the feelings of those affected by the cause and those who are causing it.	**Time:** 20-30 minutes
Resources Needed: - Toolkit	**Deep Dive Resources:** - What is compassion?

Background: In this lesson, chapter members will be able to reflect compassionately on how this cause affects others and then create "Compassionate Insight" statements relating to their chosen cause. A "Compassionate Insight" statement presents the cause, the root problem, and then an alternative solution through a lense of compassion. After creating these statements they will vote on which solution they will pursue.

Tasks:

1. Engage chapter members in an opening circle:
   a. Take 2 minutes of silence to reflect on how you would feel if this cause was affecting you, or how you do feel if it currently affects you. You can silently reflect or write down your thoughts.
   b. *What might it feel like to suffer because of this cause?*

To overcome the cause of _____ (list cause), we will address _____ (list one of the root causes) by _____ (list possible solutions - referring to driving forces and positive community assets).

3. Split into teams to begin creating individual Compassionate Insight statements.
4. After 15 minutes, have teams share their statements with the group. As a group, vote on the statement that will guide the rest of the project.
5. Once the statement is chosen, record in a shared document.

Phase 3: Plan

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

Output: Planning and Budgeting worksheet

Plan: Goals

Objective: Young people will identify the SMART goal of this chapter.	**Time:** 20-30 minutes
Resources Needed: ● Toolkit ● Large chart paper ● Markers	**Deep Dive Resources:** ● "Where Are We Headed?" This is a video of young people discussing their goals

	● Bring in a guest speaker from the community to discuss goal setting

Background: In this lesson, structure your projects and identify the chapter's SMART goal.

SMART Goals are:
Specific: Clear, concrete, concise;
Measureable: Goal can be tracked and counted;
Attainable: Achievable with the time and resources you have available;
Relevant: Aligned with the problem you are trying to solve;
Time-bound: Scheduled.
Young Leaders - you will use your work from the previous lesson to begin planning using the SMART Goal format.

Tasks:
1. Show chapter members the "Where Are We Headed?" video. Engage in a group discussion about the video.
   a. What are the important aspects of setting a goal?
   b. What is the goal?
   c. How can this goal be achieved?
2. Walk chapter members through an example of SMART Goal setting. Write this on a board or large chart paper to hang in the room for you to reference as you create your own goals. Use the example below or an example most relevant to your community.
Example:

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

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

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

Plan: Planning and Budgeting

Objective: Chapter Members will be able to create a detailed plan for your project and outline a budget with resources.	**Time:** 45 minutes
Resources Needed: ● Toolkit ● Computer ● Sticky notes	**Deep Dive Resources:** ● Article on teaching young people to be resourceful

Background: In this lesson, chapter members will develop a detailed plan with action steps and an accompanying budget for your projects. The more detailed this section is, the more likely you are to receive a grant (from Peace First or another organization) and successfully complete your projects on time.

Be specific about what materials and how much money you will need and be realistic on timing.

The plan should list activities, target dates, who will do these activities, the corresponding budget and develop indicators for quantity and quality. A quantity indicator could be the number of people served or the number of people that attended an event. The quality indicator would be related to the experience of those in attendance.
NOTE: Many projects do not require a budget for the first steps. Make sure to use resources that are already in your community!

Tasks:
1. Engage in a discussion:
   a) Split into small groups and review an example of planning and budgeting. Think within the community for resources (who has what skills, who or what organization could donate materials, etc.)
   b) Make a list of resources needed.
   c) Make a list of resources available in the community.
2. Once you have a plan and budget and indicators are developed, enter into a shared document.

Additional Information:
- For additional funding sources try crowdfunding sites like Donors Choose and GoFundMe

Phase 4: Act

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

Act - Other Resources

Use this grid of resources as you begin acting on your project.

