

# DEVELOPING YOUTH PHILANTHROPISTS

YPII's Activities for Youth Serving,  
Giving, Leading, and Engaging

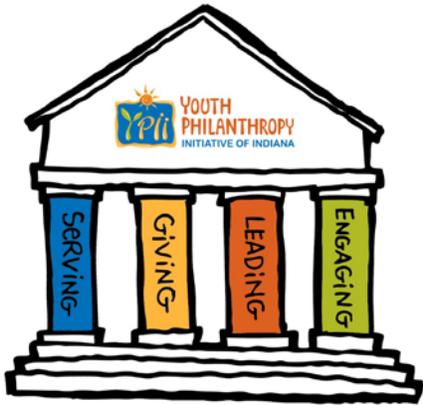
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## Developing Youth Philanthropists: YPII's Activities for Youth Serving, Giving, Leading, and Engaging



Indiana is a tapestry of regions and communities with diverse community needs that our Community Foundations support through funding and programs. The youth councils in these foundations are assets that help them address community needs while developing leaders and contributors for their communities' future. Yet providing relevant, engaging, and new programming for young people within youth councils can be an additional challenge for Community Foundations with their limited staff and array of responsibilities.

To better support foundation-based youth councils (and fill a need that Indiana's Community Foundations have shared with us), YPII developed this guidebook with sections organized into the Four Pillars of our Youth Philanthropy model – Serving, Giving, Leading, and Engaging. This model was created by YPII as a holistic approach youth can take at any age to be engaged and contributing members of their community and society. The Pillars capture the widest variety of philanthropic actions – from sharing food with a parent to donating allowance money to an animal shelter, from recruiting friends to march for new legislation to leading a youth group fundraiser. By providing this guidebook to engage youth council members in activities in all Four Pillars, we offer a way for you to continue to build a broad array of knowledge and skills in your members that will enhance their council work as well as their general development as philanthropic citizens. Yes, these activities will enhance their knowledge and skills as grantmakers, and also as volunteers, donors, fundraisers, leaders, problem solvers, communicators, and more!

What you can expect from this guidebook are summaries of hands-on activities with embedded links to full activity instructions, lesson plans, handouts, videos, articles, and websites. Most activities require teamwork or group sharing, while some are performed individually. Many are completed during a council meeting, though others require more than one council meeting to complete or individual community-based time. Each section provides both **introductory** and **advanced** activities. The two levels and variety of activities from which you can choose allow you to tailor your meetings to address the needs and continued development of your newer youth council members as well as those who near the end of their time in your program. The majority of resources and activities are free, with the few exceptions notated with a "\$" at the end of the entry. We hope this guide provides helpful and engaging activities that are easily implemented in your youth council programming and that build the life skills of the young people you serve.

# SERVE

This section helps young people explore ways to serve their communities. First, by exploring the issues and causes they care about and, then, by identifying how members can come together and take action as a youth council. Dig deeper by further developing the skills of serving and volunteering while helping members learn how to have the greatest impact in their community through youth council programming and individual service.

## Introductory Level: Identifying Causes You Care About

[“Listening To Leaders”](#) from Section 4: Taking Philanthropic Action in *Youth As Philanthropists* (Hoover & Wakefield, 2000/2016): In this 60-minute activity, members learn about community needs and efforts to address them from a community leader or foundation / organization trustee, meanwhile practicing their interviewing and listening skills.

[Picture Your Legacy](#) (21/64, n.d.b): Order this deck of cards with stunning photography (you will need several) or download the free [iPhone app](#). Members can flip/scroll through the colorful images to help them identify and articulate causes that really interest them. This exercise offers a good opportunity to introduce the idea of “legacy” to members to help them understand how one can build long-term contribution to a cause through intentional giving, volunteering, and leadership over time. Also take the opportunity to explain how “legacy” is an important idea to understand when working with philanthropic donors and families of wealth. \$

[“The Social Issues You Care About Most”](#) on Ranker.com (Rothschild, n.d.): Use this listing of social issues ranked by site visitors to discuss as a group, posing questions like, where do you stand on these issues? How would you rank them? What issues do you think are most important to adults in your community? Do you think youth in your community would choose different issues of greatest importance? If your council wants to understand how local youth feel about current social issues, contact your local school district and, with its support, develop and distribute a survey to high schools in the district.

[“SPACE ODYSSEY – A Decade in the Future”](#) from Section 4: Taking Philanthropic Action in *Youth As Philanthropists* (Hoover & Wakefield, 2000/2016): Use this fun 35-minute activity to help members envision their community in the future and how young people can help make their vision a reality. The activity requires sci-fi music, balloons, and markers!

## Introductory Level: Serving on a Youth Council

[“Starting a Youth Advisory Council, Stage 1: Planning and Recruitment”](#) (YouthPower!, 2007): Use the “What is a Youth Advisory Council?” (page 1) and “Purpose” (page 2) sections to explain to new members the purpose of their council. If you are starting a new council, the other sections of this document can be reviewed or adapted to help the founding committee with important considerations for first steps of starting a youth council, how to recruit members, and the composition of a youth council.

**[“Community Foundations and Procedure”](#)** (Learning to Give, n.d.b): In this three-part lesson, youth learn how “parliamentary procedure” is used, practice role playing, and experience a **[“Running a Business Meeting”](#)** activity (based on Robert’s Rules of Order). It also provides a brief introduction to “community foundations” and the four sectors of society.

**[“How Do You Put the Fun in Funding?”](#)** (Segal, 2016): Use the ideas in this article to develop and incorporate energizing activities and approaches into your council’s sessions. Borrowing ideas from the Jewish Teen Funders Network: (1) create an opening ritual for your council, (2) use role-playing in your work, (3) incorporate shorter activities and movement into meetings to add variety, and (4) make your work a party!



