



# Teens on Target Program Manual

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*A Project of Youth ALIVE!*

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## Introduction

This Program Manual was developed to help adults and young people start Teens on Target (TNT) youth violence prevention programs in their communities. It guides you through the process of training youth leaders to educate their peers about preventing violence. In addition to describing our Teens on Target program, the manual has information on how to choose your service area, get connected with your community, and recruit and train your members.

Each time Teens on Target speaks to a group of young people, they sit up and take notice. The honesty and simplicity of their message cuts to the heart of the issue, and they use a language that their peers can understand. We believe that there is nothing more powerful than youth learning from other young people, discovering that they themselves can be positive role models and affect their communities. We hope that you will join us in the effort to create opportunities for more youth to speak out and become leaders.

Like Teens on Target itself, this manual was initiated by TNT members – young people between the ages of 14 and 18 living in Oakland, California. It includes quotes and recommendations from students who have learned how to be violence prevention educators in their own schools, families, and neighborhoods.

This manual can be used in conjunction with the *Teens on Target Violence Prevention Curriculum*, published by the Educational Media Corporation in 2000. The curriculum includes step-by-step outlines of all of our workshop sessions on preventing gun violence, gang violence, family and dating violence, and drug and alcohol-related violence. It also includes statistics about violence on a national, state, and local level that we use to back up what young people already know from their personal experiences. To purchase the *TNT Violence Prevention Curriculum*, go to [www.educationalmedia.com](http://www.educationalmedia.com).

The *Teens on Target Advocacy Manual* also offers guidance on training young people to speak out through the media and influence their policymakers and communities. Please call us at (510) 594-2588 for a copy.

Finally, Teens on Target staff are available to provide technical assistance in developing new youth violence prevention programs. For information, please call (510) 594-2588 or go to [www.youthalive.org](http://www.youthalive.org).

## Teens on Target Overview

*“Why in our neighborhoods can we walk to get any kind of gun, drugs, or alcohol that we want, but we have to take the bus to get school supplies?”  
(Art, TNT member)*

### **HISTORY**

The Teens on Target (TNT) program started in 1989 as a response to the large numbers of youth dying from violence in the US, and specifically the increasing numbers of shootings on school campuses in Oakland, California. TNT was created by two members of the Oakland Gun Safety Task Force, formed by the Oakland Unified School District. One member was a media teacher, and one worked in public health to prevent injuries. They both felt that any successful prevention program would need youth at its center, so they collaborated with students in a media class to start the first TNT chapter.

The youth brought their enthusiasm, ideas, and hope. The adults brought their knowledge of how to work with the media, make connections with key community leaders, and use public health data to strengthen their case. Together, this group of adults and young people developed Teens on Target.

Teens on Target is now a program of Youth ALIVE!, a nonprofit organization working to prevent youth violence and generate youth leadership throughout California.

### **PURPOSE**

The goal of Teens on Target is to train urban youth who are at risk as victims or perpetrators of violent crimes, injuries, and deaths to become peer educators and advocates for violence prevention. The program gives youth from diverse backgrounds the skills and opportunities to speak out about the impact of violence in their lives. By educating their peers and advocating for solutions, TNT members help stop the cycle of violence.

Teens on Target focuses attention on the *causes* of youth violence, to stop it before it starts. No one knows better than young people themselves what is behind the violence in their communities, so youth must be at the center of developing and implementing any solutions.

*“We young people have been given the means to hurt and kill each other. It seems like the streets have been made safe for guns and violence, not for youth. Violence has become an expected part of our lives. We need to discuss where violence starts, so that we can stop it. We need to speak out and take action before violence happens.” (TNT Founding Members)*

## WHAT TNT MEMBERS DO

- **Provide** peer education on violence prevention at schools and conferences;
- **Educate** professionals on the impact of violence and strategies for change;
- **Inform** the media on the causes, impact, and solutions to violence;
- **Provoke** policy makers to take action to prevent violence;
- **Provide** positive role models for youth.

TNT chapters currently operate in Oakland and Los Angeles, two California cities that experience high rates of youth violence. The TNT program is a project of Youth ALIVE, a nonprofit, statewide public health agency that links data with community strategies to prevent violence. Youth ALIVE provides TNT with funding, technical assistance, and advocacy training, and serves as a liaison with public health, education, medical, media and policy resources.

## RESULTS

*“TNT didn’t just change my life, it saved my life. And now I want to do the same thing for my friends and my community.” (LaTrae, TNT member)*

### TNT gives young people:

- Real work experience with supervision
- Knowledge and experience to become leaders, not victims
- Tools to improve the quality of their lives
- Opportunities to help reduce violence and fear in our communities

As TNT members move from the roles of *victims* to *advocates*, they send a powerful message that those who are at risk for violence can take a leadership role in saving their own lives.

Teens on Target has had a tremendous impact on the communities it serves. Over the years that TNT has been in East Oakland, for example, the number of youth homicide victims has dropped by 73% and youth homicide suspects has dropped by 63%. Although this change may be due to a combination of factors, TNT is proud to have contributed to such a dramatic trend.

In addition to helping prevent violence, most TNT members have recommitted themselves to attending school and improving their grades. Almost 100% of TNT members graduate from high schools where graduation rates average only 40%. An evaluation of the program during the 1999-2000 school year showed that TNT members had higher GPA’s, lower truancy rates, and no expulsions when compared to their peers.

To date, more than 350 young people have been trained as violence prevention advocates and peer educators. Teens on Target members have presented their ideas directly to over 32,000 young people, primarily in schools and at youth conferences. They have been invited to public hearings before city councils, school boards, members of county boards of supervisors, and the California State Legislature. TNT has been

featured in local, state, and national newspapers, in journals, and on radio and television programs.

TNT as a program has received a wide variety of awards, including:

- Recognition from President Bill Clinton as one of the top ten violence prevention programs nationwide
- National Crime Victim Service Award from Attorney General Janet Reno
- Named “Most Innovative Violence Prevention Project in Los Angeles” by the Los Angeles City Council

In addition, individual TNT members have received numerous scholarships, internships, and awards for their work with the program, and many have had opportunities to represent TNT in state and national violence prevention coalitions.

## **STRUCTURE**

The TNT program follows the school year calendar. At the beginning of each year, we recruit new members, train them, select those trainees who will receive paid positions for the rest of the year, and provide ongoing support as these members begin to lead peer education workshops and advocacy projects. *(See “Structure” section for details.)*

## Personal Goals of TNT members

*"In order to prevent violence in our lives, we need to start by making some changes within ourselves. To be dedicated to change, we have to change ourselves first, and make sure that we have ourselves together. Everyone needs to begin by meeting some important personal goals." (TNT members)*

Be on target with yourself.

Live the principles, don't just talk about them.

