SCHOOL-BASED HEALTH CENTER
YAC TOOLKIT

OREGON
SCHOOL-BASED
HEALTH ALLIANCE

TABLE OF CONTENTS

Introduction

"Nothing about us without us."
-Slogan used by disability rights activists

Oregon's school-based health centers (SBHCs) provide comprehensive, affordable health care to young people on their school grounds. SBHCs reduce barriers such as cost, transportation, and concerns surrounding confidentiality that often keep youth from seeking the health services they need. Youth engagement is a critical component of the SBHC model. In order to create a youth-friendly environment, it's important that youth are at the decision-making table when it comes to SBHC services and delivery. In Oregon, many SBHCs engage youth by supporting a Youth Action Council or Youth Advisory Council (YAC), which typically focuses on one or more projects intended to improve SBHC services, accessibility, or marketing. YACs can provide an opportunity for youth to become active partners in their SBHC.

This toolkit is designed for YAC Coordinators. Our hope is that the toolkit will provide you with tools to increase your effectiveness as a YAC. These tools are meant to support YACs in building collective power between youth and adults, and use that power to ensure that youth have access to comprehensive and youth-friendly health care. Included in this toolkit are tips on building youth-adult partnership, how to recruit for your YAC, a sample YAC meeting agenda, a list of icebreakers for relationship-building during short meetings, YAC project planning resources, and human-centered design methods for collective brainstorming and decision-making.

We are publishing this toolkit in 2020, in the midst of the COVID-19 global pandemic. We are all adapting to new ways of doing our work, and many Oregon YACs will be convening online as the 2020-2021 school year begins. In this toolkit, you will find a guide for hosting YAC meetings online, along with tips throughout on how to adapt activities to an online format.

Our hope is to support Oregon YACs to be effective and powerful agents of change in your SBHC and school community. Please let us know how you use this toolkit, and if your YAC has other tools and tips to share, we'd love to hear from you.

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About This Toolkit

This toolkit was developed by Oregon-School Health Alliance staff and Student Health Advocates through a contract with the Oregon Health Authority School-Based Health Center State Program Office.

We would like to thank the Ione Community Clinic and Hood River Valley High School Health Center for participating in YAC Coaching during the 2019-2020 school year, and trying out many of the tools in this toolkit.

Youth-Adult Partnership

YACs are most effective when adults and youth work in partnership together. A Youth-Adult Partnership (Y-AP) is one in which youth and adults learn, plan, and work together; with shared decision-making power. The figure below illustrates the spectrum in which Y-AP occurs.
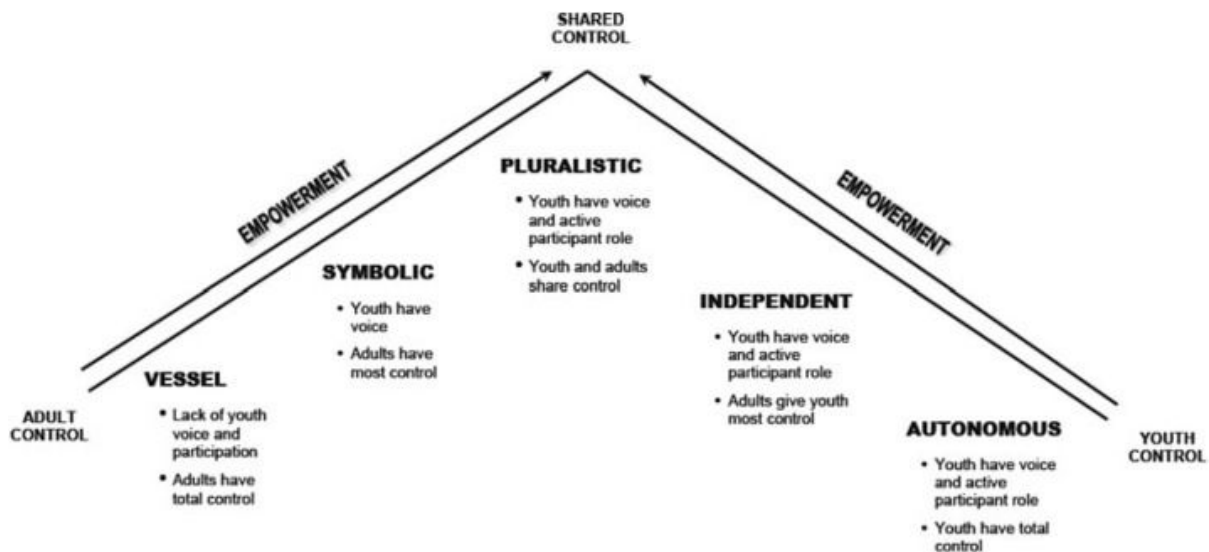
Typology of Youth Participation & Empowerment (TYPE Pyramid) Wong, Zimmerman & Parker (2010)

