

# CHAPTERS

**Chapters** describe a group of committed young people and at least one adult ally working together. Chapters provide Skill Development, Opportunities, and Outreach through ongoing partnerships at local sites.

## Chapter Sites

Chapters provide FNL programs with interactive opportunities to promote youth-led ideas and youth decision-making. Within a chapter, groups can take part in real community change that extends beyond the “chapter walls,” beyond the school or site, and into the community at large. In a chapter, youth experience a sense of belonging to something larger than themselves and establish meaningful connections with their peers and adults. Local chapter sites can be housed at a variety of place, such as:

- Schools
- Community Centers
- Churches
- Juvenile Facilities
- Recreation Centers
- Youth Councils
- Mentoring Programs
- Youth Action Groups
- Foster/Group Homes

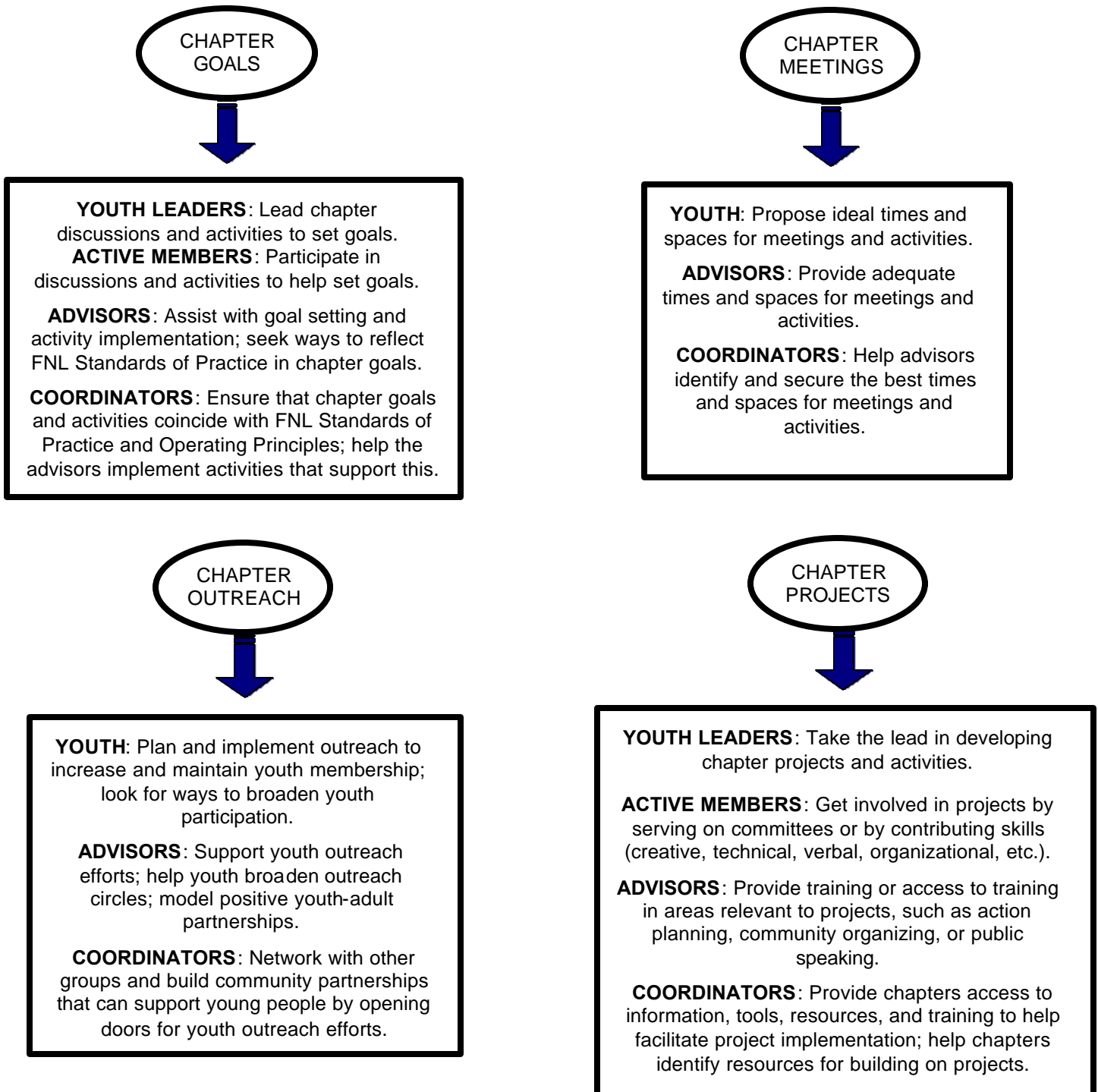
## How are CHAPTERS linked to CFNLP’s Standards of Practice?

