

# ELEVATING YOUTH ENGAGEMENT FACILITATOR GUIDE



## TRACK 3, MODULE 3.4: ACTION PLANNING FOR AUTHENTIC YOUTH ENGAGEMENT

#### **ABOUT THE ANNIE E. CASEY FOUNDATION**

The Annie E. Casey Foundation is a private philanthropy that creates a brighter future for the nation's children and youth by developing solutions to strengthen families, build paths to economic opportunity and transform struggling communities into safer and healthier places to live, work and grow. For more information, visit the Foundation's website at [www.aecf.org](http://www.aecf.org).

#### **ABOUT THE CURRICULUM**

This curriculum was developed by the Annie E. Casey Foundation, a private, nonpartisan philanthropic organization. It is intended as an educational resource for young people with foster care experience and the adult supporters who work with them to improve services, systems and opportunities. In accordance with federal law and the Foundation's policy, this curriculum does not support or endorse specific legislation, political candidates or partisan viewpoints or encourage any lobbying activity.

Handouts, case scenarios and examples included in the Elevating Youth Engagement curriculum are provided as educational resources only and do not represent the views of the Foundation or its Jim Casey Youth Opportunities Initiative® and its network site partners.

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### Important Note Before Facilitating This Training

Facilitators cannot deliver this module without the following preparation.

Before the training, you will need to create a Framing Question, and add that question to various slides in the PowerPoint deck. Each place in the deck where facilitators should add the Framing Question is indicated on the slide.

It is also recommended that groups complete module 3.1 of the *Elevating Youth Engagement* series prior to completing this module to leverage the values the group identified to create a Framing Question.

Framing Questions are an invitation to everyone at the table to think and learn together: “What will it take to achieve this result we care about?”

A Framing Question translates a learning priority (a goal, a challenge, an opportunity, or a hypothesis) into a question that focuses our attention on a larger shared vision as we work — both about the immediate opportunity in front of us and, more important, over time. It asks us to think together about how we can tackle a specific and immediate challenge. For example, “What will it take to close the books on our accounting on time this quarter?” Or it invites us to think about what it will take to achieve a desired outcome or future state. For example, “How can we double the number of households in our community that have an emergency preparedness plan in place?”

Refer to slide six of this deck for sample Framing Questions and how to get to one: [https://na.eventscld.com/file\\_uploads/18ba8ec1a5e3a74f53bc20f1675f927a\\_MistakestoSuccessALCSession.pdf](https://na.eventscld.com/file_uploads/18ba8ec1a5e3a74f53bc20f1675f927a_MistakestoSuccessALCSession.pdf)

For more background on Emergent Learning itself, please watch the video on this page: <https://emergentlearning.org/>

# ELEVATING YOUTH ENGAGEMENT FACILITATOR GUIDE

*Elevating Youth Engagement* is a training series for young adults and their adult partners to prepare for collaboration. **The trainings teach the philosophy and practice of authentically engaging young adults in partnerships that promote codesign and leadership development.** The approaches and best practices discussed can be applied to systems-change work, policy and practice advocacy, and other opportunities for young people with foster care experience to use their expertise to inspire change. It contains lessons developed by the Annie E. Casey Foundation's Jim Casey Youth Opportunities Initiative® and Cetera Inc.

The training is divided into three tracks. Each track contains a set of modules, and each module includes a slide deck, facilitator guide and handouts.

The *Elevating Youth Engagement* training series helps organizations adopt a tested approach for meaningful youth involvement, whether new to youth engagement work or looking to improve existing efforts. The training series also helps young leaders advance their advocacy skills and grow professionally.

Many adult-led organizations involve young people as advocates or partners. These trainings will provide fundamentals of codesign and help adult supporters engage and encourage young leaders as partners while acknowledging and addressing their professional aspirations and developmental needs.

*Elevating Youth Engagement* begins with the assumption that including young people who have experienced foster care in advocacy and systems-change efforts is necessary. Their ideas and perspectives lead to policy and practice improvements that ensure a better future for young people in foster care and transitioning from foster care into adulthood.

This guide is intended to help prepare facilitators to deliver the *Elevating Youth Engagement* training. The three tracks can be delivered as a comprehensive series or divided into smaller presentations by topic or audience. Facilitators are encouraged to use the materials in the way that best suits their needs and community.

## TO LEARN MORE

For more information about the *Elevating Youth Engagement* training series, please contact: [webmail@aecf.org](mailto:webmail@aecf.org).

