



## Multicultural Youth Leadership Curriculum – Facilitator’s Notes

*Tools to support you in using the curriculum effectively*

This curriculum was designed to be used with youth who have some experience with leadership and for facilitators who are experienced at working with youth and are willing to engage in challenging and complex discussions about race, class, gender, sexual orientation, privilege, oppression, etc. Effective facilitators have high self-awareness of their own comfort levels, triggers, and skill-level, and continuously work to improve their understanding of themselves, others, and the context. There are lots of tools out there to support you in this work. Contact [soar@childrenandyouth.org](mailto:soar@childrenandyouth.org) for ideas or brainstorm with your co-workers.

**Spend time reflecting on the following questions:**

**Personal:**

- How does my culture impact my work with youth?
- How can I be a good ally to youth?

**Program:**

- What are the goals or intended outcomes of your program?
- What do you see as the important aspects of multiculturalism in your program?
- What type(s) of leadership are presently included in the curriculum of your program?

**Youth:**

- Describe the likely participants when you facilitate this curriculum
- Under what circumstances would it be appropriate for your youth to use bridge builder leadership skills?
- Why is it important for youth to have a decision-making model that addresses cross-cultural, multiethnic aspects of decision making?

**Agency:**

- What’s going on at your agency? What are some likely barriers to implementing this curriculum? What trepidation/fears/concerns do you have if any? How will you overcome them?
- How would you fit this into your curriculum and how would you apply this to your program?
- How would you facilitate this?

ACTIVITY	MATERIALS	KEEP IN MIND	FACILITATOR NOTES
<p><b><u>ACTIVITY SERIES 1</u></b></p> <p><i>Name Activity 1</i></p>	<p>None</p>	<p>Depending on the size of the group, you can give everyone a chance to share or you can do this in tables/groups of four or five. Facilitators can share their names as examples, or you can read the one from the book. Note: If participants don’t all share name stories with everyone, ensure that you do quick introductions separately.</p> <p>This is a great activity for youth to share at the level they are comfortable. Make sure the group is prepared with ground rules/ group expectations as some of the information shared may be personal.</p>	

<p><b>Culture and Leadership</b></p> <p><i>Culture is like a car</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Flip chart and markers.</li> <li><input type="checkbox"/> Optional: a toy car or a real car parked outside for car/culture brainstorm.</li> </ul>	<p>“Culture is like a car” can be facilitated many different ways. You can lead a discussion. You can do an art project to brainstorm. You can look at a real car or toy ones. Generally this generates a lot of discussion. It is important to make sure the group understands this model of culture since it will be useful for later activities. Stress the piece about how <b>culture and leadership are both about “how we interact with one another and how we see ourselves in the world”</b> (p. 8).</p> <p>You will notice with the adults you train, and you should mention it to those adults, that this activity is somewhat different with youth and adults. Adults may “get it” more quickly than youth, and the adults you train should keep in mind ways to help the youth understand the concepts. Personal examples, conversations, and activities help.</p>	
<p><i>Ingredients of Culture</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Signs on wall for on culture/conflict.</li> </ul>	<p>Emphasize that participants should place themselves on the spectrum according to what their <b>culture</b> expects. After facilitating the conversation below, you can also ask participants to shift to where they personally fit on the spectrum <b>now</b>.</p> <p>Be sure to mention that if participants were raised in multiple cultures, they can choose to think about one or do a fusion of them.</p> <p>Have the debrief discussions while participants are physically standing in the spectrum. Ask participants to start talking with those closest to where they are standing about why they are there and then expand to a full group discussion.</p> <p>This activity varies each time it is carried out; one group may be extremely talkative whereas another may be quieter and need more encouragement. This activity can also bring up sensitive issues and experiences from people’s personal histories, and a facilitator should be prepared for that. The diversity of the group will also affect the conversation; in a group with a significant diversity of cultures, there tends to be a full spectrum of where people stand. People are often comfortable talking to those around them with whom they share cultural experiences. In a group predominately made up of one culture, this activity still works – and might provoke some interesting conversations about different interpretations of culture.</p> <p>It’s important to also note that this activity is not valuing one side over the other. Additionally, it is important to notice what mainstream values are and why it may be a challenge for someone whose cultural values differ from those of the mainstream.</p>	