Within each chapter, youth and their adult allies strive to:

<b>SOP Connection</b>	<b>OUTCOME</b>	<b>PRACTICE</b>
	• <b>Provide an emotionally, culturally and physically safe environment...</b>	...by recognizing the diversity of members, establishing group agreements for operations, and engaging groups members in developing group norms, agreements and structures that ensure safety and respect for <i>all</i> types of youth.
	• <b>Make it possible for youth to contribute to their communities and to know about resources and services that are available and accessible to them...</b>	...by promoting other organizations’ services and events and by helping youth seek out information that they need or that they are interested in.
	• <b>Gather input from young people about chapter events, action plans, and policies...</b>	...by preparing youth to be chapter leaders and planners, and by implementing formal and informal “feedback” gathering activities (focus groups, interviews, suggestion cards, etc.).
	• <b>Provide opportunities for youth to gain new skills that are designed and based on what they are interested in...</b>	...by involving youth in identifying individual and group skill development goals and by giving youth chances to <i>LEARN BY DOING</i> skills that they are interested in.
	• <b>Establish meaningful and caring relationships among youth and with adults...</b>	...by being a place where relationships are given time to grow and where adults and youth know each other well, understand what motivates each other, and honor what each person contributes to the chapter.

## Youth, Advisor, and Coordinator Roles

FNL programs are composed of **partnerships** between young people, adult advisors and county coordinators. Every project is a team effort between these three players and every success is a shared one. The relationships between the three team “members” is **dynamic** and **interactive**, with support and benefit flowing from each and to each; each role supports the others and contributes to the team’s overall success. The figures below seek to provide *examples* of the roles played by youth, advisors and coordinators in **CHAPTER** operations.



## OPPORTUNITIES

**Opportunities** are any safe environment or avenue in which youth and adults accomplish a project or task in partnership, with shared power and ownership.

**Opportunities** are critical to FNL programs because through opportunities the other three components “pay off,” or see the fruits of their labors translated into action. This is where things happen, in schools, communities, neighborhoods, and systems. When youth are provided with the right training and support, opportunities give them a place to shine while also having an impact on both individuals and the community at large.

**Examples of Opportunities** – not an exhaustive list!

**Community Service Learning and Social Action:** Young people, in partnership with adults, develop and implement community projects designed to bring about real change. *Projects might focus on a particular cause, increase awareness of an issue, or bring about real, lasting change in a targeted area.*

**Leadership and Advocacy:** Youth serve on community boards and hold intern or staff positions within FNL programs or local community programs that understand and support the FNL approach. *Service can be on boards of directors, advisory councils, commissions, or any decision- or policy-making body.*

**Youth-Led Projects and Activities:** Youth develop projects and activities designed to send a consistent positive message about youth culture. *In addition to providing “safe and sober” activities, the chapter plans innovative, youth-led activities that celebrate young people’s contributions, such as Poetry Slams, Health Olympics, Youth Forums, talent showcases, and teambuilding exercises.*

**Relationship Building:** Youth interact with their peers and with adults in structured and non-structured environments. *The chapter can host group development activities such as retreats or team building days.*

## How are OPPORTUNITIES linked to CFNLP's Standards of Practice?

Through opportunities, programs engage youth and adults in projects that:

