

COMMUNITY YOUTH FORUM

TEACHING MANUAL

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The Institute of Cultural Affairs

The Gathering	Youth Reclaimed	Symbols of Youth	Youth Engaged	The Plenary
<p>(30 mins)</p> <p>OPENING CONVERSATION</p> <ol style="list-style-type: none"> 1. Registration 2. Welcome 3. Conversation 4. Layout of day 	<p>(105 mins)</p> <p>THE NEW YOUTH</p> <ol style="list-style-type: none"> 1. The Four Phases 2. Historical Roles 3. Present perversions 4. Vision Recovery 	<p>(60 mins)</p> <p>INTERLUDE</p> <ol style="list-style-type: none"> 1. Songs 2. Meal 3. Conversation 	<p>(135 mins)</p> <p>THE NEW VOCATION</p> <ol style="list-style-type: none"> 1. Urgent Times 2. Decisional Response 3. Effective Style 4. Band of Care 	<p>(30 mins)</p> <p>CELEBRATING THE FUTURE</p> <ol style="list-style-type: none"> 1. Songs 2. Reports 3. Reflection 4. Send Out
	<p>THE FUTURE VISION</p> <ol style="list-style-type: none"> 1. Global Issues 2. Vision for Year 2000 3. Key Event Timeline 4. Future Implications 		<p>THE LOCAL PLAN</p> <ol style="list-style-type: none"> 1. Community Issues 2. Challenges for Youth 3. Practical Proposals 4. Implementary Timeline 	
		<p>INTERLUDE</p>		

Rational Objective: To affirm youth's past and claim their future.

Existential Aim: To experience the radical power of the new generation in the call to care.

MORNING

AFTERNOON

R.O. To see how the present trends inform and shape the future.

To be awakened to the power of the invisible army.

E.A. To experience that they have the power to dream the future.

To experience their future as open, based on their decision.

	GATHERING	NEW YOUTH TALK	VISION WORKSHOP	MEAL CONVERSATION	NEW VOCATION TALK	CHALLENGES WORKSHOP	PROPOSALS WORKSHOP	PLENARY
R.O. What we are out to do.	To get acquainted and set a common context.	To acknowledge the present perversions and unique gifts of being a youth.	To perceive one's relationship to the future as being the one who creates it.	To reflect on the power of symbols in our lives.	To provide clear images and stories of what it means to live a fulfilled life of service.	To articulate the depth of challenges facing the community.	To determine what the practical response of youth is.	To celebrate the day and claim its significance.
E.A. What we want them to experience.	To experience being taken seriously and looking forward to an exciting day.	To experience the affirmation of the past and excitement in the new possibility in being a youth.	To experience the push to assume responsibility for the future.	To experience the collapse and possibility symbolizing youth.	To experience the "call to arms."	To experience the struggle with discerning the depth in community issues.	To experience real care as detailed planning and individual and corporate resolve.	To experience the call to decide.
E.Q. What we want them to ponder.	Am I Significant?	Who am I, Really?	What is My Role in Creating the Future?	What tells Us Who We Are?	What Do I Do with My Life Right Now?	What is the Real Situation in our Community? How Am I Responsible?	How do We do Something Right now? What if I don't?	Will I alter My Life to Do What I See is Needed, Now and for the Future?

R.O. To get acquainted and set a common context.

E.A. To experience being taken seriously and looking forward to an exciting day.

Procedures

Hints

Introduction: I bring you greetings from the youth of 14 nations who represent some 80 Community Youth Forums. In particular I bring you greetings from (a 2 sentence description of a particular CYF). We are going to working as a group today and we want to take a few minutes to see what kind of group we are, what we think about and what we do.

1. Let's begin by saying our name and favorite pasttime. (Or something you like to do with your spare time.)
*In a large group of 100+ forego the names and pasttimes and ask one of two group questions like: "How many people live in _____?" "How many people go to _____ school?" "How many of you were born here?"
2. What are the new events of the past year which have caught your attention? (Anything you remember?)
3. Read back to the group all of the news events listed.
4. Which of these seem to be the most important?
5. What makes these events important?

Conclusion: We have an opportunity to create a very significant event today.

Lay out the day:

	The New Youth	Symbols of Youth	The New Vocation	The P l e n a r y
	The Future Vision		The Local Plan	

Go around the table moving quickly.

Take notes on all events. You're out to get a montage of the group's consciousness. Don't be concerned if all events are local.

If possible run through the reasons they said in #5 and apply them to the youth forum day.

Put this chart on the corner of the board so it stays up during the first talk.

