



**FREEDOM FROM BULLYING CAMPAIGN**

**09.16.11**  
**YOUTH ORGANIZING SUMMIT**

Sierra Health Foundation's Grizzly Creek Ranch  
Portola, CA



## **TABLE OF CONTENTS**

<b>Agenda</b>	<b>4</b>
<b>OMP Campaign</b>	<b>7</b>
<b>OMP Power Cards</b>	<b>26</b>
<b>OMP Skit Activity</b>	<b>28</b>
<b>OMP Media Toolkit</b>	<b>30</b>
<b>OMP Action and Advocacy Tool Kit</b>	<b>45</b>
<b>OMP Community Action Plan</b>	<b>55</b>
<b>OMP Campaign Ideas</b>	<b>58</b>
<b>YO! Website Action</b>	<b>60</b>
<b>Evaluation</b>	<b>66</b>
<b>OMP &amp; ILC Contacts</b>	<b>68</b>



## We'd Like to Thank Our Sponsors:





**OWN MY POWER**  
**Freedom from Bullying Campaign**  
**Organizing Summit**

Grizzly Creek Ranch  
5900 Grizzly Creek Road  
Portola, CA 96122

**Friday September 16, 2011**

---

2:00-3:00PM	Participant/Group Leader Check In
3:00-3:15PM	Welcome to Grizzly Creek
3:15-4:30PM	Making Lemonade out of Lemons: Guest Speaker/Comedian, Nina G.
4:30-5:30PM	Presentation: Why the Own My Power Campaign?
5:30-6:30PM	Dinner
7:00-7:20PM	Breakout Session: Power Card Activity
7:20-8:30PM	Breakout Session: Own MY Power Skits
8:30-10:00PM	Movie Night & Video Interviews
10:00PM	Lights Out

## Saturday September 17, 2011

---

8:00-8:30AM	Breakfast
8:30-9:30AM	Breakout Session: Working with the Media & Educating Decision Makers
9:30AM – 12:30PM	Ropes Course (3 Groups)
12:30-1:30PM	Lunch
2:00-3:30PM	Owning Your Story, the Power of Story Telling: Guest Speaker, Victor Pineda
3:30 – 3:40PM	Break
3:40-5:00PM	Breakout Session: Freedom from Bullying Campaign & Building a Local Community Action Plan
5:00-6:00PM	Dinner
6:30-7:00PM	Break/Free Time
7:00-9:00PM	Campfire & Smores in Amphitheater
9:00-10:00PM	Cabin Free Time
10:00PM	Lights Out



## Sunday Saturday 18, 2011

---

7:00-8:00AM	Breakfast
8:00-9:00AM	Pack-up & Prepare to Leave Grizzly Creek
9:00-10:30AM	Large Group: Local Action Plan Presentations
10:30-11:30AM	Discuss YO! Disabled & Proud Statewide Campaign Goals
11:30-12:30PM	Lunch
12:30PM	Load Busses and Head Home to Take Action!



# COMING SOON

**FREEDOM FROM BULLYING CAMPAIGN**

**09.16.11**  
**YOUTH ORGANIZING SUMMIT**

Sierra Health Foundation's Grizzly Creek Ranch  
Portola, CA



# WHAT WE KNOW

- Bullying is the most common form of violence
- 3.7 million youth engage in it, and more than 3.2 million are victims of bullying annually
- Over two-thirds of students believe that schools respond poorly to bullying, with a high percentage of students believing that adult help is not available or not effective
- 25% of teachers see nothing wrong with bullying or putdowns and consequently intervene in only 4% of bullying incidents
- 75% of students with disabilities report being bullied
- The number of students with disabilities reporting being bullied is on the rise



Based on what we know, how do you think Bullying impacts the lives of people with disabilities?





# WHAT WE KNOW

- In California, almost 20% of students with disabilities drop out of high school – double the amount of those without disabilities
- Only 4% of people with disabilities have a college degree, compared to 14% of those without disabilities
- Nationally, 29% of youth with disabilities ages 20-24 were employed, compared to 60% of those without disabilities.





# WHAT IS BULLYING?

Bullying is a widespread and serious problem that can happen anywhere. It is not a phase youth have to go through, it is not "just messing around", and it is not something to grow out of. Bullying can cause serious and lasting harm.





# WHAT IS BULLYING?

- **Imbalance of Power:** people who bully use their power to control or harm and the people being bullied may have a hard time defending themselves
- **Intent to Cause Harm:** actions done by accident are not bullying; the person bullying has a goal to cause harm
- **Repetition:** incidents of bullying happen to the same the person over and over by the same person or group



# TYPES OF BULLYING

- **Verbal:** name-calling, teasing, insults
- **Social:** spreading rumors, leaving people out on purpose, breaking up friendships, forcing someone to do something they don't want to do
- **Physical:** hitting, punching, shoving
- **Psychological:** Intimidating someone, manipulating people and person are all examples of psychological bullying.
- **Cyber:** using the Internet, mobile phones or other digital technologies to harm others





# WHAT TO DO IF YOU ARE BULLIED

- **Act confident.** When you feel intimidated by another person, you're probably not feeling very confident. But sometimes just acting confident is enough to stop a bully. When you look self-assured as you walk by a bully, it's possible that the bully won't pick you as a target. Acting confident might take some practice.
- **Walk with others.** A bully might be less likely to pick you as a target if you are with another person or in a group. If you are having trouble finding another student who will help you with this, ask an adult for suggestions.
- **Avoid hot spots.** If there are particular places where the bullying occurs, try to find ways to avoid those locations. If you absolutely can't avoid being in the "hot spot," act confident and try one of the other techniques.
- **Ignore the bully.** Sometimes, acting as if you don't notice or don't care might stop a bully's behavior. Some bullies want to see a reaction from their target, so ignoring might stop the bullying behavior. Other bullies don't care if they see a reaction or not – they bully just because they like to and because they think they can get away with it.



# WHAT TO DO IF YOU ARE BULLIED

- **Use humor.** Bullies might be surprised enough to stop their behavior if you use humor. Showing that you have a sense of humor about yourself is different than putting yourself down. For instance, if a bully makes fun of your appearance you could respond by saying “it’s a good thing I’m not planning to major in modeling in college.”
- **Tell an adult.** If you are being bullied, it’s very important to tell an adult. In addition to your parents, you can talk to teachers, counselors, principals, adult volunteers. If the bullying causes you to fear for your safety, or the safety of someone else, it may also be necessary to contact the police.
- **Keep track.** If you keep a journal or a diary, you can keep track of bullying in case you need to report it. If you don’t keep a journal, ask a family member to help you with this. Include dates, times, and places where you have been bullied, as well as the names of the bullies and what they did or said.
- **Cyber bullying:** Save all messages (email, IM, text) or pictures as evidence in cases of cyber bullying.
- **Don’t bully back.** Bullying back (either physically or verbally) may only escalate the situation. Physically fighting a bully is dangerous – it could result in someone getting hurt, and you could end up in trouble for fighting.



# BYSTANDERS

- Bullying situations usually involve more than the bully and the victim. They also involve **bystanders**—those who watch bullying happen or hear about it.
- An important strategy for bullying prevention focuses on the powerful role of the bystander. Depending on how bystanders respond, they can either contribute to the problem *or* the solution. Bystanders rarely play a completely neutral role, although they may think they do.



# HURTFUL BYSTANDERS

- **Some bystanders . . . *instigate*** the bullying by prodding the bully to begin.
- **Other bystanders . . . *encourage*** the bullying by laughing, cheering, or making comments that further stimulate the bully.
- **And other bystanders . . . *join*** in the bullying once it has begun.
- **Most bystanders . . . *passively accept*** bullying by watching and doing nothing. Often without realizing it, these bystanders also contribute to the problem. Passive bystanders provide the audience a bully craves and the silent acceptance that allows bullies to continue their hurtful behavior.



