



**OHIO CENTER
FOR LAW-RELATED
EDUCATION**

*Partnering with Teachers to
Bring Citizenship to Life*

Ohio Youth for Justice Training / Program Manual

Ohio Center for Law-Related Education
Partnering with Teachers to Bring Citizenship to Life

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Ohio Center for Law-Related Education

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OHIO YOUTH FOR JUSTICE: SCHOOL PROJECT AND SUMMIT

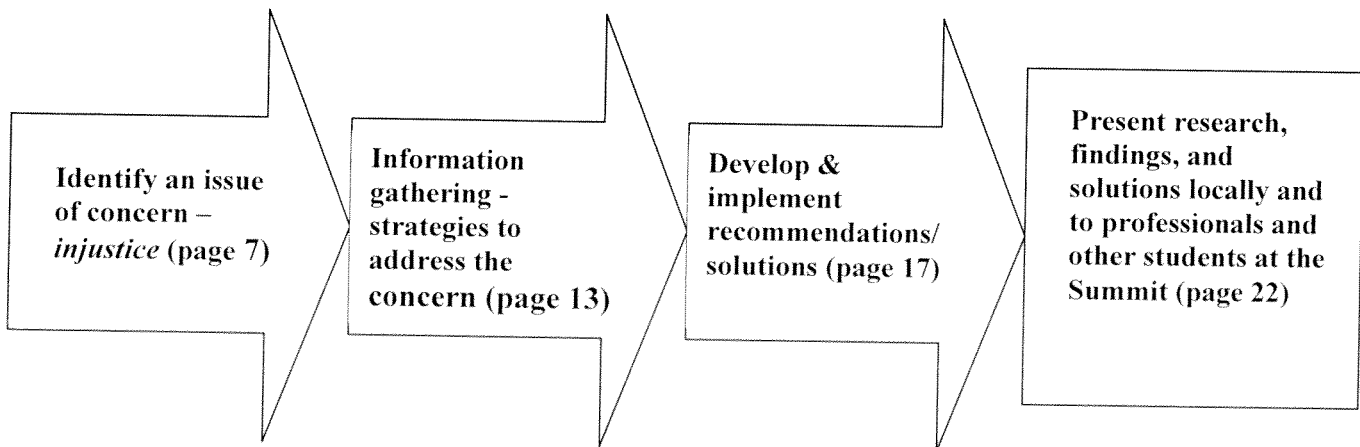
INTRODUCTION

Coordinated by the Ohio Center for Law-Related Education, Youth for Justice: Young Citizens Making a Difference is a student-led program designed to encourage and empower youth to be actively engaged citizens who work together to make a positive difference in their community. The YFJ program model asks youth in grades five to nine to identify an injustice, intolerance or problem relevant to them and to their local community. Students then develop a plan of action and work together to remedy the injustice through coordinated effort to enhance awareness and/or make a positive impact in the community. Students may present their research, findings, recommendations, and implementation progress at the Youth Summit in the spring at the Vern Riffe Center for Government and the Arts in Columbus.

OVERVIEW

While correlating with state social studies and language arts standards, **Youth for Justice is also a valuable example of project-based service learning**. It challenges students to experience the intricacies of community service and develop an appreciation for the value of active citizenship. Students frequently comment, “This was a lot of work, but it was worth it!”

Students are required to work through the following phases:



Students should be allowed a great deal of freedom in order that their work reflects issues pertinent to themselves and their peers, as well as their community. However, advisors will, oversee the students' project and the implementation of solutions.

When guiding the student teams, advisors are encouraged to consider:

Youth for Justice is student driven. Young people may take issues more seriously if they (or their peers) have chosen them. Ownership is a powerful incentive. Young people will work harder for a successful program in which they are invested. It will also be more likely to continue their interest and involvement.

Young people may choose different issues than adults. The important task is to challenge young people to develop and defend their choices according to a mutually-accepted set of criteria. The role of adults should be to guide students towards issues from which to choose, but the selection of issue should be left to the young people.

Young people may prefer agendas that give them more time to talk. The experience of speaking in public is an important aspect of this program and will be much more positive for young people who can do so with confidence and knowledge.

