

CREATING & SUSTAINING A
**THRIVING YOUTH ADVISORY COUNCIL:
RESOURCES**

(Available for free download at adolescenthealthinitiative.org)

APPENDIX A.....	APPLICATIONS & INTERVIEW RESOURCES	1
	• The Corner Health Center Member Application	2
	• RAHS Member Application	5
	• Romulus YAC Membership Nominee Form	6
	• General YAC Interview Questions	7
	• Ypsilanti Community High School YAC Interview Questions	8
	• YAC Selection: Interview Ratings	9
	• Sample Acceptance Letter & Sample So Sorry Letter	10
APPENDIX B.....	MEETING FORMS	11
	• 30 Minute or Less Agendas from the Neutral Zone	12
	• Saginaw High School TAC Meeting Agenda	14
	• Saginaw High School TAC Exec Board Meeting Agenda	15
	• Romulus YAC Board Meeting	16
	• Sample Meeting Agenda with activities	17
	• RAHS YAC Expectations and Benefits	22
	• RAHS YAC Member Guidelines	23
	• Student MOU for P2P Depression Awareness Program	24
	• YLC Meeting Recap Form	25
APPENDIX C.....	YAC FOUNDATIONS	26
	• The Corner Bylaws	27
	• Arthur Hill and Saginaw High TAC Constitution	31
	• Arthur Hill and Saginaw High TAC History	38
	• Student Involvement Stages from the Neutral Zone	40
	• Saginaw High School TAC “Think.Respect” Pledge	41
	• RAHS YAC Program Philosophy	42
	• RAHS YAC Who Are We and Why Are We Here?	43
APPENDIX D.....	PROJECT PLANNING & EXAMPLES	44
	• YLC Project Management Log	45
	• Project Example: Prevention Day Booths	46
	• Arthur Hill and Saginaw High TAC Events Overview	51
	• Project Example: P2P Depression Awareness Projects	53
APPENDIX E.....	PROMOTIONAL MATERIALS	56
	• Saginaw High School Social Media Flyer	57
	• RAHS YAC Recruitment Flyer	58
	• YAC Celebration Flyer	59
	• Real Talk (Health Fair Event) Flyer	60
	• Corner Health Center Parent Connection Flyer	61

Appendix A

Applications & Interview Resources

What is the Corner Health Center?

The Corner Health Center provides general medical care, health education, and support services to young people ages 12 through 21 and their children without regard to income level. The Corner is located in downtown Ypsilanti (only 1 block from the downtown transit station and 2 ½ blocks from the downtown library). For more information visit

www.cornerhealth.com.

What is the Corner's Youth Leadership Council (YLC)?

Engage. Take Action. Empower. Learn. The YLC is a diverse, youth-driven group that stands to uphold leadership, promote change and raise awareness about community health issues. The YLC's goals are to:

1. research community health issues;
2. use media and the arts to advocate for change; and
3. partner with adults, youth, and organizations to make the Corner Health Center and its surrounding community a healthier place for young people.

Who is eligible to apply to the YLC?

Anyone age 12 through 21 from the Ypsilanti area who want to create change is eligible. Young people with an interest in art, health and/or leadership development are encouraged to apply.

What does it cost?

Nothing – the YLC is free to join! PLUS, as a member you will receive small stipends for your participation. There is also food at every meeting.

What is required of me?

You will be required to attend and participate in the YLC meetings which take place on Thursday evenings from 6-7:45 p.m. (with the exception of school breaks). The YLC meets twice weekly during the summer. The YLC sets the summer schedule each spring.

Apply Today

Fill out the attached application and submit it by email, mail or in person to:

Monique Selimos
Corner Health Center
47 N. Huron St.
Ypsilanti, MI 48197
mseimos@cornerhealth.org
734.714.2226



Check out what current YLC members are saying:

“Being a part of the YLC has been a big part of my life. Throughout my time in this program I have gained leadership qualities, communication skills, and many wonderful memories. This program pushes me to better myself and my community.”

-**Brianna**, EMU

“The YLC has given me as much entertainment as it has skills. I’ve gained the necessary skills required to be a leader, and it has motivated me to achieve far beyond imagination.”

-**Josh**, Lincoln High School

“YLC is AWESOME. I love being there. Everybody is so cool and down to earth. We really do create change.”

-**Desirée**, Ypsilanti New Tech

“The Youth Leadership Council has been a time of growth for me and my associates. We have participated in a multitude of community changing events. Throughout my YLC experiences, we have faced many challenges and we’ve all grown as people throughout our time in the program.”

-**Justin**, Lincoln High School

More about the Youth Leadership Council



What did the YLC do last year?

- Created a youth space at the Corner Health Center.
- Presented at the annual Project Voice Youth Empowerment conference in Flint and at the School-Based Health Alliance’s Conference in Washington D.C.
- Helped to plan Rock the Block – an annual youth block party in downtown Ypsilanti.
- Went on a weekend team building retreat.

What will the YLC do this year?

- Implement a youth-led evaluation of the Corner’s clinic.
- Develop a bullying prevention series with the Corner’s Theatre Troupe peer educators.
- Partner with a professor from the University of Michigan to help develop a teen health app.
- Attend Project Voice.

What skills can I enhance through the YLC?

- Communication
- Decision-Making
- Problem Solving
- Program Planning
- Group Facilitation

**APPLY
TODAY!**



Contact Information

First Name:

School:

Last Name:

Grade:

Age:

Home Phone Number:

Date of Birth:

Cell Phone Number:

Street Address:

Email Address:

City:

Name on Facebook:

Zip Code:

Name on Twitter:

Please check the best way(s) to contact you:

☐ Cell Phone ☐ Text Message ☐ Home Phone ☐ Email ☐ Facebook ☐ Twitter ☐ Mail

Commitment

- During the summer the Youth Leadership Council meets every Thursday from 6:00 – 7:45 p.m. Do you participate in other activities that would conflict with this schedule (for example a job, sports practices, play rehearsals)?

☐ **No** ☐ **Yes** If yes, please explain:

- Will you be able to get to the Corner Health Center for all Youth Leadership Council meetings? (The Corner can provide you with bus tokens if needed.)

☐ **Yes** ☐ **No** If no, please explain:

Short Answer Questions

Please answer the following questions in 2 to 5 sentences. Feel free to write on the back of this sheet.

1. Write about a time when you took on a leadership role.

2. Why do you want to be on the Youth Leadership Council?

3. What does being a leader mean to you?

4. What do you hope to accomplish by being a part of the Youth Leadership Council?

APPLICATION

Youth Advisory Council

Yes, I am interested in becoming a member of the RAHS Health Center's Youth Advisory Council!

Name _____ Grade _____ Gender: _____ Race: _____

Phone _____ E-mail address _____

Do you read your e-mail regularly?	YES	NO
Have you been a YAC member before?	YES	NO

What kind of work or volunteering have you done in the community or in school?

What are your special abilities and/or talents?

Why do you think it's important to have a School-Based Health Center in your school?

Why do you want to be a member of RAHS Health Center's Youth Advisory Council?

To your knowledge, will you be here for an entire school year? _____

Have you ever been to the RAHS Health Center or participated in any of their programs?
Please explain. _____

Beaumont Teen Health Center – Romulus
Youth Advisory Committee

Membership Nominee Form

Your name: _____

Name of nominee: _____

I think (nominee) would be a good addition to the YAC because...

Please return forms to clinic before next meeting. All nominations will be reviewed by YAC members during the meeting.

Membership Guidelines

1. No disrespectful actions or comments to others
2. Take turns speaking
3. Respect others' personal space- hands/objects to yourself
4. Be in good standing with teacher/class you are missing for meetings
5. Any suspensions/disciplinary issues MAY result in missing meetings/activities with YAC

YAC Interview Questions

1. After hearing about YAC, how would you describe it?
2. Why would you like to be in YAC? What will you bring to YAC?
3. How do you think we can help change things to make a more positive school?
4. What do you think are the biggest issues (or challenges) facing teens today?
5. What is your proudest accomplishment so far in your life? What other clubs or sports are you in?
6. Have you ever been suspended? If yes, how will you keep that from happening again? Grades? Attendance?
7. Is there anything else that you would like to share with us?

YAC Interview Questions

Interviewer: _____

Applicant Phone #: _____

Applicant Name: _____

Gender: _____ Race: _____ Grade: _____

1. How would close friends describe you?
2. If you could change one of your personality traits, which one would you choose?
3. What do you feel are some of the biggest challenges for teenagers today?
4. How would you address these challenges with students at YCHS?
5. What advice would you give a friend you knew was being physically and/or emotionally abused?
6. What would you say to someone who was using weed because they were upset (mad or sad) about a personal problem?

RATINGS

Poor _____ Great

Leadership Potential 1 2 3 4 5

Communication Skills 1 2 3 4 5

Positive Personality 1 2 3 4 5

Revised 11/2/18

YAC Selection: Interview Ratings

Directions: Rate the applicant on the areas listed below with 5 being excellent and 1 being poor. Circle a number after each characteristic. Please write comments about the person, too.