There are times when it is appropriate for adults to have more control (e.g. an instructional setting), and times where it makes sense for youth to be fully empowered (e.g. youth-led movements). In the case of YACs, we have found that pluralistic decision-making is the most effective for the kind of work that is typically done. It allows for youth to identify the needs and drive the content of the change, while partnering with adults that hold power in the form of knowledge of the system and other key adults.

There is a Youth-Adult Partnership Rubric designed to support you in understanding where you are with Y-AP. The rubric can be used as a peer/self-assessment tool for strengthening Y-AP practices within your YAC, and can help you identify key areas for moving you towards a place of pluralistic decision-making.

On the ground, what we have seen is that YAC Coordinators are challenged to find a balance between providing support to the YAC and taking over decision-making for the YAC. Some Coordinators struggle to step back and allow space for youth to be active participants, while others end up not providing enough structure and support for the youth. The tools provided in this guide are designed to help you move towards pluralistic decision-making and to help balance power among and between participants of all ages.

We have included additional resources on Youth-Adult Partnership on page 19.

Tips for YAC Recruitment

Recruitment is an important step of building a YAC. We've compiled some recruitment tips and ideas from the OSBHA YAC Coaching team and YAC Coordinators in Oregon. One important thing to keep in mind with recruitment: no matter how many students you recruit for the YAC, they will only continue to show up if they understand the value and purpose of the YAC – the value and purpose in their own lives, and in the lives of their peers. In order to retain students in the YAC, it's important to understand how to engage and partner with youth in an equitable way.