# HELPFUL BYSTANDERS

- Bystanders also have the power to play a key role in preventing or stopping bullying.
- Some bystanders . . . *directly intervene*, by discouraging the bully, defending the victim, or redirecting the situation away from bullying.
- Other bystanders . . . *get help*, by rallying support from peers to stand up against bullying or by reporting the bullying to adults.





# WHAT IF YOU ARE A BULLY?



You may feel pressured to bully others if your friends are doing it. You may think that you will no longer be popular or that you may be bullied yourself if you do not join in.

Sometimes you may think that you are just joking around but your words and your actions may actually be hurting someone.





# WHAT IF YOU ARE A BULLY?

## Put Yourself in Their Shoes

**Consider how they must feel.** If it seems like you are hurting someone, **STOP!**

**Ask the person being bullied how they feel.**

Maybe they are afraid or too embarrassed to say something.

**Do not let your friends bully others.** If your friends are bullying others, help them see how they are hurting others.





# WHAT IF YOU ARE A BULLY?



## Get Help

- **Talk with an adult.** They may have good ideas about what you can do to change how you treat others.
- **Ask for help.** Seeing a counselor or a health professional may be helpful. Sometimes it is good to talk with someone who is not personally involved to help you find solutions.



# OWN YOUR POWER

- Everyone has the right to feel safe in their school and community. If you see someone being bullied, **you have the power to stop it.**
- By standing up for someone who is being bullied, you are not just helping someone else; you are also helping yourself. It is important to help others when you can.





# OWN YOUR POWER!

- **Take a stand and do not join in.** Make it clear that you do not support what is going on.
- **Do not watch someone being bullied.** If you feel safe, tell the person to stop. If you do not feel safe saying something, walk away and get others to do the same. If you walk away and do not join in, you have taken their audience and power away.
- **Support the person being bullied.** Tell them that you are there to help. Offer to either go with them to report the bullying or report it for them.
- **Talk to an adult you trust.** Talking to someone could help you figure out the best ways to deal with the problem. Reach out to a parent, teacher or another adult that you trust to discuss the problem, especially if you feel like the person may be at risk of serious harm to themselves or others.



# WORK TO PREVENT BULLYING

Bullying is less likely to occur when there are strong messages against it. Work with your campus, community, or other groups to create and support these messages by:

- **Getting involved** with your community and around campus to find ways to prevent bullying.
- **Teaching others** that bullying is not okay and that they can stop bullying before it begins.
- **Develop a YO! Organizing campaign** at this summit to spread the message!

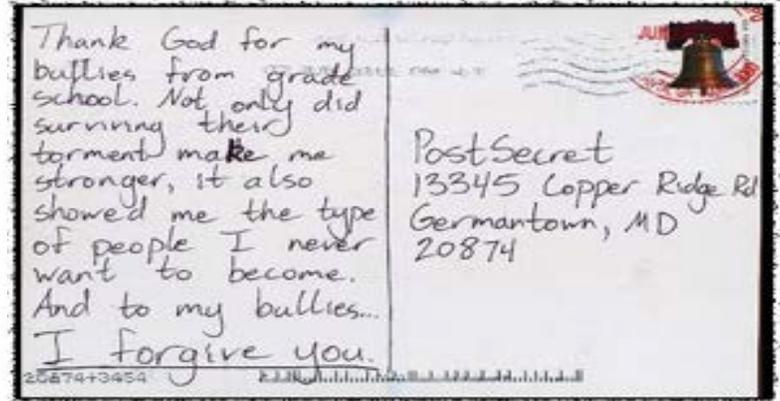


# QUESTIONS

WHAT NEXT?



This postcard says: Thank God for my bullies from grade school. Not only did surviving their torment make me stronger, it also showed me the type of people I never want to become. And to my bullies...I FORGIVE YOU.



This postcard has an image of a hand on the front of it. On the palm of the hand it says: "I have an incurable disease". On the corner of the card in small font, it says "but the disease does not have me".

The postcard has a wheelchair symbol in the middle of the card with wings and around the symbol it says: In my dreams I'm always flying



# POWER CARD ACTIVITY

The concept of this project is that you get the chance to anonymously decorate a postcard and portray a secret that you have never previously revealed about

*Post Card*

---

---

---

---

This secret can be related to your disability, bullying experiences, life challenges, or everyday struggles you haven't previously shared with anyone.

Most importantly...these are completely anonymous!!

It empowers the readers to confess about their feelings, dreams, stories and experiences that otherwise would not be shared.

You can personalize the front of the postcard, or just share your secret on a pre-made postcard.

The sky is the limit!



## **BULLYING SKIT ACTIVITY**

- You have 45 minutes to develop a skit and 5 minutes to act out your skit
- Choose a Facilitator the facilitator will make sure that everyone has a chance to contribute
- Your group will be given a bullying topic for your skit
- Your SKIT MUST INCLUDE the use of the term OWN MY POWER
- Brainstorm Ideas
- Consider using Props, Signs...
- Be sensitive, sometimes these issues can trigger old wounds
- Everyone has the right not to participate, or to stop participating if you feel uncomfortable.
- Have FUN!

# BULLYING SKIT ACTIVITY

## SKIT TOPICS

- **Verbal:** a skit about the experiences of someone who is being bullied through name-calling, teasing, insults
- **Social:** a skit about the experiences of someone who is being bullied by spreading rumors, leaving people out on purpose, breaking up friendships, forcing someone to do something they don't want to do
- **Psychological:** a skit about the experiences of someone who is being bullied by intimidating someone, manipulating people and stalking a person
- **Physical:** a skit about the experiences of someone who is being bullied physically, hitting, punching, shoving
- **Cyber:** a skit about the experiences of someone who is being bullied through the use of the Internet, mobile phones or other digital technologies
- **Bystander:** a skit that is about the experiences of bystanders, those who watch bullying happen or hear about it.



# MAKING YOUR VOICES HEARD

by Media Awareness Network

[http://www.media-awareness.ca/english/special\\_initiatives/toolkit/](http://www.media-awareness.ca/english/special_initiatives/toolkit/)

## The News Industry

What sorts of stories make it into the news, and why?

Who decides which stories get reported, and from what angle?  
What challenges do reporters face, and how do these challenges affect the news we read and watch?

By knowing how the news industry works, we can find out how to reach the people who shape the news in order to change these stereotypes.

This section looks at the basic functions and motives of the news industry, and some of the challenges journalists face in doing their jobs.

"Positive doesn't sell. Who buys a newspaper to read about youth volunteering, or even having fun? Not many people. They would rather spend their money on something more important—like war, or even teenage vandalism."

"Speak Out" MNet's discussion group for youth

## What is News?

News has two priorities: it must be current, and it must mean something to people. A story about the environment and a story about the Oscars can both be newsworthy, for different reasons.

On the surface at least, the objective of news is to inform the audience. It's the job of all the news media to tell people what's going on in their community - locally, nationally or globally. In this sense, the news media provide a valuable public service.

# A MEDIA TOOLKIT FOR YOUTH

But the media are also businesses - and like all businesses they have to make money to keep going. Audiences today can get news and information from many different sources. This increased competition is putting pressure on media outlets to attract advertising dollars to keep them running. This is especially true for privately owned media, but it's also a concern for publicly owned media (such as CBC) that need to attract audiences and ad revenues to survive.

Media outlets have to cater to their audiences, and they compete with one another to provide what they think their "customers" want. This can certainly mean honest and factual news reporting. But it can also mean shorter, more exciting stories; flashy, sexy, or shocking images; crime, death, disaster, tragedy; confrontation, violence, controversy; or anything else that might attract viewers or readers. When taken to extremes (as in the "tabloid" newspapers or television shows), "news" can become just another type of sensational entertainment.

