



Empowering Youth to Advocate for their Peers

An overview of health advocacy best practices and important questions for those facilitating youth engagement programming.



Webinar Housekeeping

- Everyone is in “listen-only” mode.
- Two listen options: phone or web (phone tends to be better!)
- Call in #: **1-415-655-0003** Access Code: **665 209 117**
- Type questions in "chat box" located in the sidebar to the right.
- If you are having technical difficulties please be sure to address the panelists and we will do our best to help you.
- The webinar is being recorded.
- Supporting materials will be available on our website within one week of this webinar.



Presentation Objectives

Upon completion of this webinar, participants will be able to:

- **Identify** types of advocacy to engage young people in.
- **Describe** methods for youth mobilization through SBHCs using curriculum to implement with young people.
- **Discuss** school partnerships to ensure students are protected while publically advocating.



Agenda

1. Introductions
2. About Our Agencies
3. Youth as Allies and Advocates
4. Types of Youth Advocacy
5. CSHA Curriculum Examples
6. The Value of Partnerships
7. Generation Citizen: Examples & Best Practices
8. Close-out

Introductions



Molly Baldrige
California School-Based
Health Alliance



Caitlin Paul
Generation Citizen



Roll Call!

In the chat box to the right, type (be sure to address everyone)...

- Your first name
- Organization
- When you were 15 years old, who inspired you and why?

California School-Based Health Alliance

The California School-Based Health Alliance is the statewide non-profit organization dedicated to improving the health and academic success of children and youth by advancing health services in schools.

Our work is based on two basic concepts:

- Health care should be accessible and *where kids are*
- Schools should have the services needed to ensure that poor health is not a barrier to learning.