<b>SOP Connection</b>	<b>OUTCOME</b>	<b>PRACTICE</b>
	<ul style="list-style-type: none"> <li>• <b>Create an emotionally, culturally and physically safe environment...</b></li> </ul>	... by implementing ongoing group process activities designed to create safe environments; by hosting a community cultural festival to honor a particular culture.
	<ul style="list-style-type: none"> <li>• <b>Create chances for youth to contribute to their community, learn about what's available and accessible to them, and how to navigate systems...</b></li> </ul>	...by developing service learning projects, joining community coalitions to bring about community change, or making policy recommendations to decision-making bodies.
	<ul style="list-style-type: none"> <li>• <b>Create ways for youth to be leaders and advocates in their communities and to have an impact on chapter and community projects and policies...</b></li> </ul>	...by including youth in chapter and community development; by establishing a variety of channels for youth to share their ideas; by partnering with youth to turn ideas into reality.
	<ul style="list-style-type: none"> <li>• <b>Practice new skills to enhance chapter action and community development efforts...</b></li> </ul>	...by providing progressive skill building training that relates directly to a project or action plan, so that youth "learn by doing" each of the steps involved in the project.
	<ul style="list-style-type: none"> <li>• <b>Create meaningful and caring relationships among youth and with adults by...</b></li> </ul>	...by implementing group and cross-age events such as peer tutoring, team-building days, FNL Mentoring, and long-term processes or projects that deepen relationships; by incorporating group development activities into planned projects.

## Youth, Advisor, and Coordinator Roles

---

FNL programs are composed of partnerships between young people, adult advisors and county coordinators. Every project is a team effort between these three players and every success is a shared one. The figures below seek to provide *examples* of the roles played by youth, advisors and coordinators in **OPPORTUNITIES**. The relationships between the three team “members” are dynamic and interactive, with support and benefit flowing from each and to each.



**YOUTH:** Identify an issue the chapter wants to address; research who is already working in this area; identify what the chapter can contribute to “the cause;” contact other organizations to offer youth efforts to existing efforts; follow through on commitments to other groups.

**ADVISORS:** Help identify potential barriers and develop strategies to address them; help set up timelines, including preparation, training, and debriefing; facilitate the development of youth vision and goals.

**COORDINATORS:** Link chapters with community partners and systems that can support projects; provide chapters with a connection to proposal or contract opportunities.



**YOUTH:** Design and lead process evaluations that will draw out the energy and passion that exists in the group and build on group relationships.

**ADVISOR:** Encourage chapters to view projects as processes, or journeys, and to reflect on the lessons that are learned.

**COORDINATOR:** Provide chapter with ideas for reflection and evaluation processes that will engage youth and elicit information that is connected to the program’s desired outcomes.



**YOUTH AND ADVISORS TOGETHER:** Incorporate local, county, and national ATOD and related campaigns into the chapter’s annual calendar (Hands Off Halloween, Red Ribbon Week, Sober Grad, etc.).

**COORDINATOR:** Provide regular updates on local, county, and national ATOD and related campaigns, events, and activities; help chapters connect their projects with community-wide and larger efforts.



**YOUTH LEADERS:** Foster enthusiasm for and focus chapter attention on community development. **ACTIVE MEMBERS:** Participate actively in community development opportunities.

**ADVISOR:** Encourage chapters to select community development projects that are tied to the chapter’s mission.

**COORDINATOR:** Provide navigation training to help chapters approach adults and allies on different levels in the community and within systems.



## OUTREACH

**Outreach** engages youth, adults, and systems in building the partnerships that create positive and healthy youth development

Through outreach, FNL seeks to involve as many young people, from as many different backgrounds, communities, and environments as possible. The goal is to be intentional about engaging **all** young people – from non-traditional leaders to youth in recovery, from multiple ethnic and cultural communities, and beyond. Outreach also extends to adults and community partners that can contribute to and participate in FNL partnerships. Outreach is more than simply increasing membership numbers; it's about enhancing the quality of FNL partnerships by making efforts to be as inclusive and complete as possible.

### Facets of Outreach

---

- **Building Relationships:** seeking ways to bring more and more people into FNL partnerships.
- **Opening Doors:** making FNL opportunities available to the widest range of youth and adults.
- **Understanding Other Cultures:** working to be inclusive and welcoming of all young people.
- **Educating Partners and Systems:** getting the word out about positive youth development.
- **Articulating Our Mission:** learning to effectively communicate the ideas and purpose of all FNL programs.