# OVERVIEW OF ELEVATING YOUTH ENGAGEMENT TRAINING MODULES

## Track 1: Youth Engagement for Adult Supporters

<b>Module 1.1</b>	Foundations of Authentic Youth Engagement	This module focuses on the benefits of engaging young people and committing to actions that will increase authentic youth engagement.
<b>Module 1.2</b>	Coaching as a Youth Engagement Practice	This module focuses on a coaching approach to advance the professional and personal development of young people who have experienced foster care.

## Track 2: Youth Engagement for Young Leaders

<b>Module 2.1</b>	Youth Advocacy 101	This module focuses on building skills to advocate for oneself and others, understanding how child welfare policy and practices are developed and the types of advocacy, and using personal storytelling to influence and educate decision makers.
<b>Module 2.2</b>	Wellness and Advocacy for Young Leaders	This module focuses on the connection between self-awareness, personal wellness and advocacy, and offers tools for young leaders to manage their well-being to minimize harm when advocating.

## Track 3: Youth Engagement for Adult Supporters and Young Leaders

<b>Module 3.1</b>	Values and Authentic Youth Engagement	This module focuses on how individual values contribute to self-identity, decision making, relating to others and determining team values.
<b>Module 3.2</b>	Youth-Adult Partnerships and Adolescent Brain Development	This module focuses on how the experience of foster care affects the adolescent brain and how to incorporate insights about adolescent brain development in youth engagement work.
<b>Module 3.3</b>	Authentic Youth Engagement: Partnership to Action	This module focuses on the elements of authentic youth engagement, practices that increase authentic youth engagement and tools to support young people's leadership development and advocacy skills.
 <b>Module 3.4</b>	Action Planning for Authentic Youth Engagement	This module focuses on the Emergent Learning process, and how to inform a youth engagement strategy and develop an action plan.

## AUDIENCES FOR THE ELEVATING YOUTH ENGAGEMENT TRAINING SERIES

The Casey Foundation developed the *Elevating Youth Engagement* training series for the following audiences:

- Jim Casey Initiative sites and Jim Casey Initiative network partners;
- youth and young adults with experience in foster care;
- child welfare leaders and staff; and
- professionals, community leaders, mentors and advocates within organizations and other groups that influence or affect outcomes for youth who have experienced foster care, especially those who currently partner with young people in program, practice and policy-level systems-change efforts — or aspire to.

## OUTCOMES FOR THE ELEVATING YOUTH ENGAGEMENT TRAINING SERIES

This training series is intended to strengthen participants' technical knowledge and skills as well as increase their understanding of the importance of shared decision making.

### TECHNICAL LEARNING RESULTS

Participants will gain knowledge of:

- authentic youth engagement and its purpose, guiding values, principles and priorities;
- science related to adolescent brain development;
- the definition and characteristics of authentic youth engagement; and
- practices that increase authentic youth engagement in their work.

### ADAPTIVE LEARNING RESULTS

Participants will better understand:

- reasons to practice authentic youth engagement in all areas of their work;
- the ways that experiencing foster care can affect adolescent brain development;
- how authentic youth engagement provides opportunities for leadership development and policy advocacy;
- why it's important to manage well-being as an advocate; and
- how authentic youth-adult partnerships can advance goals to best serve young people with the greatest need within systems-change efforts.

## PREPARING FOR THE ELEVATING YOUTH ENGAGEMENT TRAININGS

### WHO SHOULD FACILITATE?

Facilitators should be comfortable and experienced speaking in front of groups and be willing and able to:

- describe and promote youth-adult partnerships as a critical strategy to improve older youth outcomes;
- use disaggregated data and provide local examples of youth-adult partnerships; and
- speak to all learning results of this training.

### Recommendations:

- Young adults and adult system partners should co-facilitate. Co-facilitation is an opportunity to model the philosophies and practices taught during the training in real time. Co-facilitation is also an excellent opportunity for young people to develop leadership skills and, if comfortable, give real-life examples to participants throughout the training.
- Read the brief *Authentic Youth Engagement: Youth-Adult Partnerships* in preparation for this training for background and literature on engaging youth in authentic, meaningful ways.
- Prepare anecdotal examples related to local demographics, policies and the state of child welfare, for relevance.

### TIME CONSIDERATIONS

Each *Elevating Youth Engagement* training module can take up to two hours to deliver. To maximize knowledge retention, facilitators are encouraged to offer one or two modules at a time in a session with a break in between. Some modules contain two parts and will need 60 to 90 minutes per part. If it's not feasible to deliver both parts of the training on the same day, it is recommended to deliver part two no more than a week after delivering part one to ensure participant retention.

Plan to take one to two breaks during each module to keep people engaged in the material. Facilitators are encouraged to use their best judgment in deciding break times.