## Introductory Level: Understanding Basics about Nonprofit Organizations

**[“Welcome to the Café”](#)** and **[“Getting to Know Nonprofits”](#)** (pages 1-2) of **[The Nonprofit Universe](#)** (Exponent Philanthropy, 2015c): Use these sections to help members understand the definitions of *nonprofit organizations* and *foundations* and to provide a brief introduction to them.

**[“Nine Things You Might Not Know About U.S. Nonprofits”](#)** (GuideStar, 2015, November): Review the basic information in this short GuideStar publication to help members understand important information about nonprofits in the U.S. It covers the number of American nonprofits, the economic scope of the sector, which nonprofits are tax-exempt, which category of nonprofits can accept contributions, and more.

**[“Activity One”](#)** (part 1) and **[“Activity Two”](#)** (pages 4 and 6) of **[The Nonprofit Universe](#)** (Exponent Philanthropy, 2015c): Use Activity One to have members identify nonprofit organizations that interest them and learn about their missions. Use Activity Two for “homework” as you ask members to focus on one nonprofit that interests them and conduct

an interview with a staff member of that organization using questions provided in the Café series pamphlet.

[“What is a Nonprofit?”](#) (Learning to Give, n.d.i): This lesson can easily be adapted for a youth council to help them understand what defines a nonprofit organization, identify together examples of local nonprofits, explore the nonprofits’ mission statements, and learn about their annual reports. Also, members will build their presentation skills as they create a presentation or a creative way to share the story of a nonprofit they studied.

[“For Profit Vs. Not For Profit”](#) from the Philanthropy 101 course of the Westminster Schools (Learning to Give, n.d.c): This lesson introduces youth to the differences between businesses and nonprofit organizations and key terms used in each sector. Youth learn how to read examples of IRS Form 990s – filed by nonprofits each year to illuminate their financial picture (including program costs, personnel expenses, assets, and foundation grants awarded). Members also review IRS form 1023 “Application for Recognition of Exemption” that must be completed by a group to become a 501(C)(3), making it a formal organization exempt from paying federal taxes.

[“Nonprofit Speakers”](#) from the Philanthropy 101 course (Learning to Give, n.d.e): This lesson suggests using multiple class meetings to invite nonprofit professionals from a variety of organizations to speak to youth and share the story of their organizations’ work. It also allows time for students to follow the visit by exploring the nonprofit’s story and finances through its filed IRS 990 forms.

## **Advanced Level: Developing the Skills of Serving and Volunteering**

[Sparking An Idea Action Kit](#) (Disney, 2012): This kit provides five ways youth can develop ideas for service action: (1) be creative and use your imagination, (2) take a personal inventory, (3) think out loud, (4) take a community inventory, and (5) raise your voice. There are prompts and tips related to each way and room for notes.

[“What Should I Know About Doing a Community Needs Assessment”](#) (LaJoie, 2016): Ask members to read this article from a former youth council member in Michigan. Then create a survey to implement in your local high school or county’s schools to learn about youth perspectives on issues that most concern them in their community.

**“Community Mapping”** (pages 13-17 of the Bonner Curriculum) in [A Toolkit for Creating a Diverse and Inclusive Youth Advisory Council](#) (Williamson & Wooten, 2010): This activity can be experienced individually or together as a council, but will require spending time out in the community. Offer guidance to youth council members before they visit places in the community to explore, observe, and document community assets they find. The goal is for

# SERVE

them to consider important questions, do research and observation, and create a Community Profile that will include people, housing, educational facilities, health and human services, media, technology, government resources and institutions, businesses and employment, physical assets, and cultural features of the community. Debrief together by making a list of reasons it is helpful for volunteers to understand the assets and landscape of their community. Then, make a list of reasons why this understanding is helpful specifically to grantmakers.



“What Does Impact Mean?” (page 1), “Getting Thoughtful About Impact” (page 2), “A Pathway to Impact” (page 3), and “Activity Two” (page 6) of [The Path to Impact](#) in the *Teen Philanthropy Café* series (Exponent Philanthropy, 2015d): Use these pages to explore the definition of *impact* and the roles that passion, intentionality and a love of learning play as ingredients to help you achieve greater impact. Then, members can use Activity Two to develop a plan of action to move toward ways they determine that they want to make a difference.

[Time, Talent, Treasure, and Ties](#) (21/64, n.d.c): This tool helps users reflect on how they have allocated their time, talent, treasure, and ties (peer networks) in the past year and, then, set goals for how they want to use these four resources strategically over the year ahead. Each TTT&T tool you order contains a worksheet pad and instructional guide. \$

## Advanced Level: Developing the Skills Needed as a Youth Council Member

“Youth Grantmaking Roles” from [A Toolkit for Creating a Diverse and Inclusive Youth Advisory Council](#) (Williamson & Wooten, 2010) and/or Grantcraft’s [“Roles @ Work”](#) cards (Foundation Center, n.d.): You can create Roles @ Work cards with the list in this MCFYP toolkit or purchase them from the Foundation Center. Based on feedback from hundreds of

grantmakers, the cards identify 29 roles grantmakers serve. These cards will help users explore the questions: How do I shape my role as a grantmaker, inside my foundation and with grantees? How do I manage the different roles I need to play? In “Youth Grantmaking Roles” Activities 1, 2 and 3, members assess their council to see which roles might be missing from their council to get essential tasks completed, which roles are essential to youth council work, and what work they might do too little and too much. \$

**“How Can We Evaluate the Outcomes and Impact of a Youth Philanthropy Program?”** (Gatto, 2017): Together, as a council, read this article and discuss the four key suggestions for how to approach program evaluation: 1) Evaluation is everywhere, 2) Formalize your program theory, 3) Look for existing research and frameworks, and 4) Evaluation is a team effort. Links within the article take readers to the evaluation plan used by the school-based Youth and Philanthropy Initiative of Canada. In YPI’s high school course, students learn about nonprofits in their communities, choose a favorite nonprofit, and develop and deliver a presentation to a panel of judges to compete for grant awards for their nonprofit.

