



Creating Collaborative Youth Engagement



TK|KW

Tiffany Kelly | Karen Weatherford



Welcome, National Center for Family Philanthropy!

There has never been a time like this to have future-focused engagement with the leaders of tomorrow.

Our Simple Truth: Focus on the innate worth, value & dignity of ALL HUMANS



FLOW



Tiffany & Karen's Alliance

Core Tenets

Equity

Experience the Experience

Student & Family Response

Lessons Learned

Participation Tips

Now What?

THIS IS US



**Tiffany
Kelly**

Anti-Poverty & Equity
Advocate

**Karen
Weatherford**

Holistic & Integrative
Development
Specialist



Congratulations to Tiffany Kelly



Hoover's NAACP Parents' Council Representative

**Winner of the
MCCPTA Advocacy Award**

**Tiffany Kelly, thank you for your sincerity, passion, and dedication toward advocating for diversity, equity and inclusion for Montgomery County Public School students.
Your tireless work benefits all of us.**

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CORE TENETS



SHOW UP

BRING YOUR
HUMANITY &
CONNECT TO THEIR
HUMANITY WITH
HUMILITY

COME ALONGSIDE-
THE CHANGE
PROCESS IS
ALREADY
UNDERWAY.

FOCUS ON THE
INNATE WORTH,
VALUE & DIGNITY
OF ALL HUMANS.

LESS IS MORE

FOCUS ON
CREATING
EXPERIENCES NOT
EXPLANATIONS,
EXPERIENCES
CREATE OPENINGS

ALLOW FOR
REFLECTION IN
BETWEEN THE
DOING & ACTION.

LISTEN FOR THE
WISDOM, NEEDS, &
CONTRIBUTIONS OF
THOSE IMPACTED.

CORE TENETS



TRUST THAT WHAT
YOU NEED IS RIGHT
IN FRONT OF YOU



PRESENCE, SILENCE
AND COMPASSION
IS SOMETIMES ALL
THAT IS NEEDED.



BE FULLY PRESENT
TO WHAT IS AND
WHEN JUDGEMENT
COMES, SAY HELLO
AND MOVE BEYOND



SOMETIMES A
NEEDED ACTION IS
ALL THAT IS
NEEDED.



THE “SPACE” YOU CREATE IS AS
IMPORTANT AS CONTENT OFFERED.

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EQUITY



Discussion

The absence of disparities associated with advantage and disadvantage

The Act of pursuing equity within your context needs to be WITH those without access.

Resist "single story" solutions



The presence of access to opportunity, networks, resources and support

Listen for the nuances and blatancy of the disparities & access points of your community.

The way you address inequity is directly tied to the outcome you seek.



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EXPERIENCE THE EXPERIENCE

**RACIAL
WEALTH
GAP**

Learning
Simulation



STUDENT + FAMILY RESPONSES



Q: What would you do when you see something, or witness, that you feel is an injustice?--The Hate U Give

"I think I would at least try and do what Starr did, speak out. Make sure that people saw and heard what was going on and that they fought back. The ignorance that a lot of people have (like Hailey in the movie) about what Black people and people of color in general go through, is a huge part of the problem. A lot of people try and deny what is going on around them, right before their eyes, so we have to make them see it. In the movie, Starr pushes back against Hailey and Chris, telling them what she has to live through and how what they were saying was not at all okay. As a white person, I can still have an impact, but I think it is a lot more powerful when people speak from their own experiences. I haven't experienced any injustices related to my skin color, but I know that they happen. I would speak out against the injustices, join interest groups, go to protests, and hope what I'm doing is enough." 9th Grader

On The Racial Wealth Gap:

"I felt disheartened about the state of racial equity today. I feel like coming from a diverse school, it's hard to see how unlevel the playing field is for people of color. It made me get a better understanding of my own privileges. My commitment to ending inequity both in the present and future is to advocate and educate myself about things like affirmative action and housing disparities. It is really important for me to learn about these things so I can spread them to other people, and ultimately make racial inequity common knowledge. If the majority of the population knows about it and are willing to do something about it, that's where the real change comes." - Middle Schooler

LESSONS LEARNED



Fine Tuning Youth Facilitators

Prep

Make NO Assumptions

Anticipate Potential Land
Mines

Written Guidance

Access Facilitator Tech &
Skill Comfort

Virtual Video/Mic Dis-
Connection

Training

Pre-Session & Post-
Feedback

Meet for Guideline Review
& Pair Trained w/New

Check Understandings

Generational Resistance to CHAT

Clear Social Media
Agreements

Post Experience

Request Feedback in Style that fits Students-Facilitators-Presenter Huddle

“Late in my career as an educator, I came to know that constantly complimenting student responses is far less effective in stimulating robust learning than stating back what you as the educator hear the learner saying. “I hear you saying...” or “What does that mean to you?” or “Can you tell me more?”, etc, are responses that push for critical thinking rather than just make students ‘feel satisfied’ with the answers they gave”.