Name: _____

Name of Applicant you are rating: _____

Gender _____ Race _____ Grade _____

Poor -----Excellent

Attendance/Commitment	1	2	3	4	5
Working as a Team	1	2	3	4	5
Positive Personality	1	2	3	4	5
Communication Skills	1	2	3	4	5
Respects Diversity	1	2	3	4	5
Leadership Potential	1	2	3	4	5

Additional Positive or Negative Comments about the Applicant:

YAC Selection: Interview Ratings

Directions: Rate the applicant on the areas listed below with 5 being excellent and 1 being poor. Circle a number after each characteristic. Please write comments about the person, too.

Name: _____

Name of Applicant you are rating: _____

Gender _____ Race _____ Grade _____

Poor -----Excellent

Attendance/Commitment	1	2	3	4	5
Working as a Team	1	2	3	4	5
Positive Personality	1	2	3	4	5
Communication Skills	1	2	3	4	5
Respects Diversity	1	2	3	4	5
Leadership Potential	1	2	3	4	5

Additional Positive or Negative Comments about the Applicant:

Sample Acceptance Letter



Youth Advisory Council

Dear _____,

Congratulations!

You have been selected to be a member of YAC at Ypsilanti Middle School!!

Our first YAC activity is scheduled for October 15 from 7:15 AM-10:00 AM in room 802. We will be doing some team building activities and discussion topics for our service learning project for this school year.

We are looking forward to working with you in our youth-adult partnership!

Sincerely,

Ms. Nemo, Social Worker
Nurse Darlene, Nurse Practitioner

Sample So Sorry Letter



Youth Advisory Council

Dear _____,

Thank you so much for your interest in joining RAHS Health Center's Youth Advisory Council (YAC). While you have much to offer, we are not able to accept your application this year. It was a difficult decision as we had many qualified candidates apply. We encourage you to apply again next year!

If you have any questions or would like to discuss this decision further, please stop by the Health Center to set up an appointment.

Sincerely,

Margie Nemerovski, LMSW

Appendix B

Meeting Forms

30 Minute or Less Agendas

Time	Activity	Goal	Materials	Notes
2 minutes	Icebreaker: Weather Check	Group check in		See below
2 minutes	Announcements- Type out and share (or write down) updates since last meeting	Announcements	Note cards and pens, printed announcements	
5 minutes	Pair-Share Timeline Recap	Reflect on group process/revisit goals and activities	Timeline sheet	See below
10 minutes	YAC work: Time line share out and YAC goals for the year.	Begin plan for next year	Paper, pens, poster board	See below
1 minute	Closing: Round Robin	Group wrap up		

Weather Check: Use this as a check in, have everyone go around and share how they are feeling or a recap of their week based off a weather forecast.

Prompt: In weather terms describe how you're feeling this week and why.

Example Response: Weather report: Sunny with a slight chance of rain. Why: I had a great time with my friends this weekend but I've got a lot of papers to work on for class.

*To save time don't allow folks to respond but thank people for sharing and perhaps snap fingers.

Pair-Share Timeline Recap: Bring out the original timeline of the YAC's goals. Have the timeline posted before students get there. Have them look at the timeline and answer the following questions on a note card.

1. What's one goal YAC has achieved this semester?
2. What's one project from the timeline you'd like YAC to do?
3. What's the first activity you'd like to do going into the new year?
4. What activity on the timeline would you like to work on personally/take a leadership role?

Give them 4 minutes to write down their answers and in pairs. Then have them share the answer to question 3 with the person next to them who wasn't their partner.

Goals for the year: Create 3 or 4 categories as a group and have people share personal goals they have in relation to each category:

Example topics: Student/Teacher Morale, 2nd Semester Event, Vision and Purpose of YAC

Example goals: Continue teacher appreciation days, Do a student/teacher volleyball tournament.

Round robin: Have participants go around in a circle and say one word about how they're feeling going into the break or thinking about Youth Advisory Council. Thank youth for coming.

30 Minute or Less Agendas

Time	Activity	Goal	Materials	Notes
3 minutes	Icebreaker: Interesting Object	Group check in	Bag of random objects	See below
3 minutes	Announcements- Have Poster board for group members to write down announcements and updates from last meeting	Announcements	Poster/white/chalkboard, markers or chalk, list of announcements to add	See below
7 minutes	Rose, Bud, Thorn	Reflect/check in on the group and their thoughts so far		See below
15 minutes	Sticky Note Reflection/Planning	Plan and revisit goals and activities	Paper, pens, Sticky notes	See below
2 minutes	Closing: Fist of Five	Group wrap up		

Interesting Object Game: Have YAC members pick one thing from a bag or bowl of random objects. Objects can be balls, small toys, a penny, an eraser, stuffed animal, playing card, etc. Advise participants not to look into the bag. Give each member 30 seconds to describe how this object relates to their week so far (encourage them to be as creative as possible)

Announcements: On poster, white, or chalkboard write “Announcements” and “Updates” as participants come in have them go to the poster board and write any announcements or updates they have for the group. Have one volunteer read the announcements and updates.

Rose, Bud, Thorn: Have participants go around and share a Rose: One thing they think the group is doing well, a Bud: One emerging project/activity/ or thing the group is progressing on, and Thorn: One thing they’d like to change or a challenge for them.

Sticky Note Reflection/Planning

- Put up 4 categories based off of group goals and activities
 - Examples: School Spirit, Team building (teacher and student) Social Media/Twitter, Staff appreciation. Give each member different color sticky notes and have them under each category note. 1. The Project you’d like to see happen in the next 2 months. 2. One role/task you would like to help lead. 3. Major steps needed to complete event/program.
 - Post reactions around the room as a gallery walk.

Fists of Five: Have participants go around and share how they’re feeling about this past meeting by putting up fingers. 5 being good, 3 being okay, and 1-0 being bad. Ask one participant who responded with a 4-5 and one who responded with a 3 or lower to share why they selected those numbers.

Teen Advisory Council

Saginaw High School

Meeting Agenda

Date:

1. Call to Order: President
2. Read “Think.Respect” Pledge: Secretary
3. Role Call/Check-in: Sergeant of Arms
4. Officer Reports:
 - a. President:
 - b. Vice President:
 - i. Member of the week:
 - c. Secretary:
 - d. Treasurer:
 - e. Sergeant of Arms:
 - f. Recruitment Chair:
 - g. Philanthropy Chair:
 - h. Media Chair:
 - i. Public Relations Chair:
 - j. Scholarship Chair:
5. Advisor Report:
6. Old Business:
7. New Business:
8. Adjourn

Next meeting:

E-board Meeting:

Teen Advisory Council

Saginaw High School

Eboard Mtg

Sample Meeting Agenda

1. Role Call:

a. **President**_____

b. **Vice President**_____

c. **Secretary**_____

d. **Treasurer**_____

e. **Sergeant of Arms**_____

f. **Recruitment Chair**_____

g. **PR Chair**_____

h. **Philanthropy Chair**_____

i. **Media Chair**_____

j. **Scholarship Chair**_____

k. **Other**_____

2. Items to discuss:

a. **Recap of previous events/activities:**

b. **Upcoming TAC Events/Activities:**

c. **School Events/Activities:**

d. **Important Dates:**

e. **TPIP/SBHC Grant Updates (advisor)**

f. **Other:**

Beaumont Teen Health Center – Romulus Youth Advisory Board Meeting
Wednesday, February 14, 2018

- I. Introductions
- II. Overview of RTHC Services
- III. Role of YAC
 - a. Provide perspective of students to clinic to help clinic best serve the school
 - b. Promote the clinic to students, teachers, the community, and legislators
 - c. Other: _____
- IV. Nominee forms for potential new members
 - a. In early 2018 members will nominate freshman to join YAC
 - b. Group will review these nominations
- V. Member Guidelines – see handout
 - a. What expectations should we have of members during meetings?
 - b. What about outside of meetings?
- VI. Event Planning
 - a. Romulus Olympics
 - i. Project proposal- review and edit
 - ii. Next steps
 - b. Youth Advocacy Day – Spring
 - c. Other: _____

Agenda

Meeting Date: _____

Meeting Time _____

What are the goals of the meeting?

Item	Action	Amount of Time	Who	Supplies/materials
Opening Activity: <ul style="list-style-type: none"> • Icebreaker/Community Building Activity • Agenda Overview 				
Announcements: <ul style="list-style-type: none"> • Upcoming Events • Reminders • Reporting in for past projects 				
Main Activity: <ul style="list-style-type: none"> • Training • Goal setting/Planning • Prepping an activity • Active should include opportunities for everyone to be actively engaged. 				

Main Activity(cont.)				
Reflection: <ul style="list-style-type: none"> • Reporting to large group. • Consider what went well? What to improve upon in the future? 				
Reminders and Next Steps: <ul style="list-style-type: none"> • Identify next steps. • Share ideas for the next agenda . • Reminders 				

Notes :

Active Meeting Strategies:

	Brainstorming	Planning	Discussing	Reflecting
Strategies	<ul style="list-style-type: none"> • Three Step Interviews • Lazy Susan Brainstorm • Rotation Brainstorm • Word-webbing • Think-pair-Share • Imagining the Future • Picture, diagram, collage 	<ul style="list-style-type: none"> • Backwards Planning • Post-it planning • K-W-L (Know, Want to Know, Learned) • Forms (like a "work plan") 	<ul style="list-style-type: none"> • Bus Stop • Circle Game • Cross the line (also known as Take a Stand) • Corners • Fishbowl • Matter of Opinion 	<ul style="list-style-type: none"> • Rose & Thorn • Hopes and Fears • Letter to myself • Postcards • Fist to Five • Graffiti Museum • Emotional Go Around • 3-2-1

Brainstorming

Three-Step-Interview: Participants learn each other's opinions and ideas on a topic given by the facilitator. They interview each other in pairs. Then each person tells the small group what he/she learned from his/her partner.