**“Develop Skills and Knowledge”** (page 33) of [\*Best Practices in Youth Philanthropy\*](#) (Stevens & Garza, 2002): As a youth council, use this list of questions to determine what types of training and support are needed by council members to grow their skills and knowledge and to provide leadership opportunities for them.

**“Build Structure and Capacity”** (page 32) of [\*Best Practices in Youth Philanthropy\*](#) (Stevens & Garza, 2002): With council members and adult sponsor working together, assess whether your hosting foundation is providing the kinds of support your council needs to effectively engage young people in grantmaking and leadership.



## Advanced Level: Developing Your Personal Mission

[“My True North”](#) from Section 3: Developing Habits of Giving and Serving in *Youth As Philanthropists* (Hoover & Wakefield, 2000/2016): In this 30-minute activity, members explore their core values and beliefs, and then draft a personal mission statement to guide their philanthropic actions. During the process, they consider who they are as individuals, as well as the world’s problems and human needs that interest them.

[“Define and Write Your Personal Mission Statement”](#) (Chritton, n.d.) and [“Personal Mission Statements of 5 Famous CEOs \(And Why You Should Write One Too\)”](#) (Vozza, 2014): As a youth council, read these articles and discuss your main takeaways from each article. Explain to members that, “no matter their age, people are at different places in understanding their personal mission, so don’t feel pressured by this exercise!” Ask members to work individually, in pairs, or in small groups (whatever makes them most comfortable) to work on the four steps for developing a personal mission statement. Ask for volunteers to share what they’ve developed. Allow time to discuss how utilizing their new mission statements as a guide could affect small and big decisions in their lives.

The Give section starts by providing a basic understanding of philanthropy through activities that define philanthropy, introduce related vocabulary, and explore the characteristics of philanthropists. Dig deeper by looking at the purpose of foundations, understanding the basics of fundraising, and further developing the skills of grantmaking.

## Introductory Level: What Is Philanthropy?

[“The Language of Philanthropy”](#) from Section 1: What In The World Is Philanthropy? in *Youth As Philanthropists* (Hoover & Wakefield, 2000/2016): In this 45-minute group activity, members will develop definitions for philanthropy-related words and terms (like *philanthropy*, *common good*, *volunteer*) and compare these to dictionary definitions with the goal of developing a glossary for the council.

[“You As A Philanthropist”](#) from Section 1: What In The World Is Philanthropy? in *Youth As Philanthropists* (Hoover & Wakefield, 2000/2016): Use this 60-minute activity first to have members individually think about people they think of as *philanthropists*. Then, with members working in small groups, ask them to identify philanthropists in newspapers or online comparing their characteristics and with those they identified individually.

[“A To Z Of Philanthropy”](#) from Section 1: What In The World Is Philanthropy? in *Youth As Philanthropists* (Hoover & Wakefield, 2000/2016): With this 30-minute activity, introduce members to the language of philanthropy and types of philanthropic actions through this quick, out-of-their-seats card-matching activity. This will build their vocabulary and understanding of many words and terms connected to philanthropy, such as activism, ethics, helping, mentor, responsibility, trusteeship, and wealth. For a longer activity or for more advanced members, add a second round of your own cards that define more advanced topics, such as donor cultivation, endowment, and RFP.

[What is Philanthropy?](#) (Arrillaga-Andreessen, n.d.): Watch this 2 ½-minute video with the author of *Giving 2.0: Transform Your Giving and Our World* for a good introduction to the concept of philanthropy and how it relates to the individual. Ask members to brainstorm the money, time, expertise, and networks they each have and discuss their collective list of what they have to give as philanthropists.

## Introductory Level: What Is a Foundation?

[“The Vocabulary of Foundations”](#) (Learning to Give, n.d.h): Use this lesson to help youth understand key terms and concepts related to foundations. Discuss different types of foundations and have members learn the vocabulary of foundations together.

**“What Are Some Different Types of Foundations and Giving”** and **“What Are Philanthropy Support Organizations”** (page 3) of [The Nonprofit Universe](#) (Exponent Philanthropy, 2015c): These sections of the tool provide a basic understanding about different types of foundations and organizations that support them. Use parts 2-5 of Activity One (page 5) to have your members research and list brief information about a few private foundations, community foundations, and other types of support organizations.

## Introductory Level: Understanding Basics of Grantmaking on a Youth Council

**“Getting Thoughtful About Grantmaking”** (pages 2-3) of [Grantmaking](#) in the *Teen Philanthropy Café* series (Exponent Philanthropy, 2015a): Before beginning to talk about grantmaking, this section of the booklet helps youth think about how to give, to what they may want to give, and where. An important step is having them research real community needs. Use “Activity One: Where Would You Give?” and “Activity Two: Learning About Your Community” to help members think about what issues they care about and develop a list of needs in their community.

**“How Grantmaking Works”** (pages 5-7) of [Grantmaking](#) (Exponent Philanthropy, 2015a): *If your foundation is starting a new youth grantmaking program*, this section can be used to understand how foundations use different grantmaking processes (and the steps in the process). Ask members to: (1) provide input for crafting grant guidelines, (2) reach out to organizations about submitting proposals, and (3) determine what consists of good “due diligence” in the program. *If you have an established program*, this overview can be used to help new members learn how the grantmaking process works in most foundations; you can also provide specific information about how it works in your youth grantmaking program.

[Giving Games](#) (The Life You Can Save, n.d.): Use this model of a 60 to 90-minute workshop to provide an introduction to charitable giving for your youth council. Its [instruction manual](#) provides helpful advice and ideas about different designs of giving games. The workshop will require a sponsor or foundation to provide a small pool of funds that will allow participants to decide where it will be donated. [For a leadership opportunity, experienced council members could lead a giving game workshop with new members or other youth in your community.]