How to Advertise the YAC
- Involve current YAC members in your recruitment process. Host a brainstorming session to plan for increasing membership and find out what role students in the YAC would like to take on.
- Promote the benefits of participation.
  - Making change in your community, making friends, creating meaningful projects to improve student health, resume building, public speaking opportunities, advocacy skill building, food, stipends (if available).
- Make flyers.
  - Students you work with may be interested in putting their design skills to work. The tri-fold to the right was created by a student at the Milwaukie High School YAC.
  - You can also use a free site like Canva to create flyers—the flyer to the right from Multnomah County Centennial YAC was made using Canva.
  - Make sure flyers are created in the languages most spoken in the school.
- According to the OSBHA Student Health Advocates, student word of mouth is best. Ask students in the YAC to advertise to other youth they think would be interested.
  - Encourage members to bring friends and family members with them to YAC meetings — many students have siblings or cousins at the school they could invite.
  - Multnomah County YACs host a "Bring a Friend to YAC Month" when their participation dips in the winter.
  - Multnomah County YACs host friendly competitions between YAC members to see who can collect the most email addresses in the hallways at school. Give everyone in your YAC a clipboard with a YAC sign-up sheet (name and
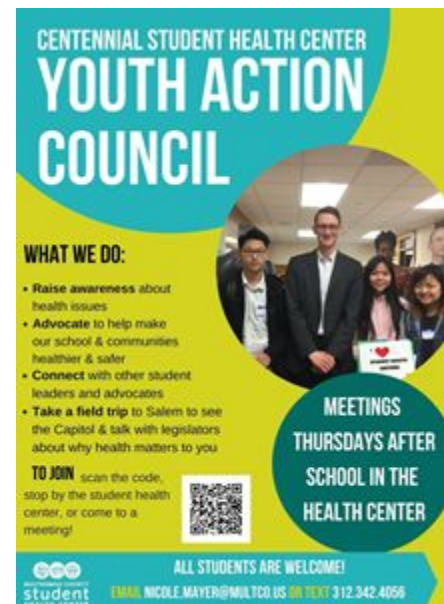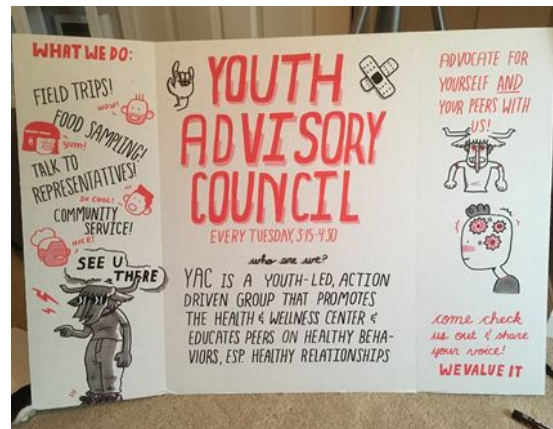
email address). Prize can go to whoever gets the most people to sign up, and whoever gets the most people to come to the next YAC meeting.

Where to Advertise the YAC
- Tape flyers inside of bathroom stalls.
- Put flyer up inside the SBHC.
- Promote the YAC on school announcements and at assemblies.
- Connect with other clubs in your school: Gay Straight Alliance, MECHA, Black Student Union, health focused clubs, etc
- Class visits: YAC members and coordinators can visit health classes (or other classes) to talk about the YAC, pass around a sign-up sheet
- Show up before school and promote with students in common areas. Many students with Free & Reduced-Price Meals are at school in the mornings.
- "Show up at other school/club events/fundraisers (it's fun but also immerses you in the school culture which gains trust and gets students familiar with you/YAC/SBHC) –Hannah Smith, Milwaukie High School YAC
- Have a loud & well-spoken person speak about the YAC during lunch time.
- Advertise with community partners that work with youth.
- Reach out to key staff at your school.
    - Involve the homeless and migrant liaison.
    - Ask the school nurse to advertise – they work with many students who experience chronic health conditions.
    - Ask teachers to help advertise. Organize a raffle for teachers. For every student a teacher refers, they are entered to win a gift card.
- Table at school events.
    - Some YACs use prize wheels to promote the YAC and SBHC.
    - At club fair events, hand out flyers, candy, and/or swag. Pictured right is a tabling setup from Virginia Garcia Student Health Advisory Councils (SHAC). They made a tri-fold poster with SHAC Info and pictures, and used a laptop to gather contact info from students who were interested in joining the SHAC.

Adapting to a Virtual Format: YAC Coordinators are getting creative about recruitment as the 2020-2021 school year starts online in many communities. Here are some tips for recruiting YAC members while school is remote:
- Start an Instagram account for your YAC to help get the word out to students. Invite YAC members to get involved with creating content for the Instagram account.
- Ask YAC members if they would be willing to promote the YAC on their personal Instagram accounts. Raffle off gift cards and other prizes to members who share a post about the YAC.
- Reach out to key staff at your school to find out if there will be a virtual club fair this year.
- If students are still visiting the SBHC in person, post flyers for the YAC around the clinic.
- Ask the health teacher if they can post the flyer in their health class links.

Hosting Online Meetings

As the 2020 school year begins, many YACs are preparing to meet virtually because of COVID-19. Here are some tips and tricks to make your virtual meetings welcoming, interactive, and productive.