## Who Does What?

Large news organizations have many employees who perform many specialized jobs. But when it comes to increasing your visibility in the media, the key contacts you need to know are reporters and editors.

## Reporters

Reporters are responsible for coming up with story ideas, researching them and interviewing, for them and writing the stories in an interesting way. They are often assigned a beat, a field or subject on which to report, such as Politics, Entertainment or Health. Some media outlets may even have a Youth beat. If there isn't one, take note of who usually covers youth-related issues, perhaps the reporters on the City, Education or Social Issues beat.

In most newsrooms, reporters are given story ideas by their assigning editors. They're expected to follow up the idea by identifying and contacting sources and doing background research.

Reporters are also open to suggestions for story ideas from readers, viewers or other sources. Journalists always want to beat other news outlets to a good story, so they're particularly interested in new ideas or unexplored angles.



# MAKING YOUR VOICES HEARD

by **Media Awareness Network**

[http://www.media-awareness.ca/english/special\\_initiatives/toolkit/](http://www.media-awareness.ca/english/special_initiatives/toolkit/)

## Editors

Editors are the gatekeepers who have the power to decide which stories are newsworthy and which are not. Editors oversee reporters, and they're responsible for the content of the newspaper or news show. It's their job to keep track of what's being covered, and how.

Most newspapers, magazines, and radio and television stations have assigning editors who assign story ideas to reporters. They often determine what angle reporters should take, and even who they should interview.

Editors also evaluate what their reporters write, and have the power to approve it before it gets published or goes on the air.

## What Challenges do Journalists Face?

Tight deadlines are a fact of life in journalism, since newspapers and news shows are generally distributed daily. A TV or radio reporter may be handed a story idea (or two) at 9 a.m., which must be ready to be aired for that day's newscast at 6 p.m.

The reporters must interview their sources and write their stories by mid-afternoon, to allow time to review and edit their taped interviews and footage into a story. Newspaper deadlines are a little longer, since many newspapers are now printed overnight. Reporters may have until 11 p.m. to hand in their stories.

For this reason, most successful planned news events (such as press conferences) are held in the morning, usually between 9 and 11 a.m. This gives the reporter enough time to attend the event, interview other sources afterwards, and go back to the newsroom to write and prepare the story.

But these daily deadlines make it difficult for reporters to interview young people. Even if a journalist wants a youth perspective in a story, most young people are inaccessible during the day - busy at school.

Of course, not all stories are written and produced in the course of a single working day. "Features" - in-depth pieces that cover an issue or event from different angles - can take days and even weeks to research, write, record, edit and produce.

Features also offer journalists the opportunity to spend more time exploring issues, and to present them in a thoughtful way.

# A MEDIA TOOLKIT FOR YOUTH

## Stereotypes

Going by the stories you've seen in recent years, what image of teenagers is portrayed by the news media in your community? Do the headlines give us a balanced perspective on the lives of today's youth?

This section examines the definition of a stereotype, and looks at how and why negative stereotypes of youth find their way into the news. It also reflects on the effect these negative images have on youth, and on society's attitudes toward teenagers.

*Teen hacker pleads guilty*  
CBC News, January 2001

*Canada Teen Injures 5 At School*  
Associated Press, June 2000

*Teen Binge Drinking Almost Doubles*  
National Post, April 2000

## What is a Stereotype?

Stereotypes are as old as human culture itself. They reflect ideas that groups of people hold about others who are different from them.

A stereotype can be embedded in single word or phrase (such as, "jock" or "nerd"), an image, or a combination of words and images. The image evoked is easily recognized and understood by others who share the same views.

Stereotypes can be either positive ("people with disabilities are are inspiring") or negative ("it is tragic that the young man is disabled"). But most stereotypes tend to make us feel superior in some way to the person or group being stereotyped. Stereotypes ignore the uniqueness of individuals by painting all members of a group with the same brush.

Stereotypes can appear in the media because of the biases of writers, directors, producers, reporters and editors. But stereotypes can also be useful to the media because they provide a quick identity for a person or group that is easily recognized by an audience. When deadlines loom, it's sometimes faster and easier to use a stereotype to characterize a person or situation, than it is to provide a more complex explanation.

Stereotype: A fixed, commonly held notion or image of a person or group, based on an oversimplification of some observed or imagined trait of behaviour or appearance.



# MAKING YOUR VOICES HEARD

by **Media Awareness Network**

[http://www.media-awareness.ca/english/special\\_initiatives/toolkit/](http://www.media-awareness.ca/english/special_initiatives/toolkit/)

## The Role of Stereotypes in the News

Although most journalists try to be objective and factual in reporting events, there is no such thing as a news story without a point of view. Every news story is influenced by the attitudes and backgrounds of the reporters, photographers and editors who select and edit the images and information they offer us.

Bias can be unintentional or deliberate, depending on the motives of news gatherers and the sources of information they rely on.

Most reporters and editors are adults who, naturally, see the world from an adult's point of view.

They may also assume that their audiences are mostly adults who share similar views. Age-related bias may influence how much importance they attach to issues concerning young people, and the angle they take on such issues.

Stereotypes can be a side effect of tight deadlines. Reporters for daily newspapers or news shows often have to research, write and present a story in one working day. They may not have time to present several sides of an issue. They may need a quick, convenient, pre-packaged image, and a stereotypical word or headline can provide that.

Because the news industry is under pressure to attract readers and viewers, it has to produce stories that are compelling, short and easily understandable to a general audience. By using stereotypes, a complex issue involving people with complex motives can be reduced to a simple conflict between "good guys" and "bad guys." This can happen when the media try to make real events appear more dramatic, or when a situation needs to be explained in a 10-second sound bite.

In the search for images and stories that will attract audiences, the media tend to focus on issues of crime, violence, tragedy and disaster. (Check the local TV news to see how much coverage they give to what the police and fire departments did today!) While car crashes and shootings are sure-fire attention grabbers, a steady diet of these images can give us a distorted view of what goes on in the world. The negative slant of the news means that when young people (and members of other minority groups) do appear in the headlines, it is most often in the context of drugs, violence, death, or some other alarming issue.

## Stereotyping and Its Impact

Stereotypes of a group of people can affect the way society views them, and change society's expectations of them. With enough exposure to a stereotype, society may come to view it as a reality rather than a chosen representation.

The media can be a powerful tool in creating or reinforcing stereotypes. An example is the public perception that youth crime is on the rise, or out of control.

This impression has been created largely through media coverage of alarming stories about high school shootings, property crimes, and incidents involving so-called youth gangs.

Statistics tell a different story. According to Statistics Canada, incidences of youth homicide have been on the decrease for years. There were 30 youths accused of homicide in 2001 - the lowest level in over 30 years and 18 fewer than the average of 48 over the past decade.

Between 1987 and 1997, the rate of youth charged with property offences, the most common kind of youth crime, dropped steadily.

Prompted by sensational headlines, politicians and lobby groups have called for tougher measures to deal with young offenders and to combat a perceived increase in youth crime. This despite the fact that young offenders already receive stiffer jail sentences in certain cases than adults who commit similar crimes (Statistics Canada, 2000).

Negative stereotypes not only affect how adults see teenagers, they influence how teenagers see themselves. The feeling that the rest of the world doesn't respect or understand you does little to encourage a positive sense of self-worth.

Other minority groups in society -- such as blacks, native people, women, people with disabilities, gays and lesbians -- have all experienced the effects of negative stereotyping and lack of positive images in the media.

Many of these groups have lobbied successfully to educate the media about issues that concern them, to challenge stereotypes, and to provide more balanced coverage of their communities.