Be a leader, not a victim.

Be an advocate and participate in change.

Learn to work with others.

Become a peer educator and mentor. Teach others to be leaders.

Be a positive role model.

Set short and long-term goals for yourself.

## Structure of TNT Program

This section describes the Oakland Teens on Target program. This is what we have found works best for us, but it may not be the most appropriate for all programs. Each group should ultimately develop a format that best suits their members, goals, and needs.

### **RECRUITMENT**

At the beginning of each school year, TNT recruits new members. Some of the methods that we have found to be effective are:

- Asking teachers, parents, counselors, principals, and probation officers for referrals of young people interested in working on violence prevention
- Setting up an information table during registration
- Delivering presentations at school-wide assemblies and in classes
- Posting flyers
- Making announcements over the loudspeaker

Teens on Target is open to all high school students at the two schools in which the program is based. However, recruitment targets young people who have not had opportunities to be leaders before, may have thought about dropping out of school, are at-risk for violence, and are ready to make a change for themselves and their community. Members should be on the high school graduation track, improving their attendance records and grades while they are in the program, and working to avoid violence and drug-related activities. There should be a mix of members from each grade, so that there will be an experienced core each year. The group should also represent the ethnic diversity of the school and community, as having presenters who look like your audience creates an important connection and trust.

### **NEW MEMBER TRAINING**

In the first few weeks of school, TNT holds an introductory pizza party for interested students to find out more about the program. These new students are then invited to a six-week training to learn about violence prevention and get a taste of peer education and advocacy. This training covers all five of the topic areas for the TNT workshops – youth violence prevention, gun violence, gang violence, family and dating violence, and the connection between drugs, alcohol, and violence. Returning members model each curriculum session for new trainees, who then get a chance to practice teaching it themselves. A variety of guest speakers with personal experience or professional expertise on each of the topic areas also come to talk about each workshop topic. Finally, trainees do a variety of team-building activities to create a sense of community. At the end of the six weeks, trainees who have not missed more than two sessions receive a small stipend.

After the training is complete, staff interviews the trainees to decide whether they will be accepted as paid TNT members. There are no more than 45 paid members at one



time. Staff typically looks for young people who are committed to the issue of violence prevention and to the program, who show a willingness to learn, who demonstrated a potential for growth during the training, and who may not have had opportunities to be leaders previously. Students who are not chosen to be paid members at this time are told how they can work to improve, and given the opportunity to stay on as TNT volunteers until a paid position opens for them.

### **TNT MEETINGS**

Throughout the school year, TNT members attend meetings after school three days a week at the high schools that they attend. Meetings provide time to review material, strengthen presentations, and receive additional training from outside speakers. They are also a time for TNT members and staff to check in and stay connected with one another.

### **PRESENTATIONS IN SCHOOLS**

TNT members make presentations in high schools, middle schools, and elementary schools. The program focuses on middle schools that feed into the high schools that members attend, in order to reach students at their most receptive ages and to build a sense of community. Most presentations are part of the six-session series which covers all of TNT's topics, unless a request is made to focus on one particular subject.

### **PRESENTATIONS OUTSIDE OF SCHOOLS**

TNT also receives a wide variety of requests to present at youth programs, on panels, and at conferences. In addition to educating young people, TNT regularly reaches out to health professionals, criminal justice professionals, and educators. Because these audiences vary, TNT often designs special presentations for these groups. However, the main objective of every TNT presentation is to educate against violence, telling each audience how they can be part of the solution.

### **ADVOCACY ACTIVITIES**

In addition to being a peer education program, TNT members also work on special advocacy projects for violence prevention in the community, the media, and the legislature. Although all TNT members are involved in these projects, the majority of the planning and effort comes from a core group of "TNT Advanced Advocates," who attend an additional meeting each week and receive a slightly higher monthly stipend.

*(Please see "Advocacy" section for details on TNT's work in this area.)*

## Program Staff

TNT has found it crucial to have at least one adult dedicated to the program full-time. This adult should be on staff at an established agency such as a hospital, school, or nonprofit organization. In addition to supervising the program, staff act as the liaisons with schools and the community, secure office space, conduct research, and contact the media and policy makers. Staff also plan trainings, adapt presentations to different audiences, schedule workshops and special events, provide transportation, and communicate with parents and teachers about members' needs. Finally, adult staff raise funds to support the program. Current funding for TNT is provided by foundations through Youth ALIVE!

Teens on Target has found that the best allies for youth are adults who:

- Are committed to being positive role models
- Can relate to young people, and can also represent the program professionally before educators and policymakers
- Train youth to lead the program themselves
- Have contacts in the community which broaden the perspective of the program and its members
- Aim to develop a diverse group that represents the area it serves

Running a peer resource program takes a tremendous amount of planning and resources. Although TNT members are the visible face of the program, adult support is integral to training the young people and creating opportunities for them to be heard. Teens on Target currently has two adults on staff full-time, and works with a variety of part-time staff and volunteers.

# TNT Curriculum Overview

TNT's six-session curriculum is the basis of the program's peer education, although some sessions or activities may be modified for different audiences. Most classes receive all six sessions, but each workshop can also stand alone.

## **Session 1**

### **Introduction: Youth Preventing Violence**

This workshop introduces the TNT workshop series, the concept of violence prevention, and how youth can become advocates for preventing violence. It explores the causes of violence and the concept that violence is preventable. It gives youth ideas about ways they can prevent violence in their homes, in their schools, on their streets, and in their communities. It also helps participants think about how to resolve conflicts peacefully in their daily lives.

## **Session 2**

### **Preventing Gun Violence**

This workshop defines the problem of gun violence, explores its causes and effects, and identifies solutions. Youth identify reasons young people carry or own guns. TNT members discuss the myth of guns being used as protection, using personal experience and statistics. Role plays and other interactive exercises allow students to explore the consequences of gun violence, and to practice talking their peers out of carrying a gun. Participants then develop their own solutions to gun violence on both a global and personal level.

## **Session 3**

### **Preventing Gang Violence**

This workshop defines the problem of gang violence, identifies positive alternatives to joining a gang, and identifies solutions to prevent gang violence. Through role plays, students practice talking to their peers about the danger of hanging out with people who are in gangs.

## **Sessions 4 & 5**

### **Preventing Family & Dating Violence (Two Parts)**

These workshops define the problem of family and dating violence, identify causes, discuss why people might stay in a violent relationship, and identify solutions. Students explore the cycle of violence in families and talk about the specific kinds of abuse that can happen in families and in dating relationships. Through role plays and other interactive exercises, students demonstrate the relationship between power, control and fear. Using poetry, students learn how to spot the warning signs of a potentially abusive partner before any violence takes place. TNT members also identify community resources for individuals who are abusing, being abused, or know someone who needs help.

