

**YVOTE CHANGEMAKERS 2022 SUMMER INSTITUTE**  
**TUESDAY, JULY 18, 2023**  
**5:30PM - 8:30PM (Facilitators from 5-9PM)**

Session Theme
<b>Credibility and Accountability</b>
Session Goals
<ol style="list-style-type: none"> <li>1. Learn about local politicians.</li> <li>2. Recognize the importance of credible sources in understanding and discussing political and cultural topics.</li> <li>3. Develop critical thinking skills to identify and evaluate credible sources of information.</li> </ol>

Agenda Summary	Materials and Setup
<ol style="list-style-type: none"> <li>1. YVote Welcome</li> <li>2. Icebreaker: Power Word Association</li> <li>3. Identifying Fake News-Kahoot</li> <li>4. Who's Who in Local Politics</li> <li>5. Action Groups</li> <li>6. Closing Reflections</li> </ol>	<p>Name tags with two groups  Blank Sheets of paper  Action Group guiding questions: 4 copies of each</p> <ul style="list-style-type: none"> <li>• <a href="#">Mental Health Action Group Guiding Questions</a></li> <li>• <a href="#">Criminal Justice Action Group Guiding</a></li> <li>• <a href="#">Racial Justice Action Group Guiding Questions</a></li> <li>• <a href="#">Climate Justice Action Group Guiding Questions</a></li> <li>• <a href="#">Immigration Justice Guiding Questions</a></li> </ul> <p><a href="#">Action Plan Worksheet</a> (55)  <a href="#">Facilitator Checklist</a> (12)  Health Justice <a href="#">scenarios</a> (5)  <a href="#">Privilege walk instructions</a> (5)  <a href="#">Evaluating Sources for Reliability</a> (print the 2nd and 3rd page, 35 copies)  Collage materials - markers, paper, newspapers/magazines, glue, scissors</p>

**Facilitators-Be sure to read carefully and be prepared for anything/everything!**

Session Outline			
YVote Welcome			
Facilitator(s): Chris-Ann			
Time	Configuration/Location	Length	Description
5:30-5:40 pm	Whole Group	10mins	<p>GREET PEOPLE AS THEY ARRIVE, WITH MUSIC PLAYING AND DIRECT THEM TO THEIRNAMETAGS, WHICH WILL BE OUT ALPHABETICALLY AND WITH TWO GROUPS ASSIGNED (ONE A COLOR, ONE A LETTER)</p> <p>Have posters on walls for people to write on "what did you learn last week?" and other fun prompts etc</p> <p><b>Recap:</b> Start with a brief recap of the previous session, summarizing the key topics discussed and highlighting any significant insights or moments. This helps to refresh participants' memories and establish continuity.</p> <p><b>Reiterate Community Guidelines in a whole group setting</b></p>
Icebreaker: Power Word Association			
Facilitator(s): Ananna, Absa			
5:40-5:55pm	Full group	15 mins	<p><b>Setup:</b> Each Facilitator will represent a color. Blues go with Chris-ann, Greens go with sonja, etc. Each group should have around 6 people Put your group into 2 lines facing each other, when the time is up have everyone rotate to the right</p> <p><b>Instructions:</b></p> <ul style="list-style-type: none"> <li>Explain the activity to the participants: The facilitator will read one word from the list, and participants will engage in a quick word association game. The goal is to respond with the first word or phrase that comes to mind related to the word read.</li> </ul>

			<p>List of words related to politics, credibility, and culture:</p> <ul style="list-style-type: none"> <li>○ Democracy</li> <li>○ Influence</li> <li>○ Trust</li> <li>○ Representation</li> <li>○ Identity</li> <li>○ Media</li> <li>○ Equality</li> <li>○ Activism</li> <li>○ Diversity</li> <li>○ Propaganda</li> </ul> <ul style="list-style-type: none"> <li>● Set a timer for 30 seconds for each round of word association. During this time, participants should take turns sharing their word associations with their partner in front of them.</li> <li>● After 30 seconds, signal for the participants to move one position to the right, finding a new partner to engage with for the next round.</li> <li>● The facilitator continues to read words from the list, and participants repeat the process of word association and partner rotation for each round.</li> <li>● Encourage participants to be spontaneous and share the first word or phrase that comes to mind. The focus is on making quick connections between the words and exploring different perspectives and interpretations.</li> <li>● After several rounds, conclude the activity and bring the participants back to the full group setting.</li> </ul> <p><b>Debrief (3-5 min):</b> Facilitate a group discussion to explore the connections and themes that emerged from the word associations.</p> <ul style="list-style-type: none"> <li>○ Did you notice any similar or repeating words during this activity?</li> <li>○ What do these similarities suggest about the intersectionality between power, credibility, and culture in politics?</li> <li>○ Did you hear any words that resonated with your own understanding or experiences of power, credibility, and culture in politics?</li> </ul>
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Facilitators: Jolina and Dorina