## Introductory Level: Understanding Basics of Fundraising

**“Individual Fundraising”** and **“Group Fundraising and Events”** (pages 3-4) of [Engaging Youth In Fundraising](#) (Youth Philanthropy Initiative of Indiana, n.d.): To introduce fundraising to your council, determine the level of prior fundraising experience the majority of your members have from prior school and youth group participation. Decide what makes

more sense for the members' level of experience and the council's fundraising goal – a fundraiser that members do individually or the council working together to identify and plan a fundraiser in which all members participate. Then utilize the introductory section and the list of steps for successful fundraising in these pages.

**“Getting to Give Activity”** from Section 1: What in the World is Philanthropy in *Youth As Philanthropists* (Hoover & Wakefield, 2000/2016): Use this activity to help youth brainstorm ways they can use their time, talents, and resources to generate money for causes that they support. Prompt members to consider: (1) THINGS they have that they could sell, (2) Ways they could use their TIME to make money, and (3) TALENTS they have that they could use to make money.



## Advanced Level: Developing the Skills of Giving and Grantmaking

**Thoughtful Site Visits** booklet in the *Teen Philanthropy Café* series (Exponent Philanthropy, 2015e): Utilize sections of this booklet over time to: (1) help members understand benefits, issues, and good practices for site visits to potential grantee organizations; (2) learn what to do before, during, and after a site visit; (3) determine where to visit and what to learn during a visit; (4) prepare questions for the visit; and (5) debrief post-visit.

**“Site Visits”** from the Philanthropy 101 course (Learning to Give, n.d.f): Teach members about different types of nonprofits and the questions they can ask during a nonprofit site visit to make the most out of the visit.

**“Check It Out! Assessment Scavenger Hunt”** from Section 4: Taking Philanthropic Action in *Youth As Philanthropists* (Hoover & Wakefield, 2000/2016): In this 60-minute activity, have members use the “Scavenger Hunt Inventory” handout as a tool to practice gathering information during nonprofit site visits and to evaluate the organization’s strengths and weaknesses. [Depending on whether the council visits an organization together, or groups visit on their own time, more time may be needed to complete this activity.]

[“How Can Data Help Me As A Grantmaker?”](#) (Foundation Center, 2017): Use this infographic to introduce types of data and how to gather and use data to help decide which community issues to focus upon in grantmaking. Review the following steps presented in the graphic: (1) look at the facts, (2) learn from other people, (3) use data to make decisions, and (4) share your impact. Click on links in each step of this online infographic to delve deeper and explore [youthgiving.org](http://youthgiving.org) resources that can help your council determine what types of data it will gather and how it will be used.

[Current Form 990 Series – Forms and Instructions](#) (Internal Revenue Service, n.d.), [“How to Decipher a 990: 3 Things That Tell You Everything You Need To Know”](#) (Corey, 2014) and the [GuideStar.org](http://GuideStar.org) website: In preparation for this session, download a sampling of (simpler and shorter) 990s from the GuideStar website so that each youth council member will have an example 990. Begin by providing members with a printed copy of a blank IRS Tax Form 990, and a link to the IRS webpage. Set the context. Explain the significance of grantmakers understanding 990s. Let them know that these forms are important resources for youth council members to know how to interpret as they consider grant proposals from organizations since a 990 tells the story of a nonprofit’s sources of income, assets, and expenses (like, staff salaries). Ask members to read the “How to Decipher a 990 article” and explore the blank and sample 990 forms to become familiar with the documents. Now, help your members learn how to read a 990 by reviewing and explaining each section of the form and asking them to volunteer to share information they find in their sample 990s.

[“Assessing Charitable Giving”](#) from the Philanthropy 101 course of the Westminster Schools (Learning to Give, n.d.a): Following this lesson, invite a nonprofit professional to visit a meeting and tell their own story and the story of their organization’s mission and fundraising. Then spend time exploring the nonprofit assessment sites, GuideStar and Charity Navigator to learn about the data available on these sites and how they rate organizations. Show the video [“GuideStar: Better Data, for Better Decisions, for a Better World”](#) (GuideStar, 2015, August 5) to give members a general perspective on why data is important and how assessing a nonprofit means more than reading its Form 990s.

[Track Your YAC: A Tool for Assessing Your YAC’s Progress Toward Best Practices](#) (Council of Michigan Foundations, 2007): Use this tool by having your youth council members discuss the list of 14 Best Practices in youth grantmaking included in this tool. Ask them to discuss what they think of this list. Would they prioritize certain practices? Then, have them either take the quiz individually (and then discuss their answers), or take it as a group by discussing questions together and reaching consensus to determine the answer to each question. Reflect together how the youth council stacks up against the Best Practices and whether the process brought certain practices to the forefront as priorities on which the council might want to focus.

## Advanced Level: Developing the Skill of Fundraising

[The Youth Philanthropy Action Guide](#) (Inyathelo – The South African Institute for Advancement, 2009): Adapt this toolkit developed by school-based South African youth councils to work for your council. Pages 28-39 provide a detailed planning, communication and evaluation process for fundraisers. It outlines steps to keep track of progress and sections that include: (1) developing a fundraising plan; (2) innovative fundraising initiatives; (3) donors, volunteers, and philanthropists; (4) drawing up a budget; (5) monitoring progress; (6) planning an event; (7) using the media; and (8) evaluating the year.

**“Fund Development: The Big Picture”** (page 5) of [Engaging Youth In Fundraising](#) (Youth Philanthropy Initiative of Indiana, n.d.): When your council is mature and has members who are experienced with individual and group fundraising, help them develop a one or two-year fund development plan. Concentrate on and discuss key elements and fundraising tactics as part of the development process. Once the plan is developed, remember to help them follow effective fundraising techniques, including the key steps to successful individual or group fundraising that appear earlier in this guide.

**“The Fundraising Process”** from the Hands-On Philanthropy course (Learning to Give, n.d.d): If your council is located in a high school or in a community foundation that requires members to fundraise before conducting grantmaking, this lesson from Kentucky Country Day School’s high school course may work for you. It provides an introduction to fundraising and helps students learn the process of mass solicitation through letters and personal appeals with potential donors (through phone calls and personal visits). The lesson includes a number of useful handouts that can be adapted for your council’s use.