## **Session 6**

### **The Connection Between Alcohol, Drugs & Violence**

This workshop identifies the link between alcohol and drug use and violence, some causes of drug and alcohol use, and solutions to prevent drug and alcohol-related violence. TNT members explore how using drugs or drinking alcohol makes people more likely to act violently and to become victims of violence. Through role plays, students practice talking to their peers about the negative effects of drug and alcohol use and the importance of seeking help.

This workshop wraps up the entire TNT workshop series. Students who have had all six sessions review what they learned, and conclude by developing lists in small groups of things young people can do to prevent violence in their communities. Each student receives an award certificate for his or her participation in the workshop series.

TNT's entire curriculum is available for purchase through the Educational Media Corporation. Call (800) 966-3382, or go to [www.educationalmedia.com](http://www.educationalmedia.com).

## Planning a New Program

To start a youth violence prevention program like Teens on Target in your own community, you should first define the issue you want to address. TNT began in response to a number of shootings on Oakland campuses in 1989, and its focus on violence prevention has naturally flowed out of that experience.

Once you have your issue, define the geographic area you want to serve. For example, TNT began at a particular high school in East Oakland where one of the shootings occurred. The program later expanded to cover two high schools in the area and the elementary and middle schools that feed into them. TNT has remained focused on East Oakland because this area continues to have the highest rate of youth violence in the city. In this way, the program is driven by data and strives to serve the community where it is most needed. It is important to focus your program on a particular area so that your efforts can be targeted and have a greater effect. Young people naturally feel strong ties for the neighborhoods where they live and go to school. It is also easier to measure a program's effectiveness if its service area is limited.

Once you know where you want to focus, you should start to form an action plan. TNT is committed to letting its young members define their own agenda. As you set your goals and start collaborating with other agencies, many groups will have ideas about what you should work on. Before letting other groups define the issues, it is important to first focus on your members. What do they think are the key risk factors that need to be addressed? Define the problems, and think about the solutions that you want to reach. Finally, ask what steps your group can take to realize these goals.

At this stage you should also talk with the agencies and programs already serving youth or dealing with violence in your focus area. You might start with:

- School administrators
- School district personnel
- Teachers
- School clubs and after-school programs
- Youth groups (at recreation centers, nonprofit organizations, churches, etc.)
- Local political leaders
- Neighborhood associations

Each of these groups will probably have a helpful perspective on how establish your program in the community, and how to connect with students who might want to join. Pay close attention to the strengths of each group and think about how you might support one another in the future. You will need allies who can contribute in a number of different ways, including giving input and suggestions, accessing and influencing key people, and participating in meetings and advocacy efforts. Also keep in mind that you want your program to reflect the diversity of your community, and work to build relationships with groups that involve a number of perspectives.

# Member Training

## DESIGNING THE TRAINING

Start by thinking about what the training should accomplish. What information do you want participants to learn? How will they connect the information with their own experiences? What presentation skills should they gain? For example, the TNT training aims to introduce students to the workshop topics, build a sense of team bonding and individual leadership, and start developing speaking and facilitation skills.

Map out the general order of topics that you will cover. Be sure to start with the simpler concepts and build up to the more complex ones. It is also important to recognize that trust will grow between the students and trainers over the course of the sessions, so topics that might be more threatening – such as writing or speaking on personal experiences of violence – should be done later.

Before you jump into the meat of the training, however, students will need time to get to know the program, the trainers, and one another. The first few sessions should set the stage for each student feeling comfortable in the group, so that they can explore sensitive issues deeply as a team.

Once you have selected the general order of topics to cover, plan each individual session. Choose activities based on the goals of each session. For example, participants can best learn about gun violence by seeing a presentation, listening to guest speakers, watching films, reading, and discussions. On the other hand, the best way for them to develop their own presentation skills is through practice and modeling. Keep in mind that your participants will have been in class all day, and include energizers and interactive activities to keep everyone engaged.

Here are a few pointers to keep in mind while planning training sessions:

- Include an introduction and wrap-up in each session. Participants should start with a clear idea of what to expect that day, and end with time to review and ask any final questions.
- Each activity should flow logically from the one before it.
- Include time for breaks and padding in case an activity runs long. It is very important to end each session on time, if not early.
- Vary the types of activities to keep students' interest and energy levels up.

Once you have the sessions and activities planned, designate someone to be responsible for running each block of time. Decide on resource materials, such as films, handouts and readings. Also think about what materials you will need to implement each session, such as butcher paper, pens, TV and VCR, etc.

Finally, allow for some flexibility throughout the training to account for unexpected energy levels and moods. The best made plans may need to be changed at the last minute to keep participants' attention and interest.

## **FACILITATORS**

Teens on Target trainings are facilitated by staff and returning TNT members. Guest speakers with expertise on a particular topic are also included for certain sessions, so that trainees can deepen their knowledge of each subject area and get to know the leaders in their community.

## **TRAINING ACTIVITIES**

Teens on Target trainings include a number of activities to help participants get to know one another; to build skills such as teamwork, communication, and leadership; and to discuss their personal experiences of violence. (See appendices for examples of training activities.)

## **AGREEMENTS**

TNT relies on "agreements" in each of its workshop sessions. Introducing these mutually agreed-upon guidelines in the beginning of the training is a good way to get students comfortable with how agreements are used, as well as creating a strong environment for the training itself.

- Explain that agreements are an important way to set the tone for the training. Everyone's input is important. Since we will be discussing sensitive issues, we want to set ground rules to make each person feel comfortable participating.
- List a set of standard agreements on a poster or write them on the board. Some you might want to include are:
  - **C**onfidentiality
  - **A**ctive Listening
  - **R**espect
  - **"I"** Statements
  - **N**o put downs
  - **G**ive equal time
- Explain each of the agreements.
- Ask if there are any agreements participants want to add. If there are, add them to the list.
- Ask if everyone can agree to stick to these Agreements through the rest of the training sessions.

## **CURRICULUM TRAINING**

Teens on Target trains its members as peer educators by first modeling how each session should be taught, and then giving students a chance to practice presenting it themselves. The sessions can be modeled either by staff or by returning TNT members.

After the session is modeled, the trainees should practice giving feedback. It is very important that this feedback follow a standard form so that it is positive and helpful. TNT members practice giving critiques in three steps:

- Things they did well
- One thing that can be improved
- A specific suggestion for working on that area next time

This formula will be unnatural for most participants, so it is important to practice it with staff and returning members so that the trainees are ready to use it on one another.

Many students may initially be shy about practicing the curriculum themselves, since this is probably their first opportunity to do public speaking. Start the practice sessions in small groups with plenty of support from staff and returning members. If possible, pair each trainee with a returning member who can help them get started. As time goes on and students become more comfortable both speaking in public and using the curriculum, they should be given opportunities to present before the large group and work with a variety of partners.

