

PART 3

DESIGNING THE WORKSHOPS

The workbook is meant to actively engage the user in the workshop design process, rather than to simply follow prescribed steps. Taking ownership of the process and the design will create more dynamic and effective workshops. This approach also allows the users to customize the workshop series to fit their particular needs and their community. For example, workshops can be designed to contain several modules resulting in longer and more intense workshops or they can be designed around one module, to fit into a one hour or one and a half hour workshop. This approach requires that the user be willing to commit considerable time and effort to the program design process.

This workbook is also designed to be a dynamic and interactive tool that will evolve over time as users provide feedback and new ideas to create an even more effective product. It is designed to work together with a parallel web-based component that allows for this interactive input and evolving set of best practices and design, similar to the Wikipedia concept of allowing for user input.

In this section, each part includes descriptions, actions and worksheets. The worksheets may be replicated, or you can access the website www.youthwithafuture.net to complete them on your computer.

Action:

- Create a binder to keep your plan, schedule, evaluations, research, ideas and other material.
- Create a system for the group to be able to share this information. This could be by group email of files or an on-line method of sharing files such as Yahoo.
- Decide on a lead person to be responsible for communication and sharing of information. (See also section on building the partnership.)

“This workbook is also designed to be a dynamic and interactive tool that will evolve over time as users provide feedback and new ideas to create an even more effective product.”

THE BASIC STEPS

The workbook describes a process and framework for designing the workshops that emphasizes first being clear about and focused on the outcomes, and then considering the core elements that are essential to realizing the outcomes, and finally designing the specific workshops to include these elements, and achieve the outcomes. The basic recommended steps are described below, with an estimate of the minimum time that may be required for each step. If possible plan on doubling these times. (Note: a meeting is considered to be about one and a half to two hours. You may also consider combining steps/meetings into longer planning sessions.)

- **Assess and understand the community and the needs of the youth.** This provides the context for the workshop design, and should be done prior to the workshop design process. It can involve researching and gathering data about the community and/or conducting surveys and focus groups. You will need at least one meeting to review your findings and discuss how they relate to the workshops.
- **Create a clear and agreed-upon framework that includes the ultimate goals/primary outcomes and the core element.** The framework is essential to designing an effective workshop series. It provides the design parameters that will help assure the workshops achieve the desired outcomes. You will need at least two meetings for this, or may want to combine meetings into a longer session.
- **Design the workshop series and the individual workshops.** First you will need to come up with an overall plan of the number of workshops necessary, and what elements and outcomes each workshop will include. Generally the workshop series is from four to eight workshops. Then you will need to design each workshop. You should plan on two meetings for the overall plan and one meeting for each workshop. It is recommended that you design each workshop prior to conducting the series, rather than as you go.
- **Conduct the workshops.** You should meet prior to each workshop to review the agenda and logistics. This is important to make sure everyone knows his or her role and that the workshops go smoothly.
- **Evaluation and follow up.** You should plan to meet to review how the whole series went and to plan for following up and providing continued support for the youth. This will require two meetings.

Action:

- Bring the key partnership members together. Discuss these steps. Do they make sense? Is there anything you would add to clarify or modify them? Are there any other steps you think should be included? What will your process for designing and planning the workshops be? Does your team have the time and capacity to carry this process out, or do you need to simplify the plan or seek additional resources? (Note: you may want to skip ahead to sections that address the specific steps to better understand what is required of each step and how they fit in the basic plan.)
- Write down the steps your team will take, include a preliminary schedule and put these pages in the binder.

UNDERSTANDING THE COMMUNITY AND ASSESSING THE NEEDS OF THE YOUTH

In order to design the most effective workshop series, it is important to understand both the challenges and assets of the community and the particular issues and challenges of the youth. This provides a context for the workshops and will help in designing them to fit your community. Some important things to consider are: family history and support the youth have regarding going to college; how their peers support or distract them from considering and pursuing college; how the school system supports or does not support them and how it tracks youth for college; the kind of future they envision for themselves; the level of confidence they have about going to college; what they and their parents see as the greatest barriers to going to college (i.e., money, complex admission process, etc); what their image of college is and how feasible they think it is for them to get there. It is also important to be aware of the assets that the community offers. You should research what the schools offer to help youth go on to college, what kinds of careers are available in the community, what other support systems and resources are available to support youth going to college, and how parents and other adults in the community can offer support. It is also important to have a good idea of the career counseling, summer job, and volunteer and youth programs that are available. You should also have a good understanding of all the higher learning opportunities available locally and the kinds of support they offer both to apply and to finance a college education.