## How is OUTREACH linked to CFNLP's Standards of Practice?

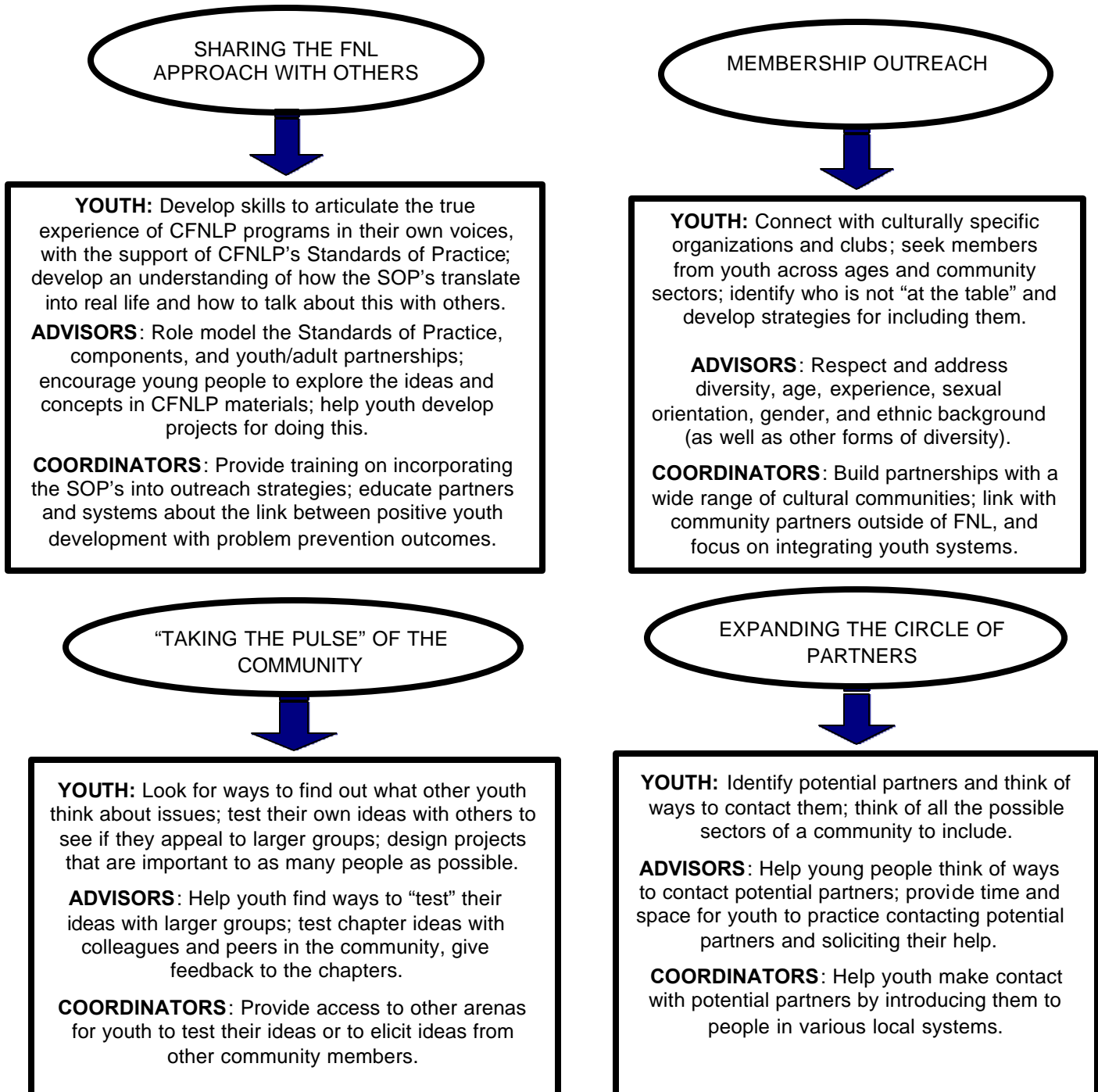
Through OUTREACH, youth, adult allies and county staff will:

<b>SOP Connection</b>	<b>OUTCOME</b>	<b>PRACTICE</b>
	<ul style="list-style-type: none"> <li>• <b>Develop and participate in an emotionally, culturally and physically safe environment...</b></li> </ul>	...by intentionally seeking diverse new partners to become part of the program and to help shape its environment and by actively promoting the understanding of different cultures and experiences.
	<ul style="list-style-type: none"> <li>• <b>Develop opportunities for youth to get involved in their community and establish connections with resources that are available to them...</b></li> </ul>	...by teaming up with a local service organization to implement projects that will benefit the community, educate the young people, and create a partnership between the organization and the FNL program.
	<ul style="list-style-type: none"> <li>• <b>Participate in opportunities to be leaders and advocates for themselves, within their chapters and schools, as well as in the larger arena of their communities...</b></li> </ul>	...by establishing ways for youth members to “take the pulse” of other members and their peers in general so that they can effectively design projects and policies that truly appeal to young people.
	<ul style="list-style-type: none"> <li>• <b>Develop and practice new skills for conducting outreach activities designed to engage the widest possible range of youth and adults...</b></li> </ul>	...by being intentional about how the program is presented and promoted and by ensuring that youth are able to articulate FNL’s mission, goals, and vision.
	<ul style="list-style-type: none"> <li>• <b>Develop meaningful and caring relationships with a wide range of youth and adults...</b></li> </ul>	...by seeking ways to broaden the “circle of partners” that comprise the program.