After each practice session, participants should have an opportunity to give one another feedback. Again, emphasize the importance of using the feedback formula to keep critiques positive and avoid overwhelming trainees with too many suggestions at once. Staff should keep track of suggestions and validate members as they work to improve in certain areas. Presenters should also get used to receiving feedback after each workshop, so that they can continue to improve their speaking and teaching skills throughout the year.

The *Teens on Target Violence Prevention Curriculum* is available through the Educational Media Corporation at [www.educationalmedia.com](http://www.educationalmedia.com).

### **SAMPLE TRAINING SCHEDULE**

- Pizza party – introduction to Teens on Target

#### **Week One**

- **Theme:** Introducing training, getting to know one another
- Overview of topics, TNT agreements
- Introduction, team building, diversity activities
- Facilitation exercises

#### **Week Two**

- **Theme:** Introducing Youth Violence
- Guest speaker on conflict resolution or other youth violence expert.
- Modeling and practice of first workshop session. Returning members break trainees into groups and demonstrate leading selected curriculum activities.



### **Week Three**

- **Theme:** Preventing Gun and Gang Violence
- Guest speakers with personal experience with guns and/or gangs.
- Reflection exercise based on guest speakers. Trainees should begin to consider how they would tell their personal stories about violence.
- Modeling and practice of second and third workshop session. Returning members demonstrate selected curriculum activities for trainees in the large group.

### **Week Four**

- **Theme:** Preventing Family and Dating Violence
- Guest speaker from local domestic violence program, or survivor of domestic violence.
- Modeling and practice of fourth and fifth workshop sessions. Returning members split trainees into small groups and help them teach selected curriculum activities.

### **Week Five**

- **Theme:** Drugs, Alcohol, and the Connections to Violence
- Guest speaker from substance abuse treatment facility, or recovering user.
- Modeling and practice of sixth curriculum session. Trainees work with returning members to teach selected curriculum activities before the large group.

### **Week Six**

- **Theme:** Advocacy against Youth Violence
- Guest speakers from partner youth organizations, experts on youth advocacy in politics and the media, or local policymakers.
- Brainstorms and reflections about youth leadership and making your voice heard.
- Role-plays to practice working with the media and talking with policymakers.

## Advocacy

In addition to educating their peers about violence prevention, Teens on Target works to make our schools and communities safer. TNT chooses an advocacy project about once a year to work with the media, policymakers, and the community to reduce youth violence. Past advocacy projects have included helping create a safety plan for the Oakland Unified School District; filming a video to highlight the positive side of a school which receives negative attention from the media; and convincing the Oakland Tribune to stop advertising handguns. Advanced Advocates regularly write letters to the editor, speak in front of the City Council, and hold press conferences to present their views to policy makers and the community. TNT members have been asked to speak before School Boards, County Boards of Supervisors, and the California State Legislature. They have also been featured numerous times on local and national radio and television stations and in newspapers. *(See news clippings in the appendices for examples of TNT news coverage.)*

In TNT, advocacy projects are led by a smaller group of members who are ready for an added commitment. The “Advanced Advocates” group is designed for members to participate in developing violence prevention policies, and to work with decisionmakers and the media. Being an Advanced Advocate requires students to attend one meeting a week in addition to the regular TNT gatherings. Participating members receive an additional stipend for the extra work they do.

To join the Advanced Advocates, TNT members go through an interview process at the beginning of the year. The questions should assess their commitment to the program and interest in advocacy.

Once accepted, Advanced Advocates go through a special advocacy training. Training topics include:

- An overview of how local, state, and national government works
- How residents can change policies
- Working with the media
- Working with the police
- Community organizing
- Collaborating with other groups
- Fundraising
- Making a persuasive argument

For more information on training young people in advocacy, please see the *Teens on Target Advocacy Booklet*, available from Youth ALIVE! at (510) 594-2588.

## Ongoing Trainings and Meetings

### MEMBERSHIP AGREEMENTS

Before a trainee becomes a full TNT member, they must sign a membership agreement. Agreements apply to staff as well as students. This helps members and staff to know what to expect from one another. Teens on Target agreements include:

- **Show respect to everyone.** Remember that people have different ways of thinking.
- **Keep confidentiality.** Anything personal discussed in TNT must stay within the group.
- **Work to resolve conflict in the group.** If there are any problems, first tell a staff person. If the problems continue, bring it up with the group.
- **Keep up your grades.** Talk to staff if your activities with TNT are interfering with your schoolwork.
- **Maintain regular attendance.** More than three unexcused absences from meetings a month mean you will not get a paycheck.
- **Be on time.** Call someone if you are going to be late, and get a substitute if you cannot make a presentation you were scheduled to do.
- **Start to develop long-term plans.** Begin working toward your goals now.
- **Walk your talk.** Any member who has a problem with violence, drugs, and alcohol should be honest and up-front with group members. They should show progress in working on the problem.

Each program should develop standards that work for them.

When new members are accepted into the program, staff should also seek to get in touch with their parents. Sending home letters, making calls, or visiting with students' families lets parents know what their children are involved in and what the expectations are. Depending on the schools' absence procedure, parents will probably need to sign a permission slip in order for their children to participate in off-campus events, including TNT presentations.

### REGULAR TNT MEETINGS

Upon completion of the initial 6-week training, Teens on Target meets three times a week after school. You can decide what meeting schedule is most appropriate for your group. Staff generally facilitate the meetings, with frequent roles for students to lead activities and keep the group in order. Outside guest speakers are also brought in to connect TNT members with the larger community.

Frequent meetings allow students a chance to check in on how they are doing, and on the special events and presentations they have attended. They also provide an opportunity for additional skills and leadership training. Through the news and working with related groups, TNT members work to stay informed about decisions that affect youth violence in their communities. Although violence prevention is clearly the

program's focus, staff also brings in other resources that students need, such as college counselors and guest speakers who can serve as role models.

### **SAMPLE MEETING SCHEDULE**

- 3:30-3:45 Check-in. Members who have done presentations or attended events since the last meeting should report on how these went, and brainstorm with the group about any difficulties. *If energy is low, do a quick ice breaker or energizer.*
- 3:45-4:00 Announcements. These may include scheduling presentations and events for the rest of the week, announcing opportunities to work with related programs, and reporting on how TNT projects are progressing.
- 4:00-5:00 Announce and present topic. This may be a presentation, curriculum practice session, project planning, video, guest speaker, etc.
- 5:00-5:10 Review and response time. What was learned or accomplished? What still needs to be done?
- 5:10-5:15 Preview of next meeting and adjourn.