It is extremely helpful to assess these issues and needs with a focus group or survey of the youth. If possible this can be done with the youth before designing the workshops. This has a secondary benefit of recruiting youth, engaging them at the start, and helping to get their interest and ownership of the project. This can also be a way of recruiting and engaging peer leaders to assist with workshop design and carrying out the workshops.

Action:

- Research and gather data about your community and the youth. Focus especially on data related to academic performance, dropout rates, percent who go on to college, etc.
- Interview, survey, and/or conduct focus groups with youth, parents, teachers, youth program staff and others in the community, to help identify the greatest needs and barriers for the youth you will be serving to envisioning college in their future and getting on the college path, and also to identify the most important assets to support the youth in following the college path. (See appendix at www.youthwithafuture.net/resources.html for sample survey and focus group outline.) Note: this can also be a good time to conduct outreach and to get support for the project.
- Make a summary of the key findings.
- Discuss and evaluate your findings. How do you think they can inform what the outcomes to emphasize and how you design the workshops?

Resources: see appendix at www.youthwithafuture.net/resources.html for sample focus group questions and process.

WORKSHEET

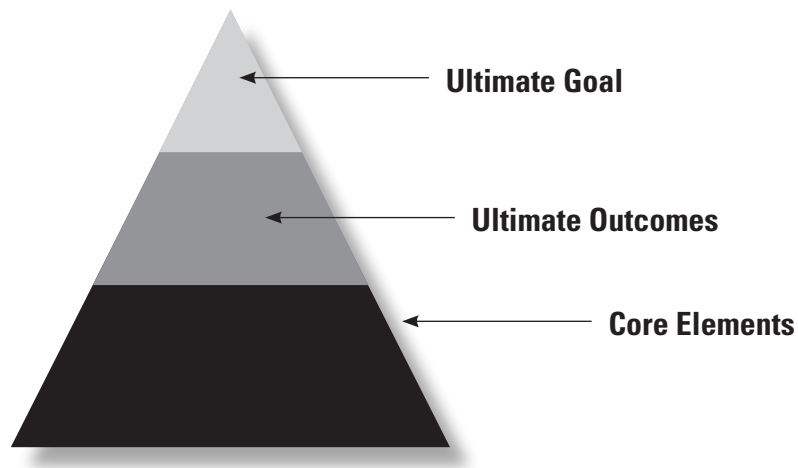
KEY FINDINGS OF RESEARCH AND SURVEYS—COMMUNITY CHALLENGES

KEY FINDINGS OF RESEARCH AND SURVEYS—COMMUNITY ASSETS AND RESOURCES

Other material and resources: see appendix at www.youthwithafuture.net/resources.html for sample survey and focus group exercise.

CREATING THE FRAMEWORK

As mentioned above, the framework consists of three essential parts: the ultimate goal, ultimate outcomes and the core elements. The framework can be visualized as a pyramid:



- The ultimate goal and ultimate outcomes describe what will be achieved at the end of the workshop series.
- The core elements provide a foundation for achieving the primary outcomes and for designing the workshops.

“The ultimate goal is a succinct expression of what you ultimately want to achieve.”

ULTIMATE GOAL AND OUTCOMES

After getting an understanding of the community and the youth, the next step is to be clear and in agreement about the ultimate goal and primary outcomes that will best serve the youth. The ultimate goal is a succinct expression of what you ultimately want to achieve. This should also be a goal that inspires you.

The ultimate goal that we have come up with is: To inspire and prepare young people to embark on and follow a path of success with a focus on going to college.

The ultimate outcomes support the essential goal of the workshops and shape the design of the workshops. Each workshop should help to realize one or more of the outcomes. They provide a clear focus to keep on target and motivate the team. It is important to be very clear about the primary outcomes and to keep them in mind when designing the workshop series. Each member of the workshop team should agree with the goal and outcomes. Think of the primary outcomes as essential steps that guide you to your goal. Without this clarity and alignment of the partners to these outcomes, it is easy to get off track and lost. Write them down and keep them in a place where you can access them throughout the series. You should assess each workshop to make sure that it is helping to realize at least one of these outcomes. The degree to which these outcomes are realized measures the success of the project.

The recommended ultimate outcomes are:

- The youth will be inspired and confident about going to college and/or pursuing a rewarding career path.
- The youth will have clear knowledge of the steps they need to take to get there.
- The youth will identify the challenges they face and know what strategies and resources they can utilize to overcome the challenges.
- There will be a network of support of peers, college students, program staff and other adults to provide encouragement, support and guidance.
- Each youth will successfully complete the series and have a personal plan for success and a commitment to follow through.

