

Facilitator Training Manual



Florida Youth Leadership Forum

EMPOWERMENT | EDUCATION | EMPLOYMENT

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Created by:

**Whitney Harris, Tyler Von Harten, Carly Fahey, Sarah Goldman
and Anthony LaCava**

Revised by:

**Whitney Harris, Andrew Montgomery-McCrary, Nicole Salas,
Chelsey Kendig, and Robert Noren**

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We are all leaders: Leadership is not a position. It is a mindset. -Fredrik Arnander

The Six Leadership Styles¹

The leadership style test facilitators complete prior to YLF is used to create balanced leadership pairs for every group. No style is better or worse than any other; rather, they are effective during different activities and discussions throughout YLF. This information gives you and your partner a meaningful and quick method for divvying out facilitating duties. Also, observing your partner's complementary skillset will give you an example to work toward in developing your own skills. Over time, enhancing your abilities in every skill-set will make you a well-rounded individual outside of the YLF-bubble.

1. Coercive leaders say, "Do what I tell you."

- Coercive leaders demand immediate obedience.
- Coercive leaders show initiative, self-control, and a drive to succeed. This leadership is commonly

¹ www.skillsyouneed.com

seen on battlefield, but any crisis will need clear, calm, commanding leadership. On the other hand, this style does not encourage anyone else to take initiative, which can have a negative effect on group emotions and morale.

2. **Pacesetting leaders** say: “Do what I do. Now.”

- Pacesetting leaders expect excellence and self-direction.
- Pacesetters lead by example, and they are most successful in a highly competent and well-motivated team. This energy can only be sustained for a limited time without group members flagging. Pace-setters show initiative along with a drive to succeed, and they tend toward conscientiousness.

3. **Authoritative leaders** say: “Come with me.”

- Authoritative leaders move group members toward a vision.
- These strongly positive, visionary leaders are most useful when a new style or clear direction is needed. Authoritative leaders are self-confident and empathetic, and they act as a catalyst toward change by drawing people into their concept and engaging them with the future.

4. **Affiliative leaders** say: “People come first.”

- Affiliative leaders create the emotional bonds and harmony that they desire.
- Affiliative leaders have strong communication and relationship-building skills. Their empathy makes

them most affective when a group member, or the group as a whole, needs to heal rifts or develop motivation. It is not a leadership style that focuses on achieving specific tasks, and can make it difficult to steer the group toward getting the job done.

5. **Democratic leaders** say: “What do you think?”

- Democratic leaders build consensus through participation.
- Collaboration, team leadership, and communication are the skills democratic leaders have honed. This form of leadership is affective in developing ownership for a project, but it difficult to achieve goals until momentum has built up within the group. Democratic leaders have to convince their group that a relatively slow process will ultimately give the results they are working toward.

6. **Coaching leaders** say: “Try it!”

- Coaching leaders develop people.
- Coaching leaders encourage group members to apply multiple, open methods of goal-achieving and problem-solving. They are self-aware, but also strong in developing others. A coaching leader is especially useful for a long-term project.

*"The facilitator's job is to support everyone to do their best thinking. To do this, the facilitator encourages full participation, promotes mutual understanding, and cultivates shared responsibility."*²

Facilitating

Facilitator Responsibilities:

- Work *with* your co-facilitator. This means coordinating and communicating with them all day, each day.
- Read the file sheets that describe each of your delegates, and remain sensitive to their individual needs. Although it may be tempting to take a blank slate approach, our busy schedule makes it best to familiarize yourself with how each delegate learns and communicates, and to anticipate any hurdles they might encounter. You are their first line of support and best ally for the weekend, and that means going in prepared.
- Be ready to warmly welcome each delegate individually, and establish your group as their home base for the week. Purposefully approach them one-on-one to settle any concerns they might have from the start.

² Kaner, Sam with Lenny Lind, Catherine Toldi, Sarah Fisk and Duane Berger Facilitator's Guide to Participatory Decision-Making New Society Publishers, 1996, page 32.