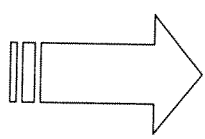
Adults can suggest and utilize experts and other resources around the communities. Policymakers, community leaders, and other resource people will be pleased to give up some of their own "mic time" to listen and interact with young people who are prepared and serious.

Guidelines for the Summit:

1. The goal of the Youth for Justice Program and Summit is to encourage and empower youth to be actively engaged citizens who work together to make a positive difference in their community.
2. The YFJ program model asks youth in grades five to nine to identify an injustice, intolerance or problem relevant to them and to their community*. Students then develop a plan of action and work together to remedy the injustice through a coordinated effort to enhance awareness and/or make a positive impact in the community.

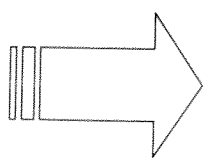
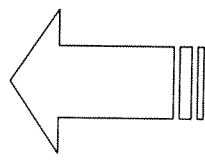
*Local Community is defined as one of the following: school, neighborhood surrounding school, home neighborhood or city/village/county in which the students reside.

3. Using Article 1 of the Ohio Constitution and the Preamble to the United States Constitution as guides, students will identify an injustice, intolerant behavior/attitude or community problem that affects them and/or their fellow citizens.
4. Youth will research the problem (gather information via interviews, surveys, observations, first-hand experiences and examining what has been done), then analyze the information to come to a better understanding of the problem. Based on their research and analysis, students will work together to develop a plan of action to address the injustice. Though not a mandatory program requirement, students may ultimately select the ‘best’ solution and work through proper channels to enact change (ex. through policy or rule change).
5. The Youth for Justice Summit will provide the forum for youth to share their problems and action plans with other youth, as well as with adults familiar with the issues.



Be sure to review the project calendar that has been enclosed for important dates as you work through the project. One month before the Summit, registration is due and teams should have identified an issue and be working toward developing solutions.

Throughout the course of the project, teams should make an average of 2-4 presentations, at a school assembly, school open house, or to local elected or community leaders prior to the YFJ Summit in Columbus.



Although a team may include any number of students, please plan for a representative group of 2 to 10 students to attend the Summit. As a part of their presentation, students should plan to share any particularly interesting facts they learned during the course of their research, as well as their implementation plan, any obstacles encountered and reflect on their experience.

Phase 1: Selecting a Topic

PROCESS

Participants select an injustice, intolerance or problem relevant to their school or community. The issue/problem should be narrowed by students through research, surveys, interviews, etc. The goal is for students to determine: What issue is of most concern to you and your peers? Students describe how their chosen problem affects their school and/or community, its seriousness, and those individuals or groups that are most affected. Advisors have the freedom to direct students as they deem appropriate. Teams are urged to involve community resource people throughout the project.

Selecting a topic typically includes:

- A. Student “brainstorming” sessions to generate ideas and select a topic
- B. Collection of research facts about the topic
- C. Documentation of findings and problem statement

GENERATING IDEAS

The following are *examples* of methods to generate ideas and collect facts:

- * Look through a local newspaper with students to identify issues they are concerned about and that are *relevant to their school and/or community*;
- * Conduct fact-finding sessions with local experts modeling legislative committee hearings where stated problems, statistics, and solutions are presented to students. This method engages students and experts in questions, answers, and opinions about specific topics in an effort to better understand the complexity of the issues and to get a better handle on possible solutions to the problems presented;
- * Assign students homework requiring them to think about and write down what they feel is the biggest problem in their neighborhood. It may be effective to invite students’ parents to write down (in their own handwriting) what they feel are the biggest problems, too. Both parents’ and students’ statements can then be tallied and the top vote-getter is the selected topic.

TOPIC IDEAS

It is very important that the students choose an issue or problem that is a concern to them and their peers, and their goal should be to make an improvement (in relations, policy, etc.) in their school or community.