### Below are additional resources that can provide facilitators and participants with deeper context related to:

#### CASEY'S APPROACH TO YOUTH-ADULT PARTNERSHIP

- *A Framework for Effectively Partnering With Young People*
- *In-Depth Case Studies of Authentic Youth Engagement in Jim Casey Youth Opportunities Initiative Sites*

#### ADOLESCENT BRAIN DEVELOPMENT

- *The Road to Adulthood: Aligning Child Welfare Practice With Adolescent Brain Development*
- *Brain Frames: Short Tools for Positive Interactions With Youth in Foster Care*
- Video: *Why the Teenage Brain Has an Evolutionary Advantage*
- Video: *Promoting Brain Gains for Youth Emerging From Foster Care*
- Video: *The Stages of Adolescent Brain Development*

#### EMERGENT LEARNING

- *Emergent Learning website*
- *Emergent Learning: A Framework for Whole-System Strategy, Learning, and Adaptation*
- *A Guide to the Principles of Emergent Learning*

**Note:** Sample discussion questions are provided in several modules to encourage audience engagement. Facilitators are welcome to include additional discussion questions relevant to the material throughout the training as deemed necessary. Adding discussion questions may increase the length of the training.

### CONSIDERATIONS FOR DELIVERING THE TRAINING IN PERSON

**Before the training:** Set the room to allow small and large group discussions. Avoid a setup with rows where all participants face the front and away from one another. A U-shape, square or several round tables can accomplish this.

**During the training:** Provide small fidget toys or snacks.

### CONSIDERATIONS FOR DELIVERING THE TRAINING VIRTUALLY

**Before the training:** Provide participants with links or access to a folder that contains the handouts for the module.

**During the training:** Welcoming participants to the training should include providing training and tech logistics for Zoom or other virtual platforms, such as how to use “Raise Hand,” chat and mute and unmute features. Instruct participants to use a “Raise Hand” feature to ask questions or share during an activity. Participants may be instructed to drop their answers in the chat at the discretion of the facilitator.

**During the discussions:** Remember to present in gallery mode so that participation is more interactive.

## Facilitator Checklist of Materials for Action Planning for Authentic Youth Engagement

- ☒ Notebook (recommended: for facilitator notes)
- ☒ Journals (recommended: one per participant to complete reflections and take notes)
- ☒ Pens and pencils (recommended: several per participant table)
- ☒ Markers (recommended: several per participant table)
- ☒ Highlighters (recommended: several per participant table)
- ☒ Fidget toys
- ☒ Snacks
- ☒ Sticky note pads (recommended: several per participant table)
- ☒ Flip chart and tape (recommended: several around the room for participant exercises)
- ☒ Chart paper for related questions and ideas to be captured.  
Often referred to as “Parking Lot” or a “Garden” board.
- ☒ Computer/projector (for presentation)
- ☒ Handouts to print in advance or email
  - ☒ Emergent Learning Table
  - ☒ Youth Engagement Action Plan Templates



# ACTION PLANNING FOR AUTHENTIC YOUTH ENGAGEMENT

## PRESENTATION SUMMARY

The sample agenda below is designed for a two-hour training, but facilitators should feel free to adjust time allotted based on their style, the group and breaks needed.

Activity	Topic	Time Estimate
Presentation	Welcome	 4 minutes
Presentation	Agenda	 2 minutes
Presentation	Module Results	 2 minutes
Discussion	Check In	 10 minutes
Presentation	Module Context	 2 minutes
Presentation	Defining Authentic Youth Engagement	 3 minutes
Presentation	The Characteristics of Authentic Youth Engagement	 3 minutes
Presentation	Emergent Learning in Action	 5 minutes
Presentation	Emergent Learning Table	 10 minutes
Presentation	Framing Question	 15 minutes
Exercise	Data and Stories	 5 minutes
Discussion	Data and Stories	 10 minutes
Exercise	Conclusions and Insights	 5 minutes
Discussion	Conclusions and Insights	 10 minutes
Exercise	Hypotheses	 5 minutes
Discussion	Hypotheses	 10 minutes
Exercise	Experimental Field	 5 minutes
Discussion	Experimental Field and Future Opportunities	 10 minutes
Discussion	Key Insights	 15 minutes
Presentation	Youth Engagement Action Plan Template	 10 minutes
Discussion	Check Out	 10 minutes
TOTAL TIME ESTIMATE		ABOUT 2 HOURS



## PRESENTATION: WELCOME

4 minutes

**Do:** Introduce yourself briefly — just your name and title or role — and provide any necessary, brief background about the training. Provide basic information necessary to ensure participants' comfort (food, parking, location of restrooms, breaks).