<p><b><u>ACTIVITY SERIES 2</u></b></p> <p><b>Types of Leaders</b></p> <p><b>Part 1 &amp; 2 of Activity</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Posters of the three definitions of leadership styles</li> <li><input type="checkbox"/> Signs naming each leadership style (under which participants stick post-it notes)</li> <li><input type="checkbox"/> Post-it notes</li> </ul>	<p>The goals of this activity are to:</p> <ul style="list-style-type: none"> <li>• Deepen youth’s understanding of their own culture</li> <li>• Deepen youth’s understanding about the existence of other cultures that are different than their own</li> <li>• Deepen understanding that there are power dynamics involved (within mainstream and within each culture)</li> <li>• Deepen understanding of how they relate to the mainstream culture</li> <li>• Deepen understanding about what to consider when leading in multicultural settings</li> </ul> <p>Share the working definition of leadership: “A leader is anyone with a vision who understands and voices the needs of the community, develops a constituency, and facilitates the involvement and development of others to bring about social change. “ (<a href="#">Development of Latino Leadership: A Report on the Chicago Community Trust’s Grant Making</a>)</p> <p>The portion where participants learn about the three leadership styles can be facilitated in a number of ways to ensure participants understand. You can facilitate this in a variety of ways too: you can utilize the youth scenarios, the adult scenarios, or both; you can bring in guests who represent different leadership styles; or expand this section in other ways. Ensure that you understand the definitions before facilitating and ensure the youth understand the definitions as well.</p> <p>Explain leadership types as positions on a continuum and that leadership type should be selected by the leader as appropriate for the group and situation. This is a critical element of the curriculum- to provide youth with the tools to navigate different leadership contexts.</p>	
<p><b>Interactive Art Project</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Three large box lids</li> <li><input type="checkbox"/> Craft supplies (see curriculum)</li> <li><input type="checkbox"/> Three cd players</li> <li><input type="checkbox"/> Three cds of relevant music (see curriculum)</li> <li><input type="checkbox"/> Definitions on small slips of paper</li> <li><input type="checkbox"/> Quotes on small slips of paper</li> </ul>	<p>For the art project activity, set up all details in advance in three different areas of the room. Make sure there are enough outlets or bring battery-powered cd players. A variety of crafts will allow for the most creativity, but participants will generally be creative with whatever you give them. Toys that can represent people are helpful, as are magazines that can be cut up and crafts that can be used for building, such as popsicle sticks. Scissors and glue or tape are helpful. Be sure to give the group a time limit and walk around to answer questions.</p> <p>Half-way through the activity, you can stop the group and check-in about the group dynamics- who is leading? How are they leading? Is everyone able to participate? Keep this check-in short (you can ask for responses or just ask them to notice what’s going on in their group) and then refer back to it at the end of the activity.</p>	