Best Practices for Online Meetings:
- **Just like in-person meetings, it's important to create an agenda.** If possible, send the agenda to participants 1-2 days ahead of time. This gives the students a chance to review and consider their contributions ahead of time. Find our agenda template on page 9.

- **Arrive 10-15 minutes early to test out technology**, especially if the video conferencing software is new to you. This will get you prepared for any technology error you may encounter. Allow some time for participants to join and fix any errors they may encounter as well.

- **Establish security measures for your video conferencing**. Create a password and/or waiting room so that only those invited to the meeting can attend.

- **Assign roles for the online meeting.** In addition to a facilitator and notetaker, ask someone to watch the chat box during the meeting, and assign a point person to be available if anyone is having technical difficulties.

- **Plan icebreakers and other relationship-building activities.** Icebreakers are especially important for online meetings, because the online format can make it harder to get to know each other. We've included a list of icebreakers on page 10.

- **Create time to just talk and catch up!** You can facilitate these conversations by asking people to share something good that happened during the week/weekend, something that they are looking forward to, or an accomplishment that they want to celebrate.

- **Use breakout rooms.** Depending on the size of your YAC, you can use breakout rooms to allow participants to connect with others in small groups for portions of the meeting.

- **Create opportunities to stretch and take quick breaks.** If you are meeting for an hour or longer, make sure to schedule a 5-10 minute break.

- **Be as interactive as possible!** This can look like a poll, brainstorming session, or games. You can even add a visual presentation for visual learners, or work on Google docs together.

- **Slowly introduce new tools and practice using them before the meeting.**

- **Provide feedback opportunities.** Create opportunities for students to provide feedback about your online meetings (polls during the meeting, emailed surveys).

- **Get creative.** Some activities are easier to carry out online than in-person. You could invite guest presenters to pop into a portion of your meeting, offer a virtual tour of your SBHC, collaborate with other school clubs, or record videos to share with your school community.

How to Create a Welcoming and Safe Environment:
- **As a facilitator, add pronouns to your name and state your pronouns when you're introducing yourself.** You can suggest others do this if they feel comfortable, but it shouldn't be mandatory.

- **Set the tone.** Remind participants to create an environment for themselves that supports their full participation. This could include removing anything that could be distracting, having a glass of water, and/or having paper and pen available for doodling during the meeting.

- **Offer participants ways to get connected to facilitators if they are having any technical issues.** Make sure students have an email address and phone number to contact if they're struggling to access the meeting (this could be your info or a tech-savvy volunteer).

- **Encourage different modes of participation.** Some students may want to turn on their mic to talk, while others prefer to use the chat box. You can also invite students to private message you directly if there's something they'd like to share with the group anonymously.

- **Allow students to decide whether they want to have their video on or off during meetings.** Some people feel anxiety when they see themselves on camera.

- **Create a set of community agreements that participants add to and agree on.** Add the community agreements to the chat box at the start of the meeting.

- **Consider "Zoom Fatigue".** YAC members are spending more time than usual in front of a screen. Create opportunities to engage in activities without a screen. Host a drawing exercise or guided meditation with screens off. Or, instead of meeting, use a communication or collaboration tool.

Virtual Tools
- Zoom, Video Conferencing
- Google Hangouts, Video Conferencing
- Google Drive, Collaboration Tool
- WhatsApp, Communication App
- Discord, Communication App
- Slack, Communication App
- Mural, Visual Collaborator
- Note.ly, Visual Collaborator
- Mentimeter, Visual Polling