ULTIMATE GOAL AND OUTCOMES CONTINUED

Action:

- Discuss the goal statement. Does it make sense to you and your community? Why do you think it is important? What inspires you about this goal? Modify or reword it to fit your community and the youth you will be serving. Make sure everyone agrees with the goal. You can also write this as an agreement among the partners to achieve the outcomes. (For example: “We will work together to achieve these outcomes....”)
- Discuss the outcomes. What do you think they mean? – do they make sense? – why? How does what you learned about the youth and the community inform the outcomes? Do you think they all are essential to realizing the goal? Which ones do you think are most important? Would you modify them and are there any others you think need to be added? Give everyone on your team a chance to comment and make sure there is consensus of the team on the outcomes. List the outcomes you agree upon in the chart below and any comments.
- Put the outcomes and your statement in the binder and also write them on poster board and put this up for all to see whenever you meet to plan or assess the workshops.

WORKSHEET

Goal Statement or Agreement:

ULTIMATE OUTCOMES	COMMENTS AND CLARIFICATION

THE CORE ELEMENTS

The framework provides overall guidelines for designing the workshop series. It is built on a foundation of seven core elements that describe a holistic approach to empowering young people to succeed in life. This approach puts as much emphasis on motivation, relationship to family and community, and connecting with networks of support as it does on the knowledge and the mechanics of getting into college. Examining each of these core elements, and considering how they can all work together to realize your ultimate goal of supporting youth to succeed in life will result in powerful and effective workshop series.

The core elements include:

- Community
- Team: creating a team
- Dream: igniting the dream and building self-esteem
- Pathway to Success: understanding the path and the necessary steps
- Overcoming Challenges: recognizing challenges and strategies to overcome them
- Network of Support: resources and support
- Personal Plan for Success: developing individual plans, completion, and commitment.

Action:

Conduct a brainstorm session to review each of the core elements that are described in more detail on the following pages, and to come up with ideas of how to incorporate them in the workshop series. Write the ideas down and post them on the walls. When you are done with the brainstorming, review all the ideas and have the design team participants mark the ideas they think are most important.

Resources: see appendix at www.youthwithafuture.net/resources.html for sample forms, processes and additional information on the core elements.

“This approach puts as much emphasis on motivation, relationship to family and community, and connecting with networks of support as it does on the knowledge and the mechanics of getting into college.”

THE CORE ELEMENTS CONTINUED

COMMUNITY

Community has a tremendous impact on the youth. It is the environment that shapes them and defines their world. Their community may present them with certain challenges and it may offer them great opportunities and assets. It is important for the youth to be able to consider how their community impacts them and how it may support or hinder them from considering or going to college. The assets of the community are also important factors that should be incorporated into the workshop design. One of the goals of the workshops is to encourage youth to be able to identify resources and opportunities within their community, and to consider careers locally so they can remain in their communities as leaders and help to strengthen their communities. Poorer communities tend to lose their best youth who often go off to other places where they think there are greater opportunities. This tends to perpetuate a cycle of poverty in those communities. Sometimes equally good opportunities are available locally, and the youth can help to give back and help to make their communities better. Community mapping exercises, where the youth identify the challenges and the resources and opportunities on a map, or by canvassing their community, are ways to do this. Interviewing people in businesses or organizations can also help them understand the opportunities available. For example, a woman vice president of a local bank described to the youth how she travels all over the world in her work.

Action:

Look at your findings from your research and surveys on the community. What challenges did you discover and how do they help inform how you will design the workshops? Also look at what assets and resources the community has to offer and how you can incorporate that into the workshops.

“One of the goals of the workshops is to encourage youth to be able to identify resources and opportunities within their community, and to consider careers locally so they can remain in their communities as leaders and help to strengthen their communities.”