## Conclusion

Although a program like Teens on Target obviously takes a great deal of work, we think that it is one of the most crucial ways to address youth violence and empower new leaders. Young people are the only ones who can stop the cycle of violence from continuing in their communities. When given the space and the tools to make their voices heard, there is no limit to the influence youth can have. Becoming a leader and role model has changed the lives of the 350 students that TNT has worked with in the past 10 years. Each of them, in turn, has reached thousands of other young people – over 30,000 in workshops alone.

When Teens on Target presents to youth, they listen. When we present to adults at professional conferences and public forums, they also sit up and take notice. The honesty and simplicity of young people speaking for themselves cuts to the heart of the issue. Youth voices are a reality check that violence is still a real and urgent problem.

Thank you for taking the time to read this program manual, and we hope that it is helpful in planning your own group. We commend your commitment to raising up young leaders who can address violence at the most basic level. If you have any comments or questions, or need further assistance in starting your program, please do not hesitate to contact Teens on Target at (510) 594-2588.

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## Letter from Founding TNT Members

First of all, we would like to take time to thank you for your interest in the Teens on Target program. We hope that after examining our program manual, you will be able to start and participate in programs like ours. Such a program will help give you and teens you know a chance to play an active part in stopping the violence in their lives, in the lives of their peers, their schools, and in the community around them. Too often the role of bringing change has been given to policy makers alone who may see the need for change, but aren't close enough to the violence to know what realistically needs to be done. We as teenagers feel the effects of violence directly, because it has become part of our everyday lives. We who are closest to violence need to have the skills to identify the causes of violence, to come up with effective solutions to the problem and to learn how to get our solutions presented to school administrators, the media, policy makers, our community leaders, and state and national leaders.

This manual describes the skills our school-based Teens on Target program instills in youth that join the battle to develop a violence-free society. Once you learn these skills, you can teach others how to work to stop violence. We hope the material in this training manual will be useful to you in developing violence prevention activities.

***The time is NOW. Violence is in all of our lives.  
If you live in fear of violence, you also have  
violence in your life.***

Teens on Target is a way to let you friends and the world know that we are fed up with the violent deaths of youth. We're going to do something to stop the killings, and we're going to start where most kids spend their time – in the schools.

Over the years, we TNT members have spoken about ending violence in our lives. Professional adults (surgeons, researchers, people from the police department, and counselors) have heard us and have given us a lot of information. We have added our own experience to build solutions to the violence in our own world.

Some of us come from neighborhoods that are called "murder central" or "ground zero." If we can do something in our own schools and urban neighborhoods to stop so many people from dying, we will give people hope to do the same in other places.

We young people are the first line of defense in the prevention of violence. The hospitals and police come in after violence has occurred. We're coming in before. You have a choice about when and how you react to violence in your life. You can stay angry and blame others, or you can let the love you have for your community lead you to take action for change. We're trying to use our love and knowledge to improve our lives. We're trying to become the experts to keep our friends, families and ourselves alive. We are trying to become knowledgeable, and get involved in more than just our personal world.

If you want extra help to get your violence prevention program started, we can come and teach you what we have learned. A youth violence prevention program can start in any place: a church, a school, a YWCA or YMCA, or even someone's home. Schools give us a base to reach the most youth.

**A TNT program is for youth from *ALL* backgrounds, *ALL* colors, religions, sizes, and abilities. We all work together as a team.**



## Letter from Adult Co-Founder

*"We live in a society where it's been made easier for young people to find the means to destroy rather than to heal." \**

I write as an advocate for violence prevention and as a parent. I know that young people have a clear vision of how things should be. This training manual is for adults to help youth take the steps needed to create and build their vision. They've seen enough destruction.

It has been said that there are three kinds of power: money, knowledge, and violence. I would add a fourth: who you know. Some youth in our society feel that the only power they have is violence. As we attempt to take that feeling away through our work in Youth ALIVE and Teens on Target, we want to replace it with knowledge and a network of people who can help young people make changes.

I have seen the causes of violence documented over the years in my reading of public health, youth, criminal justice, and medical literature. There are many causes for youth violence: lack of jobs and job training programs, fear and stereotyping, disrespect for youth, lack of positive role models, lack of access to a powerful network, uncertainty about day-to-day life, positive portrayal of violence by the media, and easy availability of drugs, guns and alcohol. Teens on Target members have described the same causes. We tried to design a program that addressed each one of these issues.

These students, like many young people, feel isolated from access to anyone in power who might be able to do something to improve their lives. They would like people in power to experience their lives, walk through their neighborhoods, and go to their schools. They think this would help policy makers make better decisions.

Youth feel like they are the group that everyone is willing to sacrifice. Statistics on the number of youth dying from violence in the United States supports this notion. They are afraid, and they feel like victims. Most of them know at least one person who has been shot. However, members of Teens on Target, like many youth, believe that they can be leaders in the prevention of violence.

This training manual outlines TNT members' ideas for how they want to change their lives. Youth want to be leaders, not victims. This manual is designed to help youth build and bring their expertise into the network of those with the resources who can help them improve their lives, their schools and their communities.

***We can't wait another minute to start. Another minute is another life.  
At least one.***

**Deane Calhoun**

Executive Director  
Youth ALIVE

\*Val Selivanov, MD, testimony to California State Legislature, Sacramento, CA, 1989.

## Sherman's Story

I grew up in Los Angeles from the age of 8 to 14. In LA, I lived with my grandmother and had a really boring life. I went to church something like five days out of the week and spent the remaining days in the house. At the age of 15, I moved to Oakland to live with my mother, and that's when my life began to get flowing.

My new friends were more into making money than smoking and drinking. After a while, we noticed that our names were starting to ring on the streets, and that people we had never really met were going out of their way to speak to us. As time went on and our fame grew, people started to categorize the role that each of us played in our group. The role I inherited was the warlord or troublemaker. With the acceptance of this title it meant that any time another group had a problem with us and if they thought they might want to do something about it, it would fall upon me to confront and deal with it. We fought frequently and rarely lost, which gave me the reputation of somebody you didn't want any trouble with.

Fighting became my all-time favorite pastime, and I liked nothing better. It also put me in the position that younger people wanted to work for me so my reputation would protect them. At the age of 17 I had cars, money, and guns to protect them with. I started getting into trouble with the police. My life was getting to be a job and it was getting to be dangerous. So I decided it was time to get out and start a real life, only to find out it wasn't that easy. I had people depending on me to make their money, and they almost demanded that I continue.

After a while, I finally found a way out and began to live what I thought was a straight life. I went out and got an everyday nine-to-five as a journeyman at a painting company, paying somewhere between \$14 to \$15 an hour. Me and one of my partners found an apartment in Fremont that was close enough to go visit in Oakland, but too far for anybody to travel to drop by.

