# Engaging Youth Leaders in School Health Programs

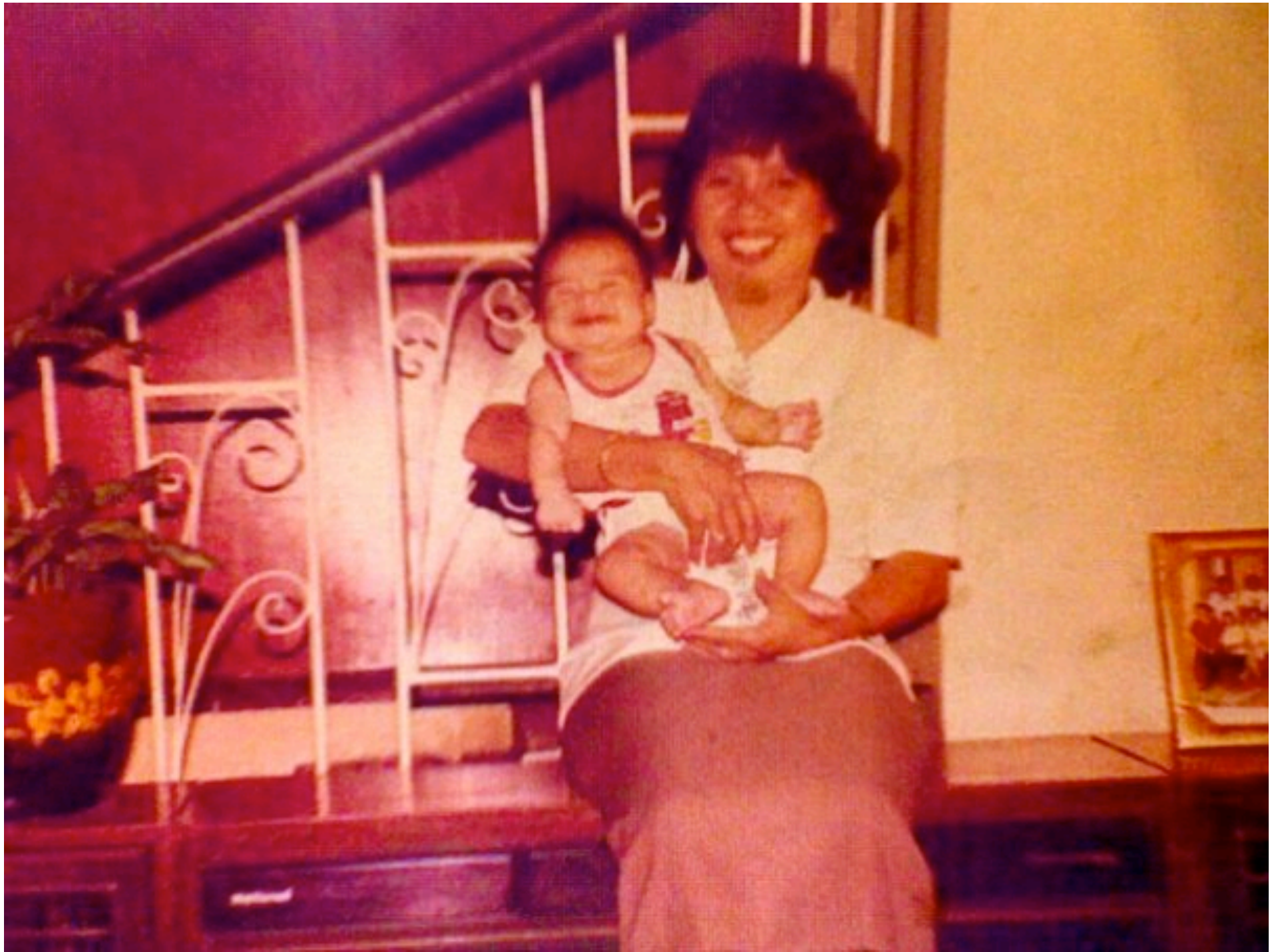Patty Albor & Dale Maglalang

CSHC Youth Program Consultants

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California School Health Centers Association

March 15, 2013 | Vision & Voice for Healthy Students

Embracing struggle.