WORKSHEET

KEY FINDINGS OF RESEARCH AND SURVEYS - CHALLENGES	IDEAS FOR HOW THEY CAN BE INCLUDED IN DESIGN OF WORKSHOPS

KEY FINDINGS OF RESEARCH AND SURVEYS - ASSETS AND RESOURCES	IDEAS FOR HOW THEY CAN BE INCLUDED IN DESIGN OF WORKSHOPS

THE CORE ELEMENTS CONTINUED

TEAM

Creating a safe, supportive and motivating team environment is critical for the success of the workshops. It depends on creating trusting, respectful and fun relationships between the youth, college students and staff of the workshops. It is highly recommended that youth are included early on to participate in the design process and to help with the workshops as peer leaders. They will be an essential asset as role models to help inspire other youth and to help maintain the team. The team needs to agree on ground rules and how they will work together. Working in small groups and sharing contribute to the team spirit. Icebreakers and energizers are important tools to help team members feel comfortable with each other and to maintain the energy and enthusiasm of the group. (Note – Although there is much overlap, we make a distinction between building a team and network of support. The team is about the youth and adults who work together in the workshops, while the network of support also includes parents, other adults and organizations and the community at large.)

Action:

Discuss ideas you have for creating a dynamic team and workshops. You can use these questions to help get you started. How will you involve the youth in helping to design and lead the workshops? How can youth take part in creating and maintaining the team? How will you come up with ground rules that the team members all agree on, and how will you make sure that they are adhered to? How will the team deal with conflict and inappropriate behavior? What have you learned from the youth about creating a team? How can you incorporate team building into the workshop series?

WORKSHEET

Use flip chart or large paper to write down ideas.

THE CORE ELEMENTS CONTINUED

DREAM AND SELF-ESTEEM

“Dream” is what inspires the youth and gives them energy. Self-esteem is what gives the youth the belief that they have the tools and skills to succeed. Together, dream and self-esteem help them face challenges and inspire them to move forward. The first step is for the youth to get in touch with and identify their dreams for the future. Some youth may be very clear and even surprise you with very specific and ambitious ideas. Others may say they have no idea. It is important to have them imagine something that excites them. You may have to ask what they like to do now and then connect with a career. There should be no judgment of what they chose. The most important thing is that they feel passion and excitement about their dream. One of the key objectives of the workshops is for the youth to connect their dream with going to college. It is important that they understand that college is an essential step for them to achieve their dream. Be creative in making these connections. For example, if a young person dreams of being a sport star, help him or her to see how important college can be for a career and to be able to manage all the money earned. Or if a youth dreams of being a hairdresser or mechanic, encourage him or her to consider whether he or she wants to work in a low paying job working for a boss, or perhaps to own the beauty salon or garage, and how important college is to be able to start and run a business. It is important to keep in mind that many youth from disadvantaged neighborhoods often have not even considered that college is possible and may not have support from family and peers in going to college.

The youth are assisted in identifying the skills and personal qualities they have. Identify even the ones they might not have thought were skills, such as babysitting, which requires responsibility and organization. Also identify personal qualities such as humor and creativity that often are not acknowledged and sometimes even discredited. This can also help them see how they already have what it takes to succeed. This is the core of a strength-based “empowerment” approach. It can be very empowering for the youth to develop a résumé that describes their interests, personal qualities, skills, activities and life experiences.

Action:

Brainstorm ideas for helping youth to be in touch with their dreams and to build their self-esteem. What do you think is the importance of dreams and self-esteem to pursuing a path to success? How have your dreams and self-esteem impacted what options you thought you had in life and the path you chose? What were some of the most important influences or experiences that motivated you and gave you confidence to pursue a path of success? How do you think you can help young people to access their dreams and to build their sense of self-esteem and confidence? How can their dreams be connected to going to college? What kind of careers would fulfill their dreams? What are your ideas for the workshops to have the youth get in touch with their dreams?

WORKSHEET

Use flip chart or large paper to write down ideas.

THE CORE ELEMENTS CONTINUED

PATHWAY TO SUCCESS – THE ROADMAP FOR ACHIEVING YOUR DREAM

The roadmap describes what steps are necessary to get from where the youth are now to achieving their dreams. It can be powerful to have the youth work together to create a “roadmap” of the path they need to take to achieve their goals. In addition to college, this can also include other steps like professional training, summer jobs, community service, volunteering, etc. College is of course one of the most important steps, and providing youth with the opportunity to experience what college has to offer and what college life is about is critical to having them be excited and feel that college is a place for them. They also need to understand what the requirements for applying and getting into college are, such as getting good grades, taking SATs, filling in applications by deadlines, understanding and applying for financial aid plus other things, such as hobbies, extra-curricular activities, work experience and volunteer work, which can be big factors in getting into a college. Field trips to colleges are a very important way to do this and should be an integral part of the workshop series. It is also important for the youth to have a real understanding of the careers that relate to their dreams and what the educational and experience requirements of those careers are. It is important to acknowledge the challenges that are along the way and the roadmap can be a great way to identify where the challenges (or road blocks) are and to come up with strategies for overcoming them. (See section on challenges below.) The roadmap can also be a good way to identify the resources and support that is available to help them on the path. The roadmap can be a very powerful visual tool. Young people tend to grasp and respond much more positively to visual representations than to written or verbal explanations. They will especially relate to the roadmap if they have a hand in creating it. The roadmap can also be developed into a game or experiential exercise for them to test their knowledge and ideas for successfully completing the steps.