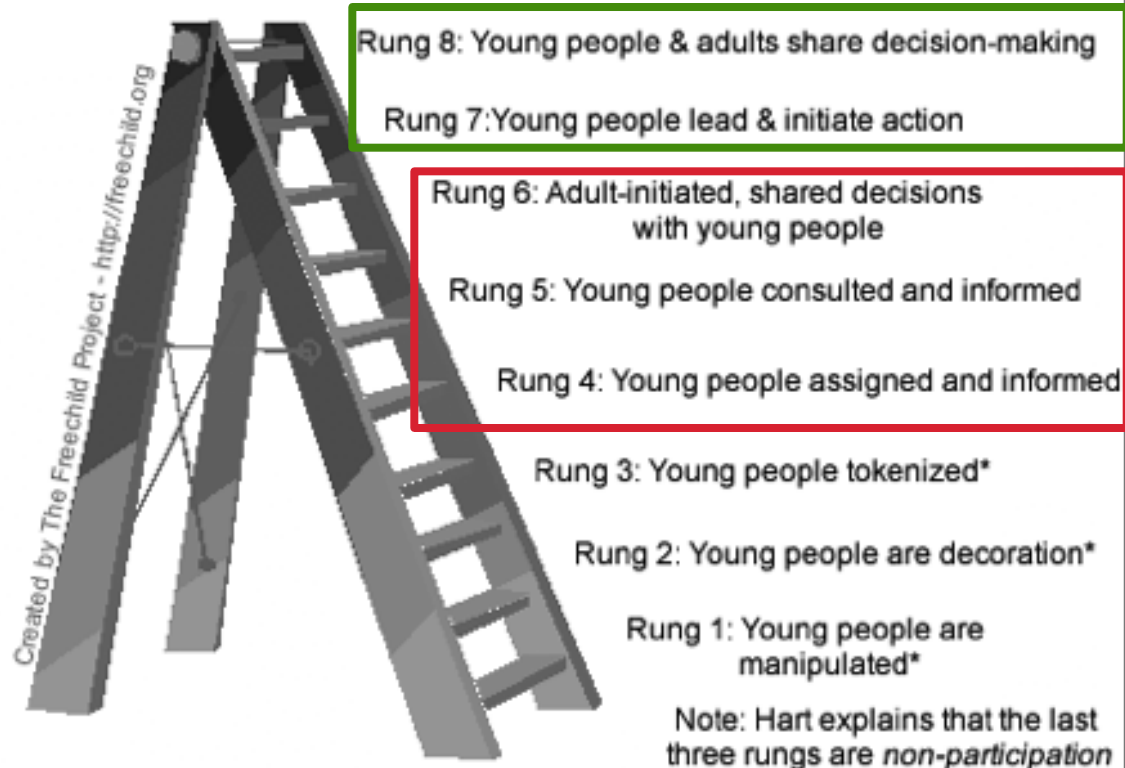
Generation Citizen

Generation Citizen (GC) works to ensure that every student in the United States received effective action civics education, which provides them with the knowledge and skills necessary to participate in our Democracy as active citizens.



Youth Engagement vs. Tokenization

Roger Hart's Ladder of Young People's Participation



Youth as Allies and Advocates

There are a variety of ways to engage young people as advocates. They include:

- School Level
- District, City, County Level
- State Level

IT'S ABOUT THEIR STORY!



Two Considerations: Immigration Status of Your Students and Policy Opportunities

When asking students to advocate for health services and/or protecting the rights of other students in accessing services it is important to know and be transparent about the following:

- Is your school/school district a sanctuary school/school district?
- Is your agency/school located in a sanctuary city?
- Does your agency have policies and practices in place to protect clients and their families?

Do your research as an adult ally!



Types of Advocacy

School Level:

- Principal/School Administration Meetings
- COST (Care of Service Team) Meetings
- Site Visits



Types of Advocacy

District, City, County Level:

- Hosting a site visit
- Press conference
- Holding a community forum



Types of Advocacy

State Level:

- Site visits
- Legislative visits
- Testifying





Youth Advocacy Curriculum Examples



YOUTH HEALTH WORKERS

[HOME](#) > [YOUTH IN ACTION](#) > [CURRENT PROJECTS](#) > YOUTH HEALTH WORKERS

Building on the strengths of our past youth engagement work, the California School-Based Health Alliance (CSHA) is supporting the planning and implementation of a Youth Health Worker (YHW) Curriculum in six comprehensive school-based health centers in West Contra Costa Unified School District (WCCUSD) high schools.

CSHA believes that school-based health centers are well-positioned to coordinate their efforts with existing health career workforce programs in their communities to promote health career pathways to underrepresented groups. SBHCs work closely with those who are underserved and offer opportunities for students interested in the health field.



Youth Health Workers at Hercules High School

The YHW curriculum functions to train young people in public health concepts and link them to health career pathways. This project will build upon the robust health career pathways work happening in West Contra Costa by building the capacity of school-based health centers.

Click here for the [Youth Health Worker Program summary](#).

The Curricula: Youth Health Workers (YHW) & Health Career Pathways at SBHCs

To strengthen the role of SBHCs in addressing the need for a diverse health workforce, CSHA created the [Youth Health Worker and Learn, Meet. Practice Curricula](#) for SBHCs to utilize in their youth

IN THIS SECTION

[Our Youth Board](#) +

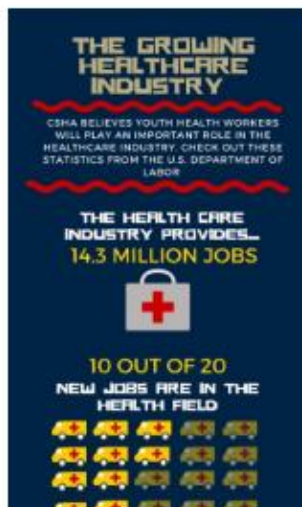
[Current Projects](#) -

[OUSD Nutrition and Wellness Leaders](#)

[WCCUSD SBHC Youth Advisory Boards](#)