# MAKING YOUR VOICES HEARD

by Media Awareness Network

[http://www.media-awareness.ca/english/special\\_initiatives/toolkit/](http://www.media-awareness.ca/english/special_initiatives/toolkit/)

One youth from Montreal, aged 15, sums up the feelings of many teens: "Today's youths are intelligent but some adults don't seem to think so. We are people too. Youths are discriminated against and that's not right. To get through to young people, you have to listen to them, trust them, and respect them. The way I look and the music I listen to does not make me a "bad" person. I am my own person." (*Canada's Teens: Today, Yesterday, and Tomorrow*)

"An important issue is how adults treat me just because I'm a teenager. Sure there are bad ones out there but I'm not one of them. It doesn't just hurt but it's disrespectful when security igures follow me around like I'm some kind of loser or criminal."

Canada's Teens,  
Today, Yesterday, and  
Tomorrow

## Accessing the Media

How do you go about getting a story or event covered by the media? How can we educate news reporters and editors about youth issues, and get them to change negative images of youth?

Many groups have been successful in challenging negative media stereotypes. It takes some planning, preparation and persistence. But if you know how to access the media, you can get your voice heard and your message across.

By actively trying to change the way the media portray youth, young people can influence the way society - and policymakers - view the roles of youth in society.

The following sections provide information that will help you to access mainstream, community, youth and online media. Background resources include tips on how to get youth perspectives into the news; and how to create your own communications strategy, organize media events, write news releases, and pitch story ideas to the press.

## Accessing Mainstream Media

The mainstream media consist of outlets that cover a larger territory than your own neighborhood. For instance, your city's daily newspaper would be a mainstream media outlet. So would your local television and radio stations. Mainstream media outlets can also be national and even international.

Accessing mainstream media outlets is a process that takes plenty of persistence. The larger a media outlet is, the more difficult it is to get its attention. But with some planning and determination, you can get it to notice you.

# A MEDIA TOOLKIT FOR YOUTH

## **Wire Tap**

<http://www.wiretapmag.org>

This independent e-zine, based in San Francisco, features "investigative news articles, essays, artwork and activism resources that challenge stereotypes, inspire creativity, foster dialogue, and give young people a voice in the media." The Web site includes message boards and youth media links.

## **Listen Up!**

<http://listenup.org/>

This PBS (Public Broadcasting System) project offers tools and resources to help young people learn how to research, write, produce and distribute their own media.

## **Youth Radio**

<http://www.youthradio.org>

Youth Radio's interactive Web site features radio reports produced by young people.

## **Reel Grrls Media Project**

<http://www.reelgrrls.org>

The Reel Grrls project is for girls ages 14-18 who have a desire to examine the image of girls in the media and learn skills to create their own media. A Seattle-based partnership between 911 Media Arts Center, the YMCA and the local PBS station, Reel Grrls teaches teenage girls how to be critical television watchers and then producers of their own media.

## **Generation PRX**

<http://generation.prx.org>

Generation PRX promotes youth voices by working with stations to broadcast youth radio and provides an online space for peer review and feedback.

## **Just Think**

<http://www.justthink.org>

Just Think delivers educational programs that helps youth to understand and create media messages. Just Think aims to help young media makers express themselves and find their own voice.



# MAKING YOUR VOICES HEARD

by Media Awareness Network

[http://www.media-awareness.ca/english/special\\_initiatives/toolkit/](http://www.media-awareness.ca/english/special_initiatives/toolkit/)

## MediaRights

<http://www.mediarights.org>

MediaRights is a community organization dedicated to maximizing the impact of social-issue documentaries and shorts. MediaRights helps youth filmmakers reach audiences, educators and librarians.

## YO OUTLOOK

<http://www.youthoutlook.org>

YO! (Youth Outlook) is a literary journal by and about young people. YO! has a national distribution of 25,000 magazines printed monthly (10 times a year through the school season), a local access monthly TV show (YO!TV), partnerships with radio broadcasts and an annual expo.

## Street-Level Youth Media

<http://www.street-level.org>

Street-Level Youth Media educates inner city youth in media arts and emerging technologies for use in self-expression, communication, and social change. Based in Chicago, Street-Level Youth Media helps young people find their voice and address community issues.

## Being Interviewed

Your efforts have paid off and you've been approached by the media to do an interview. There may be several reasons why a reporter wants to talk to you:

- You're the official spokesperson for an organization or event.
- The reporter has asked you to respond to a specific youth-related story because you've developed a good relationship with him/her.
- In response to a news story, the reporter wants a "reaction clip" (a five- to ten-second bite) that offers an emotional response.
- The reporter wants a fresh perspective and an honest point of view. (That's attractive to reporters who are used to media-savvy spokespeople who always feed them the same lines.)
- The media want to appear young and hip. The mainstream media are predominantly staffed by middle-aged men, but their audiences cover a much broader demographic. By including interviews with young people in their stories, media types hope to attract a broader crowd - including young people.

# A MEDIA TOOLKIT FOR YOUTH

The information in the following sections will help you learn how to get your message across effectively in an interview, and how to understand your rights when approached by a reporter. We also look at a fictional case study that shows how being prepared - or *not* being prepared - can make a difference to the outcome of the story.

## Before the Interview

Some tips to help you prepare for an interview:

### Understand why you are being interviewed

Find out exactly what the topic and angle of the interview will be. How will the interview be used - for a news story, a current affairs feature or an entertainment piece?

### Don't be afraid to do the interview

People often turn down the chance to be interviewed because they're nervous, or afraid they'll say the wrong thing. Instead, think of the interview as a golden opportunity for you to convey your message. If perceptions about you, your school, or youth in general have been wrong in the past, this is your chance to set the record straight.

### Know your rights

Remember, you do have a choice about being interviewed. If you're uncomfortable with the idea, you *can* say no. You can also discuss options with the reporter: you can ask that only your first name be used, you can ask for anonymity, or you can ask to be interviewed off-camera. If the reporter has called to interview you over the phone and you don't feel prepared to talk right away, ask the reporter when you can call him/her back. But don't back out just because you're intimidated. The only way you'll get to be media-savvy is to practice!

### Think about what you want your main message to be

What is your reason for wanting to speak to the reporter? Think about the main message you want to convey, and how to weave it into every answer you give. That way, even if your answers are cut and spliced during the editing process, your message will still come through. (For more on this, see the *Preparing Your Main Message* section.)



# MAKING YOUR VOICES HEARD

by Media Awareness Network

[http://www.media-awareness.ca/english/special\\_initiatives/toolkit/](http://www.media-awareness.ca/english/special_initiatives/toolkit/)

## Be prepared, but not over-rehearsed

If possible, get a list ahead of time of the questions you'll be asked. This is common practice for television and radio interviews. It gives you the chance to think of what you want to say before you're asked the questions on-air. Make sure you know your subject inside and out. Write down answers to any questions you think may be asked, but avoid memorizing statements. A successful interview should never appear rehearsed - and reporters dislike prepared statements, because they sound stiff and unnatural. Besides, if you depend on prepared statements you could be thrown off if the reporter asks you an unexpected question.

## Preparing Your Main Message

Your main message is the most important information to communicate to your audience. It's the whole reason you developed a communications plan, gave an interview, or wrote a news release in the first place. Here are some tips on how to make your main message effective:

### Keep it clear

It's vital that you're clear on exactly what your message is, and why it's urgent to get it across to the public. To identify your core argument, ask yourself: "What do I care most about?" Also ask: "Why should the audience care?"

### Keep it simple

Your main message can have several points to it, though it's best to have no more than three. The more points you try to cram in, the harder it will be for your audience to identify them, and the weaker their effect will be. You want each part of your message to be easily identifiable in your news releases, Web sites, etc.

### Keep repeating it

Weaving your message into everything you do takes practice. In the world of public relations, this is known as spin. (Those who specialize in it are called "spin doctors.") The key is consistency. Decide on two or three main points, and use them - either word-for-word or paraphrased - in all the answers you give, all the news releases you write, all the emails you send. If you can, use facts and figures: these are indisputable, and give credibility to your spin. (To show how sticking to your main message can make a difference in how a story is reported, see *A Case Study*.)