Action:

What different paths can you come up with for achieving different careers? Be creative and include steps such as summer jobs, community service such as Americorp, and volunteer work. How can you connect the path to the youths’ experiences? How can you help the youth experience what college has to offer and to feel that it is a place for them? Think of ways that the youth can get first-hand experience of careers that relate to their dream, such as a career fair or visiting businesses and organizations.

WORKSHEET

Use flip chart or large paper to write down ideas.

Resources: see appendix at www.youthwithafuture.net/resources.html for description of the College–Career Game and Pathway to College Game developed by Amherst College students.

OVERCOMING CHALLENGES – STRATEGIES TO BE YOUR BEST

It is important that a space be created within the workshop series for the youth to be able to freely express and identify the fears and challenges they experience when they consider going to college or achieving their career goals. Leaving home, friends, and community can bring up deep fears, anxiety, and insecurity. They may feel that college is for people different than them and they will be out of place and lonely. The youth may also experience a number of other challenges. They may have low self-esteem and believe that they are not college material. Peer pressure may distract them from working to do well in school or go on to college. They may have no one in their family who has gone to college and it may be something that is not encouraged, or it may seem unattainable because of costs, or the application process may seem overwhelming to the parents. The youth may have problems at school that are impacting their grades and making them think negatively of school and education in general. They may not understand how the school system works and what resources it has, and how it can help them. It is important for the youth to be able to come up with strategies for overcoming the fears and challenges that they identify. These strategies can include looking at and taking responsibility for their own behaviors, and at how they can work with mentors and other supporters to get help and support in overcoming the challenges. The youth need to experience that they are not alone and that there is a network of support (see below) and other resources to help them succeed.

Action:

What challenges to going to college came out of your research and/or focus groups? Think of the challenges you faced when in school and considering going on to college. Was college even part of the picture? What were the biggest challenges you faced in considering and getting on a college track? What did you do to overcome the challenges? What and/or who helped you the most to go on to college? What ideas do you have to make college seem more accessible, friendly and fun for the youth? How can you create a safe space for the youth to feel comfortable expressing the fears and challenges they face? What ideas do you have for incorporating challenges into the workshops?

WORKSHEET

Use flip chart or large paper to write down ideas.

THE CORE ELEMENTS CONTINUED

NETWORK OF SUPPORT AND RESOURCES

It is important for the youth to understand that there is much support and many resources that are available to them to help them succeed. The network of support should include their peers, college and other mentors, program staff, teachers and school counselors, and other adults. They should have ideas of how to access these networks of support. Parents are a key factor in encouraging the youth to succeed. Think of ways you can involve parents. For example, they can be part of signing a contract at the beginning, and they should be at the final event to celebrate the youth completing the workshops and pledging to follow their personal plans. (See below.) They also should be aware of the resources that are available to help them. These can include materials at school and at the library or on the web, courses that will help them with SATs and college application and financial aid, and college materials and assistance. The assets of the community are also important factors that should be incorporated into the workshop design. One of the goals of the workshops is to encourage youth to be able to identify resources and opportunities within their community and to consider careers locally that will help to build their communities. Community mapping exercises where the youth note these resources and opportunities on a map or by canvassing their community are ways to do this. It is also important to develop a plan to provide ongoing support after the workshops are completed. This can be done by developing mentoring relationships during the workshops that will continue afterwards, or there could be follow-up workshops or reunions to check in with the youth and help them stay on their paths. Also it is important that the schools know that the youth have completed the workshops and have a plan in place for going on to college.

Action:

How do community factors support or present challenges to youth going to college and succeeding in life? What institutions of higher learning are in the area? What kinds of quality career opportunities are available locally? What resources and support are there for young people who want to succeed in school, go on to college and obtain rewarding careers? Who are in the network of support (teachers, mentors, staff, parents, etc)? How can you track and maintain support for the youth who complete the workshops?

WORKSHEET

Use flip chart or large paper to write down ideas.