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

If you are planning an action, make sure to think about:
- The purpose of your event or desired outcome
- A date and time that allows the most people to be able to attend
- Where this event can take place
- Who you want to attend
- How to market/advertise this event to different people
- What would stop people from coming

- Making the purpose of the event clear
- What resources and materials do you need
- How can you get those materials

While the best option is to try to use resources that are already available within your community, you may need to raise additional funds. Here are some resources to help guide your fundraising: Crowdfunding:

- Donors Choose

- GoFundMe

- Information on crowdfunding websites

- Tips for crowdfunding

- 5 Tips (video) for making crowdfunding videos

Fundraising Tips:
- http://www.thefundraisingauthority.com/fundraising-basics/
- How to raise money

Getting the word out about your action is an important part in making sure there is a good turnout. Discovering some low cost marketing techniques can be key to the success of your project.

Here are some suggestions for how to market your project:

- Make sure you clearly state the purpose of your action on all marketing materials
- Keep in mind you may need to market differently to different groups of people (maybe a flyer around your school for the students, but an email for the teachers).

Ways to market or advertise:
- Emails
- Social Media
- Word of mouth
- Phone calls
- Videos
  - Making a simple video!
- Posters

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

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

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

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

Article on school-business partnerships

Companies That Care About Kids

Make sure to keep your team inspired in this process!

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

Peace First Safety Guidelines (provided by Peacefirst)

People are often poor judges of their own risks. They tend to both overestimate risk and therefore don't push themselves to do more (Example: it's too risky, I'm not even going to bother) and underestimate potential risks. (Example: What's the worst that can happen? Let's do it!). Find a mentor or friend who can help you during this process-someone you trust to think through risk management options and ideas. The goal isn't to make your action risk-free. The goal is to assess your risks wisely in service of your personal and collective growth and the success of your project. Because of the nature of online collaboration, there are some risks that you need to be aware of while you interact with others.

- People could pretend to be someone else and try to get your contact details including your phone number, location or social media links. Never share personal details with anyone in an online community. This includes adults pretending to be young people and young people are most frequently targeted. For young people in the US, you can use the CyberTipline (800-843-5678) to report any suspicions behavior.
- People could pretend to be you so never share your password with others in the community. You can control your privacy settings by visiting your profile.
- People could ask you to send them photos to their phone or email. Never send photos or any details to other people.
- Please report anything that feels wrong using Peace First's contact form

There are also some potential dangers while doing this work offline. These include:

- Someone becoming violent when you talk to them.
- Some areas could present dangers to you or your team.

Remember to assess any potential risks before running any activity. Also remember to ask your parent, guardian, teacher or responsible adult to help you stay safe.

Phase 5: EXECUTE YOUR ACTION!
This will vary widely depending on your cause and action.
Remember to be safe and follow the plan.

Phase 6: Reflect & THANK YOU

Chapter members will reflect on their action both individually and as a team. Plan a way to say "Thank You" for the hard work of the community that supported you. This is an important component to the project for chapter members and the Young Leader.

Reflect: Individual Reflection

Objective: Chapter members can reflect and find ways to say Thank You to your community.	**Time:** 15 minutes
Resources Needed: ● Computer ● Note Taker	**Deep Dive Resources:**
Background: Chapter members will reflect and assess the success of the action, as well as ways to improve for the future.	

Tasks:
1. Engage chapter members in a reflection discussion about the following:
    a. What was the most challenging part of the action?
    b. One thing I would like to continue doing is…
    c. I could have done a better job at….
    d. What are you most proud of overcoming or accomplishing?	

Reflect: THANK YOU

Objective: Chapter members will be able to give thanks to those who supported you along the way.	**Time:** Varies

Resources Needed:	Deep Dive Resources:
● Computer	

Background: Giving thanks to the community is an important part of being a part of a community.

Tasks:
1. Make a list of the individuals and groups who contributed to your action and who participated and collaborated with you, such as:
    a. People that shared their views with you, including those with differing views and opinions.
    b. People or organizations that contributed time and/or funds to your action.
    c. Local authorities such as the mayor, town or city councilors, senators, members of congress, business owners, directors of organizations, teachers, etc.
    d. Mentors and other members of the EMPOWER community.
    e. Friends, family members and other people who are significant in your lives.
2. Decide on the best, meaningful way to send thanks.
3. Say THANK YOU!

You've done it! You've completed an action in your community. The next step? Sustained activism. Feel free to use parts of this toolkit again (and again) to execute actions in the future.

If you get stuck at any point, feel free to email programs@peacefirst.org or youth@womensmarch.com.