## Youth, Advisor, and Coordinator Roles

---

FNL programs are composed of partnerships between young people, adult advisors and county coordinators. Every project is a team effort between these three players and every success is a shared one. The figures below seek to provide *examples* of the roles played by youth, advisors and coordinators in **OUTREACH**. The relationships between the three team “members” are dynamic and interactive, with support and benefit flowing from each and to each.





## SKILL DEVELOPMENT

**Skill Development** occurs in purposeful activities and opportunities that promote or result in building skills, mastery, resiliency, and core competencies.

**Skill Development** occurs while youth are preparing for a specific project, developing chapter goals, or participating in general activities. In order to ensure that skill development is happening, approach every project, meeting, event, and activity with an eye for how youth can contribute skills they already have as well as learn and practice new ones. Always ask the questions: “Which young person can do this? Who might want to learn? How can I actively involve them in this project?” It is important to recognize that skill building is a *process* and not an isolated event or training; skill building includes **training** as well as **opportunities** to apply, and training content and **support** from adult allies to use new skills.

### Competency Categories<sup>1</sup>

---

#### *Creative and Cognitive Skills:*

- Problem-solving and action planning
- Creative expression; linking creativity to action

#### *Vocational and Job Skills:*

- Job and career options
- Youth philanthropy and entrepreneurship

#### *Personal and Social Skills:*

- Conflict resolution, refusal skills, peer mediation, coping skills, facilitation skills, action planning, and navigational skills

#### *Civics and Citizenship:*

- Understanding national, racial, historical, socioeconomic, ethnic, and ethical issues
- Being accountable to the larger society
- Contributing to others

#### *Health and Physical Well-being:*

- Consequences of risky behavior
- Information and knowledge about nutrition, exercise, hygiene

---

<sup>1</sup> Karen Pittman, Academy for Educational Development

## How is **SKILL DEVELOPMENT** linked to **CFNLP's Standards of Practice?**

Through skill development, youth can::

SOP Connection	<b>OUTCOME</b>	<b>PRACTICE</b>
	<ul style="list-style-type: none"> <li>Practice and develop skills for creating healthy and safe (emotionally, culturally, and physically) environments...</li> </ul>	<p>... by implementing an alcohol education campaign that addresses social acceptance rather than individual use; include a cultural theme, such as reclaiming a cultural holiday (e.g., Cinco de Mayo).</p>
	<ul style="list-style-type: none"> <li>Practice and develop skills for getting involved in and contributing to their community...</li> </ul>	<p>...by engaging in projects and activities that are linked to or intended to benefit the community, especially those that address policies and systems.</p>
	<ul style="list-style-type: none"> <li>Practice and develop leadership and advocacy skills for having influence over chapter and community operations – action plans, projects, events, activities, and policies...</li> </ul>	<p>...by engaging in projects that result in real change – in the program or community – such as incorporating youth ideas into chapter by-laws or advocating for youth in legislative arenas.</p>
	<ul style="list-style-type: none"> <li>Practice and develop meaningful skills that capture their interest and participation...</li> </ul>	<p>...by engaging in self-assessment or group inventory projects that help them define their interests and highlight their talents; by developing a job resource guide based on their career goals.</p>
	<ul style="list-style-type: none"> <li>Practice and develop personal and social skills for creating meaningful and caring relationships among their peers and with adults...</li> </ul>	<p>...by implementing activities designed to build group cohesion and enhance group processes.</p>