# Workshop Objectives

- **Describe** at least four youth leadership program models in SBHCs

- **Identify** at least three youth organizing principles you can apply to your program

- **Formulate** a plan to engage youth leaders at your SBHC or start-up initiative

# Stage 1

I'm thinking about engaging youth.

# Stage 2

I have a program in place!
Now, I have to bring in youth.

# Stage 3

I have a youth program that is in its first year.

# Stage 4

I have a youth program that
has been running for 1+ years(s).

Stage 1

Stage 2

Youth
Engagement

Stage 3

Stage 4

# ICEBREAKER TIME!

# Youth Leadership Program Models

# Peer Education

# PHIRE: Peer Health Insurance Rights Education

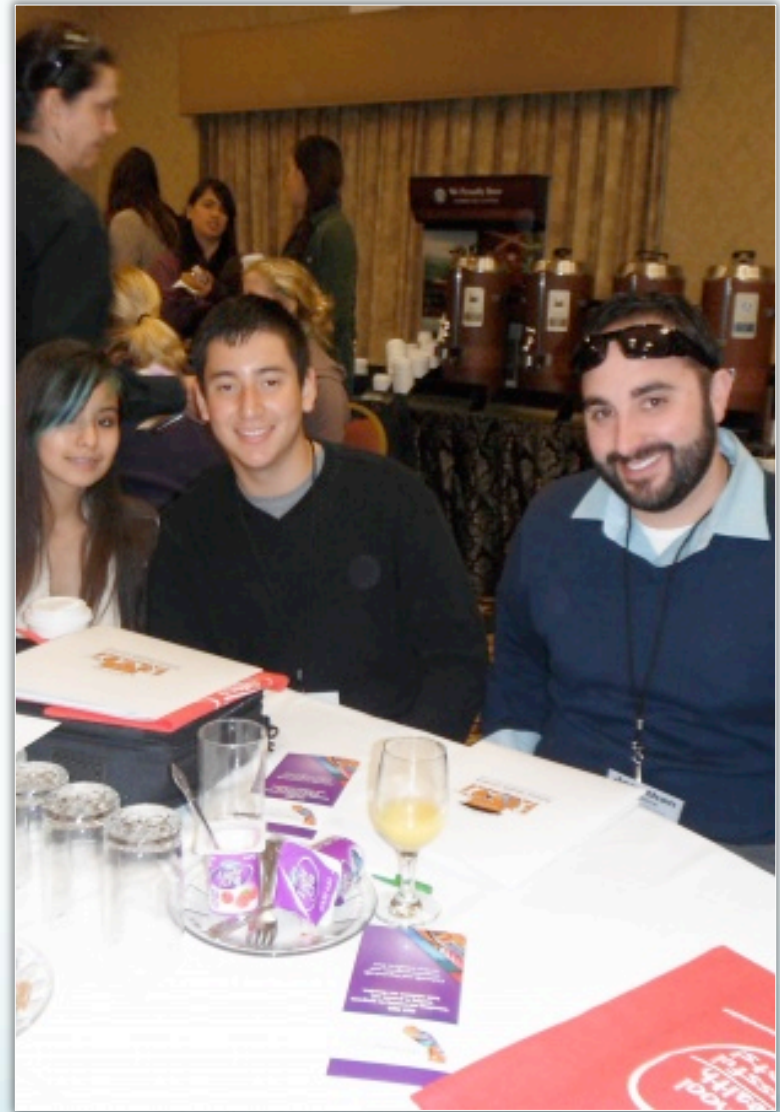12-13 John O'Connell High School
PHIRE advocates

# Student Research Teams

# Cesar Chavez Y2Y Team

# CASCADING YOUTH LEADERSHIP

Career Programing Support

Youth Board 2007

Youth Board 2012

# YOUTH ADVISORY BOARD

# Advisory Board at Riverbank High

# Youth Organizing Principles

# PARTY!

- P – Provide a Safe Space

- A – Accommodate

- R – Retain

- T – Time Management

- Y – Youth First

- ! – Energy!