5:55-6:25	Full Group	7 minutes	<p>Begin the activity by explaining that we are going to give the participants a better understanding of what the civic expo will look like and the type of engaging and interactive projects that we will be developing.</p> <p><b><u>Jolina: Skyla, Sonja</u></b>  <b><u>Instructions:</u></b> familiarize yourself with <a href="#">scenarios</a> so participants can choose which identity/path they want to take. Just read off scenarios</p>
		7 minutes	<p>After serving Pizza, ask participants from Climate Justice, Mental Health Justice, and Immigration Justice to get up and view Jolina’s presentation.</p> <p><b><u>Dorina: Chris-Ann, Ananna</u></b>  <b><u>Instructions:</u></b>          After serving Pizza, ask participants from Criminal Justice, and Racial Justice, to get up and view Dorina’s presentation.</p> <p><b>Once 7 minutes are up ask participants to switch to the other presentation</b></p> <p>Full group Q&amp;A:          Allow participants to ask questions about how the facilitators came up with their project idea and other project-related questions. Facilitators should ask participants how they might change or adapt these activities to be more locally-focused for NYC.</p> <p><b>Any extra time can be spent as a break (getting snacks, using the bathroom, etc) before going into the next activity.</b></p>

Identifying Fake News

Facilitators: Mukilan and Jolina

6:25-7:00	Full group	35mins	<p><b>Open discussion by</b> asking participants to turn to a partner to discuss where they get their news from Social media? News apps? Television? Traditional newspapers?</p> <p>After about one minute bring the group back and ask people to call out where they get news from.</p> <p>Each time someone shares a new source, take a poll in the full group to see how many other people get their news from that source. (Ex - If someone you call on says TikTok, then you can say "Okay</p>
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		<p>show of hands, how many of you would say TikTok is one of your top 3 news sources?")</p> <p><b>Then give them some historical perspective– Say something like</b>  Before cable and the internet, there were only four television networks, and the only method for readers to comment on the news was to write letters to the editor.</p> <p>Ask Participants: how they think the expansion of ways we can receive, share, and comment on news has affected society and people’s understanding of the world.  Aim to get at least a few positive &amp; negative responses (if everyone is giving negative impacts, challenge participants to specifically think of a couple of positive ones) Ex: Globalization and how social media gives everyone access to all over the world.</p> <p>After getting 3-4 responses  <b>Broadcast the video: “Fake News Stories Thriving on Social Media.” (3 min)</b>  Full group debrief:</p> <ul style="list-style-type: none"> <li>• Why do you think some people share fake news stories?</li> <li>• What is the potential problem with fake news and not being able to tell what is fake and what isn’t?</li> <li>• Why do you think the public has become skeptical of the media’s credibility?</li> </ul> <p><b>Turn and talk in mixed groups:</b>  Analysis of online behavior in 2016 found that fake news stories are more likely to be shared than factual stories on social media. As a class, discuss the following questions:</p> <ul style="list-style-type: none"> <li>• Why does it matter if fake news stories are shared more than legitimate ones?</li> <li>• What are the dangers of sharing fake information?</li> <li>• Do social media companies like Facebook and Twitter have a responsibility to warn readers that some stories are fake?</li> <li>• As consumers of news, do we have a responsibility to make sure stories we share on social media are factual?</li> </ul> <p>Tell participants that there are many tools for evaluating information for bias and accuracy. Most of these tools look at the source of the information (author, publisher), the story’s purpose, objectivity and accuracy, reliability and credibility of sources, and audience.</p>
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			<p>In mixed groups</p> <ul style="list-style-type: none"> <li>• Review the <u>Evaluating Sources for Reliability</u> handout.</li> <li>• Then have action group members partner into twos. If there's an odd number in the action group form a group of three</li> <li>• Assign each group a misleading website.</li> </ul> <p><b>Facilitators can send the list of websites in their group chat that they've made.</b></p> <p><a href="https://conservativeangle.com/">https://conservativeangle.com/</a></p> <p><a href="https://www.the-postillon.com/">https://www.the-postillon.com/</a></p> <p><a href="https://neonnettle.com/">https://neonnettle.com/</a></p> <p><a href="https://gellerreport.com/">https://gellerreport.com/</a></p> <p><a href="https://empirenews.net/">https://empirenews.net/</a></p> <p><a href="https://theconservativetreehouse.com/">https://theconservativetreehouse.com/</a></p> <p>Be sure to review each website to ensure appropriateness for your group</p> <p><b>In Mixed Groups</b></p> <p>Complete the Evaluating Sources for Reliability handout.</p> <p><b>Debrief in Mixed Groups:</b></p> <p>Use the following questions to facilitate a group discussion about the effectiveness of the evaluation tools. Be sure to point out the importance of effectively evaluating the credibility of sources before sharing them.</p> <ul style="list-style-type: none"> <li>• What conclusion did you draw about your website using only your knowledge and experience? Did you correctly determine whether the website was credible?</li> <li>• Did the tools help you determine the website's credibility or news story?</li> <li>• How can we use this tool when developing our project?</li> <li>• Which aspects of the tool do you feel were least effective?</li> </ul> <p><b>Full group</b></p> <p>Transition into the next activity by asking the participants to keep the information/tools that they learned in mind for the research they will do in the Who's Who in Local Politics and head back into their action groups.</p>
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Who's Who in Local Politics