- Make sure each delegate creates a mailbox and that the mailboxes are gathered for program staff to post them on the wall. This will keep delegates from stressing about not getting notes once they learn the purpose of the mailbox.
- Encourage positive and respectful behavior. Never allow your group to disrupt other groups.
- Shut down any negativity or judgment that threatens to keep your group from being a safe space.
- Listen to your delegates' needs and concerns, and encourage them to address solvable problems to the group.
- Monitor cellphone use and be ready to address issues that may crop up if one or more of your delegates uses theirs as an assistive device (for accommodations).
- Encourage your group to discuss activities that have happen and those that are upcoming, but do not dominate the conversation. Let them bring up conversation topics amongst themselves.
- Keep track of your group's PLPs.
- Keep the group on schedule. This means keeping track of the schedule in some way. If you cannot carry this binder or are prone to losing it, keep images of the schedule on your phone. There is no excuse for not knowing what comes next and at what time.
- Ensure that each delegate in the group is present in discussions and all activities. Work with your co-facilitator and support staff to ensure someone is available and able to track down truant delegates. Try

not to send delegates to find their peers, as you tend to lose track of multiple delegates that way.

- Oversee the completion of the PLPs. Do not approach this as busy work, or simply something that must be done. Instead, encourage your delegates to form thought out responses that will help encourage them to apply lessons learned at YLF long after the weekend is over.
- Keep track of the delegates' roles when the group is assigned to introduce a speaker. Do not leave it until minutes before the activity to choose who will participate. This is unfair to your delegates, and YLF as a whole.
- Go over specific group transportation bus plans each day and making sure each delegate gets on and off their bus.
- Attend your staff meetings each day, on time. Schedule your self-care around these meetings.
- Remind your delegates of schedule changes or when they need to return for other scheduled activities.
- Alert staff if emergencies occur with your delegates. You do not have to take on full responsibility for delicate situations.
- Encourage delegates to help one another, but remind them to ask before doing.
- Eat meals with delegates who seem to be alone, but do not force yourself on groups that seem to be getting along.
- Give thoughtful feedback when handing out certificates to your group at Reflections.

- Never leave the premises on your own or leave your group.

A Good Facilitator Is....

a mentor

...who has the general knowledge and/or life experience to guide delegates through the challenges that crop up while planning a future, particularly when it comes to the uncertain variables surrounding disability advocacy and medical care.

To become a better ***mentor***:

- Check in with your delegates outside of small group times by making sure they have someone to sit with at lunch, encouraging them to join in at the dance, or joining them in a game at the park. Demonstrate that your focus this weekend is on them, and prioritize their comfort and engagement.
- Gently guide discussions so that they stay on task. A conversation may head off down another road that you find far more interesting than helping kids learn about dry, disability-related laws, but as a facilitator it is your job to help your group process everything they've learned, and they can only do that if you ensure they have enough time to discuss and ask questions about all the new concepts they've been introduced to this weekend. An occasional off-topic discussion about a favorite TV show is great for group bonding, but an entire small group session spent talking about the new Captain America movie is a failed use of time.

- Be a positive example. It is a long weekend, and often facilitators get far less sleep than delegates. It's easy to show your exhaustion to your group, but it's *better* to rally and show consistent enthusiasm and excitement for upcoming events. Your delegates are looking toward you to model behavior, and energizing yourself will energize them. In a similar vein, keep your phone in your bag/pocket. If you use it to keep up the schedule, comment on that whenever you pull it out to check the time. Don't sit through lectures texting or scrolling through social media, no matter how many times you've heard the spiel.

a *listener*

...who is quiet while a delegate speaks. Show that you are listening by keeping your gaze on that delegate, but also make sure the rest of your group is also actively listening. Identify opportunities to tie one delegate's experiences to another's: *"Emma, that's such a good story, and it reminds me of the experience George shared with us last night. Has anyone else had something similar happen?"*

to become a better ***listener***:

- Acknowledge the speaker's experience, but also encourage them to consider their own thoughts more complexly: "That must have been really challenging to deal with. Do you think you would have done the same thing knowing what you do today? What might you have done differently?"
- Validate their positive experiences, too: "Oh, wow, you must have been so proud of yourself!"