Lazy Susan: Participants write a topic or question on an index card or sheet of paper (each can write a different prompt). Participants then pass the cards clockwise, and the receiver brainstorms some ideas on the card. Several series of rotations can follow.

Rotation Brainstorm: Butcher paper with different brainstorming prompts are spread out around the rooms. In small groups participants start at one of the spots and begin writing their ideas on the butcher paper. After some time the facilitator calls "switch" and the group moves clockwise to the next piece of paper. At the end make sure to leave time for participants to read all of the sheets. If trying to narrow down the top ideas, facilitator can organize a sticker vote where each participant gets 3-5 sticker dots and can place them next to the ideas they like best.

Word Webbing: Starting with a main concept in the center of a large piece of paper, facilitator or participants write related concepts, issues, topics or facts and connects them to main concept with lines. New lines, connections and concepts can be drawn to sub ideas.

Think-Pair-Share: Pose a question that requires analysis, evaluation or synthesis. Participants think and write possible responses for a minute or two. Each person then discusses his/her ideas with a partner. Then have a large group discussion to share key ideas with the entire group.

Imagining the Future: Ask participants to imagine that the year is 2020. As a group, reflect on all of the changes that have happened because of the project they've completed and the difference that work has made on their lives.

Picture, diagram or collage: Participants create visual representation to depict what they will do for a particular project.

Planning:

Backward Planning: Participants begin by choosing the final outcome or goal of a project. Using a time line on a large piece of paper, participants work backwards identifying the steps to reach the outcome. Individual steps can be written on post-its or index cards.

Post-it Planning: Participants, either individually or in pairs, write tasks necessary to accomplish a project on post-it notes (one task per post it). Post-its are placed on wall or board, grouped for like ideas, discussed, rearranged and ordered for as the “action steps” for accomplishing the project. Individual post-its can be assigned due dates and leaders for each step.

K-W-L (Know, Want to Know, Learned): Start with a form or large sheet of butcher paper – divided into three columns labeled with the three columns labeled: 1) *Know*, 2) *Want to Know*, or 3) *Learned*. Before beginning the project, workshop or activity have participants brainstorm items for the first two columns. After the experience, participants complete the third column.

Forms: Use a prepared form (like a *Work Plan*) to have participants complete before beginning a project which outlines the goals, objectives, steps, time line and lead person for each activity.

Discussing:

Bus Stop: Post several large sheet of paper around room, each labeled with a specific statement. Ask participants to stand near statement that most closely matches their views. Have small groups discuss why they are at that ‘bus stop’ and then open up to large group discussion.

Circle Game: Give everyone an index card and ask them to write down a question they have or a scenario related to the topic that is being discussed. Cards are collected and participants, one at a time, draw a card – share their thoughts. The question or scenario can then be discussed among large group.

Corners (sometimes known as *Matter of Opinion*): 4 signs are posted around room: strongly agree, agree, disagree and strongly disagree. Statements are read and participants move to the corner that represents their view. Small groups at corner discuss why they are at that corner and then open up to large group discussion.

Cross the line (also known as *Take a Stand*): Put up a sign “agree” on one side of the room and “disagree” on the other side of the room. Put a piece of tape down the middle. A series of statements are read and ask participants, after each statement, to move themselves on one side of the line or the other, based on their reaction to the statement. Call on people to discuss why they are standing where they are standing.

Fishbowl: Three to eight people sit in a circle, with the rest of the participants standing around the perimeter of the circle observing. The people in the circle discuss a topic provided by facilitator. Only the people seated in the circle can talk. People sitting in the circle can get up and move to the perimeter if they feel they don’t have anything else they want to contribute and a new person can take their seat.

Reflection Activities

Rose and Thorn: Participants share one good thing (rose) and one challenge (thorn) at the end of a meeting or workshop. Participants can also do this on a note card, writing down a rose on one side and a thorn on the other.

Hopes and Fears: Participants are provided two note cards (different colors, if possible). On one note card (blue) they write their hopes they have following a meeting, activity or workshop. On the other one (red) they write down their fears. Collect note cards and redistribute so that others can read feedback or share aloud the note card they received.

Letter to Myself: Have participants write themselves a letter, reflecting on how they are feeling and thinking about a particular experience (works best after an intensive experience, like a retreat). Have them take letter, seal in an envelope and address to themselves. At a later date (Month to a year) the facilitator mails the letters back to participants.

Postcards: After an intensive experience, ask participants to mentally review the activities and experiences. This review can happen with prompts ("remember the first activity where we How did it feel? What did you learn?). Ask participants to have a "mental snapshot" of the experience, and what it might look like on a postcard they were sending to a friend or family member. Have them draw this image, or make a collage, on a note card the size of a post card. Have participants share.

Fist-to-Five: When a group comes to consensus on a matter, it means that all members of the group can support the decision. They don't all have to think it's the best decision, but they should all agree with it to some extent. To use this technique, the facilitator restates the proposal/idea and asks everyone to show their level of support. Each person responds by showing a fist or a number of fingers that corresponds to their opinion. It is a good idea to post what each finger means so everyone knows exactly what they are representing.

- Fist- a no vote. A way to block consensus. "I need to talk more about the proposal and require changes for it to pass."
- 1 Finger- "I still need to discuss certain issues and suggest changes that should be made."
- 2 Fingers- "I am more comfortable with the proposal but would like to discuss some minor issues."
- 3 Fingers- "I'm not in total agreement but feel comfortable to let this decision or proposal pass without further discussion."
- 4 Fingers- "I think it's a good idea/decision and will work for it."
- 5 Fingers- "It's a great idea and I will be one of the leaders in implementing it."

Graffiti Museum : Glue a wide variety of magazine pictures on construction paper, and post them down a hallway wall. Have participants look through all of the pictures, and choose one that represents their impression of the previous event (e.g. an activity, the day, or the whole weekend). Gathering in a circle, have students quietly circulate the pictures, and write why they do or don't relate with the picture.

Emotional Go-Around: Participants are asked to show with a word, their body, or a facial expression how they feel right at the moment. Let people show their reaction, one at a time, and then have participants explain their reaction. This activity can give the facilitator a sense of the group mood and gives the participants a chance to express how they feel at that moment.

3-2-1: Facilitator asks the group to reflect on "3 ideas I will use, 2 points to ponder, 1 action I will take immediately" (3-2-1 prompts can be altered to better fit activity of group).

Youth Advisory Council

Expectations:

- Respect All Members and their Thoughts/Opinions
- Give 100% of Yourself
- Be Yourself 100%
- Keep group sharing and RAHS business confidential
- Listen When Others Are Speaking
- Set an Example—Be a good Role Model and Leader
- Be as One Group—Cooperation
- Help Us to be a Better Group
- Commitment to the cause by attending and participating
- Make Us Look Good (as usual)
- Put Your Goofiness Away when it's Work Time
- Stay Focused and On-Task
- Keep a Good Attitude and Positive Mindset
- Keep the Peace
- Be the Change

Benefits:

- Being Part of an AMAZING Group
- Becoming Leaders in Your School Community
- Attending Activities Outside of School-- See Great Places
- Mentoring Opportunities
- Helping our Community
- Adults Look Up to You Even Though You're a Youth
- Putting YAC on your College or Work Applications
- Meet New People
- Recognition



Member Guidelines— You can do it!

Have FUN!

Show RESPECT

- ✓ One person talks at a time.
- ✓ Listen to others and speak loudly so everyone can hear you.
- ✓ Feel free to ask questions, express opinions, and participate without criticism.

Confidentiality

Honor the confidentiality (“what is said here, stays here”) of personal information that YAC members share.

Attendance

Come to school regularly. Participate in all YAC meetings, events and activities. Let the RAHS SBHC staff know if you cannot make it to a meeting.

All School Rules Apply

- ✓ Violence, harassment and drug free
- ✓ Respectful Language—No swearing or put-downs
- ✓ No cell phones, headphones, laptops or other technology during meetings – unless using them for program purposes
- ✓ Keep our Space Clean—Throw away your snack garbage and help clean up after each activity
- ✓ No discipline referrals
- ✓ Must be passing 80% of classes
- ✓ Minimum Absences

YAC Advisory reserves the right to dismiss members if the above criteria are not being met

I agree to the above guidelines:

Signature

Date

Student Memorandum of Understanding Peer-to-Peer Depression Awareness Program

This document outlines the roles and responsibilities of a Peer-to-Peer Depression Awareness Program team member. Signing this document indicates that you have read it thoroughly and understand your role as a Peer-to-Peer team member.

The Peer-to-Peer project team is a leadership opportunity.

The Peer-to-Peer Depression Awareness program aims to raise awareness, reduce the stigma, and increase the likelihood of early detection and help-seeking for mental health issues among middle and high school students.

Peer-to-Peer team members use their leadership skills and knowledge to help to create a culture of caring and support in their school, by implementing a unique public awareness campaign to effectively reach other students.

The Peer-to-Peer project team is not meant to serve as a support/therapy group for its team members, or for other students.