**“Fund Development Overview”, “Fund Development Basics” and “Sample Fund Development Plan”** linked through [YAC Fund Development](#) page (Council of Michigan Foundations, 2010): Whether your youth council is newly-formed or established, use the Overview and Basics documents to understand the role of fund development in how councils strategically raise resources for grantmaking. Adapt the Plan’s sample yearlong fund development process (with detailed suggestions for each stage) to help your council create and implement a plan. The topics covered in it are: (1) Youth council meetings focused on fund development and planning, (2) meetings with the Foundation representatives to seek input and support, (3) meetings and follow-up with donors, and (4) evaluation.

All young people can be leaders within their communities. The Lead section's activities help youth council members discover the characteristics, knowledge, and skills to focus upon in order to develop as leaders. First, they will explore what leadership looks like and reflect on their own sense of purpose. Then, they dig deeper into the attributes of leadership and hone the skills of leadership (listening, communication, problem solving, and motivating others).

## Introductory Level: What Is Leadership?

**“Session 2: Qualities of Leadership”** (pages 108-109) from “Leadership” section of [Youth Engaged in Leadership and Learning](#) (Anyon, Brink, Crawford, Fernández, Hofstedt, Osberg & Strobel, 2007): In this 90-minute session, members explore definitions of leadership, create an “ideal leader” characteristics list, and reflect on people in their lives and community that meet these characteristics.

**“Getting Thoughtful About Leadership”** and **“Double Mocha Frappe Questions”** (pages 2-3) of [Leadership for a Changing World](#) in the *Teen Philanthropy Café* series (Exponent Philanthropy, 2015b): These sections introduce leadership as a path and ask young people to reflect on their experiences. They then interview others using a set of questions about leadership. The questions can be used during a council meeting or taken home to interview family and community members.



**“10 Traits of a Terrific Leader”** (page 4) of [Leadership for a Changing World](#) (Exponent Philanthropy, 2015b): Review a list of eight traits of terrific leaders and ask members to add two traits of their own. Discuss these traits and how they see them in leaders that they know or have read about.

**“Session 4: Styles of Leadership”** (pages 112-113, 134-135) from “Leadership” section of [Youth Engaged in Leadership and Learning](#) (Anyon, Brink, Crawford, Fernández, Hofstedt, Osberg & Strobel, 2007): Use this 90-minute interactive activity to help members explore different leadership styles and think about their strengths and challenges in leadership situations. They will perform a hands-on construction activity as a group, and reflect on

group dynamics. A “leadership compass” they review will provide descriptions of four different leadership styles to help them determine where they best fit.

## Introductory Level: How Can I Become a Leader?

“[Take a Stand](#)” from Section 3: Developing Habits of Giving and Serving in *Youth As Philanthropists* (Hoover & Wakefield, 2000/2016): In this 30 to 50-minute activity, members consider their beliefs and feelings as they decide where they stand (in support, opposed, or in between) on current issues and statements that reflect value-related opinions.

[Picture Your Legacy](#) (21/64, n.d.b): Order this deck of cards with stunning photography (you will need several) or download the free [iPhone app](#). Members can flip/scroll through the colorful images to help them identify and articulate causes that really interest them. This exercise offers a good opportunity to introduce the idea of “legacy” to members to help them understand how one can build long-term contribution to a cause through intentional giving and volunteering over time. It also offers a way to talk about the relationship between leadership and legacy – particularly how many people (from local changemakers to historic ones) became known because of the leadership roles they assumed over time to move forward a cause to which they were passionately committed. \$

“**Learning to Lead**”, “**Activity One**” and “**Activity Two**” (pages 5-6) of [Leadership for a Changing World](#) (Exponent Philanthropy, 2015b): Use this booklet section to help your members learn about action steps they can take to become a leader. For “homework” ask each to interview a philanthropist about leadership with the questions in Activity One. Then come back together for Activity Two as they each determine how they will take action steps over the next few months to lead.

“**Session 15: Exploring Situational Leadership**” (pages 66, 96-97) from “Communication” section of [Youth Engaged in Leadership and Learning](#) (Anyon, Brink, Crawford, Fernández, Hofstedt, Osberg & Strobel, 2007): In this 90-minute experiential session, members solve a physical restraint challenge. They are called to role play a scenario, using teamwork as they explore how different leadership styles work in different situations. The leadership styles featured in this activity are: Directing, Coaching, Participating/Supporting, and Delegating.

## Advanced Level: Developing the Skill of Listening

“[Active Listening](#)” (The Greater Good Science Center, n.d.a): Pair members and use this 10+ minute activity that will help them build the skills of listening as they take turns practicing paraphrasing, asking questions, expressing empathy, using engaged body language, avoiding judgment, and avoiding giving advice. This Center recommends practicing the activity regularly to develop the skill of active listening.

**“Session 2: Active Listening in Group Decision-Making”** (pages 36, 72-74) from “Communication” section of [Youth Engaged in Leadership and Learning](#) (Anyon, Brink, Crawford, Fernández, Hofstedt, Osberg & Strobel, 2007): Use this 90-minute active experience to help members see how good listening skills are linked to effective group decision-making and problem solving. Youth will use group decision-making as they work to determine action steps to take during an earthquake.

**“Session 3: Active Listening in a Fishbowl”** (pages 38-39, 75-77) from “Communication” section of [Youth Engaged in Leadership and Learning](#) (Anyon, Brink, Crawford, Fernández, Hofstedt, Osberg & Strobel, 2007): In this 90-minute activity, youth practice active listening while others role play and explore reliability and trust. To begin, a member will volunteer to start a story while others volunteer consecutively to listen, summarize what they heard, and add to the story. They will then participate in a fishbowl activity using scenarios that present different group challenges.