Sample YAC Meeting Agenda

Meeting Date: _____
Meeting Time: _____
Members in Attendance: _____

Time	Item	Leader/s	Action Items	Necessary Supplies
5-10 mins, *depending on how long your meeting is*	**Relationship-Building Activity** *Create an opportunity for connection & relationship-building through a quick icebreaker or question of the day.*	*List who will lead each activity. If YAC members will be leading portions of the meeting, make sure they have advance notice so they can prepare.*		
5-10 mins *depending on how long your meeting is*	**Updates & Announcements** *Share updates and announcements. Present opportunities for all members to share relevant updates.* *Note: You could also review action items from previous meetings here instead of at the end and add a couple of minutes to this timeslot.*			
15 mins	**Focused Activity** *Pick one project to focus on during this time.*			
5 mins	**Action Items and Wrap Up** *Review past and new action items out loud – make sure it's clear what each task is, who is responsible for it, and what the timeframe is.* *Keep a running list of action items so action items from your previous meetings don't get dropped.* *Reflect on the meeting and identify the focus for the next meeting.*			

Quick Icebreakers for Short Meetings

Many YACs have limited time to meet together and it can be hard to focus on relationship building when you're trying to get things accomplished. However, OSBHA strongly encourages taking just a few minutes at the beginning of each meeting to welcome and transition everyone into the space, as well as get to know each other just a little better each time. Someone may have just had a stressful activity five minutes before, so taking time to relax and connect before diving into the next thing can be helpful.

There are a lot of icebreaker suggestions that come up in an internet search. When choosing icebreakers, consider who's in your group, and try to avoid questions that may inherently include an assumption about class (e.g. world travel, buying things, assuming smartphone ownership, etc) or cultural or religious norms (e.g. not everyone grew up watching or listening to the same entertainment), or physical ability (e.g. your favorite hike). You may want to start with less personal icebreakers like "would you rather" and then as your group gets to know each other, move into more personal questions that relate to feelings and experiences. Keeping icebreakers optional but encouraged can feel safer.

These icebreaker questions are designed for use in meetings when you don't have time to do longer relationship building activities, and ideally will just take a couple of minutes to complete.

Icebreaker Questions
- Would you rather…
    - …teleport or fly
    - …be able to speak to animals or learn all human languages
    - …your only mode of transportation was a zebra or a giraffe?
    - …only be able to use a fork (no spoon) or only be able to use a spoon (no fork)?

- Simple choice questions, e.g. Morning or night? Cat or dog? Popcorn or M&Ms?

- Have each member of the group introduce themselves by saying their name backward.

- What is your most used emoji?

- If you could only use one condiment for the rest of your life, what would you use?

- Favorite snack and why?

- Favorite thing to do in the sun?

- If you had to take a bath in food, which food would it be?

- How do you feel about rain?

- What is your favorite smell and why?

- What is one word to describe your day so far?

- If you were a cheese, what type would you be and why?

- What flower are you and why?

- What thing from nature are you most like?

- Are you a sunrise, daylight, twilight, or night person?

- What are you currently watching or reading for fun?

- If you could teleport anywhere in the world right now, where would you go?

- If you did not have to sleep, how would you spend the extra 8 hours?

- If you had an extra day in the week and no one knew, what would you do?

- What is one thing you are looking forward to this weekend?

- If you could say one sentence to your pet or someone else's pet and know that they would understand it, what would you say?

- If you could be the leader of an organization, country, form of entertainment, or sport, which would you choose and why?

- What is your favorite self-care activity?

- What is an object you've held onto that you really should get rid of?

- What is the worst style choice you have ever made?

- What lights you up the most right now?

- What's your favorite tradition or holiday?

- What soothes your spirit when you are unhappy or in a bad mood?

- When do you feel like the best version of yourself?

Tools for Brainstorming

The following activities will help the group understand what's working, what needs improvement, and areas of opportunity. You can use these activities to brainstorm for a project, debrief an event, or make decisions about how your YAC will be structured. The possibilities are endless, but these methods can be used to make sure everyone's voice is heard, and gather lots of information quickly — which is especially important when you have short meetings! If you have time constraints, you can also do different steps at different meetings, e.g. brainstorm at one meeting, cluster and identify themes at the next meeting.

Materials Needed: Sticky notes (3 different colors), dark-colored markers, whiteboard or flipchart paper

Before You Begin: Assess the space. Ensure that participants will be able to move to the board with ease, and if any participants cannot get to the board, consider moving the activity to a table or offering to place/move sticky notes for them. Prepare to be flexible and course correct to meet the group's needs.