ROLE OF P2P TEAM MEMBER:

As a P2P team member, I will:

- Learn as much as I can about depression, anxiety, and related illnesses;
- Know the resources in my school where students can get help if they are struggling emotionally;
- Work with my team to create a school-wide public awareness campaign to share this knowledge and information with my peers;
- Through my actions and words, help to reduce stigma and create an environment in my school where students feel comfortable talking about how they are feeling, and understand that it is OK to ask for help if they need it;
- Be identified as someone whom other students feel comfortable talking with, because I will listen and connect them with an adult in the school who can help.

As a P2P team member, I will not:

- Provide mental health counseling for my peers;
- Give mental health advice.

I understand and accept my role and responsibilities as a Peer-to-Peer team member, and commit to participating in regularly scheduled team meetings throughout the school year in order to effectively design and implement our team's depression awareness campaign.

Name

Date

YLC Meeting Recap

Date:

Attendance:

List the outcome of any decisions the YLC voted on today:

YLC Meeting Reflection

1. What went well?
2. What didn't go so well?
3. What can we do differently next time?
4. Goals for next meeting:

Appendix C

YAC Foundations



YOUTH LEADERSHIP COUNCIL BYLAWS

ARTICLE I

Name

The name of this group shall be the Youth Leadership Council (hereafter referred to as “YLC”) of the Corner Health Center.

ARTICLE II

Object

The YLC is a diverse, youth-driven group that stands to uphold leadership, promote change, and raise awareness about community health issues. The goals of the YLC are to:

- (1) research community health issues,
- (2) use media and the arts to advocate for change, and
- (3) partner with adults, youth, and other organizations to make the Corner Health Center and its surrounding community a healthier place for young people.

ARTICLE III

Members

- Section 1. Members. Members of the YLC shall be between the ages of 12 and 21 and reside in the Ypsilanti area.
- Section 2. Member Status. Active members are individuals who have been admitted to the YLC. Active members have full voting rights and are counted in the YLC’s quorum. Inactive members are individuals who have been admitted to the YLC but are on a leave of absence (see Article 4, Section 2.) Members with an inactive status are not able to vote and are therefore not counted in the YLC’s quorum.
- Section 3. Advisor. The YLC advisor shall be a staff member from the Corner Health Center.

ARTICLE IV

Attendance

- Section 1. Attendance. YLC members are expected to participate in all meetings. If a YLC member will miss a meeting, then s/he should request an excused absence prior to the meeting by contacting either the President, Vice President, or staff advisor by phone, text or email. If a YLC member does not request an excused absence prior to the meeting and is not present at said meeting, then s/he will receive an unexcused absence for that meeting. YLC members are allowed 3 unexcused absences each semester of the school year and 4 unexcused absences during the summer semester. If a YLC member exceeds her/his allotment of unexcused absences in a semester, then the President and Vice President will follow the dismissal procedures (see Article 8, Section 3.)

- Section 2. Leave of Absence. YLC members are allowed to request up to one semester leave of absence during a program year. To request a leave of absence, a YLC member must complete a Leave of Absence form and submit it to the President, Vice President, or staff advisor. While a YLC member is on a leave of absence, her/his spot in the YLC will not be replaced. If a YLC member on leave is an officer, then there shall be an automatic succession process during the leave period (i.e., Vice President becomes President). If the successor does not want to assume the new role, then the YLC shall follow the nominations and elections process (see Article 5, Section 4) to select a temporary replacement. YLC members who are on a leave of absence will be considered inactive members. YLC members will not receive a stipend while on a leave of absence. If a YLC member plans to take off more than one semester from the YLC, then s/he must withdraw from the group. S/he may reapply to the YLC at anytime.
- Section 3. Stipends. Members shall earn a stipend for their participation in the YLC. YLC members will receive \$1 for every 20 minutes of participation in a meeting. If a YLC member cannot attend a meeting and informs the staff advisor at least 30 minutes prior to the meeting, s/he will earn \$2 for the excused absence. If a YLC member misses a meeting without notifying the staff advisor, s/he will not earn any money for that meeting. Stipends will be distributed in December, May and August.

ARTICLE V

Officers

- Section 1. Officers. The officers of the YLC shall be president, vice-president, secretary, and energizer.
- Section 2. Term of Office. Officers shall assume their duties at the close of the meeting at which they are elected. Officers shall serve for a term of one year or until their successors are elected. No officer shall serve for more than two consecutive term(s) in the same office.
- Section 3. Duties. Officers shall perform the duties provided in this section and such other duties as prescribed for the office in these operating procedures.
- A. The president shall:
 - 1. co-facilitate all meetings of the YLC;
 - 2. attend YLC planning meetings;
 - 3. keep members focused and on track during meetings; and
 - 4. fulfill such other duties as may be assigned by the YLC.
 - B. The vice-president shall:
 - 1. co-facilitate all meetings of the YLC;
 - 2. perform the duties of the president in the absence of or at the request of the president;
 - 3. fill the unexpired term if a vacancy occurs in the office of president;
 - 4. attend YLC planning meetings;
 - 5. keep members focused and on track during meetings; and
 - 6. fulfill such other duties as may be assigned by the YLC or the president.
 - C. The secretary shall:
 - 1. record the minutes of all meetings of the YLC and turn them in to the staff advisor at the end of each meeting;
 - 2. take attendance;
 - 3. conduct correspondence as directed by the YLC or the president;

4. reports to President and Vice President monthly to make sure progress has been made on action items; and
 5. fulfill such other duties as may be assigned by the YLC or the president.
- D. The energizer shall:
1. choose icebreakers;
 2. keep track of breaks;
 3. keep meetings active and productive;
 4. bring fun, energy, and positivity to all meetings; and
 5. fulfill such other duties as may be assigned by the YLC or the president.

Section 4. Nominations and Elections.

- A. Nominations shall be made by ballot at the annual meeting. The top two nominees for each position shall be announced. Nominees shall verbally state whether they choose to accept or decline the nomination.
- B. Elections shall be by ballot at the annual meeting except when there is only one nominee for an office election. In this case, the vote may be verbal.

ARTICLE VI

Meetings

- Section 1. Regular. Regular meetings of the YLC shall be held weekly during the academic year and twice weekly for 8-10 weeks during the summer.
- Section 2. Annual. The regular meeting on the third Monday in September shall be known as the annual meeting and shall be for the purpose of electing officers, receiving reports of officers and committees, and for any other business that may arise.
- Section 3. Special. Special meetings of the YLC may be called by the president and vice president with sufficient notification.
- Section 4. Quorum. 50% of active members of the YLC shall constitute a quorum.

ARTICLE VII

Decision Making

- Section 1. Representation. Each YLC member will receive one vote.
- Section 2. Voting. Votes will be collected either (1) verbally with a yay or nay or (2) anonymously by ballot. The president and vice president shall decide if the vote should be verbal or anonymous. A measure is approved by majority (over 50%.) If a vote is tied, then the President shall open the floor to discussion. At the conclusion of the discussion, the YLC shall vote again. If the vote is tied again the president and vice president shall make the final decision.

ARTICLE VIII

Recruitment, Admission and Dismissal

- Section 1. Recruitment. The YLC will recruit new members as needed to maintain a council of fourteen youth. The YLC will hold recruitment events as needed to invite prospective YLC members to the Corner Health Center to learn about the program. The YLC will seek a diverse representation of Ypsilanti area youth.

- Section 2. Admission. Prospective YLC members may complete a YLC application and submit it to a YLC member or the staff advisor. The YLC president and vice president will schedule the review of applications during regular meetings. 50% of YLC must agree to interview an applicant in order for an interview to be scheduled. The President, Vice President, or staff advisor shall schedule interviews with approved applicants to occur during regular meetings. After the conclusion of the interviews the YLC will discuss the applicant. After which, the YLC will vote. A majority (over 50%) is required to admit an individual to the YLC.
- Section 3. Dismissal. If a YLC member is breaking the YLC contract, then the President, Vice President, and staff advisor shall meet with him/her to discuss the issue. If the inappropriate behavior continues, then the individual will be put on a three-week probation. If his/her behavior doesn't improve during that time, then he/she will be formally dismissed from the group. YLC members can report inappropriate behavior to the President, Vice President, and/or staff advisor knowing that confidentiality will be maintained.

ARTICLE IX

Amendment

These operating procedures may be amended at any regular meeting of the YLC by a majority (more than 50%) vote.

Approved November 26, 2012
Amended August 8, 2013

Constitution of the Teen Advisory Council at the School-Based Health Centers Of Great Lakes Bay Health Centers

ARTICLE I-Name

The name of the organization shall be the Teen Advisory Council, hereafter known as the organization or TAC.

ARTICLE II-Purpose

The purpose of this organization shall be to promote, educate, advocate, learn and inform the students of the Saginaw Public School District of health services and programs offered, raising health issues among teenagers and preventative measures that may be taken.

ARTICLE III-Membership

Section 1: The Teen Advisory Council is an equal opportunity student organization and complies with all applicable federal and state laws regarding non-discrimination.

Section 2: Any current student at a Saginaw Public School is eligible for membership. Students must be members of the School-Based Health Center (parental consent form on file). There is no minimum grade point for general membership, however students who wish to participate in field trips and extracurricular events, must maintain a 2.0 GPA or higher.