Everything seemed to be going perfectly. I had a cool, legit job, a tight two-bedroom apartment away from the city, and I was out of the fast life. One day, I woke up and looked out the window in time to see three guys coming up. I had had an argument with one of them earlier that day. He pointed an uzi at me. I asked him, "What are you going to do, shoot me?" He said, "No, I just want to talk to you."

I walked to the frame of the front door and saw the other two people standing on the stairs, and I froze in the doorway. I told the guy with the gun that he was wrong for coming up there with a gun and that he better leave. At that point I tried to turn and run back into the house, but my body didn't follow my command.

I heard the other guy say, "Here, use this," and hand him a .38 handgun. I saw him raise the gun and fire it point-blank at my head. The force of the bullet lifted me up and

slammed me into the door, breaking it in half. With the door to support my body, I stumbled back into the apartment and saw him fire two more times, not really feeling the impact of the bullets but seeing the fire come from the barrel. With the sight of the last shot I lost my footing and fell lying on my back, waiting for him to appear over me to fire the last shot to kill me. He never appeared, so I lay there waiting for death to come. As things started to get dark I remember thinking, "Is this what death is? Am I dead? Where is the bright light that everyone talks about?" After a while I heard a voice that to this day I believe was God, saying, "Tsk, tsk. What am I going to do with you? I send you to jail and you promise that if I let you out, you will do better – and you don't. Now look at what you made me do. Now it's up to you. What do you want to do, live or die?"

I chose to live, and I work up in the recovery room of the hospital looking into my mother's tear-filled eyes. It was at that point that I realized that everything I've done and everything I do affects everybody in my life. All because I spent so much time building up a reputation as a man that wasn't afraid and was dangerous. Although I considered myself out of the lifestyle, everybody else wasn't aware of that fact. So once confronted with the fact that he had pulled the gun on me, my reputation left him no choice but to try and kill me.

Today, two of the gunman are in jail doing 65 to life. One of the gunmen died less than two days later. And I will spend the rest of my life paralyzed and confined to a wheelchair. I believe if you asked any of us if it was worth it, the answer would be, "No." So keep in mind when you're reading this article that it's not just something somebody made up to try to change your lifestyle; it's somebody who led that lifestyle trying to let you know that it's not cool and there's no future in it.

That's my story. I know some of you are saying, "That's not going to happen to me because I'm not in that lifestyle," or, "I would smoke anybody that came at me like that." It's hard for any of us to listen to a story of another person getting hurt and picture ourselves in that position, but we need to realize that nobody in that position ever thought they would be there, either. As long as one person feels they have to prove themselves, or that they have to get even for some wrong done to them, any one of you can find yourself in a dangerous position. It was different when the game was you have a fight, win or lose, and it's over. Now you have a fight, you win, and they go get their gun and their friends. Now the whole thing is all of the sudden something totally different. The person you fought with may feel they have to redeem themselves in the eyes of their friends, and now the situation is out of control. Don't let me give you the impression that you have to be a part of a conflict to get caught up in the violence of today, because more often than not, innocent people get trapped, too.

A cousin of mine who was 16 years old, never bothered anybody and never sold a gram of dope, was walking to a corner store one day. A car came by spraying the block in a drive-by attempt to shoot the local high baller. They missed him, but they killed my cousin and three other people in the store. The shooting was labeled "drug-related" and never solved. The shooting was a tragedy, but it wasn't political and it wasn't sensationalized by the media, so like so many of the senseless ends to young lives

today, it went unreported and was felt by no one except his mother and family. Think about this when you are confronted with a situation that you have the choice of walking away from.

Although we think that when we go, everybody will miss us, let me tell you what I know will happen after you're gone. First, your mother will get a call from the police, telling her that you're dead or in the hospital. Which one is worse, I don't know. If you're dead, she has to go and ID the body. If it's the hospital, she has to wait to hear if you'll live or die. Either way, she'll lose her will to live.

Everybody will come tell her how much they love you and miss you. If you live, then you'll have a chance to improve your life. If you die, then at least two lives are destroyed – yours and hers. They'll put you in a box, and have a funeral that will financially strap your family. People will come from all over to attend, because teen funerals are fashion shows and gossip pieces. People you don't even know and who probably didn't know you will be there just to be seen. You'll be lowered into the ground, some words you won't get to hear will be said over you. They'll cover you in dirt and put a stone to make the grave, if your mother can pay for it. Life will go on for everybody except your mother and you. Friends will say how they plan to visit your grave, and they may once or twice – then it will fade away.

The truth is that after a few weeks, you become an afterthought. Once in a while, someone may say, "I miss so-and-so," and everybody will play remember when, and they'll pour some of their drink on the ground and say, "This is for my dead homies who aren't here." Then, the memory will fade away until next time.

Teenagers think there's a lot of glory in dying for our partners or what have you, but I can't see the glory in it, can you? The way I see it is, when you're dead, you're dead, period. I've told you all this in order to help you understand that the only place we're going as a people by way of violence is greater violence. We all have a vision of how the perfect world would be, but we haven't tried to do what it would take. It starts with you putting all of the little frustrating things to rest and starting to build a safe environment by your example.

Sherman Spears  
Former Oakland TNT Coordinator

# Training Activities

## INTRODUCTION ACTIVITIES

### The Name Game

*Purpose:* For students to share something about themselves and their family background.

- Ask students to go around the room and share their entire names – first, middle, and last –any nicknames they have, and what they prefer to be called. They should also share the story behind their name – who named them, where it came from, etc. If they have another name in their native language, they should share that as well.
- Emphasize the importance of confidentiality before you begin. This exercise can be hard for students who do not like their names or don't know the stories behind them. It is important that no one is made fun of or feels uncomfortable.

### I Know You

*Purpose:* to meet someone you don't know, introduce them to the rest of the team, and practice speaking in front of groups.

- Ask the participants to pair off with someone that they don't know well.
- Pass out a list of possible questions they can ask one another, such as what they did over the summer, their favorite music, movie or TV show, how their friends would describe them, what they like best about themselves, who their role models are, etc. Each participant should ask their partner at least five questions.
- After each participant has interviewed their partner and been interviewed themselves, ask everyone to return to the large group.
- Each participant will introduce their partner to the large group, sharing what they learned.

## TEAM BUILDING ACTIVITIES

### For the Team

*Purpose:* To identify what the group thinks helps and hurts a team.

- Ask each participant to fold a piece of paper in half. On the left side, they should make a list of what members can do to strengthen a team. On the right side, they should list what they can do to weaken a team.
- After everyone has had time to finish their lists, come together and make a list as a large group.
- Discuss the list. Emphasize the importance of TNT working as a team, and ask participants to agree to work on the behaviors on the left side of the list.

### Building the Tower

*Purpose:* To introduce concepts of teamwork, communication, leadership, problem-solving, and conflict.