## Advanced Level: Developing the Skill of Communicating

**“TED’s secret to great public speaking”** (Anderson, 2016): As a council, watch this talk by TED’s founder Chris Anderson to hear what he has learned is the vital thing for great public speaking. Then, have each member decide on their “key idea” that is worth sharing and develop a speech that uses Anderson’s four guidelines. Allow time for speech writing and editing to make sure each person has a message that is clear and concise. Give time for them to test their talks on council friends. Then make presentation day an “event” with youth (and perhaps foundation friends) serving as the audience while each member gives their talk and practices the art of great speaking.

**“Using Your Gifts And Talents To Create Change”** from Section 3: Developing Habits of Giving and Serving in *Youth As Philanthropists* (Hoover & Wakefield, 2000/2016): In this 60-minute activity, members review “Seven Tips for Effective Presentations.” Then, in small groups, they practice the skills of developing and delivering presentations that advocate for supporting a cause in which they believe.

**“Session 8: Speaking in Public and Making Presentations”** (pages 50-51, 80-83) from “Communication” section of [Youth Engaged in Leadership and Learning](#) (Anyon, Brink, Crawford, Fernández, Hofstedt, Osberg & Strobel, 2007): Use this 90-minute activity to help members understand characteristics of good (and bad) presentations, practice oral presentation skills with partners, and give and receive feedback on their performances.

**“Session 10: Debate and Compromise”** (pages 54-55, 84-85) from “Communication” section of [Youth Engaged in Leadership and Learning](#) (Anyon, Brink, Crawford, Fernández, Hofstedt, Osberg & Strobel, 2007): This 90-minute activity will help members understand the differences between *debate* (focused on winning) and *discussion* (focused on

understanding and compromise) through rounds of role-playing with different goals. The closing reflection asks youth to think about what they experienced and how it might inform their group's norms regarding discussions and disagreements. [This could be a useful activity for councils before they begin the grant review and decision-making process.]

## Advanced Level: Developing the Skill of Motivating Others

[“How Leaders Motivate Others”](#) (LearnLoft, 2016): Show this two-minute video to learn how leaders understand four motivational needs people feel (at least in the short-term): Achievement, authority, affiliation, and a bonus. Also, learn how leadership means understanding what motivates and demotivates each team member. Ask members to share situations in which they were motivated by the “4As” highlighted in the video and times where they witnessed good leaders who motivated others by learning about them.

[Motivational Values Cards](#) (21/64, n.d.a): Order and use these cards to spur meaningful conversations about what drives your council members' decision-making process. Each card in the deck represents a value that drives a personal, philanthropic or financial decision. Ask members to take turns as they prioritize the cards in ranking order with those values that most motivate their decisions at the top and those that least influence their decisions on the bottom. Prompt discussion and reflection with questions. When they were forced to prioritize, did their ranking surprise them? Were there any values that they never consciously considered but that they ranked as important to them? How can being conscious of the values they see as important help them align their decisions with these values? Would aligning values and decisions influence how they use their time, talents, and treasure? [Even having members take turns, you will need several decks to run this activity.] \$



[“Section 4: Understanding People’s Needs”](#) of The Community Tool Box (Center of Community Health and Development, n.d.): Adapt this resource to help your council learn how to understand the kinds of needs people have and ways to best understand their needs. Then, as a council, brainstorm what needs in your community or what groups’ needs it would be useful for your council to know more about. Determine what technique (listed in this resource) you will use to gather this information. Create a plan, design your data-gathering instrument, and implement it! Make sure to find ways to utilize the data the council gathers into your program – this could be considering the data as the council determines criteria for grant awards before the release of RFPs or addressing identified needs through a council service project.

## Advanced Level: Developing the Skill of Problem Solving

[“5 Stages in the Design Thinking Process”](#) (Dam & Siang, 2018) and [“Bringing Design Thinking to Social Problems, Ideo.org Focuses on The People In Need”](#) (Pastorek, 2013): As a group, read these two articles to learn about the **design thinking process**. Discuss each stage of design thinking (Empathize, Define, Ideate, Prototype, Test), and what members think about how the human-centered design approach is being used by IDEO to address challenging social problems around the world. Brainstorm examples of how the stages of design thinking can be used in real life situations, and how the process can be applied to address social issues in your own community.

[A Virtual Crash Course in Design Thinking](#) (Hasso Plattner School of Design, n.d.): Use this 90-minute experience to help your members learn about and experience the **design thinking process**. The essential benefits of *good design* and its power to inspire and engage people positively in all aspects of their lives is changing how businesses and nonprofits operate and how clients choose services and goods – from where to stay during vacations to selecting music to choosing the grocery store of preference to choosing a phone to picking a piece of furniture to choosing a nonprofit to support. Prepare ahead of time by reading through the [Virtual Crash Course Playbook](#), gathering needed materials, printing [“Redesign the Gift-Giving Experience,”](#) and setting up the space. Facilitate the activity or have the group watch the [Virtual Crash Course Video](#) that will take them through the experience (with embedded frames and a clock to count-down the amount of time allowed for each activity). If the group wants to try another similar design activity, try the d.School’s [Wallet Project](#).

**“Session 2: Active Listening in Group Decision-Making”** (pages 36, 72-74) from “Communication” section of [Youth Engaged in Leadership and Learning](#) (Anyon, Brink, Crawford, Fernández, Hofstedt, Osberg & Strobel, 2007): Use this 90-minute active experience to help members see how good listening skills are linked to effective group decision-making and problem solving. Youth will use group decision-making as they work to determine action steps to take during an earthquake.

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Engage, the guidebook’s final section, focuses on fostering the skills of an engaged citizen in your youth council members. Strengthen the impact of your youth council while further developing members’ essential life skills through activities that build capacity in empathy, collaboration, mentoring, advocacy, volunteer recruitment, and inclusivity.

### Introductory Level: Developing the Skills of Empathy

[“The Power of Empathy”](#) (Brown, 2013): Show this three-minute animated short narrated by Dr. Brené Brown to learn the difference between *empathy* and *sympathy* and to explore the four qualities of empathy (perspective-taking, staying out of judgment, recognizing another person’s emotion, and communicating that you heard their emotion). Together, brainstorm situations about which a young person might struggle when it would be helpful to have a friend who could use these four qualities with him / her.