Rose, Thorn, Bud:
Note: Some questions are appropriate for both adults and youth to answer (e.g. you are working in partnership to brainstorm project ideas, or doing a group reflection), and some are better for only youth to answer (e.g. you are seeking youth feedback and ideas). The facilitator can easily participate if they set a timer. If the youth in your YAC are interested in building their facilitation skills, this is a great activity for them to learn to facilitate.

1. Identify your topic/question for the Rose, Thorn, Bud. The question should be formatted as such: "When you think about [TOPIC]...what is working well, what are things that need improvement, and what are ideas for improvement?"
   a. Potential topics:
      i. Our school-based health center
      ii. The health of students at our school
      iii. The event we organized
      iv. Our YAC meetings
      v. SBHC services for marginalized youth
2. Give each person a dark-colored pen/marker and 3 sticky note pads.
3. Explain the topic and the color key. *(Note: you can change the terms from being rose-focused to a more culturally specific or group specific theme)*
   a. Rose = Pink (things that are working well)
   b. Thorn = Blue (things that need improvement)
   c. Bud = Green or Yellow (ideas for improvements)
4. Instruct each person to write on as many sticky notes as they'd like, but only one idea per sticky. These are going to go on the wall -- use a dark marker and write as big as you can so people can read it.

5. First, the group will spend 2 minutes brainstorming things that are working well on the pink sticky notes. One idea per sticky.
6. Set a timer. After 2 minutes, ask the group to begin brainstorming things that need improvement on blue sticky notes.
7. Repeat for ideas for improvement on green sticky notes. Encourage the group to get creative. No idea is too small, big, or wild.

Adapting to a Virtual Format
Are you facilitating Rose, Thorn, Bud online? Rather than writing on sticky notes, ask participants to type their roses, thorns, and buds into the chat box. As the facilitator, you can then transfer their ideas to online software that uses digital sticky notes, such as Note.ly or MURAL. MURAL has a great Rose, Thorn, Bud template ready to use.

Clustering:

1. Now it's time to cluster! Clustering/clumping the sticky notes helps us find themes in our thinking.
2. Invite everyone to bring their sticky notes to a designated spot in the room (flipchart paper/whiteboards work well).
3. Have one person describe, then place, their sticky note. It's important that people go one at a time and say their idea out loud so everyone can hear everyone else's ideas.
4. Invite others to place similar items next to that one. Different colors can go next to each other.
5. Repeat the pattern until all items are included.
6. Discuss and ask YAC members to rearrange sticky notes as groupings emerge.
7. Ask YAC members to draw circles around and label the clusters that they see take shape.

Adapting to a Virtual Format
To adapt clustering to an online format, there are a couple options. If participants are interested in and able to use a virtual tool like Note.ly or MURAL, you can have everyone sign in at the same time and move their virtual sticky notes themselves. You can also facilitate this without having anyone else sign into the virtual tool. Simply share your screen using your video conferencing app, and ask each participant to take turns sharing about their sticky notes, and then guiding you on where to move each of their sticky notes to. Remember -- even if doing this online, it's important that people take turns going one at a time and saying their idea out loud (or typing it into the chat box) so everyone gets a change to contribute and hear from others.

Voting Resources

YACs will be faced with many decision-making opportunities, whether choosing the health issue to focus on for the next project, or deciding what day of the week meetings should be. It's very common for groups to struggle with an imbalance of power between students who are more outgoing and/or students who carry more privileges. In order to create a space where everyone has a voice, it's important to carve out time for all participants to weigh in before moving forward with an idea. The following voting methods allow for building consensus as a YAC.