Section 3: Any member who is found to be not in compliance with these requirements will be in bad standing with the TAC. The advisor(s) will determine an appropriate plan for the member to regain good standing with the TAC, if possible. There may be a case in which a member may not be able to regain membership until he or she has met the requirements for membership.

ARTICLE IV-Officers

Section 1: Elections are held once a year, in the spring. Nominations shall be held and speeches and voting shall follow, adhering to an Election Calendar set by the advisor(s) of the organization. Officers shall assume their respective offices immediately following their election. Elections shall be done strictly through TAC scheduled meetings and no campaigning outside of TAC business, bribing or other forms of persuasion will be tolerated.

Section 2: To be eligible for election as an officer one must be an active member of the TAC. In addition, he or she shall fit the following guidelines for the officer positions as described:

One must have been in the TAC for at least one year to be Treasurer, Secretary, and Sergeant of Arms. He or she must be in good academic standing with a GPA of 2.0 or higher.

One must have been in the TAC for at least one year and be of junior or senior class standing to be President or Vice President. He or she must be in good academic standing with a GPA of 2.0 or higher.

Section 3: Once elected, officers shall attend all required training sessions as designated by the advisor(s). Officers shall communicate regularly with the TAC advisor(s) especially in the case of any questions or concerns pertaining to his or her position.

Section 4: President: The President shall schedule meetings, notify members of meetings and preside over the meetings. The President shall also stand as a liaison between the organization and the officers and officials of the school and School-Based Health Center. If the occasion arises, the President shall speak on behalf of the TAC at all major school and community functions. The President shall have no vote during meetings, unless there is a tie, in which case he or she shall act as the tiebreaker.

Section 5: Vice President: The Vice President shall assist the President, Treasurer and Secretary, in all matters of the organization's business. Additionally, in the absence of an officer, the Vice President shall step in. The Vice President shall also be responsible for all written correspondence that takes place outside of the TAC. This can include, but is not limited to: school newspaper, TAC newsletter, HDI Insider, etc.

Section 6: Treasurer: The Treasurer, with guidance and aid from the Advisor, shall keep a record of expenses of the organization and help to budget programs and events.

Section 7: Secretary: The Secretary shall oversee the communication of meeting times, events etc. Additionally, the Secretary shall record and maintain meeting minutes and any important documents.

Section 8: Sergeant of Arms: The Sergeant of Arms shall enforce the rules of the TAC, and shall conduct a role call and keep record of attendance of each meeting. At the start of each school year, the Sergeant of Arms will be responsible for creating group norms (with the help of the council).

Section 9: Media Chair: The Media Chair is responsible for updating the TAC Facebook page, Twitter, Instagram, Snapchat, etc about meetings, events and other relevant information. The Media Chair shall also oversee the process of creating videos including guiding discussion on ideas, outlining necessary props, and ensuring all parts of the video are recorded with the help of the advisor(s).

Section 10: Philanthropy/Service Chair: The Philanthropy/Service Chair shall be responsible for the planning and supervision of philanthropic/service events. This includes any events where the TAC raises money for a cause or group. This also includes but is not limited to events where the TAC gives money, time, or resources to any organization or group.

Section 11: Public Relations Chair (PR): The Public Relations Chair is responsible for posters, banners, table displays, and other publicity for TAC events. The PR chair shall get approval from the advisor(s) before any PR is posted.

Section 12: Recruitment/Social Chair: The Recruitment Chair shall be responsible for all promotional materials, activities, and events that promote TAC membership. In addition, they are responsible to plan activities that connect the SHS and AHHS TAC groups. Recruitment/Social chair is responsible to inform the council when such events take place.

Section 13: Scholarship Chair: The Scholarship Chair shall be responsible for all events/activities that promote scholastic achievement in their school. This can include, informing TAC members about scholarship opportunities, awarding TAC members for getting good grades, planning educational outings, planning college trips, etc. Scholarship chair is responsible to inform the council when such events take place.

Article V - Committees

Section 1: The committees shall consist of the members of the TAC. Members are encouraged to be on one committee. Members can only be on one committee but may help out with the implementation of tasks and events for other committees if they choose. The final decision of committee assignment will be at the discretion of the advisor(s).

Section 2: The committee chairman is responsible for keeping the TAC updated on the committee's activities and ideas by presenting reports to the TAC upon request from the advisor(s).

Section 3: The following chairmen shall have committees: media, philanthropy, public relations, recruitment and scholarship.

Section 4: All committees shall be responsible for following through with delegated tasks as decided in committee meetings in a respectful and timely manner.

Each committee shall also be responsible for assisting their respective committee chairmen in the completion of all duties.

ARTICLE VI-Advisor

The Advisor shall be selected by the School-Based Health Center. The Advisor shall serve as a point of communication and information for the organization. The advisor shall approve all TAC sponsored activities. The Advisor shall be notified with 48 hours of any organization activity.

ARTICLE VII-Meetings

Section 1: The Teen Advisory Council shall have weekly meetings at their respective schools. At the Discretion of the Advisor(s) and President, joint meetings may be called between the two schools (Saginaw High & Arthur Hill) within a minimum of one week's time.

Section 2: Special meetings may be called at any time during the academic year at the discretion of the Advisor(s) and President.

Article VIII – Elections

Section 1: The annual election of officers shall occur in the spring no later than May 31st. The annual assignment of committees shall take place in the fall no later than the second week in October.

Section 2: All candidates for an executive board position shall make speeches not to exceed two minutes.

The advisor(s) shall record the speeches and set a deadline for when they must be recorded by. The advisor(s) may choose to have speeches delivered to the TAC members instead of having recorded speeches. The advisor(s) shall decide whether speeches will be recorded or given at a designated meeting.

All speeches will be viewed by both the upper and lower classmen. After all speeches have been viewed for a position, elections for that position shall take place.

Section 3: Voting shall be done by secret ballot. The advisor(s) will collect the ballots. All positions shall be announced at the meeting, or by the following meeting.

Section 4: All officers shall be elected by a plurality. In the case of a tie, the president shall cast the deciding vote.

Section 5: To be a voting member, an individual must have attended three meetings in the previous 6 months of the academic school year. Members must be present to vote on officers unless otherwise approved by the advisor(s).

Section 6: In the event that there is an open officer position, a new officer shall be elected within three weeks. However, it is encouraged that the position be filled within two weeks where one week is for nominations and the following is for voting.

ARTICLE IX – Finances

Section 1: All money for any event/activity related to TAC shall be turned in to the advisor(s) immediately after the event/activity takes place unless other previous arrangements have been made with the advisor(s).

Section 2: There should never be a time where a TAC member is in possession of TAC money for an extensive amount of hours or overnight.

ARTICLE X-By-Laws and Amendments

Amendments to this Constitution require the unanimous affirmative vote of Teen Advisory Council. By-Laws of the organization shall be established. By-Laws shall be policies and procedures of this organization and shall in no way conflict or diminish the authority of this Constitution. By-Laws shall require a three-fourths ($\frac{3}{4}$) vote of quorum for any amendments or additions.

ARTICLE XI-Ratification

This constitution must receive a three-fourths ($\frac{3}{4}$) vote of membership to be adopted

Constitution Adopted on August 23, 2013 by the Teen Advisory Council with a unanimous vote.

Policy 1: Attendance

The TAC has high expectations for the members as they are considered leaders in the school. The members represent the TAC by providing information they learn from the advisor(s) to their peers. The TAC functions more efficiently when members are in regular attendance at meetings and special events. Regular attendance allows members to stay informed about upcoming meetings and events as well as health topics being discussed during meeting times.

For general members attendance is not mandatory but excuses for meetings and tardies are required and must be given to the advisor(s) at least 24 hours before the meeting unless it is an emergency. General members may not miss more than two meetings in a row unless approved by the advisor(s). Two unexcused tardies count as one unexcused meeting absence. Missing more than two meetings in a row will put a member in bad standing. To regain good standing, a member must attend three meetings in a row.

For officers, attendance at all meetings is required and attendance at special events is recommended. An officer may not miss more than two meetings in a given semester. Missing more than two meetings in a semester can jeopardize his or her

officer position in the TAC. The advisor(s) will decide appropriate consequences and whether or not an officer will be removed from office.

Policy 2: Code of Conduct and Expectations

The TAC strives to educate the school on health topics and issues. These health topics are important to help TAC members and individuals from the school have a better understanding of how to better take care of themselves, how to be more aware, how to promote health topics and much more. Therefore, the members of the TAC are expected to hold themselves to a standard of excellence when it comes to health related topics. TAC members shall practice what they learn and what they teach at all times, not just in TAC meetings.

This is especially true for bullying prevention. Any member who participates in such an activity shall have repercussions in the TAC whether or not the bullying takes place at any TAC event or involves another TAC member.

Any participation in inappropriate behavior as deemed by the advisor(s) will put the member in bad standing with the TAC. Any member who is in bad standing with the TAC loses his/her voice and vote in all TAC matters until action is taken to achieve good standing again. In addition, any member who is in bad standing may not hold an officer position. If he/she is holding an officer position at the time the inappropriate behavior takes place, the member shall be suspended from his/her position. This may be for a period of time or for the remainder of the term and shall be determined by the advisor(s).