The following are topics that past Summit participants have selected:

Conflicts in School

Violence Within Our Schools
Anti-Social Behavior of Drop-outs
Avoiding School Confrontational Violence
Bullying
Gang Fights

Youth Violence

Theft and Violence
Violence on the Increase
Avoiding Violence

Interpersonal Factors

Teenage Pregnancy Prevention
Child Abuse and Neglect
Peer Pressure
Lack of Positive Role Models
Discrimination
Sexual Harassment
Racism
Respect
Obesity
Peer Motivation

Drugs and Alcohol

Alcohol and Crime
Alcohol, Crime, and Drug Use
Teen Smoking and Drinking

Social Issues

Going Green
Distracted Driving
Clothing Drives

Violence in the Media

Violence in the Media Increases Teenage
Crime
Influence of Television and Media Violence

Gang & Gun Violence

Gangs and Guns
In-School and Out-of-School Shootings
Guns in School
Accidental Shootings/Gun Safety

The following pages offer suggestions for strategies and practices to help with brainstorming, communication, and research.

Large Groups

Traditionally, teaching a large group is associated with lectures or Socratic question and answer sessions. However, a large group instruction can encompass a variety of interesting approaches to imparting information. The brainstorming and human graph activities are two examples of unusual techniques for large group instruction. The following are some concrete suggestions for using large group instruction effectively in law-related education:

- Encourage all students to participate by providing a non-threatening atmosphere. Let the group know at the start of the lesson that there are no right or wrong answers, and that their comments are valuable. Do not permit anyone to ridicule another's comments.
- Do not discourage controversy among students—conflict (non-violent, non-threatening) can be productive and encourage perspective-taking and change.
- Ask the group a variety of questions, from factual to analytic, so that students at all levels are able to participate.

TRAITS OF EFFECTIVE DISCUSSIONS

- Inviting others to contribute and respond thoughtfully
- Challenging the accuracy, logic, or clarity of statements
- Stating and classifying issues
- Stipulating definitions and facts
- Arguing by analogy
- Supporting reasons and explanations
- Taking positions on issues
- Summarizing points of agreement and disagreement

GOVERNMENT RESOURCES

Before selecting topics, you may find it helpful to research and gather information on the issues of injustice, violence, at-risk behavior, intolerance and/or prevention programs. You may come across new perspectives on issues as well as unique ideas for intervention strategies. Many government agencies have toll-free telephone numbers and websites. They also may offer free publications and statistics.

Consider elected officials, agencies, and staff from all branches and levels of government who might have an interest in the issues your team identifies. Don't forget staffers and aides who work either directly for elected officials or for legislative task forces or research offices. Here's a partial list to get you started:

Local

Board of Elections
City Council Members
City or County Clerk
Mayor's Office
Youth Coordinating Board
Corrections Department
Police Departments
Juvenile Justice Agencies
City or County Attorney
Public Defender's Office

State

Secretary of State
Attorney General
Governor's Office
Office of Lieutenant Governor
Members of the Legislature and their staffs
Legislative Research Office
Public Health Agencies
Office of Criminal Justice Services
Ohio Commission on Dispute Resolution &
Conflict Management
See www.state.oh.gov

Federal

Members of Congress and their staffs (www.house.gov or www.senate.gov)

Key Congressional Committees:

House Education and Labor

House Judiciary

Senate Judiciary

Congressional Black Caucus

Senate Children's Caucus

U.S. Commission on Civil Rights

U.S. Department of Education

U.S. Department of Health & Human Services

Center for Disease Control

National Center for Health Statistics

U.S. Department of the Interior

Bureau of Indian Affairs

U.S. Department of Justice

Bureau of Justice Assistance

Federal Bureau of Investigation

Uniform Crime Reporting Program

National Criminal Justice Reference Service

Office of Juvenile Justice and Delinquency Prevention

U.S. Department of the Treasury

Bureau of Alcohol, Tobacco, and Firearms

U.S. Department of Commerce

Bureau of the Census

Directories and Publications: Almost every legislative body publishes some sort of directory that will help you identify committee chairs, committee staff, statutory officers, etc. There are publications that range from schedules of committee hearings to task force reports to newsletters published during the session. The most valuable resources can be drafts of bills themselves. Examples of federal sources include U.S. Government Printing Office, *The Congressional Record*, etc.