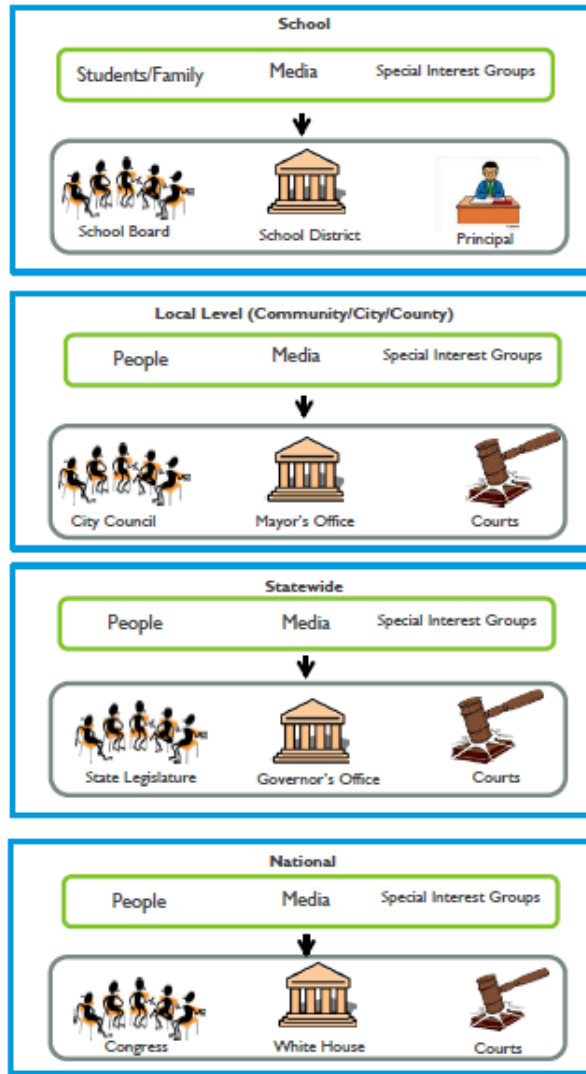
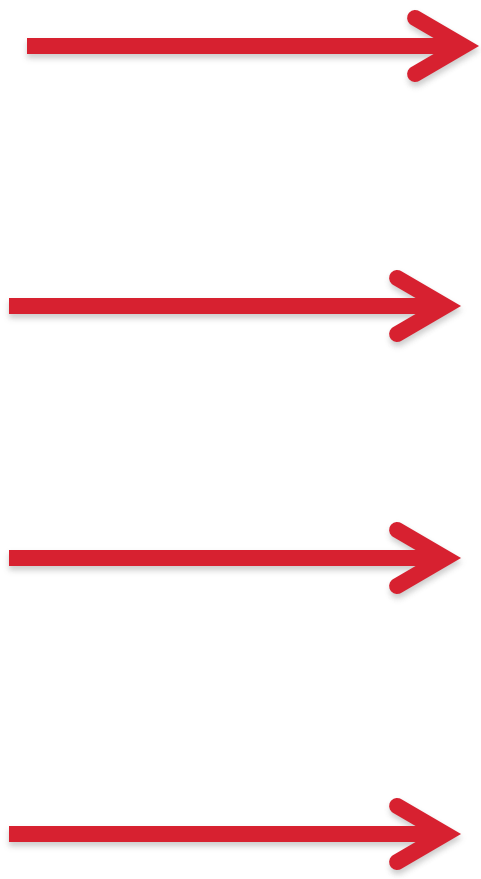
[Youth Health Workers](#)

[Past Projects](#) +



Activity Overview & Examples

Handout 1: Influencing Public Policy¹



Public policy is not made in a vacuum. There are many **influences** that can determine how public policy is formed.

All people, whether **eligible to vote or not**, have the right to make their views known to their elected representatives and other government officials. **We all have the ability to try to shape public policy.**

The media (newspapers and television) and special interest groups (labor unions and business associations) focus both the public's and the lawmakers' attention on specific issues, in turn putting pressure on the lawmakers at all levels to adopt desired policies.

¹ Adapted from: Center for Civic Engagement: We the People. (2011). *Defining Public Policy*. Columbia, SC.
 Module 4: Health Advocacy

Activity Overview & Examples

Your Turn: In policy advocacy, we must channel our passion for systemic change by communicating that which is important to us in the clearest and most genuine way. Take a moment and fill in the spaces below. Remember to think deeply about your answers.

My name is _____.

I'm from _____ (neighborhood/town), and I go to _____ (school).

When I see/hear _____ in my community,

I feel _____ because _____.

In my community, we have _____.