- Use your own experiences as teaching tools, but remember that this isn't your show. "I learned that the hard way that I should've been open about my disability while arranging my study abroad. I had to change rooms, and I bet that could have been fixed ahead of time. Have any of you ever faced a situation like that?."
- Encourage the use of concepts that they've been introduced to over the weekend. "Yes, exactly, that is a *great* example of ableism. What could you say next time someone makes a comment like that? Remember, even you didn't know why it might be offensive until yesterday, you just knew it bothered you. What's a similar concept they'll understand?"
- Support your delegates' ideas. YLF is often a time when delegates dream big and want to bring all the activities they've done over the week to their school. You might doubt that they'll follow through, but being supportive is the best way to be surprised. If you say this: "I absolutely think you could start a spread the word to end the word campaign next spring," a year later you might hear, "I ended up going to three schools and getting five thousand new signatures. I've heard the r-word a lot less at school, and most of my friends have stopped saying 'gay' and 'lame,' too!"

an observer

... who sees reality heading straight for a delegate's dreams. Attacking in a wave that will flow in and out with the speed of ocean, but doing the damage of tidal. Rather than waiting around to pick up the shards, you help lay strong red bricks of practicality into the cornerstones. Preventative measures can only help, and destruction always hurts. And, finally, you guide

them through mixing up a batch of concrete goals; ready and waiting to caulk the next cracks. For all that blown glass is said to be delicate away from the fire, but bricks can still explode in a kiln.

To become a better **observer**:

- Be ready to determine who has a tendency to take over conversations and who is quiet, and gently encourage them to take opposite roles. In each session, lightly prod the quiet ones into sharing and the talkers in to listening. Toeing the line between encouragement and nagging is difficult, but worth it when you see delegates learning how to give and take in a conversation.

a **colleague**

...who is aware of their co-facilitator's leadership style, and puts thought into the ways in which they complement and contrast each other.

To become a better **colleague**:

- Talk to your co-facilitator ahead of time to determine what discussions and activities you're most comfortable leading. Be honest. Don't agree to lead an activity you dislike or don't understand, because your attitude will bleed into your behavior. Similarly, agree on who will keep track of PLPs, pens, and other essential items. Be aware of your own limitations—Organizational skills aren't developed in one weekend! If you *are* trying to improve in that area, take charge of one item—e.g. pens--and let your co-facilitator help you remember to keep them on hand!
- Check in with your co-facilitator whenever delegates aren't in the room. Make sure they understand the approach you are taking with each delegate. Also make

sure they have a handle on your sense of humor—one person's off-hand remark could be hurtful if another person doesn't know it was sarcastic! Have these discussions away from delegates, and do not let misunderstandings or hurt feelings bleed into interactions with them.

A Good Facilitator Should Avoid:

- Letting your opinions about an activity, statement, or belief color your reactions to a delegates. It's okay to be yourself, but remember that their experiences are as unique as yours. If you must share your thoughts, be prepared to support them in a thoughtful way, without criticizing the delegate. Never forget that no one's worldview can be completely changed in four days.
- Being a know-it-all. You may have more experience than your delegates, but they are still individuals allowed to make their own decisions, whether or not you agree with them. Additionally, if it is their parents whose attitudes you disagree with, keep in mind that delegates have several more years of living at home ahead, and it is not up to you to make that more difficult for them. You may suggest a different way of seeing things, but do not force it.
- Being a counselor. Emotions run high at YLF, and often stories and secrets are shared readily. You are there to be supportive and to listen, but if major issues crop up, take them to a higher-level staff member. They know the best ways to support delegates, get the whole story, and to intervene if such a thing is necessary. Remember: you can rarely grasp the full situation through a handful of conversations over four days.

- Forcing delegates into anything. Some people are shy, and some have xx social anxiety that causes panic attacks. It's not up to you to determine who falls into what category. So, if a delegate does not want to speak, do not harass them. Similarly, some delegates did not want to come to YLF and will not change their minds. Do not take this personally. It has nothing to do with you. And, though it is up to you to gently guide conversations, some discussions cannot be forced. Not all groups will become comfortable enough to share significant emotions, and that's all right. It doesn't mean their YLF experience isn't going to be meaningful for them.
- Drama. Whether it is your instinct to analyze delegates' quickly shifting interpersonal relationships over the weekend, or to dwell on disagreements that happened at the last facilitator's meeting, do not discuss these things with delegates. No matter how close to their age you are, in their eyes this weekend you are an adult. Spreading rumors and encouraging gossip are not behaviors a facilitator should partake in or encourage.

Challenges Facilitators Have Faced:

(Record In Your Own That We Could Use in Later Manuals)

“Coming together is a beginning. Keeping together is progress. Working together is success.”

- Henry Ford

Successful Small Groups³

Breaking the Ice:

- *Simple Introductions:*

Give someone one minute to introduce themselves and give the rest of the group one minute to ask questions. Alternatively, have them use a minute to interview the person to their right, then introduce them in the second minute, and allow for questions in a third.