The sample talking points below are provided as a guide, but facilitators should feel free to add examples relevant to their work and express points in their own words.



### Talking Points:

- *Hello everyone! My name is \_\_\_\_\_, and I have the pleasure of helping you all build on the foundational elements of authentic youth engagement and provide tools for your team to shape its youth engagement strategy.*

## PRESENTATION: AGENDA

2 minutes

**Do:** Provide a high-level overview of the agenda and briefly describe the flow of the day.

### Talking Points:

- *Today, we will focus on how young leaders who have experienced the system and adult supporters can partner together to create a youth engagement strategy and action plan.*
- *To start, we are going to review our results, check in and set some context. We're then going to review how we define authentic youth engagement.*
- *We will go over the Annie E. Casey Foundation's Jim Casey Youth Opportunities Initiative® approach to authentic youth engagement, which is a field-tested approach.*
- *Together, we will walk through the Emergent Learning Table and apply principles.*
- *We are going to wrap our day up by discussing what we've learned and a tool for action planning before checking out for the day.*

### Agenda

- Review module results
- Check in
- Review of authentic youth engagement
- Emergent Learning Table and how it works
- Reflect on the four parts of the Emergent Learning Table
- Discussion
- Next steps for developing a youth engagement action plan
- Check out



## PRESENTATION: MODULE RESULTS

2 minutes

**Do:** Read results and hold space for any questions or clarity needed.

### Talking Points:

- *The results for this session are as follows:*
  - *Participants will use the Emergent Learning Table to identify insights that can shape their youth engagement strategy.*
  - *Participants will gain clarity about next steps needed to develop a youth engagement action plan.*

### Module Results

#### Participants will:

- use the Emergent Learning Table to identify insights that can shape their youth engagement strategy; and
- gain clarity about next steps needed to develop a youth engagement action plan.



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## DISCUSSION: CHECK IN

10 minutes

**Do:** Invite participants to introduce themselves and answer the check-in question. Choose whether you will call on participants or ask participants to speak and then call on another person.

### Talking Points:

- *We want to invite you to check in so we can all get to know one another a little better.*
- *When you introduce yourself, please say your name, where you're from (could be the state, city or community you live in), your organization and your role. Please also answer our check-in question: What comes to mind when you hear the word "action"?*

### Check In

- Name
- Location, Organization, Role
- What comes to mind when you hear the word "action"?



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### Alternative check-in questions (depending on time/group size):

- *What motivates you to take action?*
- *What is one essential ingredient in a strong partnership?*
- *What curiosity are you holding around this training today?*

## PRESENTATION: MODULE CONTEXT

2 minutes

**Do:** Read the module context.

### Talking Points:

- *This module focuses on:*
  - *how to use the Emergent Learning Table to prepare for action planning; and*
  - *steps for developing a youth engagement action plan.*
- *For this training, we are working from the assumption that all participants here today have a shared value that including young people who have experienced foster care is necessary to improve system policy and practice.*

### Module Context

#### FOCUS:

- How to use the Emergent Learning Table to prepare for action planning
- Steps for developing a youth engagement action plan

#### ASSUMPTION:

- Participants agree that including young people who have experienced foster care is necessary to improve system policy and practice.

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## PRESENTATION: DEFINING AUTHENTIC YOUTH ENGAGEMENT

3 minutes

**Do:** Read the definition of authentic youth engagement. This definition comes from the Annie E. Casey Foundation.

### Talking Points:

- *Authentic youth engagement is an approach that values the wisdom and expertise of young people. It brings to life a philosophical and strategic approach built on the belief that policies and practices will be fundamentally better if we partner with young people who have experienced the foster care system.*

### Definition of Authentic Youth Engagement

- It is a philosophical and strategic approach to working with young people.
- Through this signature practice, young people use their individual and collective power and expertise in helping to shape a better future for those in and transitioning from foster care into adulthood.



## PRESENTATION: THE CHARACTERISTICS OF AUTHENTIC YOUTH ENGAGEMENT

3 minutes

**Do:** Elevate the importance of authentic youth engagement and review the characteristics.

### Talking Points:

- *Authentic youth engagement values young people's meaningful contribution and recognizes opportunities for professional development.*
- *In other words, authentic youth engagement means providing opportunities for meaningful contributions by young people and intentionally building their professional skills through their leadership and advocacy experiences.*
- *System reform efforts benefit from the ideas of young people, and the work benefits the personal and professional development of the youth.*
- *The characteristics of this type of work include:*
  - *As equal partners, young people build self-esteem and practice problem-solving and leadership skills they will need in adulthood.*
  - *Young people gain access to information, develop new skills and contribute to strategy development. Adults gain insights from the experience and expertise of those most affected and can make better decisions.*
  - *Young people and adults lead together.*

### Characteristics of Authentic Youth Engagement

This approach prioritizes young people's expertise and ability to help shape solutions. It also provides **meaningful opportunities** for **professional development**.