Facilitator(s): Sonja, Absa

7:00-7:45	Whole Group	45	<b>(3 minutes) Introduce activity: Say something like,</b>
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		minutes	<p>While we may be familiar with larger figures like the mayor and the governor, it's equally important to understand the smaller officials who contribute to the big picture. Today, we will explore how these local politicians align with our action group's focus and goals.</p> <p>We want to introduce you to our allies, our assembly members, congresspeople, and other local officials who have the power to shape policies and make decisions that impact our lives and the causes we care about. By understanding their positions, policies, and accomplishments, we can identify the politicians who share our values and may be valuable allies in our advocacy efforts.</p> <p><b>Instructions:</b></p> <ul style="list-style-type: none"> <li>● Divide participants into pairs within their action groups. <ul style="list-style-type: none"> <li>○ Each pair will be assigned a local politician relevant to their action group's focus area <b>*See List Below*</b>. Provide each pair with the name of the politician.</li> </ul> </li> </ul> <p><b>Research (15 minutes)</b></p> <ul style="list-style-type: none"> <li>● Instruct the pairs to spend 15-20 minutes researching their assigned politician. They should gather information about the politician's stance on relevant issues, notable policies or initiatives they have supported, any interesting facts about their background or accomplishments, and their overall alignment with the action group's goals.</li> <li>● Encourage participants to take notes on a piece of paper as they conduct their research, jotting down key points, quotes, and any additional information they find relevant.</li> <li>● After the research period, bring the pairs back together within their action groups. Instruct them to analyze and discuss the gathered information about their assigned politicians. They should identify commonalities, connections, and potential collaborations between the politicians and the goals of their action group.</li> <li>● Provide art supplies for creating a collage or visual representation of how the local politicians fit within the larger context of the action group's focus area.</li> </ul> <p>Collages (20 minutes)</p> <ul style="list-style-type: none"> <li>● Allocate around 20 minutes for the groups to work collaboratively on their collages, one per action group.. Encourage creative thinking and the exploration of different visual elements</li> </ul>
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that can symbolize the connections and relationships between the politicians and the action group's goals.