The Ohio Center for Law-Related Education encourages teams to find the office addresses and contact information of the state representatives and senators from their respective districts so that teams can make legislators aware of their efforts and try to involve legislators in the project by going to: <http://www.legislature.state.oh.us/>. Conversely, the Center also will invite all state legislators to the spring Youth Summit and inform them if a school or organization from their district will be represented at the Summit.

In addition to government agencies, many other local and national agencies can assist you with specific information on issues related to the Youth for Justice goals and mission. You may also refer to the next section of this manual about community resource people.



Phase 2:
Information Gathering -
Size & Scope of Problem, Researching Solutions

Students gather information about their topic of concern and then make recommendations toward a proactive goal or solution. They are urged to answer the following question: **Considering this problem and its causes, what are our solutions going to achieve, alleviate, or eliminate?** Students identify solutions or strategies to help address the chosen problem. These solutions can be based on existing programs or they can generate new ideas. For each solution, students must clearly state who would be responsible for taking action. That is, to whom will these solutions eventually be presented as recommendations – elected officials, students, school board, community leaders, or others?

Solutions can be two-fold:

- 1) Those that are directed towards other individuals and entities (local, state, federal policy makers)
- 2) Those that can be implemented by youth locally

Student teams will present research findings and solutions to elected officials, agency personnel, and community leaders at the Youth for Justice Summit.

IDENTIFYING COMMUNITY CONTACTS

Once your topic has been determined, start thinking about gathering information from those in the community, e.g., surveying peers, community members, etc. Who are potential community experts to utilize when collecting facts on the identified problems and solutions? Community people can provide a unique opportunity for young people to interact with adult leaders and experts. With some research and the suggestions in this manual, youth can identify individuals who have the knowledge for which you are looking. If anyone within your school has access to resource people, ask them to personally extend the invitation.

Whom Do You Contact?

When selecting community contacts, it is important to keep in mind issues of accessibility and balanced viewpoint. If possible, select contacts who have experience in working with young people or who have a compelling presentation style. In addition, it is important to inform resource people in advance of the goals and objectives of your students' projects and the nature of your audience.

The following pages list possible organizations and websites for various agencies that can assist in researching the team's topic. Please note that the Ohio Center for Law-Related Education does not endorse or support any of these organizations, but they are listed only as resources for research. Some websites may have changed since the printing of this manual.

Organization	Website
Active Parenting	www.activeparenting.com
Al-Anon/Alateen	www.al-anon.alateen.org
Alliance for Children & Families	www.alliance1.org
American Alliance for Health, Physical Education, Recreation, and Dance	www.aahperd.org
American Bar Association	www.abanet.org
American Civil Liberties Union	www.aclu.org
American Counseling Association	www.counseling.org
American Humane Association	www.americanhumane.org
American Humanics	www.humanics.org
American Society for Deaf Children	www.deafchildren.org
American Sudden Infant Death Syndrome Institute	www.sids.org
Association of Jewish Family and Children's Agencies	www.ajfca.org
Boys Town	www.boystown.org
Center for the Child Care Workforce	www.ccw.org
Child Find Of America, Inc	www.childfindofamerica.org
Child Welfare Information Gateway	www.childwelfare.gov
Childhelp	www.childhelp.org
Children of Alcoholics Foundation	www.coaf.org
Children of the Night	www.childrenofthenight.org
Children's Hospice International	www.chionline.org
Cocaine Addiction Treatment	www.800cocaine.com
Covenant House Nineline	http://nineline.org
Crisis Prevention Institute	www.crisisprevention.com
DARE	www.dare.com
Families Anonymous	www.familiesanonymous.org
Family Resource Center	www.f-r-c.org
Feeding America	www.feedingamerica.org
Fellowship of Christian Athletes	www.fca.org
Focus on the Family	www.focusonthefamily.com
GED Hotline	www.mygedhotline.com
Literacy Center Education Network	www.literacycenter.net
Make-A-Wish Foundation	www.wish.org
Mothers Against Drunk Driving	www.madd.org
National Adoption Center	www.adopt.org
National Alcohol and Substance Abuse Information Center	www.addictioncareoptions.com
National Association for the Advancement of Colored People	www.naacp.org
National Black Child Development Institute	www.nbcdi.org
National Center for Complementary and Alternative Medicine	http://nccam.nih.gov
National Center for Missing & Exploited Children	www.missingkids.com
National Center for Research in Vocational Education	http://vocserve.berkeley.edu