# PRESENTATION: EMERGENT LEARNING IN ACTION

5 minutes

**Do:** Help participants challenge and shift the narrative around contributions young people make to the work. Introduce the Emergent Learning Table activity.

## Talking Points:

- *If your team has been examining its values as it relates to authentic youth engagement and how it can be an accelerant for community change, today's Emergent Learning conversation will help the team with naming what has been learned up until now and look ahead to what will move the work forward in a deeper, collaborative and intentional way.*
- *Emergent Learning is about learning together how to tackle big challenges. It is about challenging adult supporters to shift their mindset around the contributions young people make to the work. Partnerships should:*
  - *Create a strong shared line of sight: The better we understand where we are trying to get to, the more we can learn along the way. Talk about this and keep coming back to it: "Let's remind ourselves what we are trying to accomplish here."*
  - *Make thinking visible: Nobody gets to be wrong. This space is about exploring and thinking out loud, so that I understand you and you understand me.*
  - *Remember that we are all experts in equal measure: Everyone's voice is important. Focus on the creativity of ideas, listening and sharing. Now is the time to explore all ideas, including those that are wild or hard to say.*
  - *Ask powerful questions to unlock learning: What are we trying to accomplish? What would success look like? What will it take to do that? What do we know so far? What might be challenging?*
  - *Be spicy but brief: Get to the essence and bottom line.*
  - *Intentionally slow down for the sake of learning and inclusivity: Emergent Learning Tables offer the opportunity to slow down as a team/community to deepen our learning to forward our action.*
  - *That's why we are intentionally setting aside time today to explore authentic youth engagement as a purposeful strategy for our work using the Emergent Learning process.*
  - *What you will experience today is a small taste of Emergent Learning and the Emergent Learning Table.*

**Note:** Let participants know they will have 90 minutes for this conversation. The role of the facilitator will be to keep the team on track, ensuring the group has the discussions that are most important and move the work toward the intended results.

### Emergent Learning in Action

- Create a strong shared line of sight
- Make thinking visible
- Remember that we are all experts in equal measure
- Ask powerful questions to unlock learning
- Be spicy but brief
- Intentionally slow down for the sake of learning and inclusivity

*"More often than we care to admit, 'lessons learned' collect dust on the shelf because we just don't have the time to translate hard-won insights into our next high-priority project."*

SOURCE: Darling, M., & Perry, C. (n.d.). Emergent learning: Taking "learning from experience" to a new level. Retrieved from <https://theemerginglearning.com/emergent-learning-tables-learning-from-experience-to-a-new-level>



## PRESENTATION: EMERGENT LEARNING TABLE

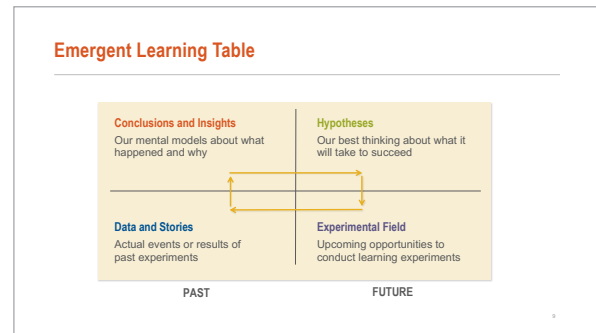
10 minutes

**Handout:** Participants should have a copy of the Emergent Learning chart. *SOURCE: © 2025, The Emergent Learning Community Project, a fiscally sponsored project of Global Philanthropy Partnership. To learn more, visit [www.emergentlearning.org](http://www.emergentlearning.org). Used with permission.*

**Do:** Review the four Emergent Learning Table quadrants. Highlight the details of what will be explored in each quadrant.