[Example of a digital collage](#)

**Immigration Justice**

City Council Member: **Shekar Krishnan**

City Council Member: **Pierina Sanchez**

City Council: **Jennifer Gutierrez**

New York City's immigrant affairs commissioner: **Manuel Castro**

Assemblymember: **Marcela Mitaynes**

Vice President of Advocacy at the New York Immigration Coalition: **Murad Awawdeh**

Immigration Committee Chair Council Member: **Shahana Hanif**

Comptroller: **Brad Lander**

**Racial Justice:**

Commissioner of the Mayor's Office of Equity: **Sideya Sherman**

New York City Council Member: **Nantasha Williams**

New York State Assemblymember: **Stefani L. Zinerman**

Assembly member: **Jessica González-Rojas**

Manhattan Borough President: **Mark Levine**

**Criminal Justice:**

New York City Probation Commissioner: **Juanita Holmes**

New York City Public Advocate: **JUMAANE D. WILLIAMS**

New York City Chair of Committee on Criminal Justice: **Carolina Rivera**

United States Representative: **Hakeem Jeffries**

**Climate Justice**

Commissioner of the New York City Department of Parks and Recreation: **Sue Donoghue**

Chief Climate Officer of New York City: **Rohit T. Aggarwala**


Assemblymember: **Robert C. Carroll**

Mayor's Office of Climate and Environmental Justice (MOCEJ), Executive Director: **Kizzy**

**Charles-Guzmán.**

Chair, New York City Council Committee on Environmental Protection: **James Gennaro**

New York City Environment Director, Natural Resources Defense Council: **Eric A. Goldstein**

			<p style="text-align: center;"><b><u>Mental Health Justice</u></b></p> <p style="text-align: center;">Chair, New York City Council Committee on Mental Health, Disabilities, and Addiction: <b>Linda Lee</b>  Chair, New York State Senate Committee on Mental Health: <b>Samra G. Brouk</b>  Chair, New York State Assembly Committee on Mental Health: <b>Aileen Gunther</b>  Commissioner, New York City Department of Health and Mental Hygiene: <b>Ashwin Vasani</b>  Director, New York City Mayor's Office of Community Mental Health: <b>Eva Wong</b>  New York City Deputy Mayor for Health and Human Services: <b>Anne Williams-Isom</b></p>
7:45-8:00	Full Group	15 min	Once the collages are completed, invite each action group to present their collage to the larger group. Each group should explain the rationale behind their design choices and highlight the key insights and connections they have discovered through their research.
Action Group Project Building			
Facilitator(s): Dorina and Skyla			
8:00-8:20	Full Group  Action Group	20 min	<p><b>Introduce the activity, Say something like,</b>  <i>In our last session you were all asked to start brainstorming ideas for our project that will be in the civic expo. We want everyone to feel as prepared as possible so we're giving you time to work in your groups and start developing your project.</i></p> <p><b>Guiding Questions:</b>  Facilitators will use the guiding questions they came up with for each action group</p> <ul style="list-style-type: none"> <li>• <a href="#">Mental Health Action Group Guiding Questions</a></li> <li>• <a href="#">Criminal Justice Action Group Guiding</a></li> <li>• <a href="#">Racial Justice Action Group Guiding Questions</a></li> <li>• <a href="#">Climate Justice Action Group Guiding Questions</a></li> <li>•  <a href="#">Immigration Justice Guiding Questions</a></li> </ul> <p><b>Refine and Finalize Project Ideas:</b></p> <ul style="list-style-type: none"> <li>• Narrow down your project ideas based on feasibility, impact, and alignment with your group's goals. Remember to try to base your projects on local issues</li> </ul> <p><a href="#">Facilitator Checklist</a></p>

			<p><b>Action Plan Outline:</b>  Start to create an action plan using the <u>Action Plan Worksheet</u> that outlines the key steps, resource allocation, and responsibilities for your project. * encourage your groups to think about objective/purpose first, especially for time's sake – often times groups will get hung up on things like title, especially if it's supposed to be "catchy," but usually titles reveal themselves during the planning*</p>
Closing Reflections + Rose, Bud, and Thorn			
Facilitator(s): Maramé			
8:20-8:30	Full Group	10	<p>Explain the Rose, Bud, and Thorn activity to the participants. Briefly describe the purpose and how it works.</p> <ul style="list-style-type: none"> <li>• Instruct participants to think about their experience during the session and identify one Rose (positive aspect), one Bud (potential opportunity), and one Thorn (challenge or area for improvement).</li> <li>• <b>(3 mins) Have participants share their answers with the person next to them</b></li> <li>• <b>After the time is up, do a full group share out</b></li> <li>• Ask for at least 4 new voices.</li> <li>• How has your perspective on the issue or your action group's focus area evolved or deepened through the activities and discussions today? Are there any new insights or connections you have made?</li> <li>• Did any particular activity or discussion challenge your assumptions or broaden your understanding? How do you think this new perspective will influence your approach to advocacy?</li> </ul>