Visualize the Vote: *This voting method helps when you need to narrow down potential options. Use this method after you have brainstormed using Rose, Thorn, Bud and Clustering.*

1. Give each person 2 sticky dots as voting tokens.
2. Announce the criteria for voting: everyone votes all at once, as quickly as possible.
3. Describe each of the concepts being voted on, and give everyone a minute to review and think about where they will place their dots.
4. On the count of 3, everyone places their dots.
5. Tally the votes.
6. Invite discussion of what people voted for and why.
7. Determine action items based on which concepts received the most number of votes.
   Remind everyone that just because a concept didn't win doesn't mean you can't come back to it later or weave it in elsewhere. Consider using Fist to Five (instructions below) to check in if everyone is ok with prioritizing those items.

Adapting to a Virtual Format

To adapt Visualize the Vote to an online format, ask students to use the chat box of your virtual conferencing software. Give them a couple minutes to decide what they will be voting on, and type their vote into the chat box. Important: ask participants not to press enter until everyone is done. Then, on the count of 3, everyone can press enter at the same time. This ensures that participants are not swayed by other people's votes. You can also use polling software such as Mentimeter or the Zoom polling feature to launch a poll and gather responses during your meeting.

Fist to Five:

Use this method to quickly understand where everyone stands on an issue or idea, and/or to gain consensus before moving forward.

1. Restate the issue or idea that the group will be voting on.
2. On the count of 3, all participants raise their hands with the number of fingers that indicate their feelings about the issue or idea.
3. If anyone holds up fewer than 3 fingers, pause to ask if they would like to explain why they voted that way. Create space for additional conversation and reimagining as a group before coming to a new issue or idea to vote on.

The Fist to Five scale:

FIST	ONE	TWO	THREE	FOUR	FIVE
No way! I'll block this.	I see major issues to resolve.	I see minor issues to resolve.	Meh. I'll support it.	Yes! I'll help.	I love it! I'll lead!

Adapting to a Virtual Format
Adapting Fist to Five to an online format is simple. Participants can share their vote by holding up their fingers through their video, or by using the chat box to enter their number.

YAC Project Planning

Planning a project can already be intimidating, so it's important to support young people in the planning process. This allows them to take more ownership of the event and practice their project planning skills. YAC projects can create change incrementally and/or have the potential to create lasting systems improvements. They not only influence positive change in the school and SBHC, but also provide concrete skill development for youth.

Before You Begin: Decide what the end goal(s) or outcome(s) are.
- If your YAC has a planning grant, this may mean their project is already predetermined for them. Let your YAC members know what the project is and why you're doing it. Even though the project is chosen, there are still many ways they can help drive how the project looks and how to make it successful. Being clear and open helps build trusting relationships with YAC members.
- If you are coming up with a project together, doing a brainstorming project can help everyone come up with ideas.

Here is how the OSBHA Student Health Advocates come up with ideas:
- Brainstorm ideas using sticky notes and cluster using the methods described on page 12.
- Use Visual the Vote to prioritize ideas (see page 14).
- Discuss pros and cons of each idea and hone in on the idea that is most likely to be successful.
- Use Fist to Five to check in on agreement about the final decision (see page 14).

Common YAC project ideas include:
- Plan a health event or summit
- Promote the SBHC
- Table during lunch
- Gather student feedback on their health needs and concerns
- Plan a feedback session
- Conduct an assessment of how youth-friendly the SBHC is
- Conduct a research project to learn about the cause of a health issue at your school

Starting Your Project: Once you know what your project is, it's time to start carving out the details. It's best to do this with your YAC members.

- **Discuss what is realistic in terms of time and resources.** Always plan for more time than you think you need. There will be mistakes and allowing for time to "fail" also allows for time for learning and growth, which reduces stress and anxiety for everyone.

- **Create a plan** for the project. Be as specific and realistic as possible and identify an end date. This will help you get a better idea on what you are doing and how long it will take.

- **Identify stakeholders and community partners** that may be able to help with your project.

- **Document tasks that need to be completed**: It's important to know what needs to be done to have a successful project. Write down all the tasks that need to be done. Some examples could be choosing a theme, creating marketing materials, promoting the event, getting materials, getting permission from the school, day-of role playing, going over last minute details. Once tasks are completed you can start organizing tasks by chronological order.