### Talking Points:

- As a team, we will move through each section of the Emergent Learning Table starting with data and stories, moving to conclusions and insights, then hypotheses and then on to experimental field.
- All these quadrants will be in response to our Framing Question and are intended to lead to something we can try based on our knowledge.
  - Data and Stories:** Based on actual events or results of past experiments. This can look like quantitative and qualitative data, stories, research and evaluation findings. For example, we have not been able to successfully recruit and consistently engage a new cohort of youth advisory board members.
  - Conclusions and Insights:** Based on our mental models about what happened and why. What's the same? What's different? What's surprising? For example, we need to understand the barriers to learning about and participating in the youth advisory board.
  - Hypotheses:** Where we turn our insights into our best thinking going forward. It helps to use "if/then" framing: "If we do [X], then we will achieve [Y]." For example, if we talk with current youth advisory board members about why they joined and what they see as potential barriers for others, then we can develop strategies to strengthen our recruitment and engagement efforts.
  - Experimental Field:** Where we identify upcoming opportunities to conduct learning experiments. Are there upcoming events? Important meetings? New initiatives? For example, begin a discussion at the next youth advisory board meeting and identify who else we should connect with to inform our recruitment and engagement strategies.



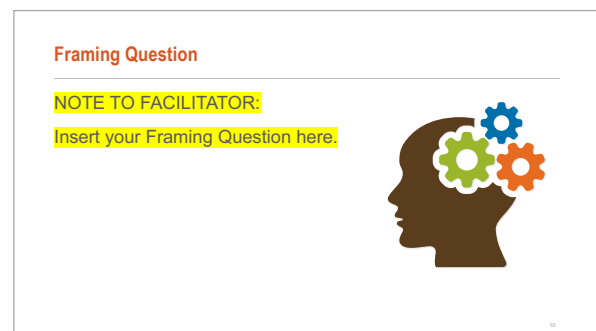
## PRESENTATION: FRAMING QUESTION

15 minutes

**Do:** Present the team's Framing Question for the day's activity and discussion.

### Talking Points:

- Next, we will explore our Framing Question by moving through each of the four quadrants. Here's what Framing Questions are:
  - A Framing Question is an invitation to everyone at the table to think and learn together. "What will it take to achieve this result we care about?"
  - A Framing Question translates a learning priority (a goal, a challenge, an opportunity or a hypothesis) into a question that focuses our attention on a larger shared vision as we work — both about the immediate opportunity



in front of us and, more important, over time. It asks us to think together about how we can tackle a specific and immediate challenge. For example, “What will it take to close the books on our accounting on time this quarter?” Or it invites us to think about what it will take to achieve a desired outcome or future state. For example, “How can we double the number of households in our community that have an emergency preparedness plan in place?”

- Our Framing Question is \_\_\_\_\_.
- As you move through each quadrant, think about your response in the context of your own role. What have you observed? What actions can be taken from your role, especially in the hypotheses and experimental field quadrants?

## PRESENTATION AND EXERCISE: DATA AND STORIES

5 minutes

**IMPORTANT NOTE:** Your Framing Question should be on the slide.

**Do:** Invite participants to reflect on their data and stories.

### INDIVIDUAL REFLECTION

Let the participants know they have two to three minutes for individual reflection and that they will be invited to share after.

**Ask each participant to answer the prompt:** *What facts and data do we have in response to our Framing Question? These can include stories, research, evaluation and findings.*

*Journal your responses for now. In the next segment, we will have 10 minutes to discuss our responses as a group.*

#### Reflection Activity: Data and Stories

Journal for two to three minutes related to the Framing Question:

**NOTE to FACILITATOR:** Please insert Framing Question here: What would it take to...?

#### Data and Stories

What data and stories do we have related to our Framing Question?  
These can include research, evaluation and findings.

## DISCUSSION: DATA AND STORIES

10 minutes

**Do:** Invite participants to share their reflections. Facilitators should chart answers.

In the slide deck, there are two options provided for charting.

**Option 1:** If delivering the training virtually, you edit the slide in real time and document reflections as you hear from participants.

**Option 2:** If delivering in person, you can present the slide without the Emergent Learning Table and document answers on a flip chart in the room.

Before the training, please remove the slide you will not be using.

**Note:** This part is less about the quality of the ideas (or processing them) and more about capturing as many ideas and thoughts as possible.

#### Share: Data and Stories

What data and stories come to mind related to our Framing Question?



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OPTION 1

#### Share: Data and Stories

What data and stories come to mind related to our Framing Question?

**NOTE to FACILITATOR:** If delivering the training virtually, you can use the chart below to document reflections on screen as you hear from participants. Please remove the previous slide, which is intended for an in-person training.