## During the Interview

The following tips will help guide you through your interview:

### **Be positive**

Try not to appear negative or confrontational. A hostile attitude will make it difficult for viewers to take your point seriously.

### **Stay calm**

While emotional outbursts may make good TV, they will erode your credibility.

### **Treat the interviewer with respect**

Remember that when you speak to a reporter, you're potentially speaking to an audience of hundreds or thousands of people.

### **If you don't know the answer to a question, be honest**

Say that you don't know, but you'll try to get the information. Make sure you keep that promise, though - nothing sours a good relationship with a reporter faster than keeping him/her waiting for necessary information.

### **Speak clearly and firmly**

Offer the reporter just the facts; don't speculate or estimate, even if you're asked to. Don't feel you have to fill "dead air" - that's the interviewer's job. When you've answered a question, stop talking.

### **Be helpful**

Suggest other sources the reporter could interview. Mention anything that you think might be helpful and offer approaches s/he may not have thought of.

### **Don't worry about repeating your main message**

Your goal is to make sure your message gets across. If that's the only answer you offer the interviewer, then they will have no choice but to use it.



# MAKING YOUR VOICES HEARD

by Media Awareness Network

[http://www.media-awareness.ca/english/special\\_initiatives/toolkit/](http://www.media-awareness.ca/english/special_initiatives/toolkit/)

## Don't be afraid to assert yourself

If you're uncomfortable answering a question, just say firmly that you don't think you are the appropriate person to comment. Remember that no reporter has the right to bully you into answering a question if you don't want to.

## TV Appearances

TV interviews are different from those done for print or radio. In TV interviews your appearance can be just as important as your words. Here are some general tips:

- Ask the reporter ahead of time what s/he plans to ask you. This will give you a chance to think of what you want to say before the cameras start rolling. The location of the interview could reflect on the story, so if you have a choice, suggest a location you're comfortable with.
- Avoid wearing anything that could distract the audience from what you say, such as extremely bright clothing, busy patterns or large jewelry.
- Whether you like it or not, people will judge you on how you look, so try to look professional and tidy. Ask yourself which do you want to stand more: your appearance or your words?
- Always maintain eye contact with the person you're speaking to. This could be one reporter, several reporters, or a studio audience. But avoid looking at the camera - just pretend it's not there.
- Speak in short, concise sentences. If you answer reporters clearly, they're less likely to edit your statements - and maybe cut out important points. Remember, the average interview clip in a news story is only 7-15 seconds!
- Sit still or stand still. Try not to fidget in front of the camera - small movements such as nail biting or foot tapping are magnified on screen. Sit with your hands folded in your lap and both feet planted on the ground. No swivel chairs or rocking chairs!

[http://www.mediaawareness.ca/english/special\\_initiatives/toolkit/being\\_interviewed/casestudy/index.cfm](http://www.mediaawareness.ca/english/special_initiatives/toolkit/being_interviewed/casestudy/index.cfm)

## Media Role Play

**Materials:** Handout   **Time:** *Long version:* 1 hour   *Short version:* 30 minutes

### Long Version

1. Have youth divide into groups of three.
2. Hand out scenarios
3. Have each group pick one scenario to begin. One person should play the teen, one should play the reporter, and the third person should observe the interaction and give feedback on what went well and what could have been done better.
4. Within each group of three, rotate roles and act out a different scenario, until all three people have had a chance to play all three roles, and each group has worked on each scenario.
5. Gather as a large group to debrief the exercise by discussing what was difficult about speaking to busy and indifferent decision makers, and what the observers thought worked well. You can make a list of guidelines as a group based on everyone's observations of the role plays.

### Short Version

1. Divide into pairs and assign one role play to each pair.
2. Each pair practices their role play for five minutes and then performs it for the whole group.
3. The whole group gives feedback on what was successful and what to improve.

**Note:** The person playing the reporter should ask the teen questions that start with Who, What, When, Where, How and Why.



# A MEDIA TOOLKIT FOR YOUTH

by **Media Awareness Network**

[http://www.media-awareness.ca/english/special\\_initiatives/toolkit/](http://www.media-awareness.ca/english/special_initiatives/toolkit/)

## Media Scenarios

You just started a Disability Pride Club on campus, and you have made an appointment with the campus reporter, you want to tell the reporter about the Own MY Power Freedom from Bullying Day that is happening in the next 30 days.

You have been asked to do a radio interview to talk about how bullying impacts youth with disabilities. The radio host will be doing a show about the many different youth groups who are organizing local efforts for National Bullying Prevention Month in October.

You asked your local TV station if they would cover your Own My Power Freedom from Bullying Day event, youth are testifying at the City Council and asking that they City adopting a resolution or making a proclamation. The TV Reporter and camera person are ready to interview you about your efforts.

## CREATING POLICY CHANGE

To advocate, according to *American Heritage Dictionary*, is “to speak, plead, or argue in favor of.”<sup>8</sup> Advocacy can be done by individuals or groups, on behalf of individuals, groups, or ideas. In individual advocacy, one person advocates for another, usually because that person is not in a position to “speak, plead, or argue” on his or her own behalf. In this section of the toolkit, however, we will discuss advocating as a group in favor of changes to policies that affect teen bullying. In a sense, we are advocating for teens that have been bullied or are at risk of being bullied by advocating for policy change.

Policies can be laws, rules, or regulations that are defined by federal or state legislatures, other branches of government, institutions, or even heads of households. (What’s the policy in your home about curfews?) These policies are basically statements (both written and unwritten) about what will or should be done in certain circumstances. Let’s take the issue of bullying, for example, and look at different types of policies that might affect youth who are bullied.

At the **federal** level, civil rights laws prohibit discrimination based on race, color, national origin, sex, disability, and age. These policies can help bullying victims who are targeted for these reasons. (In some court cases, gender identity and sexual orientation have been determined to be aspects of “sex” for purposes of determining a victim’s rights under civil rights law).

Many **state** governments have recently passed laws requiring all public schools to have anti-bullying policies in place. You can check to see whether your state has such a law, and advocate for one if it doesn’t. Criminal law is also defined at the **state** level, so your state laws will determine whether a bully’s actions—such as assault, robbery, or stalking—are illegal and will indicate what the potential consequences are for breaking those laws.

At the **local** level, your school system may or may not have a policy specifically about bullying, but it probably defines what types of conduct are not permissible

Modified from the 2007 National Center for Victims of Crime Building a Youth-led Response to Teen Victimization



in the student code of conduct. You can check to see if your school district has a policy about bullying, and see whether the policy holds students who bully accountable and is sensitive to victims' rights to safety and support.

**Institutional** policies can include those of your work place, after-school program, or youth group, for example. Is bullying prohibited in these settings? How is the behavior defined, and what are the consequences for the bully and the options for the victim?

## Why Advocate for Policy Change?

As described above, there are many different types and levels of policies that affect teens how have been bullied. Nearly all of the policies that affect teens were developed without input from teens, and some do not even take youth into account. (For example, policies about victims' rights to confidentiality are not always applied to teen victims, even if the law makes no distinction about the age of the victim.)

Some policies have bad effects on teen victims because they do not recognize the dynamics of victimization—for example, policies that refer all cases of bullying to a mediation program without regard to the power difference between a bully and a victim or to the victim's safety before, during, and after the mediation.

Sometimes a *lack of policy* has a bad effect because victims have no standing to demand safety or support if these rights are not explicitly given to them in writing. A lack of policy can also contribute to inconsistent and confusing responses to victimization, leaving victims with no assurance that their situation will be handled in a way that is helpful rather than harmful.