Will you _____?

IT'S ABOUT THEIR STORY!

Example:

My name is Daniel Yim.

I'm from San Francisco, and I went to Balboa High School.

When I see students who lack health services in my community,

I feel concerned because they deserve access to health resources.

In my community, we need more health services.

Will you help make this possible?

Activity Overview & Examples

Handout 3: General Tips for Advocacy³

Telling their
story...

Tips for Advocating

Be gracious. Always begin by thanking the legislator for providing the opportunity to hear your ideas, opinions, etc.

Be professional. Be professional in both dress and manner.

Be focused. Stick with one issue per call or letter. Information about more than one topic will only confuse the message and dilute your point.

Do your homework. As part of your preparation, research the legislator's position on your issue. You can find out through voting records, speeches, newspaper articles, debates and other organizations that work on this area.

Consider yourself an information source. Legislators have limited time, staff and interest in any one issue.

Tell the truth. There is no faster way to lose your credibility than to give false or misleading information to a legislator.

Know who else is on your side. It is helpful for a legislator to know what other groups, individuals, state agencies and/or legislators are working with you on an issue.

Know the opposition. Anticipate who the opposition will be, both organizations and individuals.

Don't be afraid to admit you don't know something. If a legislator wants information you don't have, or asks something you don't know, tell them. Then, offer to get the information they are looking for, and **DO IT!**

Be specific in what you ask for. If you want a vote, information, answers to a question, signature on a petition; whatever it is make sure you ask directly and get an answer.

Follow up. It is very important to find out if the legislator did what they said they would.

Stay informed. Legislation changes status quickly and often.

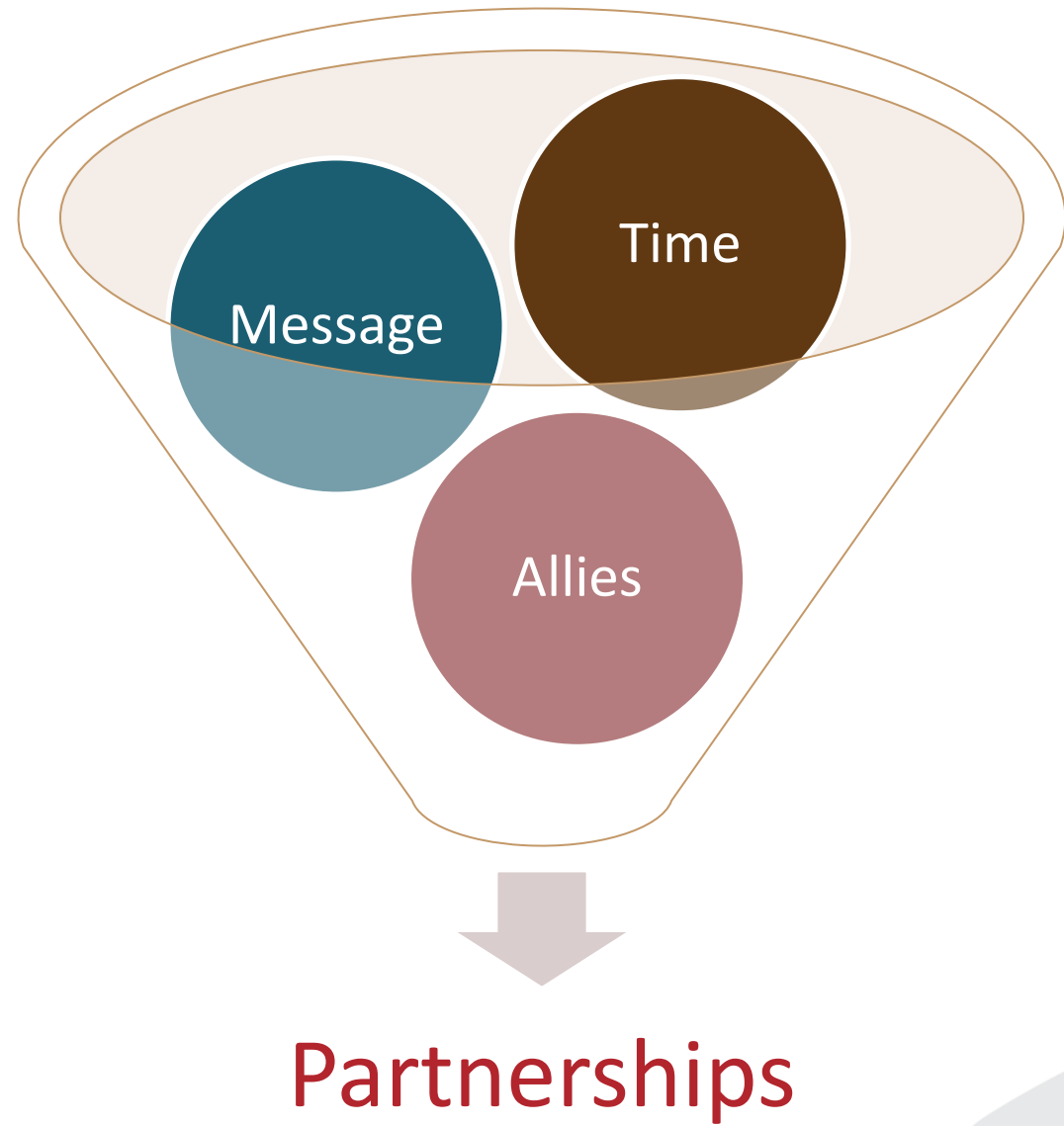
Your Turn: How Can You Advocate? Brainstorm a short list of all ways you can advocate for something.