National Child Safety Council	www.nationalchildsafetycouncil.org
National Child Support Enforcement Agency	www.ncsea.org
National Child Welfare Resource Center for Organizational Improvement	www.nrcoi.org
National Council on Alcoholism and Drug Dependence	www.ncadd.org
National Council on Child Abuse & Family Violence	www.nccafv.org
National Runaway Switchboard	www.1800runaway.org
National Stepfamily Resource Center	www.stepfamilies.info
National Urban League	www.nul.org
Parent Educational Advocacy Training Center	www.peatc.org
Parents Without Partners	www.parentswithoutpartners.org
Search Institute	www.search-institute.org
Service Corps of Retired Executives	www.score.org
Substance Abuse & Mental Health Services Administration	www.samhsa.gov
Teenline	www.teenlineonline.org
The Nurturing Network	www.nurturingnetwork.org
ToughLove America	www.toughlove.com
United Way	www.liveunited.org
Youth 4 Change	www.youth4change.org

Additional possible contacts:

Alcohol & Drug Abuse Councils
 Bar Association – State and County
 Board of Supervisors
 Chamber of Commerce
 City Attorney
 City & County Government
 City Council Members
 Community Activists
 County Board of Education
 County Department of Health
 County Department of Parks & Recreation
 County District Attorney’s Office
 County Public Defender’s Office
 County Juvenile Probation Office

Radio
 Mental Health Center
 News Station
 Police Department
 School Resource Officer
 State General Assembly
 State Child Protective Agency
 State Department of Youth Services or
 Juvenile Justice
 Universities, Colleges, Law Schools

Department of Disabilities
 Domestic Violence Agencies and Shelters
 Media – Local/Public Newspaper, TV,

GUIDELINES FOR THE EFFECTIVE USE OF COMMUNITY CONTACTS

Appropriate use of visitors is strongly associated with reductions in delinquency. Adults can model behaviors and attitudes for students, create non-threatening adult associations, and develop positive student attitudes toward the law. Because most visitors are not trained Advisors, they have optimal impact when used as community contacts rather than as instructors.

Before the community contact comes, he or she should know:

- Characteristics of the group: age, grade level, group size, socioeconomic background, legal and political sophistication.
- Context of presentation: topics currently and previously studied, how this presentation fits in, goals and objectives of presentation. Remind visitors to present a balanced picture of the part of the system they know best, neither claiming infallibility nor unduly emphasizing the “horror stories.”
- Physical arrangements and special considerations: amount of time available, size and layout of room, availability of special equipment, and presence of students with physical or other impairments.
- The instructional strategies that will be used with the selected lesson(s): lecture, discussion, panel discussion, debate, role play, mock trial, case study, etc. To reach the whole group, not just a handful of particularly receptive students, what will the community contact do? What will the teacher do? What will the students do?
- What follow-up extension of activities, debriefing techniques, or evaluation procedures the teacher will use.

In advance of a visit by an outside community contact, students should receive preparation to maximize their thoughtful participation when the visitor is present (e.g., having students prepare questions for possible use on the day of the visit).

PHASE 3: Implementation

The key to real impact for the project is the implementation phase. Teams are strongly encouraged to develop a plan for implementation, documenting the steps that have been taken, deciding what they will do next, and at what time.

This phase helps students to put their words and ideas into action. After identifying the problem and coming up with solutions, teams are expected to state what they plan to do or have already done. The following are guides to help with this step.

1. Select one of the solutions for the team to take action.
2. Write out the basic steps you will take to implement this solution.
3. Describe how you will measure the impact of the project. Be specific.