#### Data and Stories

- 
- 
- 

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OPTION 2





## LARGE GROUP DISCUSSION

**Ask if anyone would like to share their reflections:** *Over the next 10 minutes, we would like to hear your reflections. What thoughts came to mind about ground truths during the journaling?*

*Remember to be spicy but brief. Focus on what the group knows to be true with facts and data. There will be time in the following quadrants for insights and hypotheses.*

**Note:** Ensure each participant has the opportunity to share.



5 minutes

**IMPORTANT NOTE:** Your Framing Question should be on the slide.

**Do:** Invite participants to reflect on conclusions and insights.

### PART 1: INDIVIDUAL REFLECTION

Let the participants know they have two to three minutes for individual reflection and that they will be invited to share after.



**Ask each participant to answer the prompt:** *What insights do you have about the data and ground truths you have collected? What is the same or different? What is surprising to you? Journal your responses for now. In the next segment, we will have 10 minutes to discuss our responses as a group.*

## DISCUSSION: CONCLUSIONS AND INSIGHTS



10 minutes

**Do:** Invite participants to share their reflections. Facilitators should chart answers.

In the slide deck, there are two options provided for charting.

**Option 1:** If delivering the training virtually, you edit the slide in real time and document reflections as you hear from participants.

**Option 2:** If delivering in person, you can present the slide without the Emergent Learning Table and document answers on a flip chart in the room.

Before the training, please remove the slide you will not be using.

**Note:** This part is less about the quality of the ideas (or processing them) and more about capturing as many ideas and thoughts as possible.



### Reflection Activity: Conclusions and Insights

Journal for two to three minutes related to the Framing Question:

**NOTE to FACILITATOR:** Please insert Framing Question here: What would it take to...?"

#### Conclusions and Insights

What insights do you have about the data and stories you have collected? What is the same or different? What is surprising to you?


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### Share: Conclusions and Insights

What thoughts come to mind about conclusions and insights?



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OPTION 1

### Share: Conclusions and Insights

What thoughts come to mind about conclusions and insights?

**NOTE to FACILITATOR:** If delivering the training virtually, you can use the chart below to document reflections on screen as you hear from participants. Please remove the previous slide, which is intended for an in-person training.

#### Conclusions and Insights

<ul style="list-style-type: none"> <li></li> <li></li> <li></li> <li></li> </ul>	

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OPTION 2





## LARGE GROUP DISCUSSION

**Ask if anyone would like to share their reflections:** *Over the next 10 minutes, we would like to hear your reflections. What thoughts come to mind about conclusions and insights during the journaling?*

*Remember to be spicy but brief.*

**Note:** Ensure each participant has the opportunity to share.



## PRESENTATION AND EXERCISE: HYPOTHESES

5 minutes

**IMPORTANT NOTE:** Your Framing Question should be on the slide.

**Do:** Invite participants to reflect on hypotheses.

### PART 1: INDIVIDUAL REFLECTION

Let the participants know they have two to three minutes for individual reflection and that they will be invited to share after.



**Ask each participant to answer the prompt:** *What questions do we have or still have? What are our hypotheses based on the Emergent Learning Framing Question? What new ideas or next-level thinking is possible?*

*Journal your responses for now. On the next slide, we will have 10 minutes to discuss our responses as a group.*

### Reflection Activity: Hypotheses

Journal for two to three minutes related to the Framing Question:

**NOTE to FACILITATOR:** Please insert Framing Question here: What would it take to...?

	<b>Hypotheses</b> What are our hypotheses? What new ideas or next-level thinking is possible?

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## DISCUSSION: HYPOTHESES

10 minutes

**Do:** Invite participants to share their reflections. Facilitators should chart answers.

In the slide deck, there are two options provided for charting.

**Option 1:** If delivering the training virtually, you edit the slide in real time and document reflections as you hear from participants.

**Option 2:** If delivering in person, you can present the slide without the Emergent Learning Table and document answers on a flip chart in the room.

Before the training, please remove the slide you will not be using.

**Note:** This part is less about the quality of the ideas (or processing them) and more about capturing as many ideas and thoughts as possible.



### Share: Hypotheses

What hypotheses come to mind?



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OPTION 1

### Share: Hypotheses

What hypotheses come to mind?

**NOTE to FACILITATOR:** If delivering the training virtually, you can use the chart below to document reflections on screen as you hear from participants. Please remove the previous slide, which is intended for an in-person training.

	<b>Hypotheses</b> • • • •

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OPTION 2

## LARGE GROUP DISCUSSION

**Ask if anyone would like to share their reflections:** *Over the next 10 minutes, we would like to hear your reflections. This is an opportunity for you to take your insights and transform them into your best current thinking about how to address this Framing Question. Try using the “if/then” statement.*

**Note:** Ensure each participant has the opportunity to share.

## PRESENTATION AND EXERCISE: EXPERIMENTAL FIELD

5 minutes

**IMPORTANT NOTE:** Your Framing Question should be on the slide.

**Do:** Invite participants to reflect on future opportunities.

### PART 1: INDIVIDUAL REFLECTION

Let the participants know they have two to three minutes for individual reflection and that they will be invited to share after.