- Have participants split into groups of five. Pass out tower building supplies to each group. These supplies can include scratch paper, masking tape, paper cups and plates, index cards, coffee stirrers, scissors, and other materials that could be made into a tower. Each group should get the same amount of each material.
- Instruct the participants that each group needs to build a tower using only the materials provided. The tower should be at least five feet high and stand by itself. Each group will get seven minutes to plan, and then ten minutes to build the tower. No one can touch the materials during the planning time, and no one can talk during the building time.
- After the activity, have all the groups walk around to view each team's work. Measure the towers and blow on them to see how sturdy they are.
- Lead a debriefing discussion around the following questions: How did you feel during the exercise? What did you do to communicate without speaking? What roles did people take on? What was challenging? What worked well? How did it feel to finish the tower? Could you have done this by yourself?

### Leap of Faith

*Caution:* this activity is for groups that have demonstrated respect and concern for all members, and should happen only when the coordinator knows they are ready for it.

*Purpose:* To build a sense of trust and teamwork in the group.

- Split into small groups of no more than eight people. Have the groups form a closed circle and hold hands firmly.
- Blindfold one member and place them in the middle of the circle with their hands crossed over their chest. Have the member fall forward, backward, or sideways. Peers will catch them and pass them around the circle.
- Repeat until each member has had a turn in the middle.
- Debrief the exercise by asking: How did it feel to be in the middle? Were you frightened? How did it feel to be outside catching other people? Which was easier?

## **DIVERSITY ACTIVITIES**

### Crossing the Line

*Purpose:* To show that everyone in the group has shared experiences.

- Ask all participants to stand on one side of the room. Pretend that the room is divided by an imaginary line. When a statement is read that applies to you, you should cross the line to stand on the other side.
- Possible statements to use in an activity about diversity are:
  - I am a racial minority.
  - I have been harassed by the police because of my race.
  - English is not my first language.
  - My grandparents speak a language other than English.
  - I was born in a country other than the US.
  - I was born in this city.
  - My family has lived in this state for three generations or more.
  - I have been called names because of my race.
  - I have been called names because of my gender.

- I have friends or family members who identify as homosexual.
- I go to church.

### Letting go of Labels

*Purpose:* to show participants what it is like to be labeled.

- Discuss the idea of social “comfort zones.” Have them think about what kind of people they feel most comfortable being with, and the groups where they feel uncomfortable.
- Explain that each student will receive a headband strip labeling them as a member of a certain group. They will not know what their label is, and will guess it by the way others respond to them.
- Put a prepared headband strip on each students’ head without letting them see what they are being labeled. Possible headband labels are:
  - I get straight A’s.
  - I’m white and most of my friends are black.
  - I’m Latino and hang out only with other Latinos.
  - I’m white and I don’t want to get to know anyone who isn’t like me.
  - I recently immigrated and don’t speak English that well.
  - I’m gay but I haven’t told anyone.
  - I’m very religious.
  - My family has a lot of money.
  - My mother is often on welfare.
  - I’m a leader in school government.
  - I often get drunk and do drugs.
  - I’m a star basketball player.
  - I’ve been physically abused at home.
  - I hang out with people from a lot of different groups.
  - I’m in a gang.
- Encourage students to mingle for 10 minutes, following two rules:
  - Respond to each person as if the headband they are wearing is true for them.
  - Do not tell anyone what is written on their headband.
- After 10 minutes have passed, stop the activity. Ask them to think about how others reacted to them. Ask all of the students who think their headbands had positive labels to stand on one side of the room, and negative labels on the other. Those who think they had labels which were both positive and negative should stand in the middle.
- Ask students to explain why they are standing where they are. Discuss how communication can be verbal and nonverbal. Ask students to guess what their labels say, and then to take off their headbands and read them.
- Discuss the activity using the following observations and questions.
  - Although some of you may be embarrassed or angry about the labels you wore today, there are students in this school who share these characteristics and get treated the way you were every day.
  - What labels do you think hurt people the most or make people the angriest? Why?
  - Did people with negative labels hang out together? Why?

- What can you do personally or through this group to help students get to know people from all different groups?

## COMMUNICATION ACTIVITIES

### Spend a buck

*Purpose:* To think about communication styles.

- Explain that miscommunication often comes from not understanding or misinterpreting other people's comments. The best way to avoid this is to check with the speaker, restating their main points to make sure you understand them.
- Explain that students will be practicing their restating skills in small groups. One person in each group will be the referee, making sure that each person summarizes the last person's points before making a new statement.
- Read a scenario that requires students to make a group decision, such as how to spend a grant given to the class. Allow each group 5-10 minutes to come to a decision.
- Debrief the exercise. Did everyone feel that they were heard and understood? Did this make it easier to talk? Why might restating be an important communication tool?
- Pass out "conversation blocker" cards to each participant. Examples are:
  - Distracting/avoiding – changing the subject
  - Criticizing – putting down what the last person said
  - Interrupting – not letting anyone finish their thoughts
  - "Yes, but" statements – contradicting what the last person said
  - Blaming – blaming people for causing problems
  - Having all the answers – try to solve the problem for everyone, insisting that your solution is best.
  - Indecisive – insist that the last thing that was said is the best option. Change your mind frequently.
  - Disengaged – sit by and say nothing.
- Try the exercise again, only instead of restating, each person uses their conversation blocker characteristics. Allow the group 5-10 minutes to reach a decision.
- Debrief the exercise. What did you think each person's characteristic was? How did these block communication? Do you ever talk to people who communicate like this? Do you sometimes use any of these characteristics yourself?

### I Would Tell/Change . . . .

*Purpose:* To help participants find their individual voices as young people.

- This exercise can be done as a discussion or individual writing assignment. Participants should respond to the following questions:
  - What do you wish you could tell your parents about being a teen in your community today?
  - Is there anything that you feel like you can't tell your peers because they would pressure or make fun of you?
  - What changes would you make to your school if you had the chance?



- What changes would you make in your community? How do you think those changes could be made?

## **LEADERSHIP ACTIVITIES**

### Leadership Brainstorm

*Purpose:* To discuss leadership skills and their importance.

- Ask participants to discuss the following questions:
  - What does being a leader mean to you?
  - Who are some great leaders in history? What do you admire about their leadership?
  - Who are the leaders in your life? How would your life be different if they had died at an early age?
  - What are the characteristics of a good leader?
- Ask participants to think about the following questions on their own. Allow time to share if people want to.
  - Do you have some of these characteristics?
  - What can you work on to make yourself a better leader?

## **VIOLENCE DISCUSSION ACTIVITIES**

*Please note that some participants will not want to do some of these activities, since it is often hard to trust new people and talk about personal experiences. In this case, students should be given a right to pass. A discussion about why they don't want to do an activity may replace the activity itself.*

### The Violence that I Know

*Purpose:* To start participants thinking and sharing about violence in their own lives.

