





**WSCC Emotional Well-Being LC Youth Leadership  
Checklist - Youth Engagement and Empowerment**

Things that I can do as a District Youth Liaison:

<p><b>1. I am clear about my purpose for engaging youth.</b></p>	<p>a. Youth thrive when they feel passionate and purpose-driven in the mission b. Co-create the mission to ensure they are inspired by the work and the purpose c. Be specific about how the purpose will benefit them</p>	<p align="center"><input type="checkbox"/></p>
<p><b>2. I set expectations together with youth (I consider their opinions and mine).</b></p>	<p>a. Once the purpose in engaging youth is clear, establish expectations together (e.g., meetings, attendance, assignments, etc.) b. Do an activity that allows them to celebrate how they identify. Then, have them create a list of words together on how they want to identify as a group. c. Develop a contract together with values, norms, etc. that are detailed to create a safe environment where they are heard d. Create an outlined approach for conflict resolution and have them sign it e. Revisit expectations and approach to conflict resolution every 2-3 months as youth may change their opinions f. Ensure that culturally-responsive, healing-centered language is used in creating the contract and approach to conflict resolution</p>	<p align="center"><input type="checkbox"/></p>
<p><b>3. I provide leadership opportunities.</b></p>	<p>a. Acknowledge their strengths individually and collectively b. Work with them to lead an aspect of the work c. Provide opportunities to nurture their strengths (e.g., conference presentations, graphics in newsletter, representatives at meetings, spoken word performance, etc.)</p>	<p align="center"><input type="checkbox"/></p>
<p><b>4. I meet the youths' needs.</b></p>	<p>a. What would benefit them in engaging with this work? b. Consider below offerings:     i. Community service hours     ii. College- and career-readiness skills (e.g., preparing for an interview, creating a résumé, applying for a job, etc.)     iii. Support in navigating support services, when needed, especially for those who are from historically excluded communities     iv. Mentorship from older peers</p>	<p align="center"><input type="checkbox"/></p>

<p><b>5. I encourage peer-to-peer support.</b></p>	<p><b>a. Encourage youth to be supportive of one another</b>  <b>b. Provide training in how to support their peers</b>  <b>c. Develop a training program where older youth mentor their younger peers</b></p>	
<p><b>6. I place the youths' voices at the center of the work.</b></p>	<p><b>a. Every aspect of the work must include their input and representation</b>  <b>b. If time-sensitive, provide options for them and allow them to add ideas (if not mentioned)</b>  <b>c. Be flexible to their needs. Youth are busy. Ensure scheduling is flexible to their availability.</b></p>	

**Remember to have fun with them!**

- **Start meetings with “Good News”**
- **Create opportunities for them to showcase who they are and what they want to highlight about themselves - align to the purpose (e.g., art, a newsletter, photos, blogs)**
- **Provide food and beverages for them to hangout and work on youth-led tasks together**
- **Take 90 second “dance party” breaks every 20-30 minutes**
- **The resource library on [inspiredstudents.org](http://inspiredstudents.org) provides a variety of youth-led projects and activities for youth to create a positive school climate.**