Repeat this process for each solution the team has come up with for their topic. Determine which solution(s) will work best and benefit the most people. Be prepared to explain why the team chose the solution(s).

The following pages provide a sample way to go about this process. Feel free to use this sample as needed and adapt it to fit your needs with your group.

Develop a Plan

1. TASK CHART

A. What activities and tasks must you complete to do this action? Include descriptions of meetings, research, acquiring materials, making arrangements, getting permissions, finding locations, etc.

B. Who is responsible for each of these activities and tasks? Be as specific as possible.

2. TIMELINE:

In what order and by what date should each of these tasks be completed? Who will be in charge of each task? Write the person's name and due date.

TASK	PERSON	DUE DATE
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

3. LIST OF SUPPORTERS

A. Who is likely to support your project? Look to government, business, non-profit and media organizations, and community members.

B. For each supporter answer the following questions:

1. What can our project do for the supporter?
2. What can the supporter do for our project?

C. What steps can you take to gain their support?

4. LIST OF OBSTACLES

A. What are the major obstacles to successful action? Who is likely to oppose your efforts? Are there existing laws or policies that might make it difficult to enact your solution(s)?

B. How can you overcome these obstacles?

5. EVALUATION OF PLAN

How will you measure the success of the project? Be specific. Document success.

6. BUDGET

What resources (people, money, skills, materials) will be needed to successfully complete the project? Where and how will you obtain these resources? List supplies, materials, or financial assistance needed. Next to each item, identify ways to meet these needs.

Supplies/Materials	Ways to meet these needs

Documentation can take many forms:

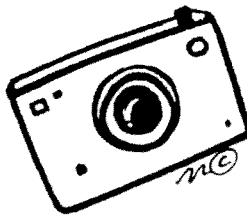
- A. Written “diary” of steps with dates, activities and results.

Example:

Feb. 19, 2011 Presented our research and recommendations to PTA. We asked each parents to talk to their children about drug and alcohol abuse as soon as they got home that night. We passed around a “Pledge to Talk to Your Child” form. Twenty parents signed the pledge.

Mar. 3, 2011 Put up posters in all school halls. The posters warn kids about the dangers of substance abuse. Each one is different and includes the number for a national teen hot-line.

- B. Take pictures or video of team implementing project, e.g., making presentations, group discussions, working a hotline, performing a skit.
- C. Keep any materials produced by the team (flyers, posters, newsletters). You will want to use these in your display and presentation at the Summit.
- D. You may want to retain your research for presentation purposes.
- E. Save any news clippings about your Youth for Justice team activities.



PHASE 4: PRESENTATION OF RESEARCH FINDINGS AND SOLUTIONS

Students should now prepare to discuss and present their research, solutions, and implementation plan. They should be able to explain the connection to the Ohio Youth for Justice goals, the importance of their problem among youth in their school or community, and who will be responsible for implementation of their solutions. **Youth for Justice is designed to encourage and empower youth to be actively engaged citizens who work together to make a positive difference in their community.**

Teams should be prepared to present in a variety of ways:

- Verbal and visual presentations for local audiences to whom students will make recommendations or whom students wish to educate about their projects
- YFJ Reflection Report – each student should reflect on process
- Visual and/or hands-on display for the Summit
- Discussion of project with Summit visitors

PRESENTATIONS

Whether five or 100+ students are involved with the Youth for Justice project, only a representative student team of 2-10 students should be chosen to attend the Summit in Columbus. The number of representatives at the Summit is limited due to available space at the site. These students will be relied upon to represent the school or organization, and they will present the research findings and recommendations to their peers and adults at the Summit. The following are the forms of presentations to be made or submitted:

1. **YFJ Reflection Report.** Each team member should submit a reflection paper (or, if preferred, the reflection may be in a form other than writing – video, drawing, recorded interview of student, etc.). Students should reflect on their involvement in and experience with the Youth for Justice project – for example, why was the chosen topic important to them (as individuals), did they learn anything new, what obstacles did the student/team encounter, what were their thoughts about the Summit, etc. *Note: Reflection reports may be submitted after the Summit, to allow students to reflect on their experience at the event. Please submit the reports to OCLRE no later than two weeks after the Summit.