R.O. To acknowledge the present perversions and unique gifts of being a youth.

E.A. To experience the affirmation of the past and present & excitement in possibility in being a youth.

FOUR PHASES	HISTORICAL	PERVERSION	RECOVERY
<p><u>Four Great Lifetimes</u> Each person's life has 4 different lifetimes, approximately spanning the ages of 0-20, 20-40, 40-60, and 60+.</p>	<p><u>Ancient</u> In the ancient world the youth played the role of leadership because of physical strength and the shorter life span.</p>	<p><u>Predetermined Role Definition</u> The prevailing mindset in our society is that youth are not ready for life until they have a job, are out of school, etc.</p>	<p><u>Roots in the Future</u> Youth, by nature, live in a time of anticipation of and planning for the future</p>
<p><u>Role of Four Phases</u> The roles are Phase I- the adventurer, Phase II- the builder, Phase III- the guardian, and Phase IV- the wise one.</p>	<p><u>Medieval</u> In the medieval world the youth were an economic asset and began learning a trade at an early age.</p>	<p><u>Vocational Crisis</u> Youth see no possibility in the roles of the past and the present .</p>	<p><u>Unencumbered</u> Youth are not encumbered by tradition or by being in a particular niche and have the freedom to risk and move in new and different directions.</p>
<p><u>Phases in Tension</u> Each phase creates and defines itself only in tension with the other phases and it is critical to society that each phase play its unique role.</p>	<p><u>Modern</u> In the modern world the edge for youth was becoming formally educated and earning academic certification.</p>	<p><u>No Viable Options</u> This vocational crisis leaves youth in a position of seeing no way to engage in society.</p>	<p><u>Fresh Visionaries</u> Youth have always been able to dream wild dreams about the future and to dare to venture forth in bringing them about.</p>
<p><u>Unique Role of Phase I</u> We will be looking at the unique role that society needs for Phase I to play.</p>	<p><u>Post-Modern</u> We are in a transitional phase where youth are being called to discern their new and vital role in society.</p>	<p><u>Turned in on Self</u> Due to the absence of meaningful engagement in society, youth have turned in on themselves in caring simply for their own well-being.</p>	<p><u>Invisible Army</u> Youth are being called to use their group power in acting as the invisible army that cares for society.</p>

R.O. To perceive one's relationship to the future as being the one who creates it.

E.A. To experience the push to assume responsibility for the future.

ONSTAGE	MOVEMENTS				OFFSTAGE
<p>We'll begin our day by stepping out of the present and looking into the future as visionaries, as dreamers.</p>	I Current Issues	II Future Vision	III Group Reporting	IV Corporate Reflection	<p>On the other side of this workshop, wonder what we'll be doing and where we'll be during the next 20 years</p>
	Brainstorm Current Issues	Discuss Vision For Year 2000	Report Issues and Dreams	Objective	
	Choose 10 Key Issues	Statement of Vision	Ten Key Happenings	Reflective	
	Discuss Specifics of Issue	Key Events Chart	Consense on Timeline	Interpretive	
	Statement of Issue	Turning Point Event	Timeline Titles	Decisional	

STEPS	PROCEDURES	HINTS						
<p>Onstage (2 mins)</p>	<p>Song: "Never Gonna Have That Chance Again" Context: Youth have always been known for their power to dream into the future. We're going to exercise that today and as a group decide what our hopes and dreams for the future are. Then we'll find out how we can turn these hopes and dreams into reality. We're going to first get out our concerns for the world during the next twenty years. Then we'll decide what we want the situation in the world to be relative to our concerns. Then together we'll figure out what events might happen to change the situation - to get the world situation to what we want it to be.</p>	<p>Prepare an example of when youth have been dreamers. i.e. in the 60's youth said no to Viet Nam and changed people's understanding of war. (But be careful of raising something too controversial.)</p>						
<p>Brainstorm Current Issues (15 mins)</p>	<ol style="list-style-type: none"> 1. What are some issues people in the world are facing? <ol style="list-style-type: none"> a. Have everyone list 10 issues individually in a couple of minutes. b. Have each person star their 3 most critical issues. c. List issues on the board. d. Ask if there are additional issues not yet mentioned. 2. If we could only deal with ten of these issues which ten would we choose. Get them to name the ten issues, then quit. 3. Divide into ten groups. (Do not number off.) Each group is responsible for one of the ten issues - assign one to each group. 4. Explain the steps each group is to take. (see small group instructions.) <p>While the small groups are meeting, keep them moving quickly answering any questions and put this chart on the board. (same as worksheet)</p> <table border="1" data-bbox="435 1696 1016 1986"> <thead> <tr> <th data-bbox="435 1696 540 1753">Current Issues</th> <th data-bbox="540 1696 914 1753"></th> <th data-bbox="914 1696 1016 1753">Hopes 2000</th> </tr> </thead> <tbody> <tr> <td data-bbox="435 1753 540 1986"></td> <td data-bbox="540 1753 914 1986"></td> <td data-bbox="914 1753 1016 1986"></td> </tr> </tbody> </table>	Current Issues		Hopes 2000				<p>Go around the table if it's a small group - ask at random if it's large. If someone wants to argue about an issue, say that we are honoring all wisdom.</p> <p>Each group is to be a minimum of 3 people - with small groups choosing fewer issues.</p> <p>Have them follow along in their workbook.</p> <p>Explain clearly that they are to work as a group, not individually. The workbooks are theirs to keep - they will not turn them in.</p>
Current Issues		Hopes 2000						