The advisor(s) shall determine appropriate consequences for any such behavior. Any member who has participated in any way may lose their privilege to be in the TAC. Members may also lose their privilege to come to a designated amount of TAC meetings. An individual may be given a task to complete by the advisor(s) to gain good standing in the TAC again. A member may be asked to apologize appropriately to another individual and/or the entire TAC. An individual may also be asked to give a presentation/lesson to the TAC on a topic as designated by the advisor(s) to gain good standing.

Policy 3: TAC Rewards

The TAC has high expectations for its members. In addition to health promotion in the schools, the TAC exists to provide volunteer, philanthropic, and leadership opportunities for the students involved. Active involvement and commitment to the TAC can lead to various awards for those students appropriately selected for their time and dedication by the advisor(s).

Each time the TAC comes together for a meeting, special event, volunteer activity, etc, a member receives community service hours. These hours are added each week to a running total for each individual member. This gives the student credit for the entire time he/she spent in TAC when he/she graduates. These hours can be used on college applications.

When students apply to colleges they often need letters of recommendation. Being an active member in the TAC makes it so the advisor(s) can write a more personal and knowledgeable letter for a TAC member.

There are times where the advisor(s) may have a set amount of money that can be distributed to specific TAC members. The amount and the members the money is given to shall be determined by the advisor(s). Members will be considered on basis of commitment and dedication to the TAC and TAC activities.

Other additional rewards and prizes are often given out throughout the year at the discretion of the advisor(s).

All about the Arthur Hill and Saginaw High Health Delivery Inc.- School-Based Health Centers' Teen Advisory Councils (TAC)

The original TAC was implemented in 2005 after several focus groups were facilitated by Mr. Nathaniel McClain, who was the assistant principal at Saginaw High at the time (he is presently the Principal at Arthur Hill and will start his new position as Assistant Superintendent in the fall of 2014). The group of students became engaged in advocacy as well as community service initiatives. They visited classrooms and recruited students to join the health center prior to it being open the following year. The TAC was facilitated by Ms. Jessica Hernandez at the time, and students earned community service credits and were rewarded with financial stipends to assist with their back to school supplies.

The TAC members were the first students to visit the capitol along with several parents for advocacy day and served as the voice for their peers. They also had the opportunity to participate with the Freedom Writers workshop in Frankenmuth in 2010. Funding was cut in 2010, and as a result the TAC was dissolved...In 2011, funding was restored and the Teen Advisory Council was re-established at both schools, and a group of very dedicated young people were committed to seeing it grow. By the fall of 2011, the TACs at both AHHS and SHS were thriving. Each group had about 10-15 members, and the group started taking on projects in the schools. These projects included: Raising awareness for World AIDS Day, Teen Dating Violence Awareness Month, GYT (Get Yourself Tested) Campaigns, and in the spring of 2012 hosting their first annual "Prevention Day" event.

In the fall of 2012, the Saginaw High TAC was recognized nationally for winning the "Respect! Video Challenge" and winning \$10,000 for the group. The group has been able to do several things with this money including: giving away TAC book scholarships to seniors, adopting families from the Underground Railroad for Christmas, and purchasing an iPad for the group's use. As the group grew, support from the school staff, and health delivery staff grew as well. In the fall of 2013, the TACs at both SHS and AHHS were even recognized by the state as best practice TACs and were asked to give input in the state YAC YAC project (Youth Advisory

Committee of Youth Advisory Councils). Each group has been working on this project all school year, and the state is working on publishing a best practice TAC book which will feature all of the members' names in it. Also in the fall of 2013 the TACs at each school elected their first official board of officers. This group of individuals has led our group this school year. They have run meetings, designed projects, and even created a "Think.Respect" pledge which they recite before each meeting. In March of 2014, the groups worked together on a video titled "Your Health in your Hands" that they entered into a state wide competition and took first place.

On Thursday May 29, 2014, Health Delivery, Inc.'s School-Based Health Centers (SBHC) along with Saginaw High's Safe and Supportive Schools program hosted a graduation celebration for their 40 Teen Advisory Council (TAC) members from Arthur Hill and Saginaw High school titled **"Think! Graduation! Respect YOUR Future!"** This event was held at the beautiful Andersen Enrichment Center. The Honorable Judge Darnell Jackson provided the keynote address to the graduating seniors.

The TAC group is committed to promoting healthy relationships and preventing STIs, HIV, unplanned pregnancies, obesity, drug and alcohol abuse, etc among their peers. We are very proud of our students and can't wait to see what the future has in store for them. For those graduating this year, we wish them continued success as they enter this next chapter of their lives. Below is a picture of the graduating TAC Class of 2014.



Student Involvement: Stages

Establishing student involvement in schools gives youth meaningful leadership experiences and opportunities to understand school issues, make competent decisions, and gain useful skills. Advancing student involvement is supported through a set of stages; the most advanced stage includes creating an advisory to provide sustainability and the highest functioning student leadership. Below is an overview of the stages of an advisory and some of the characteristics of each stage.

	Exploring	Developing	Sustaining
Purpose/ Characteristics	<p>In this stage schools are learning about student involvement practice and assessing the fit of this concept.</p> <p>Important characteristics include inspired & motivated adult advisors(s), a core group of students interested in leadership and commitment to meaningful school change.</p>	<p>In this stage student involvement has formally been established and members are meeting regularly with some consistency.</p> <p>Students are beginning to form a group identity and culture. Students and membership may be fluid. Students set short term goals and complete quick win projects to demonstrate their abilities.</p>	<p>In this stage, students have a core set of responsibilities as an advisory and have established a cycle in which these activities occur.</p> <p>Students have a strong sense of belonging and shared identity as an advisory. The school recognizes the value that an advisory brings to its mission and supports that by providing resources and giving the advisory authentic leadership opportunities.</p>
Activities	<ul style="list-style-type: none"> • Introduction of youth driven space concepts through reading and training • Assess school needs and possible student involvement roles • Build support for student roles with school administration and staff • Student outreach to identify interested youth • Initial community building activities to form group • Adult advisor established to support group 	<ul style="list-style-type: none"> • Core group of students established who meet regularly • Focused community building, begin to develop ground rules. • Create short term goals and objectives. • Complete quick win projects. • Build community awareness and support of student work. • Reflect on past success and set future long term goals for increased leadership. 	<ul style="list-style-type: none"> • Development of mission/bylaws • Creation of annual strategic plan. • Regular & consistent meetings. • Consistent cycles of activities throughout the year. • Advisory roles established and understood within and across the school including: <ul style="list-style-type: none"> ○ Lead school initiatives ○ Advise on school policy or issues ○ Serving as representatives of the school community • Self & peer evaluations for improvement
Youth Roles	<ul style="list-style-type: none"> • Students outreach to peers to attend meetings • Students participate in school assessment to determine possible needs • Students brainstorm ideas for school involvement roles 	<ul style="list-style-type: none"> • Students work with adult advisor to co-plan and co-lead meetings • Students generate ideas for short term projects and work collaboratively to implement change. • Student reflection drives motivation to create an advisory. 	<ul style="list-style-type: none"> • Students lead meetings, with support from an adult advisor • Students lead activities to generate ideas, create plans, and reflect on work. • Students generate new ideas for an advisory to function at higher levels and with greater purpose.

Adult-led with
meaningful student roles

Adult-student share roles

Student-led with adult
support

Teen Advisory Council Presents:

“Think.Respect” Pledge

I pledge to respect myself and all other individuals.

Everyone will be treated the way I would like to be treated.

I will be true to myself and always carry myself in a positive manner.

I will be a role model to my peers and hold myself to a high standard.

I will be mature, I will cooperate with others and will always follow directions.

I will respect and better my environment wherever I go.

I will have an open mind, I will not judge others based on their differences.

I will invite others to embrace this message.



Program Philosophy

Service-Learning = teaching method that engages students in service to their schools and communities

- Students apply academic skills to solve issues and meet the needs of other students
- Using critical thinking and problem-solving skills, students lead projects with adults as partners
- Projects can involve a small group during a short period of time or engage an entire school over an academic year

Each year the YACs at our health centers choose a critical issue to address and create a service-learning project to educate the student body on the issue.

Servant Leadership = lead by serving others

- Focuses on serving the needs of those they lead
- Encourages others and facilitates personal growth in all who work with them
- Listens and respects others to build a sense of community

Youth/Adult Partnership = students and adult leaders work together to run the group

- Decision-making is shared
- Planning and designing activities are shared
- Differences are negotiated between youth and adults
- Level of leadership development for youth is HIGH

Students and adult leaders work together to facilitate meetings, complete projects and reach out to other students at our schools.

YOUTH ADVISORY COUNCIL (YAC)

WHO ARE WE AND WHY ARE WE HERE?

We are leaders who have come here to communicate, make decisions, and problem solve with lawmakers, community people, and our school. We will act as advocates for students and our RAHS SBHC by participating as a member of YAC and helping YAC to focus on teen healthcare issues and policies (rules or laws) about our health and mental health.

WE WILL...

- YAC to adults about what's happening with teens today.
- YAC to people about what teens really need from them and give real ideas on how they can help.
- YAC to peers about what is risky behavior and how to prevent it.
- YAC to peers about what's happening at our RAHS SBHC by helping to advertise services, groups, or events.
- YAC, YAC, YAC to peers to send important information around school.
- YAC to lawmakers, teachers, parents, and the principal about why the RAHS SBHC is important to have at our school.