Advocating for good policies is one way to make lasting change in your community. If you are successful in advocating for a new and improved policy, the impact of that change should last well beyond the end of your project.

Policy advocacy requires analyzing current policies on your topic, deciding as a group what kind of change you think is required, learning who has the power to make that change, and then developing and executing a strategy to convince the decision maker(s) to make the change you seek.

## Building a Youth-led Response to Bullying

### Steps in Policy Advocacy

#### ***Step One: Survey Your Community.***

There is not a lot of information about the impact of bullying on youth with disabilities. Ask people to take the bullying survey, and share their stories on the YO! website ([yodisabledproud.org](http://yodisabledproud.org)), familiarize yourself with YO! Bullying resources and additional information on how other communities are handling the issue. Set a goal for the number you want to reach. When you reach that number review the results and consider your findings, what are the common themes?

Use the themes you identify to develop your plan by developing statements: for example “Youth with disabilities do not know they can use their IEP to combat bullying”. Then, as a group, brainstorm questions prompted by that statement. You might come up with questions such as: why don’t they know? How does someone use the IEP process to stop bullying? How do they learn about it? Is someone failing to provide information, or is information being intentionally withheld? The process of generating questions will lead you to think more deeply about what other information you need and what policies might need to be changed to improve the current situation.

#### ***Step Two: Analyze current policies.***

Research what policies are already in place at the different levels mentioned above (federal, state, local, and institutional) that relate to bullying and the questions you generated in Step One. If policies do exist, ask yourself if they help or hurt people who have been bullied, whether there is room for improvement, and if the policies are being fully implemented. If there are no policies related to your bullying, think about what an ideal policy would look like. (You can look to other towns or states for examples.) If existing policies aren’t being followed, think about what would need to happen for the policies to be enforced.

#### ***Step Three: Review your goals and decide what type of change is needed, and at what level.***

If your goal is for youth with disabilities who are being bullied to be safer and to receive the support they need, think about what types of changes to current policies will help achieve those goals. You may decide to concentrate on an



institutional policy, such as in your own school or organization, or you may decide to mount a campaign to change your state's law.

You might decide to divide into committees and work for change at different levels at the same time. But be careful not to spread your team too thin. Policy work can be daunting, and everyone will need to give and receive a lot of mutual support. Most importantly, be sure to choose a change that your group cares about and really believes is important. This will make the work more meaningful and help keep everyone motivated.

For more on the technique of generating questions as a form of advocacy, see the Right Question Project, Inc. at [www.rightquestion.org](http://www.rightquestion.org).

***Step Four: Find out who has the power to make the change you want.***

This person or persons may be more or less evident. If you want to change a state law, the decision makers are your state legislators and governor. If you want to change school policy, you may start with the principal but find out that the real decision-making power sits with the superintendent or the school board. If the school board is appointed by the mayor, you may need to get the mayor on your side. If the school board members are elected, you will have to take politics into consideration. Vocal parents almost always have influence over school board decisions, so think about getting yours on your side.

***Step Five: Find out the current position of the decision makers and what pressures and influences they are susceptible to.***

Are the decision makers likely to be for, opposed, or indifferent to the change you are proposing? Develop a strategy based on sharing with the decision maker why your change is the right thing to do (moral appeal) and why it is also in his or her best interest as a policy maker (self-interest or political appeal). Because your proposed change will benefit youth, it can help to find out if the decision makers have children or grandchildren with disabilities and ask them to think about how the policy would benefit the children and teens in their lives.

***Step Six: Recruit influential allies.***

By this point in the project, you have probably talked to a considerable number of people in the community who support your efforts. Review your list of contacts and highlight anyone who may have influence over the decision makers you are

# YOUTH ACTION AND ADVOCACY TOOLKIT

trying to persuade. Brainstorm the names of other people who might have influence and add them to your list as well. It's usually only helpful to approach these people if you already have a contact or "in" with them. If the influential contact is just as difficult to approach as the decision maker, then don't bother—focus your efforts on the decision maker.

## ***Step Seven: Determine the best approach to the decision makers.***

On the continuum from friendly to confrontational, what type of approach is most likely to move the decision makers you need to influence? If you feel that they simply need to be educated about the potential benefits of your proposed policy change and they will see the light (they just hadn't thought about it this way before), then take a friendly approach.

If the evidence tells you that the decision makers are already dead-set against the change you want to make, you might skip right to a more confrontational approach. However, first consider whether the decision makers can be budged at all. If not, you may want to choose a more winnable change. If you're unsure where the decision makers stand, start with a respectful and friendly approach and be ready to escalate your efforts if you don't get the response you want.

After an initial negative response, you might want to let the decision makers know that you have a full-fledged campaign that you are ready to implement. If they see that you're organized and serious, they may give a second look to your request before you take your actions to the next level. Even if you determine that a confrontational approach is the best way to go, keep it positive and non-violent. It would set a poor example for an anti-violence group to try to bully someone into making change! See the specific tactics listed below for more information on the different ways to approach decision makers.

## ***Step Eight: Choose your tactics.***

Below is a list of possible tactics to advocate for policy change, loosely organized from friendly to confrontational. A creative group of youth will probably come up with several additional tactics. Be sure that any tactic you choose fits with your overall approach and makes the best use of your knowledge about the decision makers you are trying to influence. Be prepared with a Plan A and Plan B (and maybe even a Plan C). Policy change often takes hard work and a long-term



commitment, but you can maximize your effectiveness with a good strategy, strong allies, and well-executed tactics that match your goals and strategy.

## **Advocacy Tactics**

### ***One-on-One Meeting***

If there is one primary decision maker to influence, try to get an appointment to meet with that person individually. One individual or a small group can go to speak to the person. If you go as a group, be clear about the roles of each person in the meeting. Keep in mind that you may only get five minutes of the person's time, so it's essential to be well-prepared and organized. Practice making a two-minute pitch that includes:

- the issue you want to discuss,
- why it is important to you,
- the change you are seeking,
- how your change will improve the situation,
- what you are asking the decision maker to do,
- and why he or she should do it. (Remember to appeal to both the decision maker's sense of moral fairness and his or her self-interest.)

The decision maker will probably appreciate having written information that supports your presentation, so bring along your materials or send them in advance—or both. Be prepared to answer any questions with facts you have discovered through research, including your findings from surveys, stories, YO! fact sheets and resources and additional information on how other communities are handling the issue. Remember to thank the person for their time before you leave. You should also follow up with a written thank-you note within a week of the meeting.

### ***Presentation to a Group***

If you are trying to influence a group of decision makers, such as a city council or a school board, try to get on the agenda of one of their meetings to make a brief (5- to 10-minute) presentation. For your presentation, you will want to include the same elements of your argument that you would for an individual meeting (see above), but the delivery will be different. Clear and well-designed visual aids can help convey information to a group, but be sure not to present so much visual information that the audience is overwhelmed. A simple PowerPoint

Modified from the 2007 National Center for Victims of Crime Building a Youth-led Response to Teen Victimization

# YOUTH ACTION AND ADVOCACY TOOLKIT

presentation, and photographs, charts, or maps showing the themes of your survey results can help the listeners focus on the main points of your presentation.

The presentation may be made by one individual or a small group, but everyone's role should be well defined, and the presenters should practice several times in advance of the meeting. It's also a good idea to have concise handouts containing the main points of your presentation for both the decision makers and the audience to take home. If the meeting is open to the public, invite additional members of the group to attend to show support for the presenters and for the proposed policy change. Be sure to stay until the end of the meeting. There may be additional allies in the room who will want to talk to you after the meeting to offer their support. By the same token, if you see people in the audience that you would like to have as allies, strike up a conversation with them before or after the meeting. Making these contacts is called *networking* and is an important skill in all types of advocacy.