SMALL GROUP INSTRUCTIONS

1. Discuss the various aspects of the issue such as reasons and causes, etc. using the following questions as guidelines for discussion. (5 mins)
 - a. What are some examples of where you see this issue going on?
 - b. How is this issue affecting the world?
 - c. What is keeping this issue from being dealt with?

As a group describe the issue you're dealing with by completing the following sentence:

The issue of _____ deals with _____

(Write on the chart on the next page)

2. Discuss your hopes and dreams for the year 2000 concerning this issue, using the following questions as guidelines. (10 mins)
 - a. What would you hope to be the state of affairs surrounding this issue in the year 2000?
 - b. What will people be doing?
 - c. What activities will be going on?
 - d. How will life be different?
 - e. Where will you see changes?
 - f. Who will be affected?

Describe your hope by completing the following sentence:

In the year 2000 it is our hope that _____

(Write your hope statement on a card with a marker in large letters.)

3. List the key events or happenings that will help in turning our hope into reality between now and the year 2000. Make sure you list at least five events. As a group, ask yourselves the questions: (a) What will happen?, (b) Where will it happen?, (c) Who is involved?, (d) When will it happen?. (Use these questions only as guidelines for clarifying the anticipated future event.)
4. Choose the one event that you think will be the turning point (the most important) in achieving your hope.
5. Put each card under the appropriate date on the chart across from your group's issue. Place the "hope" card in the Hope column across from your issue.

Reporting:

Song: "Top of the World"

ISSUES							HOPES
	78	80	85	90	95	2000	

1. Write the 10 key issues on the left column. (Do this while the groups are still working)
2. Have each group read the sentence on the issue and the sentence on the hope and the turning point event. (Have the give the name of the event, where & when it happens and who is involved, but just put the name of the event on the board.)
3. Read over all the events on the board. Have the group decide if the timing on each event is appropriate. Rearrange them if necessary.
4. If you were going to divide this into two parts, where would you divide it? Are there any other subdivisions?
6. Title each section, and then title the whole timeline.

Reflection:

1. What do you notice as you look at this timeline? What catches your attention?
2. Which years have the most/least events?
3. What excites you? surprises you? scares you? worries you?
4. Which of these events did you find yourself wanting to participate in? (Which would be fun?)
5. Which events will really make a difference in the world?
8. What does all this tell you about what you'll be doing with your life? (Do not wait for an answer. This is a rhetorical question.)

Conclusion: When you look over all these events and know that your life will be a part of all this, don't you find yourself wondering where in the world you'll be and what you'll be doing?

(Go offstage and have other teacher announce the lunch break.)

R.O. To bring self-consciousness to current youth symbols.

E.A. To raise the question of identity through looking at symbols.

Song: "Marching All Together"

Opening Context: Everybody has symbols that they use to help define who they are and what they do. For example the astronaut is the space suit, the symbol of the businessman is a briefcase.

1. If we were to create a time capsule entitled "Youth: (current year)" which would preserve things for people in the future to see when they want to know what the youth of today were like, what would be some items we would put in it? (Make sure they know that anything can go in: clothing, people, movies, food, music, etc. Give time to get out a lot of answers.)
2. Which things surprised you?
3. Which things did everybody seem to agree on?
4. If someone opened this time capsule in the year 3000, how would they describe youth in 1980?
5. What would you hope that they would say about youth? What would you like them to think?
6. Now, what would you put in the time capsule that would reflect that?

Conclusion: Part of the decision to be the one who creates the kind of events we talked about this morning is to be the one who consciously decideds what the symbols are that we stand before.

R.O. To provide clear images and stories of what it means to live a vocationed life.