- *Two Truths and a Lie:*

Each delegates take a turn saying two truths about themselves and one lie, everyone tries to guess which statement is the lie.

- *BINGO.*

³ If bullying occurs, do your best to use your authority as a facilitator to stop it in its tracks. First and foremost, work with your co-facilitators to present a clear message that everyone deserves kindness and respect at YLF. Inappropriate behavior is not tolerated. If this persists, immediately contact Carolyn or Ray

Ahead of time, create cards with twenty-four (24) easily identifiable traits or experiences (e.g. *has blue eyes; has been to Virginia*), and one free space. The delegate who has the feature/has done the thing initials their square. The first with a full line of initialed squares, wins.

- *Rose and Thorn*

Go around in a circle and have delegates say one thing they are excited for at YLF and one thing that makes them nervous.

Final Small Group Variation: Go around in a circle and have delegates say one thing they learned during the week/favorite part of YLF, or say one wish they have for the person to their right, and one thing they admire about that person.

Topics for the First Small Group:

- Remind the group that they should respect the person who is speaking at all times during the weekend, whether in a large group activity, a small group discussion, or at the dinner table.
- Instruct them to think before speaking during small group discussion: Is your thought important, or silly? If it's silly, is it the right time for that?
- Explain that everyone at YLF has a disability and discuss what it means to take pride in that.
- Discuss the challenges and benefits of being on one's own, and also sharing a room with someone new. Use

this discussion to gauge each delegate's comfort with being away from home.

- Ask about other summer activities, and determine common interests between delegates, as well as delegates and staff.

Leading Morning Small Group Meetings:

- Try to keep your group focused and show up on time or even early for small groups in the mornings. This shows delegates that we are ready to get going and not to play around. Encourage your delegates to fully eat breakfast prior to group time!
- Explore the option of eating breakfast together. Use it as a time to do some group bonding activities.
- Ice-breaker activities can also be done in the morning. This builds group cohesion and wakes everyone up!
- Try to keep a constant count of your delegates. If one goes missing suddenly, it will eat up small group time.

Encouraging Conversation and Group Bonding:

- In the first few hours of arrival day, encourage your delegates to share their hobbies and interests. This is the one time when any and all off-topic discussions can happen, and should be encouraged. Use that time to help your group find common ground with each other, and with you.
- In the beginning, allow everyone to play to their strengths to become more comfortable. Then try to challenge them as the weekend goes on.

- Sometimes, different dynamics in a group might create awkward silence. It is important to remember that silence is okay! Silence is useful in helping the delegates process and think.
- In order to create deep or meaningful discussion, you have to build up first with basic or open-ended questions that don't allow yes or no answers, (e.g. *"What did you think about the etiquette dinner?"* *"What did you learn at the Capitol?"*)
- Flip the idea of open-ended questions to the delegates. Once they have answered yours (e.g. *"What did you learn at The Capitol?"*) encourage them to ask a question to someone else in response. (*"I learned some ideas people have for making big changes. Did anyone else think they could make that change in their community?"*)
- Use a little humor in your small group to help relieve tension and create a stronger group bond. Make sure that all humor is light, appropriate, and positive. Note that many who come to YLF many not appreciate or understand sarcasm.
- Provide an example by answering questions and share your experiences. (e.g. *"I learned _____ at YLF"* or *"When I was a delegate I thought..."*) This can help delegates relate to you and open up. Just don't let the conversation be all about you!
- Make sure every person in your group knows that their opinions and perspectives, so that they feel free to speak up. This can be done by making sure no one is talking over another group member and encouraging them to support one another.

- Connecting the dots in a discussion is a critical part of facilitation. If the flow in the conversation becomes scattered, it might be useful step in and redirect the chatter.
- Some personalities might overpower others by accident. If a person becomes too quiet in a small group discussion, bring them in again. This can be done by using questions like, *"Hey Suzie, what do think about Bobby's presentation?"* or *"Suzie had a great suggestion at the park. Suzie do you want to share?"*
- Helping a delegate feel validated is important in small groups, regardless of their personality. Whether you are asking them to quiet down, or encouraging them to speak up, acknowledging each delegate's worth to the group is essential. This can be done by reminding the group of their strengths right asking them to change a behavior.
- Give the delegates responsibility within the group. Ask one of the delegates to make sure everyone has a pen, and have another make sure no one sits alone during meals. If one person is monopolizing the conversation the facilitator can rephrase their last statement and use it a springboard to invite someone else to speak.
- By the same token, give a strong verbal cue or clue that you want someone to speak before you hand it off to them. Some people are naturally quiet and will feel pressured if put on the spot.
- If someone is being a general distraction to the group, talk to them privately. Do not call them out and risk embarrassing them. Exceptions can be made for severe disruptions that are hindering the rest of the group.