Appendix D

Project Planning & Examples

YLC PROJECT MANAGEMENT LOG

Project Name:

Project Goal:

Objectives (Write S.M.A.R.T. objectives! Make sure they are: S pecific, M easurable, A ttainable, R ealistic & T imely.)	Start Date	End Date	Who is the lead?

Developed by the Corner Health Center's Youth Leadership Council. www.cornerhealth.org

4th Annual “Prevention Day” Stations

Booth #1: STD/HIV Trivia Wheel

1. Description: **Trivia Wheel**—Participants will spin a wheel with numbers and will answer a question about HIV/STI general information. If they get the question correct they will win a prize.

Trivia Game Qs

1. What is the **best** way to prevent yourself from getting an STI or HIV?
 - a. **ABSTINENCE**
2. True or False: You can get HIV from sitting on a toilet seat, drinking after someone, or kissing someone
 - a. **FALSE** – HIV is not transmitted through casual contact, urine, or saliva
3. True or False: ALL STIs can be cured
 - a. **FALSE** – only Bacterial STIs (e.g. Gonorrhea, Syphilis, Chlamydia) can be cured
4. True or False: Having more sex partners **INCREASES** your risk for HIV
 - a. **TRUE**
5. True or False: You can get STIs/HIV from oral sex
 - a. **TRUE**
6. True or False: Birth control can provide protection against HIV/STIs
 - a. **FALSE** – BC only protects against pregnancy – it is NOT a barrier – therefore cannot protect against HIV/STIs
7. True or False: There is **NO** cure for HIV
 - a. **TRUE**
8. True or False: You can get tested for HIV/STIs at the School-Based Health Center
 - a. **TRUE**
9. True or False: Young people (13-25yrs) are affected by STIs/HIV more than any other age group
 - a. **TRUE**
10. True or False: It is possible for someone to have an STI and **NOT** know it
 - a. **TRUE** – the most common symptom of STIs/HIV is **NO** symptom at all
11. True or False: You can **ALWAYS** tell if someone has an STI/HIV by looking at them or their genitals
 - a. **FALSE** – many STIs (including HIV) may have no signs/symptoms **OR** they may be affecting the **INSIDE** of the body and have no effect on the genital area.

Booth #2: Alcohol Awareness

1. Description: In this station we would be using a pair of beer goggles to simulate the affects alcohol has on fine motor skills, and operational skills.
2. Activities: Drunk Goggles Activity: Students will have to “walk the line”, walk around orange cones, and catch/throw a ball wearing the drunk goggles
 - True/False game – to show how excessive amounts of alcohol may influence one to make a risky decision, which could lead to the transmission of an STI or an unplanned pregnancy.

True or False Game – “Sex & Alcohol” Edition

Statements	True	False
Almost 50% of unplanned sexual encounters are under the influence of alcohol.	√	
30% of STDs are transmitted when the partners are drunk.		√ Actually it is 60%
90% of all sexual assaults occur under the influence of alcohol!	√	
Being under the influence of alcohol often leads to: not knowing your sexual partner; not having a condom available; not using a condom; or not using a condom correctly.	√	
In 1/3 unplanned pregnancies, the woman was drunk during sex		√ Actually it is 2/3 of the time

Booth #3: Teen Parenting Awareness

1. Description: Teens will get a first-hand glance of what being a teen parent REALLY looks like, this could include financial obligations, taking care of the baby, not getting much sleep, not being able to be social, having to get a job, etc. This will be done by completing series of activities in a set period of time to show how getting ready for school in the morning would be challenging if you also have to attend to a baby’s needs
2. Activities:
 - Participants will have 30 seconds to do the following:
 - i. Get baby out of bed
 - ii. Change baby’s diaper
 - iii. Put onesie on baby
 - iv. Put baby in car seat (and buckled in)
 - v. Finish “homework”
 - vi. Pack backpack & lunch

Booth #4: COST of Teen Parenting

3. Description: **“Price is Right”**—this station will focus on the cost of having a baby. Both baby items and items popular to teens will be present, and teens will have to guess the prices, and will see the financial effects on having a baby before they are prepared financially.
4. Activities: Participants will be given 6 different prices, and they will have to match the prices to the correct item—there will be both “teen” and “baby” items

Price is Right Game

Pair 1

Hot Cheetos/McDonalds Value Meal- \$8 Vs. 1 can of Formula - \$15

Pair 2

Pair of Jordan’s - \$120 Vs. Box of diapers/Wipes/Baby outfit - \$145

Pair 3

iPod touch - \$187.99 Vs. Travel system - \$314.99

Booth #5: STD Symptom Checker

1. Description: Several Cards with common STD symptoms will be given to the participant. Their goal is to guess correctly which symptom goes with which STD.
2. Activities: Match the correct symptom with the correct STD:

Infection	Symptom
Gonorrhea	Pain when you pee; joint pain; eye inflammation
Syphilis	Painless sore (chancre)
HIV	May have NO visible symptoms
Chlamydia	Unusual discharge; burning when you pee
Herpes	Sores

Booth #6: “Prevention Is...” Photo booth

1. Description: This station will allow students to write out on a sign what they think prevention is. If they are unsure they can take a photo with one of the pre-made cards. They will then get their photo taken with their sign, and will be able to have a photo souvenir for the day.

Booth #7: Birth Control 101

1. Description: This booth is designed to inform participants about which birth control options are most effective at preventing unplanned pregnancies and STIs and HIV, and which approaches are not effective.
2. Activities: At this station, participants will place a card where they think it belongs:
 - Protection against unplanned pregnancy AND HIV/STIs
 - i. ABSTINENCE
 - ii. Condom with WATER-based lubrication
 - Prevents unplanned Pregnancies ONLY
 - i. Birth control pill, patch, shot, implant, ring
 - ii. Spermicide
 - Provides NO protection against unplanned pregnancy AND HIV/STIs
 - i. Pull-out/withdrawal
 - ii. Condom with OIL-based lubrication

Booth #8: What’s in your drink?

1. Description: This booth is designed to inform participants as to how much sugar is in different beverages.
2. Activities: At this station, participants will have to match the bags of sugar with which drink they think it belongs. Once they have completed this activity, the facilitator will let them know which answers are correct and give them a prize for participating.

Drink Answer Key: Most Sugar to Least sugar

#1 = Sunny D

#2 = Fanta

#3 = Sprite

#4 = Capri Sun

#5 = Lemonade

#6 = Red Bull

#7 = Hawaiian Punch

#8 = Gatorade

#9 = Water

Booth #9: How much FAT is in THAT?

1. Description: This booth is designed to inform participants as to which food choice is healthier based on the amount of fat is in the item

2. Activities: At this station, participants will see 10 different tubes filled with fat. They will have to match the correct food with the correct amount of fat

Fat Answer Key: Least fat to Most fat

- #1 = Chicken
- #2 = Roasted Peanuts
- #3= Corn Chips
- #4= Soft Margarine
- #5=Sirloin Steak
- #6= Chocolate Candy Bar
- #7 = Cheddar Cheese
- #8 = Croissant
- #9 = Ice Cream
- #10=Butter

Booth # 10: Healthy vs. Unhealthy Relationships

1. Description: This booth will address characteristics of both a healthy & an unhealthy relationship.
2. Activities: Participants will match the characteristics under the correct category (either “Healthy” or “Unhealthy”). Characteristics will be color coded to keep it simple.

Answer Key:

- Healthy: Love, Respect, Trust, Loyalty, Communication, Honesty
- Unhealthy: Dishonesty, Jealousy, Controlling, Hitting Slapping Punching, & Name Calling

Yearly Overview of Events (Grant year October 1-Sept 30)

	Event/Activity	Date
AUGUST		
	Moving Towards Solutions- Addressing Teen Pregnancy Prevention in MI	August-Every Other Year
	Back to School Orientations	August each year
	TAC Leadership programming	August each year
SEPTEMBER		
	TAC Topic: Planning, Recruiting	Weekly (Tues-SHS/Wed-AHHS)
	High School Homecoming parades/tailgates	Late Sept/Early Oct
	Bay City AIDS Walk	Last Saturday
OCTOBER		
	TAC topic: Mental Health Awareness, Bully Prevention, Breast Cancer Awareness Month	Weekly (Tues-SHS/Wed-AHHS)
	TPIP/MDHHS grant reports due	October 15
	MDHHS patient satisfaction surveys due	
	CAC Meeting	2 nd Tuesday
	Saginaw Breast Cancer Awareness Walk	2 nd Saturday
NOVEMBER		
	TAC Topic: Drug and Alcohol Abuse Prevention	Weekly (Tues-SHS/Wed-AHHS)
	GLBHC “Together Event”	
	TPIP conference for grantees	
	CAC meeting (2 nd Tuesday of the month)	2 nd Tuesday
	TAC Volunteer at the Soup Kitchen	
DECEMBER		
	TAC Topic: HIV/AIDS; Flu Shot/Hand washing	Weekly (Tues-SHS/Wed-AHHS)
	CAC meeting	2 nd Tuesday
	TAC: Adopt a Family	
	TAC Caroling at Nursing Home/Making Holiday Cards	
	TAC Holiday Party	Last Mtg Before Break
JANUARY		
	TAC Topic: Sleep, Goal Setting, Healthy Study Habits	Weekly (Tues-SHS/Wed-AHHS)
	TPIP/MDHHS grant reports due	January 15
	MLK Day Walk	
FEBRUARY		
	TAC topic is Teen Dating Violence Awareness Month & Black History Month	Weekly (Tues-SHS/Wed-AHHS)
	CAC meeting	2 nd Tuesday
	Free Valentine Card Making & Healthy Relationship Bags	Feb 14th
	TAC: Wear Purple/Orange & TDVAM Awareness Activities	One week out of the month