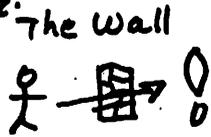
E.A. To experience the call to arms.

URGENT TIMES	DECISIONAL RESPONSE	EFFECTIVE STYLE	BAND OF CARE
<p><u>Future at Hand</u> The shape of tomorrow is determined by how people decide to move now.</p>	<p><u>Taking Charge of Own Destiny</u> There is a trend among local people to begin to take actions that directly affect their future well-being.</p>	<p><u>Concern</u> In order to be effective in this task of care one has to stand present to one's own concerns for society (family, community, nation, world).</p>	<p><u>Those Who Care</u> The people we've been talking about can be described as those who care.</p>
<p><u>Creativity Down the Drain</u> One tragedy is when people give up in the face of the complexity of today.</p>	<p><u>Deciding the Quality of Life</u> People are also beginning to take a stand about the quality of life they will have for themselves and the communities in which they live.</p>	<p><u>Courage</u> Then it is necessary to have the courage to risk action that will effectively respond to one's concerns.</p>	<p><u>In Charge of the Future</u> Those who care are the ones who are shaping the future.</p>
<p><u>No Power Over Own Destiny</u> The experience of being drained of creativity has left people in a position where they feel they have no power to shape their own future.</p>	<p><u>Call Forth Humanness</u> People are daring to demand that others pick up this task because deciding to act in community takes each person's creativity and engagement.</p>	<p><u>Creativity</u> This response also requires using one's raw human creativity which comes from discerning the new possibilities that lie in every situation.</p>	<p><u>Demonstrating the New Human</u> Those who care are living demonstrations of what a full human life looks like.</p>
<p><u>Collapse of Human Community</u> The collapse of the individual has led whole communities to total paralysis with no vision of hope in the future.</p>	<p><u>Critical To The Future</u> This response from people is critical to sustaining human life in the future.</p>	<p><u>Corporateness</u> Only when one's concerns, courage and creativity become part of a common thrust enacted by a corporate group can history be changed.</p>	<p><u>New Collegiality</u> The corporate power of the new human will catalyze a new collegiality around the world.</p>

R.O. To articulate the challenges facing and determine what their effective response as youth is.		E.A. To experience their effectivity as a corporate group of youth within the community.			
ONSTAGE	MOVEMENT I		MOVEMENT II		OFFSTAGE
<p>We've got some ideas now about what the future can look like. What we all know is that we finally act out our care for the future right now, right where we are in our own communities. Now we're going to do some thinking on what that would look like.</p>	LOCAL ISSUES	FUTURIC CHALLENGES	PRACTICAL PROPOSALS	IMPLEMENTARY PLANNING	<p>Another orchestrator comes on with a song, then leads the plenary.</p>
	Challenges Workshop Overview	Cluster the Issues	Proposals/Implementaries Overview and Contradictions	Context Timeline Work	
	Local Hopes and Dreams	Context and Break for Small Group Work	Brainstorm Practical Responses	List and Timeline Practical Steps	
	Social Process Screen	Write Challenge Statements	Proposal Selection Context	Report and Critique	
	Individual and Corporate Issues Listing	Report and Critique	Select Proposals and Write Statements	Choose and Detail One Proposal	

R.O. To articulate the challenges facing community and determine effective response.

E.A. To experience effectivity as a group of youth within the community.

STEPS	PROCEDURES	HINTS
Workshop Overview	1. Walk through the steps of the Local Plan Workshop briefly.	Give examples of what an issue is.
Local Hopes and Dreams	2. Ask this question: What would you like to see in <u>your</u> community 5-10-20 years from now?	Make this brief. You do not have to write it. (5 min)
Social Process Screen	3. Do a brief spin on the Social Process Triangle. This Social Process Triangle is a representation of the dynamics we see going on in society. The Economic Process deals with production, distribution, and resources. The Political Process has to do with order, justice, and welfare. The Cultural Process has to do with common style, wisdom, and symbols.	Have the triangle on the wall as you talk through it. This should be brief, not pedagogical.
Individual and Corporate Issues Listing	4. Now individually, make a list of the things that concern you in your community. Write some that are cultural, some political and some economic. Now we want to get all these issues up on the board (or wall). Go around the room, getting one issue from each person. Then open it up, until you've exhausted their lists.	Tape blank cards on the board or butcher paper and write the issues on the cards.
Clustering the Issues	5. Now we want to cluster these into groupings of similar issues. Which ones just seem to go together?	Make sure you write up issues, not prop. Move quickly and intuitively.
Write Challenge Statements	6. Walk through the steps for writing a Challenge Statement. a. Title b. Blocks c. Challenge d. Examples	Use an illustration to describe blocks and challenges. 1.  2.  The Wall
Report and Critique	7. Break for small group work.	Travel around to the groups to help push them to discern the depth challenges.
	8. Gather back as a total group. Have one person from each group read their challenge aloud to the whole group. Ask if there are any questions of clarity. SING A SONG	Push for clarity if fuzzy with general phrases.