**Ask each participant to answer the prompt:** *Based on the conversation so far, where do you see things that could strengthen our collective work around authentic youth engagement? In the near or long term? Consider what is on your plate right now, upcoming events, important meetings and new initiatives.*

*Journal your responses for now. On the next slide, we will have 10 minutes to discuss our responses as a group.*

#### Reflection Activity: Experimental Field

Journal for two to three minutes related to the Framing Question.

**NOTE to FACILITATOR:** Please insert your Framing Question here: What would it take...?

	<b>Experimental Field</b> Based on the conversation, what could strengthen your collective work around authentic youth engagement? In the near or long term?
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## DISCUSSION: EXPERIMENTAL FIELD

10 minutes

**Do:** Invite participants to share their reflections. Facilitators should chart answers.

In the slide deck, there are two options provided for charting.

**Option 1:** If delivering the training virtually, you edit the slide in real time and document reflections as you hear from participants.

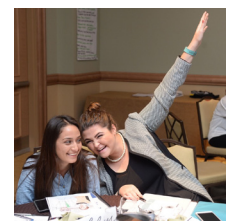
**Option 2:** If delivering in person, you can present the slide without the Emergent Learning Table and document answers on a flip chart in the room.

Before the training, please remove the slide you will not be using.

**Note:** This part is about thinking about as many opportunities — both short-term and long-term — as possible.

#### Share: Experimental Field

What future opportunities come to mind?



OPTION 1

#### Share: Experimental Field

What future opportunities come to mind?

**NOTE to FACILITATOR:** If delivering the training virtually, you can use the chart below to document reflections on screen as you hear from participants. Please remove the previous slide, which is intended for an in-person training.

	<b>Experimental Field</b> • • • •
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OPTION 2

## LARGE GROUP DISCUSSION

**Ask if anyone would like to share their reflections:** *Over the next 10 minutes, we would like to hear your reflections.*

**Note:** Ensure each participant has the opportunity to share.

## DISCUSSION: KEY INSIGHTS

15 minutes

**Do:** Ask participants to name learnings and how they could be applied in a large group discussion.

**Ask:** *What was one thing that was validating during this process? What was your biggest “aha” moment during this process? How will we use this information to create a youth engagement action plan?*

*Now that we’ve had some time to reflect, we will move into previewing possible next steps, focusing on developing a youth engagement action plan will help implement priority youth engagement strategies.*

### Large Group Discussion: Key Insights

- What was one thing that was validating during your reflections?
- What was your biggest “aha” moment?
- How will you use this information to create a youth engagement action plan?



## PRESENTATION: YOUTH ENGAGEMENT ACTION PLAN TEMPLATES

10 minutes

**Handout:** Participants should have a copy of the Youth Engagement Action Plan template.

**Do:** Invite participants to integrate the learning from this module into the next step of creating and committing to a youth engagement action plan.

### Talking Points:

- *Let’s walk through the sample youth engagement action plan provided on the slide.*
- *Next steps should look like:*
  - *Identify a person or team of people who will be responsible for ensuring the work moves forward into the next phase.*
  - *Schedule time with your team to review the learnings from your Emergent Learning conversation.*
  - *Identify possible short-term and long-term actions items that will support your team in building its authentic youth engagement capacity.*
  - *Using the Youth Engagement Action Plan template, commit to at least five strategies that will be the basis of your plan. Identify next steps, responsibilities, timeline and resources needed.*

**Ask:** *Do you have any questions or final reflections to share with the group? They can be related to the template, or anything discussed in today’s session.*

### Youth Engagement Action Plan Template

Priority Action/Strategy		Short Term (one to two months to completion)	Long Term (six to 12 months to completion)
Next Steps What tasks are needed to achieve the strategy?	Responsibility Who will complete each of the tasks or next steps?	Timeline By what date can the tasks or next steps be completed?	Resources Needed What is needed, such as partners or materials?
1			
2			
3			
4			

Teams will receive a handout or PDF containing this template.



## CHECK OUT

10 minutes

**Do:** Invite participants to create and share an action commitment. Choose whether you will call on participants or ask participants to speak and then call on another person.

**Ask:** *What is one action you are committed to in developing a youth engagement action plan?*

### Check Out

What is one action you are committed to take toward developing a youth engagement action plan?



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