Additionally, **team advisors should submit a one page summary of their team's YFJ project**, detailing their team's chosen topic, project process, outcome and any other

information or feedback advisors wish to share. Advisors may want to consider information that might be helpful to share with those who are new to the Youth for Justice program in future years. Advisors' reports may be submitted at the registration desk on the day of the Summit, or forwarded with the student reflection reports at a later date (but not later than two weeks after the Summit).

❖ **Students' reflection reports and advisors' summaries may be sent to OCLRE, Attn: YFJ, 1700 Lake Shore Drive, Columbus, OH 43204, or electronically to jrcritz@ocltre.org.**

**You may want to incorporate the "writer's notes" at the end of this section to assist students in developing their reports. Do not have students simply complete and submit the form. Do not let this form limit the creativity of how students choose to present their findings and recommendations.*

2. **Verbal Presentation.** Each team should come prepared to present to legislators, judges, school board members, state agency personnel, community leaders, and other Ohio YFJ teams. Presentations should be as creative as possible and should include:
 - a. Introduction of team members, school and city;
 - b. Problem statement and research findings; and
 - c. Solutions and planned action steps.

The group should practice these presentations with local organizations or individuals before attending the Summit.

3. **Summit Display.** At the Summit, each team will be assigned display space for its project. Each team should construct a background display from three or four sheets of poster board, foam-core board, or the equivalent. The display should be developed so it can be placed on a standard six-foot table. Information may be organized in any fashion the team chooses, and presentations should use a variety of creative forms (music, charts, posters, scrapbooks, etc.). The Center and project evaluators understand that different teams have different means, so the emphasis is not on "flair," but rather on students' creativity and their ability to explain their project and process.

Important note: *One of the primary program goals is to empower youth. Therefore, make every effort to let the **students** decide what they think should be done and by whom. Students should come up with their own ideas, no matter how naive adults may perceive them.*

LOCAL PRESENTATIONS

Prior to and after the Summit, teams are urged to make appointments with local decision-makers or others to whom they want to make recommendations. For example, if students propose a new policy for the school or district, they can arrange to make their case before the local school board or administration.

Students can learn a great deal about how decisions are made and influenced through this process. Adults can be reminded of the important voice young people can provide.

In past years, teams have made presentations at school assemblies, before student groups, PTA and PTO committees, and local officials. Its local Bar Association honored one team with the Liberty Bell Award. Another team had legislation introduced on the House floor, and was the first youth group to win the Youngstown mayor's Task Force for Crime Prevention Award. Additionally, state and federal lawmakers will receive letters and copies of the Summit report and attend the Summit to hear student input.

WRITTEN PRESENTATION IN PUBLICATION

The tri-fold Youth for Justice Report will be mailed to schools, state legislators, and community leaders. Each team should generate a mailing list of local individuals to whom a copy of the report should be mailed. The mailing list is due with the YFJ Reflection Report. Name, title, organization, and full address of each individual must be provided.

WORKSHEET B

SCHOOL NAME(S):
ADVISOR (S) NAME:
STUDENT NAMES:

Grade level(s):

1. PROBLEM STATEMENT

Describe in specific terms, the problem you have selected. Based on your research, list three facts about this problem. You also may want to answer the following questions: How does the problem affect your community? How serious is it? What individuals or groups are most affected by the problem?

2. SOLUTIONS

To whom are recommendations directed?	Provide one or two statements about each recommendation.

3. ACTION STEPS (at least three):

a. _____

b. _____

c. _____

For additional information and/or mentoring support from veteran YFJ Advisors, please contact the following educators:

Amy Netter, Glenwood Elementary

- Amy.netter@tps.org
- 419-671-4600

Penny Wells, Volney Rogers Junior High School, Youngstown (retired)

- pennywwells@sbcglobal.net
- 330-788-0545

Teddy Mwonyonyi, Carl & Louis Stokes Academy, Cleveland

- mwonyonyite@cmsdnet.net
- 216-431-4410