MARCH		
	TAC topic is Nutrition	Weekly (Tues-SHS/Wed-AHHS)
	CAC meeting	2 nd Tuesday
	Real Talk	Last Thursday of Month
APRIL		
	TAC topic is GYT (Get Yourself Tested) month	Weekly (Tues-SHS/Wed-AHHS)
	TPIP/MDHHS grant reports due	April 15
	MDHHS patient satisfaction surveys due	
	Adolescent Health Conference	
	CAC Meeting	2 nd Tuesday
MAY		
	TAC topic is Teen Pregnancy Prevention	Weekly (Tues-SHS/Wed-AHHS)
	Youth Advocacy Day	
	TAC graduation	
	Teacher Appreciation Breakfast	
	Prevention Day Events at both schools	
	CAC Meeting with TAC members	2 nd Tuesday
JUNE		
	TPIP conference for the youth	
	National HIV testing day	June 27 th
JULY		
	TPIP/MDHHS grant reports due	July 15

P2P 16-17

Peer-To-Peer Depression Awareness Campaign: 2016-17 School Year



A collaboration between the U-M Depression Center and Washtenaw County Public Schools

In 2007, the University of Michigan Depression Center and the Ann Arbor Public Schools (AAPS) began a collaboration to provide depression awareness and suicide prevention education, training, and support for AAPS personnel. Beginning in fall 2009, a student education component was added to this initiative. The goals of the *Peer-to-Peer Depression Awareness Campaign* are to 1) educate high school students about depression and depressive illnesses and 2) support them in finding creative ways to convey this knowledge to their peers in order to reduce stigma, raise awareness, encourage help-seeking when needed, and ultimately, help to promote the early detection of depression, bipolar disorder, and related illnesses. Interest in the program continues to grow, with the number of participating schools increasing from five Ann Arbor high schools in 2009, to eight high schools throughout Washtenaw County during the 2016-17 academic year.

For the 2016-17 Peer-to-Peer Project, eight teams of approximately 5-25 students each from Community, Huron, Lincoln, Milan, Pioneer, Saline, Saline Alternative, and Skyline High Schools were selected by their teachers and counselors to attend an educational conference at the Depression Center on Monday, October 24, 2016. The students participated in educational presentations to improve their knowledge of depressive illnesses, and learn more about the interactions between mental health, stigma, substance abuse, academic stress, and coping skills. Also included was information on specific strategies for supporting peers and practical strategies for planning an effective awareness campaign.

Following the opening conference and with assistance from Faculty Mentors at each school, each team submitted a plan for their Peer-to-Peer project in December 2016, and then began implementing their campaigns in January–May, 2017. Below are summaries of each school's activities.

Below are summaries of each school's activities:

**"Stigma Hurts. Awareness Helps; You Don't Have to be Sick to Get Better"
Community High School**

- March was Depression Awareness Month
- Focused campaign on reducing stigma and raising awareness about depression, help-seeking, and self-care
- Posters with different mental health messaging posted throughout the school including how to help a friend, mental health treatment, wellness wheel, coping skills, and causes of depression
- Forum bulletin messages every Tuesday and Thursday sharing information about mental health disorders and resources
- Presented at half-hour forum classes with "Cross the Line" and "Matching Terms" activities and a video titled "Ending the Stigma of Mental Health" from Bring Change 2 Mind
- Four lunch time wellness breaks throughout the month featuring yoga, meditation, and a dance party
- Handed out pins with their slogans "Stigma Hurts, Awareness Helps" and "You don't have to be sick to get better"
- Messages of Hope Bulletin board (Take a Heart, Leave a Heart) featuring peer educators

**"You Don't Have to be Sick to Get Better"
Huron High School**

- March was Depression Awareness Month
- Presented in health classes sharing information about causes/symptoms of depression, how to help a friend and raise awareness about school and community resources
- Themed fun fact verbal announcements every day from March 6-31st
- Mental Health Monday, Talk about it Tuesday, Walk away Wednesday, Thankful Thursday, Feel Good/Free Your Mind Friday
- Displayed mental health educational resource posters throughout school created by Applied Psychology classes
- Will Heining presented during a double-assembly event for the whole school, discussing his personal experience with depression

"You're Worth It"

Lincoln High School

- Created video that includes several students and teachers sharing their experience with anxiety and bullying to spread awareness and resources that students can use to access help
- Planned to edit and present video to health classes next school year
- Created bracelets with slogan "You're Worth It" to hand out to health classes

“Pain Is Real – So Is Hope!”

Milan High School

- Focused campaign on recognizing that treatment is real and effective
- Hosted 2 clinical social workers who gave an overview of depression and bipolar disorder and a U-M student speaker who shared her experience with bipolar disorder at a whole school assembly
- Created bracelets with the slogan “Pain is Real – So Is Hope!”
- Showed “To This Day” video to art classes and had art class students design posters to be displayed throughout school

“Heal the Wheel”

Pioneer High School

- Bulletin board displaying P2P members near main office
- P2P Members educated staff on symptoms of mental illness, what to say/not to say
- Positive coping around finals and test times – providing hot cocoa and yoga in the cafeteria
- Classroom presentations giving an overview of mental health, coping skills, and resources to health classes including meditation and yoga practice
- PTSO parent education night with presentation from Ben Biermann on symptoms of mental illness and what to say/not to say
- Referral box in counseling center
- Stress buster bag in every classroom with colored pencils, coloring pages, stress ball, and list of apps

“It's Okay to Not Be Okay, but It's Not Okay to Stay That Way”

Saline High School & Saline Alternative High School

- Display posters throughout the school
- Announcements with depression and anxiety statistics
- Assembly with clinical social worker giving an overview of mental health and a U-M student-athletes sharing a personal story with PTSD and sexual assault
- Stress balls with slogan “It’s okay to not be okay, but it’s not okay to stay that way”

“You Don't Have to be Sick to Get Better”

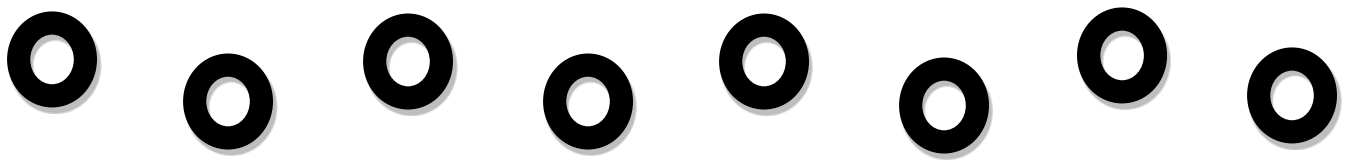
Skyline High School

- P2P Mentors presented mental health lessons during Skytime to 9th and 11th graders, including showing Stacey Ervin’s Athletes Connected video
- Created 2 mental health awareness posters focused on recognizing the signs and symptoms of depression and anxiety and placed them on bathroom mirrors and in stalls
- Participated in “Next Step” program featuring conversations with Ann Arbor area athletes and their mental health
- Created an online advice tool where Skyline students can ask for advice confidentially with a small group of students

Appendix E

Promotional Materials

Will you help our health
centers get more likes and
followers?!



It's easy!



Like us on Facebook

facebook.com/SaginawSBHC



Follow us on Twitter

[@SaginawSBHC](https://twitter.com/SaginawSBHC)

Calling All Students!

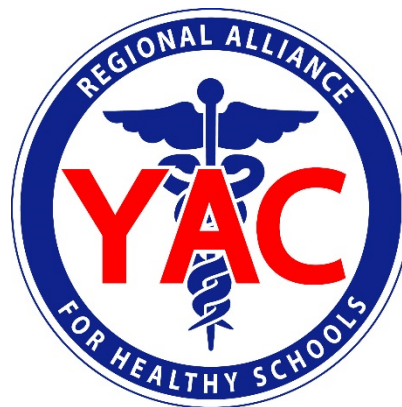
ARE YOU....

A LEADER?

CREATIVE?

PASSIONATE ABOUT HELPING

OTHERS?



The RAHS Health Center is looking for students to be on the

Youth Advisory Council



The Youth Advisory Council (YAC) is a group of students developing leadership skills and making a positive impact on their school and RAHS Health Center through Service Projects.

- Meetings take place approximately 2-4 times a month
- Students will complete a service learning project and attend Advocacy Day at the State Capital in Lansing

Pick up an application today!

Be the Change you wish to see in the World. – Mahatma Ghandi

STARDUST LANES BAY RD-SAGINAW



1:00PM - 3:00PM | NO COST

PLEASE FIND YOUR OWN RIDE!

PIZZA/POP/SHOES/BOWLING PROVIDED

PosterMyWall.com



**REGISTER ONLINE
VIA EVENTBRITE**
or contact Victoria Grundas
at 989-399-5943 or
vgrundas@glbhealth.org

**Thursday, March 28th
10am-6pm**
Arthur Hill High School



SAGINAW
PUBLIC SCHOOLS

Great Lakes Bay
Health Centers