STEPS	PROCEDURES	HINTS
Proposals Context	<p>9. Give a context for creating proposals:</p> <ul style="list-style-type: none"> a. A proposal is: <ul style="list-style-type: none"> 1. A specific activity 2. Something a group of local people can actually do 3. A practical response to the real challenge 4. Something new and creative b. A proposal is <u>not</u>: <ul style="list-style-type: none"> 1. Something that's been tried, but didn't work 2. A theoretical plan that is not practical 	<p><u>Proposal example:</u> 5 ways to remove challenge of 500 lb. person standing on your toe:</p> <ul style="list-style-type: none"> 1. Hit in belly with elbow 2. Have someone else kick him in rear 3. Tweak nose 4. Step on his other foot 5. Shake your finger at him
Brainstorm Responses	<p>10. Give small group instructions using the workbook.</p> <ul style="list-style-type: none"> a. Working in the same groups, list ten practical responses - proposals - things that a group could do to deal with the challenges your group discerned. State these as quickly as possible in terms of a broad action that will take no longer than a month to do. b. Break to small groups. 	
Proposal Selection Context	<p>11. <u>Context:</u> Now we're going to select one activity from your list that you feel:</p> <ul style="list-style-type: none"> a. Most effectively deals with the challenge b. Could be effectively done by a group of youth c. Would catalyze other activities d. Would get many others involved e. Would be visible-people could see the results f. Would be fun 	
Select Proposals and Write Statements	<p>12. Now select one from your list. Then as a group complete the proposal statement in your workbook. In addition, write a statement on what the visible victory will be at the end of one month. Standing at the end of the month, what did you do that really was tremendous?</p>	
Context Timeline Work	<p>13. Give a context for the timeline work. Now list 15 practical steps for how the youth of this community will get this proposal done. Write these steps into a one-month timeline. Think in terms of who, what, when, where, and how.</p>	
List and Timeline Steps	<p>14. Break into groups to list the steps and plot them on the timeline.</p>	

STEPS	PROCEDURES	HINTS
<p>Report and Critique</p>	<p>15. Ask the following questions of the group:</p> <ul style="list-style-type: none"> a. What strikes you about any of these? b. What questions of clarity do you have? c. What excites you in particular? d. What would you really like to join in on? e. Where do you think we might run into difficulty with any of these? <p>16. Now select one proposal to focus in on.</p> <ul style="list-style-type: none"> a. Did they leave anything out when they wrote this? b. What tools and equipment will they need? c. What other arrangements will be necessary to make this happen? d. What would be the first thing you would do tomorrow if you were to make sure this would really win? <p>Now turn things over to the other teacher for the plenary of the day.</p>	<p>Choose a proposal that really seems exciting to the group. Your intent here is to make the proposal really come alive. Ask the question suggested and any others to really flesh out the practicality of the proposal. Write any additions into the timeline.</p>

STEPS	PROCEDURES	HINTS
Plenary	<p>Ask the following questions:</p> <ol style="list-style-type: none"> 1. What in particular do you remember from this day? 2. When was the day most exciting? 3. When was the day most difficult? 4. When did you really have to think hard? 5. When do you think the high point was? 6. If you were doing this day over again, what would you do differently? keep the same? 7. When someone asks you what you did today, what will you tell them? 8. What would you name this day? 	
ICA Spin	<p>Do a brief spin on the ICA, giving a quick history and a picture of our current thrust. If appropriate tell them about the local office nearest them and invite them to stay in touch. The ICA is a volunteer agency, depending on volunteers to do the programs. We'd like to give you an opportunity to participate further in CYF if you wish to.</p> <ol style="list-style-type: none"> a. How many of you feel you'd like to lead a CYF, as we have done today? We'll have a list to sign by the door. b. Would you like to tentatively schedule a CYF with another group? <p>Do a brief (5 min) timeline listing on the board or wall.</p>	
Closing	<p>Send the group out acknowledging the tremendous day it has been and their decision to care for their community. Urge that they share what they have done and remind them that they have all that they need to do whatever they decide to do.</p>	