[“Empathy Quiz”](#) (The Greater Good Science Center, n.d.b) and [“Which Factors Shape Our Empathy?”](#) (Simon-Thomas, 2017): Get a look at your empathy profile – take Greater Good’s Empathy Quiz and read your results. Then read the article to learn about two types of empathy (affective and cognitive) and what researchers discovered from quiz takers about factors shaping empathy. Ask members to work in pairs to discuss and brainstorm a list of the ways that empathy is important to young people’s lives. Gather back together and have pairs share their top 3 ways by writing them on the whiteboard / flipchart. Wrap up by discussing the relevance of empathy to grantmaking and philanthropy.

[“Empathy Game”](#) (Pardiwala, n.d.): Have members play this experiential game as they suggest tasks they would like peers to perform and find the tables turned. After playing, reflect on how they felt when they realized they would be performing their own tasks. What is the relationship between the Golden Rule and empathy? Do they think this activity would be useful if used in school groups or youth organizations?

[“Empathy Map”](#) (page 8) of [Empathy in Your Classroom](#) (The Teacher’s Guild, 2017) and [“Empathy Map Co-Creation”](#) (Partlow, 2017): Use this simple activity to get all members involved in sharing an emotion they feel, a thought they connect to the emotion, an action they take when they have the feeling, and something they might say when this is happening. Then, similar to the “Sam” example in the Empathy Map Co-Creation activity, take a volunteer who will share what they think, feel, say and do related to a particular topic.

### Introductory Level: Developing the Skill of Collaboration

[“The 7 Keys to Creative Collaboration”](#) (Spencer, 2017): Watch this two-minute sketch video as a group. You can use it in many ways *before* activities that will involve members working together – such as, before creating group norms, preparing for the first grant reviews, or considering the first fundraiser or service project.

**“Session 4: Team Work”** (pages 40-41) from “Communication” section of [Youth Engaged in Leadership and Learning](#) (Anyon, Brink, Crawford, Fernández, Hofstedt, Osberg & Strobel, 2007): In this 90-minute activity, members discuss different types of teams, different perspectives on issues, the meaning of *team work*, and what they believe are characteristics of effective teams.

**“Session 7: Making Decisions”** (pages 48-49, 78-79) from “Communication” section of [Youth Engaged in Leadership and Learning](#) (Anyon, Brink, Crawford, Fernández, Hofstedt, Osberg & Strobel, 2007): Use this 60-minute activity near the beginning of the council’s work together or before starting a big project. In it, members will learn about different forms of decision-making (individual, representative, democratic, and consensus) and then agree on what form they want to use as part of the council’s general practices or for a specific project.

## Introductory Level: Developing the Skill of Mentoring

**“Grow Mentor Relationships”** (page 3) of the [KIND Schools Challenge Guide](#) (Harvard Graduate School of Education, n.d.): To help your council members get a taste of mentoring, brainstorm to identify how they can connect with younger peers which they could mentor and for who they can serve as role models in their school, youth organization or congregation. Share a first activity of their mentoring would be encouraging kindness and compassion. Ideas include creating a picture book, games, or activities that encourage kindness. (Once created, these items could then be used by mentees with peers, younger students, or siblings). Develop an action plan and timeline together so members commit to identifying mentees, forming relationships and working on a kindness activity. [If mentoring will be a sustained activity of the council, learn about what makes [successful mentoring relationships and programs](#), then create time for members to debrief about their experiences and share ideas for ongoing activities. If any council members would be interested in mentoring younger youth as a long-term commitment, connect them with a mentoring agency or program in your community that has expertise to provide training and intentional matching with a mentee.]

**Best Practice 4: New Member Orientation** (page 2) of [“Putting Best Practices into Action: A Manual for Youth Advisory Committee Advisors”](#) (Council of Michigan Foundations, n.d.): As suggested in this best practice, empower and prepare experienced youth council members to plan and lead the council’s new member orientation. *To prepare as an advisor to mentors, learn about what makes [successful mentoring relationships and programs](#).* Then, pair experienced members with new ones as mentors. Together, develop clearly articulated goals and expectations for mentors and mentees and provide guidance to mentors about how they can support new members’ growth. Check-in with mentors and

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mentees periodically to see how they are doing and create opportunities for mentors and mentees to gather throughout the year.



### [“Mentors play critical role in quality of college experience, new poll suggests”](#)

(Lambert, Husser & Felten, 2018): Prepare your council members for successful college life by helping them learn, *from the perspective of a mentee*, the importance of mentoring! Begin by having your council read this article that captures findings from a new study on the significant role that mentors play in students’ college success. Help them learn how to reach out to people to ask them to serve as mentors as they make important decisions in high school that will affect their future or as they focus on building skills around interests they love. To prepare them to make their mentor request, have members reflect on the following questions and then role-play with one another conversations they will have with a potential mentor. Examples of reflective questions could include:

- What kinds of decisions do you have to make in the near future or what interests do you have that you want to build that will help you as you apply for college, seek an internship, or apply for leadership positions over the next couple years?
- Who do you know who has experience and insights that you think would be helpful to you in addressing these needs?
- What characteristics would you want in a mentor?
- Who do you know who would be helpful to you but who would also enjoy working with as your mentor?
- What are you asking of the mentor – such as, amount of time and frequency to meet, preparation for your discussions, making connections for you with other people or organizations?

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Now, brainstorm together what the group feels are the characteristics of a good mentee. Once members feel comfortable with what they are asking and how they are expected to behave, ask them to contact their potential mentors and arrange a meeting. Plan to check in with members about how it goes!