- Encourage delegates to think of their small group as homebase, and to travel in a group even when it's not required.
- Speak to each delegate privately about their comfort levels.

Handling PLPs:

- Personal Leadership Plans are the key to making YLF happen each year. They map the progress each delegate makes over the weekend. They give delegates a chance to apply what they're learning to their own lives, and to look back at YLF once they are home. They also provide concrete proof of what delegates learn over the weekend, which helps funders understand our program.
- Choose one facilitator to hold onto your group's PLPs and pens.
- Explain to delegates that their PLP must be completed with their own thoughts and words, and that they will be receiving a copy of it in six months to remind them of the goals they set at YLF.
- PLPs are important for all delegates, regardless of their background or the severity of their disability. Facilitators should provide assistance by reading questions aloud and offering to write for delegates who need such an accommodation, but should only allow delegates' own words to be written on their papers.
- There are no right or wrong answers to PLP questions. Facilitators should always support, but not influence, any perspective a student wants to put in their PLP-- even if it seems unusual.

- PLP sections often line up with the specific activities we do each day. Try to discussion to help students tie their entire experience together. This will help delegates contextualize YLF early on and help them consider their next steps before the week is over.
- As facilitators, these PLPs can be seen as busy-work, but it is very important to keep a positive attitude about PLPs in front of delegates. They will follow your lead!

Keeping Track of Time:

- Time management is important. Keep a copy of the schedule with you throughout the day and go over any changes with your group.
- Make sure that you know where your special small group meeting space is, and remind of group where/when you will meet there. This keeps you from having to run out of PLP time! Have support staff make sure everyone gets to this location on time.
- Remind the group that their tardiness can have a negative effect on their group as well as other groups.

Additional Materials

A Glossary for Disability Advocates

- **Disability**
 - **Person(s) with a Disability (PWD)**—An example of person first language, a system that advocates for the identification of humanity before disability.
 - **Invisible Disability**—A disability that is not visible to the naked eye. People with invisible disabilities might be more able to pass as able-bodied, but might also have trouble connecting to the disability community.
 - **Models of Disability**—Ways of defining “disability.” The most commonly used systems are the *medical model*, which implies a diagnosis that requires medical intervention. The *social model* contends that disability is created by obstacles within a society or community. The *charity model* refers to the tendency of able-bodied people to believe people with disabilities deserve pity and/or charity.
- **Ableism**—Anything that directly or indirectly favors people without disabilities, or that discriminates against PWDs.
 - **Stigma**—Negative beliefs associated with a particular circumstance, quality, or minority

- **Segregation**—Separating those who belong to a particular minority from those who do not. Typically refers to the South before the African-American civil rights movement, but also refers to the system of educating children with disabilities apart from their peers.
- **Ugly Laws**—Laws that forbade people with visible disabilities from entering public spaces. The first was passed in San Francisco 1867 and the last was repealed in Illinois in 1974.
- **Telethon**—A televised fundraising event that lasts many hours or days. The most famous of these was created by comedian Jerry Lewis to raise money for the Muscular Dystrophy Association. It is widely criticized by the disability community, because it made disability seem like the worst possible thing that could happen to a person. The stories of PWD featured on the show were clearly meant to evoke pity, and even adults were spoken to as if they obviously inferior.
- **Tokenism**— the practice of doing something in order to make people believe that you are being fair and including all types of people, e.g. having one non-white character on a TV show.
- **Objects of Inspiration**—A term coined by Australian advocate Stella Young, referring to the way disabled people are often held up as motivational examples for able-bodied people,

rather than being praised for the successes and talents they take pride in.