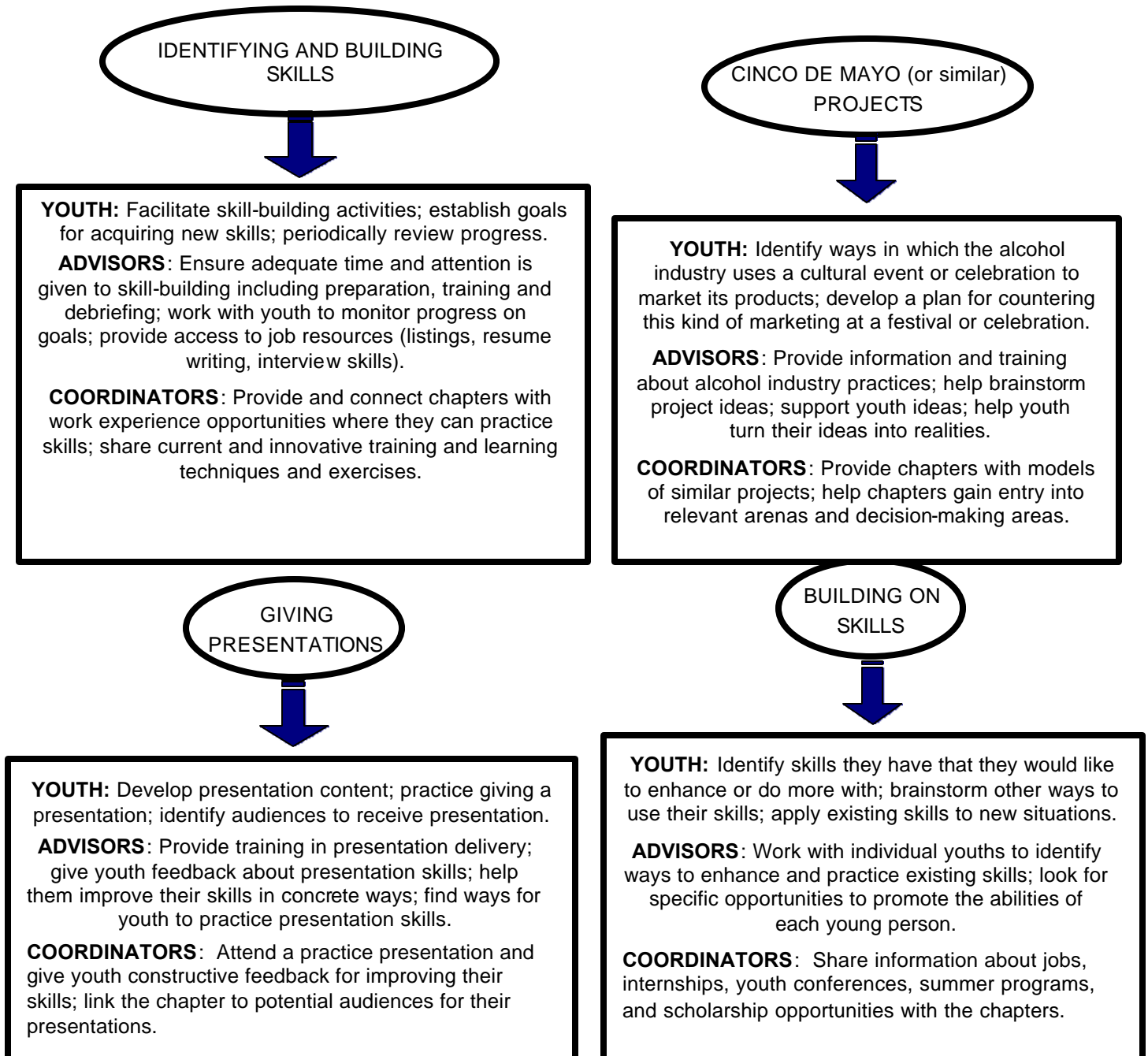
---

Friday Night Live builds partnerships for positive and healthy youth development which engage young people as active leaders and resources in their communities.

California FNL programs include: Friday Night Live, Club Live, FNL Kids, and FNL Mentoring.

## Youth, Advisor, and Coordinator Roles

FNL programs are composed of partnerships between young people, adult advisors and county coordinators. Every project is a team effort between these three players and every success is a shared one. The figures below seek to provide *examples* of the roles played by youth, advisors and coordinators in **SKILL DEVELOPMENT**. The relationships between the three team “members” are dynamic and interactive, with support and benefit flowing from each and to each.



Friday Night Live builds partnerships for positive and healthy youth development which engage young people as active leaders and resources in their communities.

California FNL programs include: Friday Night Live, Club Live, FNL Kids, and FNL Mentoring.