³ Adapted from: Advocates for Youth, (2007). *Advocacy Kit*. Washington, D.C.

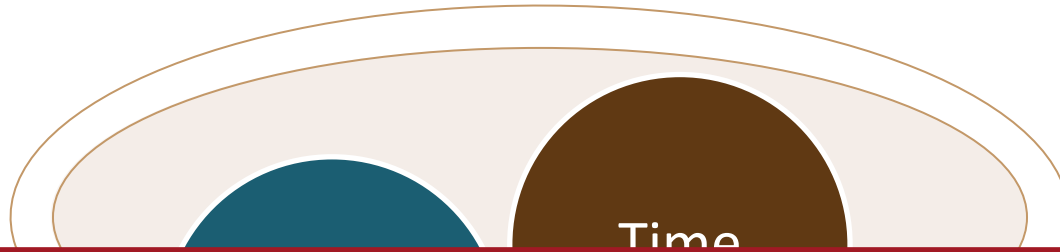
Beyond “Formal” Advocacy



Doing the Work: The Value of Partnerships



Doing the Work: The Value of Partnerships



**In the chat box...
Who is your biggest ally in
your community or on your
school campus?**



Partnerships



Effective Examples: Generation Citizen

www.generationcitizen.org





Mission: Ensure that every student in the United States receives an effective action civics education, which provides them with the knowledge and skills necessary to participate in our democracy as active citizens.