THE CORE ELEMENTS CONTINUED

PERSONAL PLAN FOR SUCCESS

Each participant needs to be recognized and honored for completing the workshops, and they should each have a personal plan for success, and a commitment to follow through. The plan should include: their dream; a résumé and/or inventory of their experiences, skill and personal qualities; their own roadmap; challenges they identified, and strategies and resources to deal with them. It is recommended that each youth should have a portfolio that contains the plan, examples of his or her best work, any evidence of community service or participation in programs or workshops, certificates and awards received, etc. It is important that each youth is recognized for completing the workshops by peers, parents, the workshop staff and other adult supporters. The youth participate in a game that requires that they be able to identify all the steps they need to take in order to realize their career goal and achieve their dream, and they must also be aware of the challenges and resources. The youth experience completion and achievement and come out with a plan and commitment to follow through. Each youth will assemble a portfolio throughout the workshop series.

- Résumé, portfolio
- The college career game.

WORKSHEET

Use flip chart or large paper to write down ideas.

THE CORE ELEMENTS CONTINUED

CONNECTING THE CORE ELEMENTS

The core elements do not necessarily describe a linear process and they are not distinct parts, but rather connect with each other to work together to achieve the ultimate outcomes. Each of the core elements needs to be included in the design of the workshop. Some may be addressed in a specific workshop and others, such as team, may be woven into the complete workshop series.

Action:

Describe how you think the different elements can be connected and support each other. Draw a diagram similar to the one below and use it to show how the different elements are connected and can complement each other. For example, challenges and resource and support can be combined with pathway to success.

WORKSHEET

Sample



PUTTING IT ALL TOGETHER: DESIGNING THE WORKSHOP/COLLEGE FIELD TRIP SERIES

You are now ready to develop an overall plan for the workshop series. This does not need to have lots of detail, but should contain all the primary outcomes and core elements that you have developed. The first decision you need to make is how many workshops/field trips and what schedule will work best for the youth and the programs. Generally speaking, you should be able to achieve the outcomes in four to eight workshops. You may want to decide to have fewer and longer, more intense, workshops (three to five hours) which may need to be scheduled for weekends or school holidays, or spread out with shorter ones (one and a half to two hours) which can be conducted during the after-school-hours. If you are combining the workshops with college field trips, you will need to add more time to allow for travel, a tour of the campus or a campus activity, and snack time. As a rule of thumb, you will be able to accomplish one major activity in an hour and half session and it is not advisable to attempt more than two major activities in any one workshop. One of the biggest pitfalls is trying to cram too much into the workshops. This tends to make the workshops frantic and less effective. Also, it tends to be more effective if the workshop series can be scheduled so there is not more than two weeks between the workshops, so the momentum and enthusiasm is not lost. You may need to go back and forth between this step and the step of creating an outline of the workshop series as you fine-tune how it will all work, to come up with a final schedule.

Action:

Check with the youth and the partnering programs to determine the best preliminary schedule for the workshops. Decide if you are going to conduct longer more intense workshops – possibly on weekend or school holidays, or if you will conduct a series over a longer period of time. Create a preliminary schedule.

Example:

Date and times	Workshop/Brief Description
Saturday, 9:00 – 2:00	Workshop one
Friday, 4:00 – 6:00	Workshop two
Friday, 4:00 – 6:00	Workshop three
Friday, 4:00 – 6:00	Workshop four
Friday, 4:00 – 7:00	Workshop (...)

CREATING AN OUTLINE FOR THE SERIES

The outline does not detail exactly how each workshop is structured, but should include what outcomes and core elements each will address, and what the ideas for the major activity or activities are. Keep in mind that each workshop should also include icebreakers and/or energizers and time for reflection. These can also be used creatively to support the outcomes. Also, college field trips should be designed into the series so the youth can have a first-hand experience of college life and what college can offer them. These field trips should be fun and stimulating. Some, or even most, of the workshops can occur at the college campuses. You will need to consider the logistics of this, such as transportation, food and timing.

Deciding on the outline for the workshop series is a creative process, and you should give yourselves time to do this well so the series will effectively accomplish the outcomes and will be a success. Plan on at least two meetings to do this. The key considerations are to design a series of workshops that address all the primary outcomes and core elements, and that work together in a logical and complementary way. It may help to have the posters you made of the ultimate goal and primary outcomes visible, to remind you of what the workshops need to accomplish. Bring the ideas you generated from discussing the core elements and how they work together to remind you of the ideas and to provide guidance. You can think of the process in terms of the pyramid diagram. What do you need to do first to build a solid foundation?