# Provide a Safe Space

- Community Agreements
  - One Mic
  - Share^2
  - QTIP (Quit Taking It Personally)
  - Don't Yuck My Yum

- Words that Hurt

- Practice by setting an example, tell your story/experiences

- Encourage a sense of community, team, family
  - Consider a retreat, training day, etc.



**BITCH**
Targets and dehumanizes women, even if used towards men – including gay/queer men. Devalues women and femininity. Reinforces sexism.

**GHETTO**
Describes something or someone as cheap, worn out, poor, dangerous, etc. Reference to housing communities that are impoverished and disproportionately impact people of color. Associates people of color with these negative characteristics.

**ILLEGAL ALIEN**
Reduces undocumented immigrants to something less than human. Fixates on legal status instead of people as individuals. Asserts that some people belong here more than others do. Ignores political, social, and economic factors that negatively impact people of color.

**NO HOMO**
Stresses the speaker's heterosexuality, masculinity, and/or other traits to avoid being perceived as gay/queer. Goes to great lengths to avoid association with anything queer. Reinforces that to be queer is bad.

**RETARDED & LAME**
Targets mental, emotional and physical disabilities as objects for ridicule. Used as synonyms for "worthless," "bad," "unintelligent," "incapable," etc.

**THAT'S SO GAY**
Stigmatizes gay and queer people. Uses their identities to describe something as undesirable and bad. Replaces negative adjectives with words related to queer/LGBT identity.

**WHORE/HO & SLUT**
Dismisses anyone seen as being "too" sexual – particularly sex workers, women, queer people, and people of color. Perpetuates negativity toward sex itself. Regulates who is allowed to have it.

**Words that HURT and WHY**

These words create an environment that perpetuates violence and discrimination against women, people of color, queer and trans people, people with disabilities, and other marginalized communities.

People can reclaim these words for themselves as a form of empowerment. This is a personal decision. Don't reclaim words on behalf of others.

Sometimes we say words without realizing the impact they may have on others. Say what you mean and mean what you say. Take the time to educate yourself about language and histories of oppression.

Designed by Clinton Andor

For more information contact the UC Davis LGBT Resource Center
lgbtrc.ucdavis.edu
530.752.2452

# Accommodate

- What are the needs of your youth?
  - Survey (paper, online, focus group, one-one-one)
    - Surveymonkey.com
  - Research

- Youth Culture
  - What are the current trends? (social media, fashion, slang, music, pop culture)
  - Culture Competency

- Schedule
  - When is the best time for youth to meet?
    - Incentives such as food, gift cards, vouchers/coupon, extra credit

# Retain





- How to retain students in your program?
  - Incentives such as food, salary, free shirt, etc.
  - Relate it to their daily lives/ experiences
  - Delegate tasks (writing meeting minutes, facilitating, etc.)
  - Empower the youth through leadership roles (Chair, Secretary, Treasurer, etc.)
  - Back to basics
    - Organizing/Programming/ Event Planning
    - Creating effective messages, campaigns, etc.
    - Professional skills; public speaking, facilitation, etc.

# Time Management





- Both for the coordinator & youth

- Keep meetings short, brief, & engaging
  - Icebreakers/games
  - Activities
  - Media (videos, audio)
  - Toys to keep them occupied (stress balls, slinky, etc.)

- Create timelines for events and programs

# Youth First

- Respect their ideas and suggestions

- Student-run, be of guidance and assistance instead
  - Scaffolding

- They know their peers and community best

- Ask questions like, "How" instead of "Why"

# Energy!

- Don't be afraid to be silly with the youth
- Bring energy, so they can feed off of your energy
- Energizers, Team builders, Icebreakers

# Break-Out Session

OBJECTIVE: Formulate a plan to engage youth leaders at your SBHC or start-up initiative

Salamat! Mil Gracias!