### Introductory Level: Developing the Skills of Advocacy and Activism

[“Practical Activism: What is Activism?”](#) (Jarrodspport, 2009) and [“What is Advocacy?”](#) (Advocates for Children and Youth, 2014): Watch these videos together (six minutes in total) for a brief introduction to the concepts of activism and advocacy. Then hand out index cards to each member and post three flipcharts around the room with the following labels: (1) ways that activism and advocacy are present in my life and community, (2) organizations that educate and advocate for social causes, and (3) historical examples fueled by activists and advocates. Ask members to take a few minutes and brainstorm, recording their thoughts on an index card. Then, ask them to rotate through the three flipcharts recording several of their examples on each chart. Debrief by asking for volunteers to share their examples, determining important historical and current examples that might be missing, and noting what examples from today in your local community seem to stand out.

[“Understanding Advocacy”](#) (Learning to Give, n.d.g): This lesson plan will help members learn the meaning of *advocacy* and *the common good*, explore the characteristics of good advocates (through the biography of renowned animal advocate, Jane Goodall), and consider their own personal advocacy style.

[“Five Steps to Becoming an Advocate”](#) (TED, 2018): As a council, watch this talk to help your members consider five steps to becoming an advocate. Providing his thoughts on each step, historical and societal commentary, and Campbell’s personal story, the steps he reveals are: (1) lock down your motivations, (2) establish role models, (3) understand your historical context, (4) focus, and (5) a way forward. Separate members into five groups, give each group one of Campbell’s steps, and ask each group to discuss what they think about that step and how it might be a useful practice in their lives as philanthropists.

[Change.org](#): To provide your youth council with a national and international perspective on activism, use a meeting to introduce this activists’ website. Open by reviewing information on the “about” page and then allow members time to browse the site’s petitions. Ask members to find one petition that they would agree with signing. Allow a good amount of time for members to share the petition they agreed with and to share their feelings about the site. Be prepared to facilitate potentially sensitive conversations as members may have opposing views on some topics.

[Mission Planning Guide](#) (Greitens & Youth Service America, n.d.): This short guide presents the ASAP model of four strategies to apply to community problems: Awareness, Service, Advocacy, and Philanthropy. Use the guide to take youth through a process of: (1) identifying what they are passionate about, (2) thinking about issues in the community and world that they care about, and (3) using “ASAP” strategies to decide on a project and implement it!

## Advanced Level: Developing Skills in Diversity and Inclusivity

“**Belief System Map**” (page 11) of [Empathy in Your Classroom](#) (The Teacher’s Guild, 2017) and “[Mapping Experiences and Belief Systems](#)” (Plunkett, 2017): Use this hands-on way to create dialogue around diversity of identity and values – this could be used to help council members focus on their own identities or adapted to reflect on the diversity of your community. Before meeting, read through these two mapping lessons and adjust the activity to meet your goals. Select sample prompts and/or create your own. Develop reflection questions. Decide on the materials you will provide for members to create their maps artistically (for instance, will they collage with magazines, colored paper, and markers or create sculptures with clay). Now, hold the map creation session! Make sure to leave time to hang /display the Belief System Maps so that members can do a “Gallery Walk”, visiting each map and hearing members explain their maps. Ask each member to explain during their Gallery Presentation what prompted them to choose their particular map topic.

“**Session 7: Values and Identity**” (pages 118-119, 137-139, 69-70) from “Leadership” section of [Youth Engaged in Leadership and Learning](#) (Anyon, Brink, Crawford, Fernández, Hofstedt, Osberg & Strobel, 2007): In this 90-minute session, members will learn how values affect leadership and why it is important for groups to encourage recognition of their diversity. *Establishing trust is important before doing this activity* so wait until the group knows one another and has experienced active listening and empathy activities. You should feel comfortable and ready to facilitate the sensitive conversations that may likely arise (review pages 69, 70 and 139 before facilitating). Members will share about their values, experiences and backgrounds, and will pick and share words that identify them.

“**Trading Places Exercise**” in [A Toolkit for Creating a Diverse and Inclusive Youth Advisory Council](#) (Williamson & Wooten, 2010): In this MCFYP activity that will call stereotypes into question, council members will rank which people (described in a list) they would like to trade places with, from most to least appealing. Give members handouts one round at a time (there are three rounds) and pause for discussion after each ranking round. Why did they rank the people the way they did? Did some members rank very differently than others? Who were the most appealing people? Who were the least appealing? Why? With the second and third rounds, did their rankings change? Why?

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[“Community Arts Showcase”](#) (DoSomething, n.d.): Use this lesson plan for ideas, scaling it back to focus on the goal of council members creating an exhibition that explores social justice and anti-bias themes. Ask them to keep in mind: What message do you want people to take away from your piece of artwork? Allow time over several meetings for council members to: (1) investigate an anti-bias or social justice topic of their choice; (2) conduct research using searches such as “social justice art,” “folk art,” or “multicultural art”; (3) create an original piece of artwork around their topic; (4) create a public exhibit at your foundation or in a community location; and (5) hold an exhibit opening with the artists.



### Advanced Level: Developing the Skill of Volunteer Recruitment

[“How to Recruit and Keep Volunteers”](#) (DoSomething, 2011): Watch this insightful four-minute video that captures what to consider before recruiting volunteers, how to make their experiences meaningful, and how to keep them involved in your foundation. This setting in

a real-world organization, Unified Theatre, and the video’s teen focus and practical tips will appeal to youth.

[“Section 2: Recruiting Volunteers”](#) of The Community Tool Box (Center of Community Health and Development, n.d.): Volunteer recruitment is an important skill for helping nonprofit organizations thrive and for hosting successful large fundraising and service events. Adapt this resource to help your council learn basic steps for how to recruit volunteers and things to consider before and during recruiting. Then, give members scenarios for which they would need to recruit volunteers and let them have fun practicing what they learned through role-playing!

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["7 Super Steps to Recruit Volunteers"](#) (Zackal, 2015): Teach council members basic tips for recruiting volunteers by reading this article together and sharing examples from your own foundation that relate to these tips. Create a scenario in which volunteers would be needed or discuss a real upcoming event that will require volunteers, and work together to consider how the council would use each tip in this scenario.

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