<p><b><u>ACTIVITY SERIES 3</u></b></p> <p><b>Applying Principles of Cross-Cultural, Multiethnic Bridge-Builder Leadership</b></p> <p><i>Integrity Ball</i></p> <p><i>Decision-Making Practice</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Cards with the decision-making steps</li> <li><input type="checkbox"/> Soft toy to throw for Integrity Ball</li> </ul>	<p>When playing Integrity Ball, some participants may not enjoy the game. Discuss what this game represents, and ensure participants feel prepared to play this with youth in a way youth understand the significance behind the game. Play twice but in between games, discuss interpretations. Discuss how it felt to not clarify the rules. Notice how the rules stay the same but anxiety is decreased because everyone knows group expectations for the rules or knows that it's okay to interpret the rules differently.</p> <p>It helps to discuss the decision-making steps as one model of many, and emphasize that other decision-making models may be used. The cards are an alternative version to what is in the curriculum. The Seven Steps model (included in the curriculum) can be a mainstream one, although it can be useful in this situation for creative interpretation and application.</p> <p>When applying the scenario, some youth may feel that the example is not egregious enough. With that in mind, the adults you work with can also choose a different example. Keep in mind, too, that adults may interpret the significance of cheating differently than the youth in their programs.</p> <p>Ask group to think about a controversial situation where a difficult decision needed to be made. Identify a scenario for discussion as a large group and then practice decision making in small groups. Ask groups to report back.</p>	
<p><b><u>ACTIVITY SERIES 4</u></b></p> <p><b>Group Decision Making, Culture and Leadership</b></p> <p><i>Fishbowl activity</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Cut up slips of paper from p. 23 of the curriculum.</li> <li><input type="checkbox"/> Hat or bag to put these in for participants to choose their slips of paper randomly.</li> </ul>	<p>Prior to the fishbowl activity, the curriculum suggests warming up with an improvisation game. If the participants are very expressive, talkative and creative, or if you are short on time, skip the improvisation game. It can be useful for helping them prepare for the fishbowl, or helping them wake up post-lunch.</p> <p>After a situation is identified for the fishbowl to discuss, tell fishbowl participants they have to come up with a concrete plan by the end of their 10 minute meeting, which might encourage some of them to take on more of a leadership role while still staying in character. Be sure to also review the identities that are in the mix for the fishbowl so that there is a good balance of personality traits. Remind participants after they draw their slips that they should re-draw if their slips are contradictory (“I avoid conflicts at all costs” &amp; “I think having conflict is useful”)</p> <p>Additionally, you can also create slips of paper with the leadership types (mainstream, traditional, bridge builder) and have each participant draw one type and one personality trait.</p> <p>For the fishbowl activity itself, one challenge can be that participants may carry out an exaggerated personality based on what is on their slips of paper. The best way to counter this is to emphasize that these slips of paper represent only one part of their character's personality, and that we want the conversation to feel realistic.</p> <p>Frame the role for outer circle (mental or physical notes about interactions).</p>	

<b>Closing and Bridge Builder handouts</b>	<input type="checkbox"/> Copies of Bridge Builder handout <input type="checkbox"/> Flip chart and markers as needed	Facilitate closing discussion and new handout/worksheet on “Characteristics & Actions of a bridge builder”  Invite all to share.	
<b>Evaluations and wrap up</b>	<input type="checkbox"/> Your own evaluation form, as needed		
<b>Additional Notes:</b>			

## Training supply list

### General supplies for all activities

- Flip chart
- Markers
- 1 roll masking or blue tape

### Activity Series 1:

- What is Culture handout - 1 per participant
- Ingredients of Culture handout - 1 per participant
- Spectrum posters for wall ("Conflict is fine and sometimes necessary" "Conflict must be avoided at all costs") - 1 set per group being trained

### Activity Series 2:

- Types of Leadership Titles posters ("Mainstream", "Traditional", "Cross-Cultural") 1 per group
- Types of Leadership Definitions posters - 1 per group
- Types of Leadership and Scenarios handout - 1 per participant
- Sticky/post-it notes (1 note per person)
  
- Part 2: Interactive Art Project - Definitions & Quotes - 1 per group, cut up
- Box of toys/craft supplies
- 3 Box lids per group being trained
- 3 cd-playing stereos per group being trained
- CDs of Mainstream, Traditional, Cross-cultural music (1 copy of each cd per group)

### Activity Series 3:

- Decision Making Steps - 1 set per group
- Throwable stuffed toys or balls (1-2 per group)

### Activity Series 4:

- Fishbowl identities - 1 copy per group, cut-up

### Closing

- Bridge Builder handout - 1 per participant

Posters and handouts available at [childrenandyouth.org/youthleadership/curriculum.html](http://childrenandyouth.org/youthleadership/curriculum.html) Questions? Contact Kyla Lackie at SOAR - [kyla@childrenandyouth.org](mailto:kyla@childrenandyouth.org) or 206-336-6937