“Citizen” = global citizen, member of a community

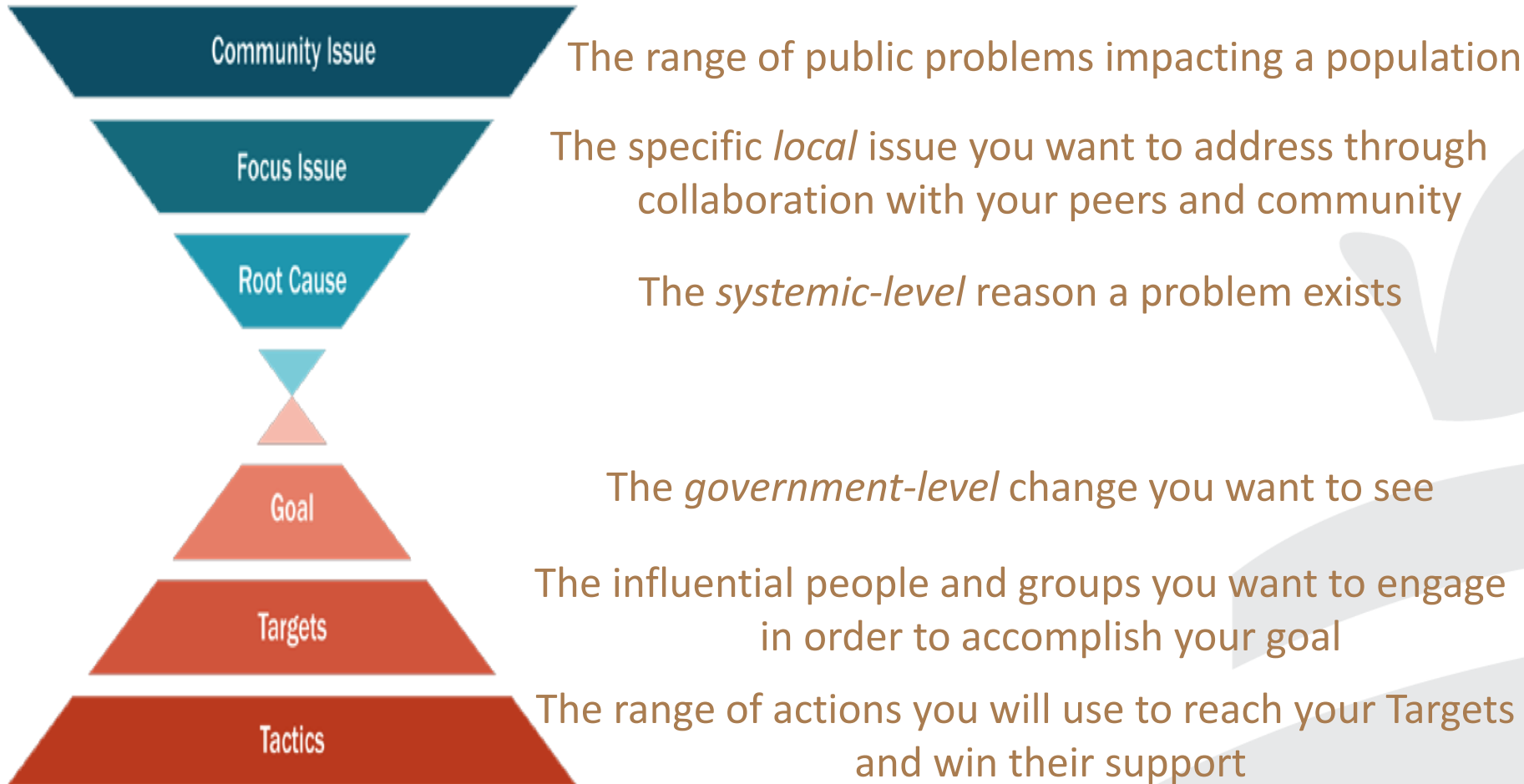


- 6th through 12th grade
- Project-Based Learning, one semester
- Embedded in Social Studies coursework
- Action Civics Curriculum and student materials
- Training and ongoing support for teachers

San Francisco, Oakland, Berkeley



The Advocacy Hourglass





DEVELOP YOUR ARGUMENT

- Compile research
- Collect testimonials or interviews
- Conduct a survey and compile results
- Make a video
- Create a presentation
- Write a report, memo, or executive summary
- Create a data visual or infographic

LOBBY YOUR DECISION MAKER

- Hold a meeting
- Make a call
- Send an email
- Write a letter
- Testify at a hearing

RALLY SUPPORT

- Hold a meeting with influencers
- Canvass with a petition
- Launch a letter-writing or email campaign
- Organize phone-banking
- Write an editorial for a newspaper
- Attract press attention
- Host a workshop, assembly, or panel
- Organize a Lobby Day
- Use a social media strategy
- Participate in an outside event



“Let them reach for the sky and help bring the sky to them”

- Are supportive and caring i.e. trauma-informed
- Trust youth
- Take risks, not afraid of challenges
- Are good listeners & facilitators
- Comfortable working with youth
- Help network/navigate institutions
- Step up, step down
- Are respectful of youth’s views, diversity, culture, time (don’t ask too much of youth!)





Thank you!

Reminder: All materials and a recording of this webinar will be available by the end of this week.



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