- ***Advocacy***—Actively lending support to and arguing in favor of a particular cause, policy, or person (self or other).
 - **Temporarily Able-Bodied (TAB)**—The idea that all people face the possibility of acquiring a disability. Typically used to encourage able-bodied people to adopt policy benefiting people with disabilities, because it could apply to them eventually.
 - **Vocational Rehabilitation**—A program that originated to provide newly disabled veterans of WWI with the training they needed to find new jobs. It expanded to include all physically disabled people in 1920. Now, VR offices refer to the Vocational Rehabilitation Act of 1973 to guide them in helping disabled people gain employment once they exit the school system.
- ***Individuals with Disabilities Education Act (IDEA)***—A law passed in 1975 that ensures that students with a disability are provided with a free public education, and are not segregated unless this will allow them to learn better than they would in a regular education class.
 - **Individual Education Plan (IEP)**—A document that details the services, modifications, and accommodations a school must provide to allow a

disabled student to meet their educational goals. It must be updated yearly by a committee consisting of the student's parents, teachers (general and special education), service providers, school administrator, and the student themselves.

- **Modification**—Changes made in expectations for a student. e.g. a student with poor hand muscle control might be exempt from handwriting grades.
- **Accommodation**—Supports and services provided to help a student achieve the same goals as their peers. e.g. a student who cannot use a pen/pencil might be given a word processor to type their essays on.
- ***Self-Advocacy/Agency***—The condition of acting or exerting power, particularly for one's own benefit. Essentially, making your own choices, on your terms.
 - **Minority**—A group of people who are seen as being separate from the larger group in a country or community.
 - **Oppression**—Unjust or unequal treatment of a minority, particularly when it comes from a group with more power.
 - **Identity**—The qualities a person uses to differentiate themselves from others. Examples include: race, religion, disability, gender, sexual attraction.

- **Centers for Independent Living (CILs)**—A network of agencies that help PWDs access services in their community that will allow them to reach their independence goals, without sacrificing health, ability, or dignity. The first CIL was founded in 1972, a direct result of the Berkley independent living movement led by students such as Ed Roberts, a man with quadriplegia who had been deemed “too disabled to work” by California’s department of VR. (He earned his MA at Berkeley, and eventually became the director of VR).
- **Capitol Crawl**—A demonstration that took place on March 13th, 1990, where dozens of disability advocates discarded their mobility aids (wheelchairs, crutches, powerchairs) and crawled up the steps of the capitol. It served to protest delays in disability rights legislation, as well as to demonstrate the fact that even a building meant to symbolize democratic equality in America could not be accessed by a significant amount of citizens without a struggle. The protestors also showed the diversity of disability—they came from 30 states, and articles about the event frequently mention 8-year-old Jennifer Keelan.
- ***Americans with Disabilities Act (ADA)***—A law passed on July 26th, 1990 that was designed to end discrimination against people with disabilities. It requires employers to provide reasonable accommodations for employees with disclosed

disabilities, mandates disability-friendly public transportation, and dictates the requirements for accessibility in public spaces.

- **Disclosure**—Revealing a disability to someone, specifically an employer, in order to receive accommodations. Unlike in the school system, it is the employee's responsibility to do this to be protected by the ADA; however, they are then legally protected from disability-based discrimination, and their employer must provide the accommodations that will allow them to meet the specifications of the job description.

- ***Examples of Additional Advocacy Goals***

- **Equal Representation**—The inclusion of different minorities in the media, specifically via complex characters who exist for reasons beyond tokenism or inspiration porn.
- **Universal Design**—refers to broad-spectrum ideas meant to produce buildings, products and environments that are inherently accessible to older people, people without disabilities, and people with disabilities.
- **Intersectionality**—Ensuring that disabled people are included in the fight against other forms of oppression that may affect them, such as sexism, racism, and the LGBTQ+ movement.

Privilege Detection Activity⁴

Instructions: Mark the statements that apply to you, either next to it or by making tally-marks elsewhere on the page. At the end of the list, add up your marks and make a note of the number. This will be the only information you are asked to share.

___ My parents/guardians have never worked nights and/or weekends to support my household.

___ I have never been diagnosed with a learning disorder/invisible disability.

___ I can get my hair done at any salon or barbershop I choose.

___ I have never been afraid walking down the street at night.

___ My household does not receive benefits of any sort. (i.e. Social Security, food stamps, WIC, free/reduced lunch.)

___ If I have a romantic partner, I would feel comfortable showing affection for them in public without fearing ridicule or violence.