## ***Letters and Petitions***

If you cannot schedule a face-to-face meeting, or the meeting is unsuccessful, try a letter-writing campaign or petition drive to reach the decision makers. The more people who write letters or sign your petition, the more impact this tactic will have. When communicating in writing with legislators or other decision makers, keep in mind:

- Hard-copy letters in hand-addressed envelopes usually receive the most attention.
- If time is short, e-mail and faxes will do the job more quickly, but you'll need to collect more of them to make an impact.
- People in public office are kept there or removed by *voters*. Therefore, collect as many signatures as possible from registered voters ages 18 and older. Where youth under 18 are signing, they should indicate when they will be eligible to vote and that they intend to exercise their civic duty to vote as soon as they are able.



- Use the proper term of respect when addressing your letter (e.g., “The Honorable [name]” or “Dear Representative X”).
- Verify the address, fax number, or e-mail address where you will be sending your correspondence. It would be a shame for your efforts to be wasted because your correspondence didn’t reach its destination.
- If you do not receive a response within a week, follow up with a phone call, making reference to your correspondence.

### ***Public Information Campaigns***

You can use the media to try to reach young people with disabilities who have been bullied and encourage them to get help, you can also use the media to try to influence decision makers to support your policy proposal. Follow the steps outlined in the Media Toolkit, keeping in mind your goal of policy change and your audience of decision makers (and the people who can influence them). Public information campaigns are especially useful with elected officials, as they need public good will to be re-elected. Use their dependence on votes to your advantage by getting the public on board with your policy proposal and putting political pressure on your official(s) to support the change you seek.

### ***Marches, Rallies, and Sit-ins***

These are tactics of protest to be used when decision makers are unmoved, unresponsive, or opposed to your policy proposal. These tactics require gathering a large number of participants and keeping the protest non-violent to work; violent protestors tend to discredit themselves in the eyes of both the general public and the decision makers, which is counter-productive to winning support for your issue. The rights to peaceably assemble and to petition the government are protected in the Constitution, but you may need a permit to hold your event in a public space. Check with your local police.

Remember that one tactic is not a campaign. You need to put careful thought into your goals and overall strategy, and be prepared to try several different tactics to achieve your goals. Be sure to celebrate small wins along the way to keep up your spirits and your momentum.

# YOUTH ACTION AND ADVOCACY TOOLKIT

## Advocacy Role Play

**Materials:** Handout **Time:** *Long version:* 1 hour *Short version:* 30 minutes

### Long Version

1. Have youth divide into groups of three.
2. Hand out scenarios
3. Have each group pick one scenario to begin. One person should play the teen, one should play the decision maker, and the third person should observe the interaction and give feedback on what went well and what could have been done better.
4. Within each group of three, rotate roles and act out a different scenario, until all three people have had a chance to play all three roles, and each group has worked on each scenario.
5. Gather as a large group to debrief the exercise by discussing what was difficult about speaking to busy and indifferent decision makers, and what the observers thought worked well. You can make a list of guidelines as a group based on everyone's observations of the role plays.

### Short Version

1. Divide into pairs and assign one role play to each pair.
2. Each pair practices their role play for five minutes and then performs it for the whole group.
3. The whole group gives feedback on what was successful and what to improve.

**Note:** The person playing the decision maker should make the teen work to get their attention. Be busy, indifferent, dismissive, but don't make it impossible. If you think the teen is presenting a convincing argument, give a positive response.



## Advocacy Scenarios

1. You want to interview the school principal about the school's bullying and harassment policy. You want them to support the Disability Pride Club's Own MY Power Freedom from Bullying Day.
2. You have made an appointment with your state senator to discuss a bill that would require all school districts in your state to have specific anti-bullying policies and programs in place. You want your senator to support the bill.
4. You have made an appointment with your local city council member. You would like the City Council to support the Own My Power Freedom from Bullying Day, by adopting a resolution or making a proclamation.

Modified from the 2007 National Center for Victims of Crime Building a Youth-led Response to Teen Victimization

# MY LOCAL COMMUNITY ACTION PLAN

When I return home I will reach out and educate the following people in my community about the Own My Power Freedom from Bullying Campaign:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

I will set up meetings with my teammates and follow-up with them on a (timeline)\_\_\_\_\_.

I will get others to Take Action and teach them how to log onto the YO! website and sign the petition, share their story, write to their representative etc. I will get (#)\_\_\_\_\_ of people to Take Action by October 15<sup>th</sup>!

When I speak to schools, media, policy makers, I will educate them about:

---

---

---

---

I plan to get my school to (activity)\_\_\_\_\_ by (activity date)\_\_\_\_\_.



I plan to collect video footage from my community on bullying. Yes / No

I plan to start a Disability Pride Day at my school. Yes / No

I plan to start a Disability Pride Club at my school. Yes / No

I will encourage my school to support and participate in the following activities:

---

---

---

---

---

---

I will keep in contact with the following Team Members:

Name: \_\_\_\_\_

Email: \_\_\_\_\_

Phone: \_\_\_\_\_

Name: \_\_\_\_\_

Email: \_\_\_\_\_

Phone: \_\_\_\_\_

Name: \_\_\_\_\_

Email: \_\_\_\_\_

Phone: \_\_\_\_\_

# MY LOCAL COMMUNITY ACTION PLAN

I, \_\_\_\_\_, anti-bullying is important and should be implemented in California's schools. I am committed to working on the Own My Power Freedom from Bullying Campaign that was launched at the YO! Disabled & Proud 2011 Youth Organizing Summit

I understand more about bullying as a result of my attendance at the YO! Organizing Summit and know who I can contact if I need support or help in completing my local community action plan.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date



- **Start a Disability Pride Club** Every Independent Living Center (ILC), school, college and university would benefit from the Youth Driven Disability Pride Club.
- **Organize peer-to-peer trainings** about the Own MY Power Freedom from Bullying Campaign and what they can do to protect youth from being bullied. Ask teacher allies or staff allies at the ILC to hold these trainings during class or hold them during Disability Pride Club meetings and invite everyone to attend.
- **Poster & flyer campaign** Educate through art! Plaster the hallways of school and the local ILC with educational posters and pass out flyers during lunch or outreach events.
- **Shoot a Video** For the Own MY Power Freedom from Bullying YO! Website
- **Take Action** Encourage everyone you know to TAKE ACTION on the YO! Website, sign the petition, share their story, contact their elected official.
- **Organize or advocate for a teacher/staff training** Educate the adults in your school and ILC on bullying and its impact on youth with disabilities and how they can support the Own MY Power Freedom from Bullying Campaign.

## CAMPAIGN IDEAS

- **Organize trainings for ally youth groups and clubs** Educate and connect with ally youth groups and train them how to intervene when they see bullying taking place.
- **Organizing in collaboration with ally youth groups and clubs** Be a part of national, state and local days of action: National Bullying Prevention Month, No Name Calling Week, R-Word Campaign, It Gets Better ...
- **Change your school district's policy.** Campaign for your school district to commit to \_\_\_\_\_
- **Circulate the Own MY Power Freedom from Bullying petition.** Gather student and staff signatures and show your principal and ILC Director how many people want your schools to be safer.
- **Organize a Freedom from Bullying speak-out** Host an open microphone hour where youth can talk about their experiences and discuss what needs to happen to feel safer.
- **Organize a Freedom from Bullying Rap** Host a Rap Contest hour where youth can develop and perform Rap songs about their experiences and what needs to happen on you to feel safer.
- **Cast a wider net with media activism.** Media help you reach more people, and they help create a community's values. Work write a letter to the editor when you see a story in the newspaper, submit an audio recording to Youth Radio, pitch a story to the local newspaper, get on the local radio station.