“Sample questions or comments as examples for facilitators to encourage student stimulation/participation. Facilitators are also learning”.

PARTICIPATION TIPS



Prime for all voices to be expressed: Ask all to type/write a phrase, word or emoji into the chat/on paper that represents a thought or emotion they have now. Or say it all at once. Or they can simply do a physical expression on screen/in person all at once.

Be clear about rules, boundaries and “how to”.
Offer a simple reminder about what these are when not heard or breached without reprimand encourages participation.

Assume best intent, ignorance and bravery for taking a chance.
At each juncture, say what is to come, so their minds can relax.

The introverts, ambiverts, and extraverts have varying ability to moderate and navigate their desire to express or not. (Equity)

Acknowledge those who have been silent the entire time. Their active presence is a form of contribution. Offer alternate ways to engage.

Don't require those who type in chat to verbally contribute.
Be real with your own responses. Be brief. Step in and step back.

If the content is dense, offer references in writing.

Spontaneous learning and connection is often most impactful.

NOW WHAT?



STUDENTS

Co-Creating with Students

Support to Discern What is Next

Today's Participants

Gather to Check-In

Date TBD

DIY~Support~Do It With or For You

Individual & Group

With Tiffany, Karen or Both

Let's Talk!

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RESOURCES



Movies Students Viewed with Us

The Hate U Give

https://www.imdb.com/title/tt5580266/?ref_=fn_al_tt_1

Knock Down the House

https://www.imdb.com/title/tt9358052/?ref_=fn_al_tt_1

Something the Lord Made

https://www.imdb.com/title/tt0386792/?ref_=fn_al_tt_1

When the Levees Broke: A Requiem in Four Acts

<https://www.imdb.com/title/tt0783612/>

Black Panther

https://www.imdb.com/title/tt1825683/?ref_=fn_al_tt_1

Learning Simulation Refined by Tiffany & Facilitated by Volunteers Racial Wealth Gap Learning Simulation

Bread For The World Institute

<https://www.bread.org/library/racial-wealth-gap-learning-simulation>

RESOURCES



Additional Resources for Youth Engagement & Opening Minds

*Elementary plus

**Middle School plus

***High School plus

****All Ages

Sometimes You're A Caterpillar ****

Written & Narrated by Chesca leigh Animated by Kat Blaque
(Equity & Privilege Animation)

<https://www.youtube.com/watch?v=hRiWgx4sHGg>

"The Mirror Game" ****

A common exercise in drama classrooms that has been adapted to virtual platforms.
(Useful to build connection)

<https://www.theatrefolk.com/blog/warm-up-game-virtual-mirrors/>

Tim Wise: On White Privilege ***

(note 6 min mark mention of hurricane Katrina reference and adds background to the movie "When the Levees Broke") (Note-Tim offers a perspective that is seldom heard and may activate resistance from some)

<https://www.youtube.com/watch?v=J3Xe1kX7Wsc>

"The Work" ***

A Practice in becoming enlightened to who and what you are, the true nature of being.

<https://thework.com/instruction-the-work-byron-katie/>

All That We Share ***

TV2 Denmark

(Group Activity that can be adapted to humanize all)

<https://www.youtube.com/watch?v=jD8tjhVO1Tc>

RESOURCES



4 Tools for Interrupting Implicit Bias ***

Article by Zaretta Hammond

<https://crtandthebrain.com/four-tools-for-interrupting-implicit-bias/>

Culturally Responsive Teaching & THE BRAIN ***

by Zaretta Hammond

For Equity Minded Educators by linking instruction, equity and literacy.

“Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world.” -Paul Freire, Pedagogy of the Oppressed

<https://crtandthebrain.com/>

Patricia Devine on Kicking the Prejudice Habit- Creating Long term Change

An Academic lens

https://www.youtube.com/watch?v=0OqRI3_m5WM

Project Implicit ***

Implicit Association Test (IAT) A personal inventory that offers insight on your social cognition-thoughts & feelings outside of conscious awareness & control. The goal is to educate the public about hidden biases & provide a “virtual laboratory” for collecting data on the Internet about our hidden biases.

<https://implicit.harvard.edu/implicit/takeatest.html>

NOTES



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