Think of each workshop as a building block to reach the ultimate outcomes. There is not a specific right or wrong way to do this, but there are some general guidelines that might help in putting it all together. Building the team is one of the most important first steps to make sure everyone is comfortable with each other and that there is trust and safety in the group. Keep in mind that team building is an ongoing activity and should be built into each workshop. Icebreakers, energizers, sharing and group evaluation all help to build the team spirit. It is also useful to have the youth get in touch with their dreams early on so they feel the workshops are personally relevant to their lives and so they are motivated and excited. You may also want to give them an opportunity to express their fears and concerns at the beginning to help them feel more confident and comfortable. Some youth may feel that they are not college material, or not on a college track and do not belong, and it is important to make sure they feel included at the start. When the youth have a vision of their dream and some idea of a career, then you can introduce the roadmap. As mentioned, it is powerful to have the youth help to create the roadmap and the roadmap can be combined with challenges and resources and support. You can also get deeper into challenges and support after the roadmap. Think of including a career fair. Design into the workshop series ways for the youth to build their portfolios. This can include a description or collage of their dream and ideal career, a résumé, work sheets they completed in the workshops, information and materials from colleges and the workshops, certificates and awards and their personal plans for success. The workshops should end with a celebration and pledge to follow their personal plans. This is also a good time for parents and other adults to pledge their support of the youth.

CREATING AN OUTLINE FOR THE SERIES CONTINUED

Action:

Customize the form below to fit the workshop schedule you created earlier. Then use this form to create a basic outline of the workshop series. For each workshop, decide on the core element(s) and outcome(s) that you will focus on. Also describe what specific intermediate outcomes(s) each workshop will achieve to support the ultimate outcomes. Generally, the shorter workshops will only be able to address one core element and outcome, but there can be exceptions, and as mentioned above, icebreakers and energizers can be used creatively to address the elements/outcomes also. You do not have to decide on what icebreakers or energizers at this point. For the core activity, come up with ideas for an activity that will address the core element and outcome. You do not need to have all the details figured out at this point, but you should have a solid concept for each activity. For example, for dream and self-esteem, you may want to design an activity in which the youth interview each other to find out their interests. This is an example of an activity that addresses two core elements, since it also helps build the team. Be sure to consider how you will include the college field trip in the series. As mentioned, workshops and college field trips can be combined. Think of how the workshops follow each other and work together to support the ultimate goal and outcomes. You may find in the process of designing the workshop series that you need to modify the schedule you created earlier. Make sure that if you do so, that it will still fit into the program schedules.

OUTLINE FOR WORKSHOP SERIES

WORKSHOP: Core element(s): Ultimate Outcome(s): Intermediate Outcome(s):	ACTIVITIES: Icebreaker/energizer Core activity(s): Reflection/evaluation
WORKSHOP: Core element(s): Ultimate Outcome(s): Intermediate Outcome(s):	ACTIVITIES: Icebreaker/energizer Core activity(s): Reflection/evaluation
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(Add workshops as needed)	

CREATING THE INDIVIDUAL WORKSHOPS/FIELD TRIPS

After you have created a solid outline for the series, you are ready to design the individual workshops. As mentioned above, each workshop should include: one or more icebreakers or energizers to help build the team and keep them excited; a major activity that addresses at least one of the primary outcomes and core elements; and time for reflection and evaluation of the workshop. The icebreakers and energizers are both good ways to build and maintain the team spirit. They can also be used creatively to address some of the core elements and primary outcomes. The reflection part is especially important because it gives the youth a chance to absorb and discuss what they learned in the workshop and how it impacted them. The evaluation of the workshops can be really helpful to fine tune and improve them as you go, or for the next series. Both of these often are short-changed because not enough time was allotted for the other activities, or the workshop schedule was not adhered to.

Some guidelines for the design of the workshops are:

- Make the workshops interactive, fun, inspiring and instructional. Art, games and creative activities can be utilized as powerful tools to engage the youth and allow for a variety of ways for youth to participate and to learn. Keep lectures and presentations to a minimum.
- The workshops should include opportunities for small group discussions, activities and presentations. Presentations by the youth are very important and help to empower them.
- There needs to be adequate time for the participants to reflect on their experiences in the workshops and to share what they learned and challenges they encounter in their world.
- It is very helpful to have tangible/visual/written products come out of the workshops. For example, the youth could create a picture or collage, or create a personal web page that says who they are and what their special skills are; they can come up with flash cards for challenges with solutions and resources on the back, etc. These are things they can have in their portfolios to help them remember the workshops, and to help them build their senses of personal identity and achievement.
- Be mindful of time and attention span. Do not expect the youth to focus on one activity for more than a half hour. Use energizers and other fun activities to break up the time and invigorate the group. Do not try to fit too many things into one workshop. Make sure there is time for the youth to arrive and get settled and time for snack or food.
- Have a well thought out and detailed plan but be flexible in case things don't work out as planned. Sometimes even the best-planned workshops just don't work out. If an activity is not engaging the youth, it is good to have a contingency plan or be ready to insert an energizer.