# CONNECTING, ORGANIZING, & EDUCATING YOUTH WITH DISABILITIES



Youth Organizing! Disabled & Proud  
Project of California Foundation for Independent Living Centers  
[www.YODisabledProud.org](http://www.YODisabledProud.org)



# How to Take Action

Presented by: Rosie McDonnell-Horita

YO! Corps Volunteer

Access 2 Independence San Diego



# What is an e-action alert?

- An e-action can be an email, online petition or other type of internet generated alert.
- An e-action alert engages and mobilizes people to do something by taking action. For example, sending an email.
- E-actions get people involved in issues that affect them or people they care about.
- A great incentive to 'taking action' is you can personalize your email message based on your individual experiences. It is a way for you to express how something impacts you or how you want to see something changed.

# Why take action?

- Taking action gives you the opportunity to speak up for what you believe in.
- It's also important to take action so you can have experience in educating policy makers and advocating for something you stand for.



**Take Action NOW!**

[www.yodisabledproud.org](http://www.yodisabledproud.org)



# Question & Answer Session

Questions & Answers

Thank you!





It is crucial that we receive your input to ensure that we meet your needs in the future. Please provide us with your feedback. Thank you!

	Poor	Average			Excellent
How would you rate the Opening Session?	1	2	3	4	5
How would you rate the Small Group Sessions?	1	2	3	4	5
How would you rate the Large Group Session?	1	2	3	4	5
On average, how would you rate the activities and exercises of the OWN my Power Summit?	1	2	3	4	5
Overall how would you rate the OWN My Power Summit?	1	2	3	4	5
How would you rate the ropes course activities?	1	2	3	4	5

# YO! EVALUATION FORM

1. What, if anything, would you change for future Summits?

2. Please rate The meeting space, accommodations:

<b>Not at all</b>	<b>Good</b>	<b>Average</b>	<b>Above Average</b>	<b>Excellent</b>
1	2	3	4	5

3. What was your favorite part about the summit?

4. What was your least favorite part?

5. Any Feedback/Comments about the guest speakers?

6. General Comments:

**Please return completed feedback forms to a CFILC staff member  
Thank you for your valuable input.**



First Name	Last Name	City	Email
Addy	Hemmerla	Thousand Oaks	addyhippos@gmail.com
Aisha	Khan	Albany	aishiekhan@gmail.com
Andy	Arias	Pico Rivera	andyarias09@gmail.com
Ania	Flatau	Pacific Grove	aniamf@gmail.com
April	Wick	Santa Rosa	awick@sonic.net
Brenda	Kramer	Mission Viejo	terrikramer@cox.net
Christina	Mills	Sacramento	christina@cfilc.org
Derek	Zarda	San Francisco	derek.zarda@gmail.com
Dolores	Tejada	Hayward	dolorestejada@gmail.com
Eddy	Aguirre	Live Oak	aguirreeddy@yahoo.com
Eli	Gelardin	Benicia	mcileli@gmail.com
Elizabeth	Pope	San Jose	eacpope@gmail.com
Ginni	Bachtelle	Long Beach	ginni.bachtelle@wuhd.org
Jacob	Lesner-Buxton	Oakland	jlesner@aol.com
Jamie	Caron	Fremont	jamiecaron@msn.com
Jenaro	Soto	Bell Gartens	jenaro.soto7@gmail.com
Jonny	Vallin	Commerce	jonny_vallin62@hotmail.com
Julie	Williams	Pinon Hills	julie@rollingstart.com

# YO! AND OWN MY POWER CONTACT LIST

First Name	Last Name	City	Email
Katie	Laackman	West Sacramento	katie_lynn_1994@yahoo.com
Kelli	Lee	San Jose	kellilee10@hotmail.com
Madeline	Maxwell	Sacramento	madeline@cfilc.org
Michael	Agyin	Los Angeles	mkagyin@gmail.com
Mimi	Galvan	Stockton	kitteecats89@aol.com
Monica	Turrey	Mountain View	monica_t_94@yahoo.com
Nina	Ghiselli	Hayward	nghiselli@alliant.edu
Nellie	DeMeerleer	Sacramento	penelope@cfilc.org
Phred	Sugarman	Oakland	pms.sugarman@gmail.com
Rosie	McDonnell-Horita	Oceanside	rmcdonnell22@yahoo.com
Sara	Moussavian	Palo Alto	saram@svilc.org
Sarai	Urzua	Anaheim	saraiurzua@yahoo.com
Shontae	Gladney	Hayward	
Steven	Auclair	Lompoc	stauclair@ilrc-trico.org
Tara	Sawyer	Santa Cruz	tara@birl.org
Teresa	Favuzzi	Sacramento	teresa@cfilc.org
Troy	Stover	Fremont	troy52192@live.com
Victor	Pineda	Berkeley	victor@panedafoundation.org

# Independent Living Centers in California



# INDEPENDENT LIVING CENTERS IN CALIFORNIA

CITY	ADDRESS	PHONE	TTY
Auburn	11768 Atwood Rd., Suite 29	(530) 885-6100	(530) 885-0326
Bakersfield	1631 30th St.	(661) 325-1063	(661) 325-4143
Berkeley	3075 Adeline St., Suite 100	(510) 841-4776	(510) 848-3101
Central LA	634 S. Spring St., 2nd Floor	(213) 627-0477	(213) 623-9502
Chico	1161 East Ave.	(530) 893-8527	(530) 893-8527
Claremont	107 South Spring St.	(909) 621-6722	(909) 445-0726
Concord	1850 Gateway Blvd., Ste. 120	(925) 363-7293	(925) 363-7293
Downey	7830 Quill Dr., Suite D	(562) 862-6531	(562) 869-0931
East LA	4716 Cesar E Chavez Ave., Bldg.A	(323) 266-0453	(323) 266-1850
Eureka	2822 Harris Street	(707) 445-8404	(707) 445-8405
Fresno	3008 N. Fresno Street	(559) 221-2330	(559) 221-2342
Garden Grove	13272 Garden Grove Blvd.	(714) 621-3300	(714) 663-2087
Hayward	439 A St.	(510) 881-5743	(510) 881-0218
Long Beach	2750 East Spring St., Suite 100	(562) 427-1000	(562) 427-1366
Marin	710 Fourth St.	(415) 459-6245	(415) 459-7027
Modesto	920 12th Street	(209) 521-7260	(209) 521-1425
Nevada City	117 New Mohawk Rd., Suite A	(530) 265-4444	(530) 265-4944
Riverside	6848 Magnolia Ave., Suite 150	(951) 274-0358	(951) 274-0832
Sacramento	420 I St., Suite 3	(916) 446-3074	(916) 446-3074
Salinas	318 Cayuga St., Suite 208	(831) 757-2968	(831) 757-3949
San Bernardino	570 West 4th St., Suite 107	(909) 884-2129	(909) 884-7396
San Diego	8885 Rio San Diego Drive, Ste. 131	(619) 293-3500	(619) 293-7757
San Francisco	649 Mission St., 3rd Floor	(415) 543-6222	(415) 543-6698
San Jose	2202 North First Street	(408) 894-9041	(408) 894-9012
San Mateo	1515 South El Camino Real, Ste. 400	(650) 645-1780	(650) 595-0743
Santa Barbara	423 West Victoria St.	(805) 963-0595	(805) 963-0595
Santa Rosa	521 Mendocino Ave.	(707) 528-2745	(707) 528-2151
Van Nuys	14407 Gilmore St., Suite 101	(818) 785-6934	(818) 785-7097
West LA	12901 Venice Blvd.	(310) 390-3611	(310) 398-9204

\* All Californians can access Independent Living services. If your city is not listed above, please contact the nearest Independent Living Center for satellite offices in your area.



California Foundation for Independent Living Centers  
1234 H Street, Suite 100 • Sacramento, CA 95814  
916-325-1690 Voice • 916-325-1695 TDD  
[www.cfilc.org](http://www.cfilc.org)