___ I have never identified as being on the Autism Spectrum.

___ I have never been diagnosed with a physical disability.

⁴ This activity was adapted from a BuzzFeed article entitled “What is Privilege?” which included a video wherein 10 participants partook in a “privilege walk.” Aside from the title of the activity being implicitly ableist, the activity required participants to have come out in all areas of their life to have an accurate result, which is a form of privilege in and of itself.

___ I have never been diagnosed with a mental illness.

___ I am reasonably sure I have never been the only person of my sexuality in a classroom/workplace.

___ I have read a book or watched a TV show/movie that featured a character with my specific disability.

___ I have attended my own IEP meeting.

___ My parents were born in the United States.

___ I can pick up a book or open a webpage and read it without difficulty or accommodation.

___ The primary language in my household was English.

___ I live in a household where people are supportive of me.

___ I can find the hair products I need and/or the make-up that matches my skin tone at any pharmacy I go to.

___ I can communicate without the use of an interpreter or adaptive devices.

___ I have never felt uncomfortable asking for help or accommodation related to my disability and/or mental illness.

___ I have never been embarrassed about my clothing for any reason.

___ I have at least one friend who has the same disability/disorder as I do.

___ I have never had to use adaptive devices in the classroom or workplace.

___ I have never felt uncomfortable about asking friends over to my house.

___ My disability or mental illness does not affect my daily routine.

I can go to any movie without needing adaptive devices or subtitles.

No one I live with has been diagnosed with a mental illness.

There has never been a divorce in the household where I live.

My peers do not use a term that applies to me as a joke (i.e. “crazy,” “lame,” “psycho,” “gay,” or the r-word.)

I have never sought out a TV show, movie, or book because it had a character of my race/gender identity/sexuality status.

I am reasonably sure I have never been the only person of my gender in a classroom/workplace.

I have always had adequate access to food.

Whenever my family moves to a new home, it is by choice.

I would call the police in an emergency without hesitating.

I feel comfortable being emotionally expressive/open.

I am reasonably sure I have never been the only person of my race in a classroom/workplace.

My religious holidays align with school breaks.

I have never had a job during high school.

I have traveled outside the United States.

I do not take regular medication.

There is usually a character of my race/gender identity/sexuality status in popular TV shows, movies, and/or

books.

___ I know I will get help from my guardians in paying for college.

___ I have never been bullied based on something I cannot change.

___ There are at least fifty (50) books in my household.

___ I feel comfortable using the restroom in public spaces.

___ I feel like people make accurate assumptions about me based on my appearance.

___ My parents or guardians attended college.

___ I have gone on a family vacation.

___ I can go out to dinner or buy new clothes whenever I want.

___ I have been offered a job and/or volunteer opportunity thanks to a friend or family member.

___ My parents/guardians have never been unemployed or laid-off for reasons beyond their control.

___ I can wear comfortable clothes that match my mood without fear of being teased or bullied.

Emergency Contingency Plan



Florida Youth Leadership Forum
EMPOWERMENT | EDUCATION | EMPLOYMENT

Southgate Campus Centre Emergency Procedures

FIRE EMERGENCY

UPSTAIRS

If you hear a fire alarm:

- 1) If you are in a wheelchair, quickly assemble in front of the elevators and await assistance. (Elevators may not be working properly, so do not board until given permission.)
- 2) If you are ambulatory, quickly go down the stairs into the lobby. Exit the building and gather on the other side of Pensacola St. (circled on the map below).

GROUP FACILITATORS: Designate one person as “home base”. The other facilitator and support staff assigned to your group will gather the members of your group to “home base” and account for any missing members. If you have missing members, inform YLF Coordinators immediately.

DOWNSTAIRS

If you hear a fire alarm:

- 1) Exit the building and gather on the other side of Pensacola St. (circled on the map below).

GROUP FACILITATORS: Designate one of you as “home base”. The other facilitator and support staff assigned to your group will gather the members of your group to “home base” and account for any missing members. If you have missing members, inform YLF Coordinators immediately.

POWER OUTAGE

If we lose power (lights go out, etc.):

- 1) Calmly return to your room and wait for YLF staff to come by and perform a “bed check”. Remain in your room with the door closed and await further instructions.

HOUSING STAFF: Once the halls have cleared, begin a “bed check”. Inform YLF Coordinators of any missing students.

If you are in a wheelchair, and are downstairs during a power outage, wait in the lobby near the front desk until YLF staff can come down and assist you. Do not attempt to use elevators, as they will not be working properly.