CREATING THE INDIVIDUAL WORKSHOPS/FIELD TRIPS CONTINUED

Action:

Create the workshop agendas. Use the form on the next two pages or create your own. Write the core element(s) and outcome(s) that the workshop will address. Remember that each workshop does not necessarily need to achieve an outcome, but should be a solid building block for achieving the outcome. Write down the specific outcomes of the workshop that will support the ultimate outcome(s). The agenda should include a brief description of each activity, how much time for each activity, and a place to indicate who will be leading each part. Make sure all the workshop leaders, including youth peer leaders, understand their roles. Come up with creative, interactive and fun activities that will help to achieve the main outcome(s). Estimate how much time you will need for each activity, and for the whole workshop, and fill in the time section. Make sure that the workshop can be completed in the total time you have allotted. Use the detailed sheet to provide more detailed description of the activities. Also, consider what preparation and materials you will need and other logistical considerations. You can decide who will lead each part or wait until you meet to plan to conduct the workshops.

“Consider what preparation and materials you will need and other logistical considerations. You can decide who will lead each part or wait until you meet to plan to conduct the workshops.”

WORKSHEET

FORM FOR INDIVIDUAL WORKSHOP DESIGN

WORKSHOP NAME:

CORE ELEMENT/S AND PRIMARY OUTCOME/S THAT WILL BE ADDRESSED:

Core Element(s):

Ultimate Outcome(s):

SPECIFIC INTERMEDIATE OUTCOMES OF THE WORKSHOP:

AGENDA

(This is an example of some basic elements of a workshop. Modify this to fit your own agenda.)

Time (fill in time needed)	Who (who will do this part)	What (describe key elements of each activity)
		PREPARATION: Set up space, materials, etc.
		ARRIVAL, SNACK, INTRODUCTION, GROUND RULES Allow time for youth to arrive and get settled. Be sure to provide a snack or have time for food. Say what the workshop/activity is about and what the agenda is – go over ground rules. Have the youth take part in creating ground rules.
		ICEBREAKER/ENERGIZER If there is an icebreaker or energizer, briefly describe
		MAIN ACTIVITY(S) (briefly describe) Primary outcome: Specific outcome:
		SHARING/REFLECTION and EVALUATION Include sharing/reflection and evaluation

WORKSHEET

WORKSHOP/ACTIVITY- DETAILED GUIDELINES

(Provide detailed instructions and guidelines for each item on the agenda for workshop leaders and facilitators)

PREPARATION:

ARRIVAL, SNACK, INTRODUCTION, GROUND RULES:

ICEBREAKER:

MAIN WORKSHOP ACTIVITY(S):

REFLECTION/EVALUATION:

LOGISTICS, PREPARATION, FOLLOW UP

(Fill in chart for tasks to prepare and conduct the workshop/activity - add other tasks as needed)

When	Who	What
		Outreach, publicity, permission slips:
		Transportation:
		Food:
		Materials and supplies:
		Space, space set up, space clean up:
		System for documenting the workshops:
		Other:

PREPARING FOR AND CONDUCTING THE WORKSHOPS

Allow sufficient time before each workshop to go over the agenda and make sure everyone knows his or her role and that all the logistics, materials, and other preparation is in place. Ideally, this should occur a week or several days before the workshop. It is essential that workshops be well run, stay on time and achieve their outcomes. Lack of organization, leaders who are not clear about their roles, and failure to complete activities will compromise the effectiveness of the workshops, put off the youth, and erode the enthusiasm of the team. Think of all contingencies and how you will handle them. If you have done previous workshops, consider the lessons learned from them, particular challenges that may have arisen, and ideas to handle them if they occur again.

Action:

- Review the agenda and make sure everyone knows their roles and how the activities will be conducted. Review the times and make sure they are realistic.
- Review the logistics plan, and make sure it is clear who will handle what aspects of the logistics, and that all logistics are taken care of, or will be.
- Review past workshops if they have occurred, and come up with ideas to correct or address any challenges.
- Make any last-minute adjustments that may be necessary.