- Have participants gather in a closed circle.
- Choose one member to begin by sitting in the middle of the circle. That person should share their name, age, and a story about how violence affects their life.
- After listening to the story, other members in the circle can ask questions or share how they might have handled the situation. Keep in mind that the stories being shared are sensitive, and that this is a crucial time to remember the agreements. No one should criticize or put down the speaker.
- Repeat the process until every member has had a chance to be in the middle of the circle.
- The facilitator should lead a discussion of what similarities the participants heard in how people dealt with conflicts. Brainstorm ways they might change their reactions to be more effective in preventing violence.

### Crossing the Line – Violence & Peer Pressure Exercise

*Purpose:* To show that everyone in the group has shared experiences.

- Ask all participants to stand on one side of the room. Pretend that the room is divided by an imaginary line. When a statement is read that applies to you, you should cross the line to stand on the other side.
- Possible statements to use in an activity about violence and peer pressure are:

- I have tried to stop a fight before it got physical.
- I have wanted to stop a fight, but didn't know what to do.
- I have watched a fight and cheered people from the sidelines.
- I have gotten into a fight because I couldn't back down in front of my friends.
- I have done something I didn't want to do because all of my friends were doing it.
- I have gotten into arguments with my friends because I wouldn't do what they wanted me to.

## **ADVOCACY ACTIVITIES**

### Build a City

*Purpose:* To start a discussion of power and injustice.

- Choose a few volunteers to be city government representatives and police. Break the remaining participants into three groups. Each group will be given a certain amount of money, a list of things they can build and prices for each one, and a large sheet of paper. Each group will then use these resources to build a city.
- Distribute the money and resource lists. One group should receive \$2,500 and a long list of items to build, including houses, schools, libraries, sports stadiums, police and fire stations, teen centers, malls, museums, performing arts centers, etc.; one should receive \$1,500 and a shorter list; and the third group should receive only \$500 and a short, very basic list.
- To purchase the things they need, each group will send someone to the city government representative with the correct amount of money. The government representative will give the group a crayon that they can use to draw the item on their paper.
- As students work to build their cities, the volunteers should interact with each group based on the amount of money they have. The rich group should be treated well, while the poor group should get broken crayons and be ignored.
- After students have built their cities, a representative from each group should present them to the rest of the participants.
- Lead a discussion based on the following questions:
  - How did it feel to be in each of the groups?
  - How would you define power? Justice? What did this activity have to do with these concepts?
  - Does this kind of thing really happen? Which community do we live in?

### Community Power Role-Play

*Purpose:* To start participants thinking of solutions to violence.

- Tell the students that in a moment they will be doing a role play based on the following scenario: A group of drug addicts has taken over a park where a lot of children play. Neighbors find used needles on their front lawns. Yelling and loud music keep residents up at night, and strange cars pass through the neighborhood at all hours. Yesterday afternoon, an 11-year-old boy was shot in the back when two of the dealers were shooting at one another. Although everyone knows how dangerous the park is, young people in the area continue to go there.

- Break the participants into three groups. One will be the neighbors who live right around the park, one will be a local community development organization, and the third will be other people who live or work in the community (store owners, teachers, police, politicians, etc.)
- Each group should make a list of what they want to do about the problem. They should think carefully about why they want to help, and what resources and power they have.
- After each group has their list of solutions, role-play a town meeting in which representatives present them to the large group.

## **Additional Resources & Contacts**

The following organizations have valuable statistics, information, and experience in youth violence prevention.

**The Bureau for At-Risk Youth (BARY)**

135 Dupont Street  
PO Box 760  
Plainview, NY 11803-0760  
(800) 99-YOUTH  
[www.at-risk.com](http://www.at-risk.com)

**Campaign to Prevent Handgun Violence Against Kids**

454 Las Gallinas Avenue, Suite 177  
San Rafael, CA 94903-3618  
(415) 331-3337

**Center to Prevent Handgun Violence  
Handgun Control, Inc.**

1225 Eye Street NW, Room 1150  
Washington, DC 20005  
(202) 289-7319  
[www.handguncontrol.org](http://www.handguncontrol.org)

**Center for the Study and Prevention of Violence**

University of Colorado  
Campus Box 442  
Boulder, CO 80309-0442  
(303) 492-1032  
<http://www.colorado.edu/cspv/>

**Children's Defense Fund**

25 E Street, NW  
Washington, DC 20001  
[www.childrensdefense.org](http://www.childrensdefense.org)

**Coleman Advocates for Youth**

459 Vienna Street  
San Francisco, CA 94112  
(415) 239-0161  
<http://www.colemanadvocates.org/>

**Community Wellness Partnership**

640 South Garey Ave.  
Pomona, CA 91766  
(909) 469-2299

**Crime and Violence Prevention Center**

1300 I Street, Suite 1150  
PO Box 944255  
Sacramento, CA 94244-2550  
(916) 322-2796  
[www.caag.state.ca.us/cvpc](http://www.caag.state.ca.us/cvpc)

**Family Violence Prevention Fund**

383 Rhode Island Street, Suite 304

San Francisco, CA 94103-51233

(415) 252-8900

<http://www.fvpf.org>

**Handgun Epidemic Lowering Plan (HELP) Network**

2300 Children's Plaza, #88

Chicago, IL 60614

(312) 880-3826

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

**Join Together**

441 Stuart Street

Boston, MA 02116

(617) 437-1500

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

**King Institute for Nonviolence**

5042 Wilshire Blvd. #148

Los Angeles, CA 90036

(213) 662-1715

**Million Mom March**

Youth Leadership Program

San Francisco General Hospital

1001 Potrero Ave., Bldg 1, Room 300

San Francisco, CA 94110

(415) 821-8200

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

**Pacific Center for Violence Prevention**

San Francisco General Hospital

1001 Potrero Ave., Bldg 1, Room 300

San Francisco, CA 94110

(415) 821-8209

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

**Prevention Institute**

1181 Colusa Ave.

Berkeley, CA 94707

(510) 528-4482

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

**Teens on Target Oakland**

Youth ALIVE!  
3300 Elm St.  
Oakland, CA 94609  
(510) 594-2588  
[www.youthalive.org](http://www.youthalive.org)

**Teens on Target Los Angeles**

Rancho Los Amigos National Rehabilitation Center  
7601 E. Imperial Highway  
JPI Room 31T-3135  
Downey, CA 90242  
(562) 401-8166

**Violence Prevention Research Program**

University of California, Davis  
2315 Stockton Blvd.  
Sacramento, CA 95817  
(916) 734-3083  
<http://web.ucdmc.ucdavis.edu/vprp/>

**Women Against Gun Violence**

8800 Venice Blvd. #302  
Los Angeles, CA 90034  
(310) 204-2348