- **Assign tasks**: YAC members should choose what task or assignments they want to complete. There are different ways this can happen to ensure that everyone is involved.

    - ➢ One way is to go down each list of tasks and ask who wants to volunteer. One challenge that may arise is that multiple people may want to do the same task while other tasks get no volunteers. As a coordinator, you should set parameters around how many people are needed to complete a task and establish an expectation that the group will need to work together for tasks that no one wants to volunteer for. Asking the YAC members to problem solve these issues helps include them in decision-making.

    - ➢ Another way is to have people write down the top 1-3 tasks they want to have, 1-3 that they don't mind doing, 1-3 tasks that they don't want to do. Google Forms is a great way to get this information.

- **Create a timeline with deadlines and milestones**: Create a timeline for your project by working backwards from the end date and identifying when tasks need to be completed. We said this above, but it's worth repeating - give yourself more time than you think you need.

- **Review your plan:** It can be beneficial to meet one extra time right before the event/project to go over logistics and answer any questions members may have. One way we go over the event is by having each person state everything that they are doing that day out loud. This allows them to think through their responsibilities and they usually have questions that they didn't think of before.

You've finished your project!

Now that you have finished your project, it's important to review and debrief it with the team! You can opt either for a traditional feedback survey, a brain dump activity or a combination of both.

- Traditional Feedback can include putting questions into a Google form or using SurveyMonkey to collect qualitative feedback on how the event went. You can ask specific questions on the support they received, planning, and overall project, and then review the results with the group in a follow-up meeting. Sample questions could include:
    - Goals
        - Goal B was [insert goal] How well did we meet this goal? (Not Met, Partially Met, Met)
        - Goal B was [insert goal] How well did we meet this goal? (Not Met, Partially Met, Met)
    - Planning, Communications, and Preparation
        - What went well?
        - How can we make improvements?
    - Event
        - What went well?
        - How can we make improvements?
    - Follow Up
        - What went well?
        - How can we make improvements?
    - Youth-Adult Partnership
        - How supported did you feel while thinking through goals, creating a plan, and preparing for this event? (Not supported, Somewhat Supported, Very Supported)
        - How well did youth and adults collaborate on this project? (Not Collaborative, Somewhat Collaborative, Very Collaborative)
        - How can we make improvements in our youth-adult partnership?

- A brain dump allows the YAC members to talk more in depth about their ideas. OSBHA typically uses the Rose, Thorn, Bud method. Creating a space to reflect and build on ideas is critical for retaining members. It can also help continue momentum as a group in the current year and planning for the next.

Don't forget to celebrate your win with the group! With each project, you will all learn more about each other and what work wells with your group. Always ask for feedback, encourage YAC members to come up with ideas and solutions for themselves, and create an open dialogue.

Additional Resources

Youth Action/Advisory Councils

[Creating & Sustaining a Thriving Youth Advisory Council](#), Adolescent Health Initiative

[Lead the Way: Engaging Youth in Health Care](#), School-Based Health Alliance

Youth-Friendly Health Services

[Youth-Led Health Center Assessment Tool](#), Adolescent Health Initiative

[Youth-Friendly Materials](#), Adolescent Health Initiative

Youth-Adult Partnership

[Youth-Adult Partnership Rubric](#), Michigan State University and The Neutral Zone

[Youth-Adult Partnership Resource Kit](#), The Ford Family Foundation

Human-Centered Design

[Free Training on Human-Centered Design](#), Acumen Academy

[Equity Centered Design Training (low cost)](#), Creative Reaction Lab

Online Meetings

[Hosting a Meeting Using Principles of Trauma Informed Care](#), Trauma Informed Oregon

[Leading Groups Online: A Down-and-Dirty Guide to Leading Online Courses, Meetings, Trainings, and Events During the Coronavirus Pandemic](#), Daniel Hunter