



#YALILEARNS

ENGAGING WITH PUBLIC OFFICIALS FOR POSITIVE CHANGE

Event Facilitation Guide

Sample Agendas

The following sample agendas can help you think through what material you might want to include in your own event agenda, depending on the amount of time you have available. Please note that the activity names refer to sample activities outlined in the next section. Sample icebreakers are also included in the next section. Content notes, such as sample discussion questions, are also included in this document.

Sample agenda for a 2 hour event	Sample agenda for a 1 hour event
Introduction and Icebreaker (10 minutes)	Introductions (5 minutes)
Show and briefly discuss all 7 lessons (60 minutes, including break)	Show and briefly discuss 2 lessons (20 minutes): Lesson 1: Engaging with Candidates and Elected Officials Lesson 2: Implementing a Public-Private Partnership
Group discussion (15 minutes)	Group discussion (10 minutes)
Activity: Pitch (30 minutes)	Activity: Network or Code of Ethics (20 minutes)
Wrap-up (5 minutes)	Wrap-up (5 minutes)

Sample Icebreakers and Activities

Feel free to pick and choose from the below activities and icebreakers for your event, or develop your own!

Icebreakers

1. Partners (10 minutes, depending on group size)

Have participants pair up and take 2 minutes to get to know one another. Then, have each person take 20 seconds to introduce his or her partner to the larger group.

2. Common ground (5 minutes)

Have participants form a circle. Join the circle and state your name and one fact about yourself, such as where you are from, what you like to do in your free time, your occupation, etc. Ask all participants who share the same fact or interest to either stand up or raise their hand. Have the person to your left introduce him/herself and share a fact. Continue to go around the circle until everyone has provided a fact about him/herself or until five minutes have passed, whichever comes first.

3. Preferences (5 minutes)

Create an imaginary line through the room or use masking tape to draw a line on the floor. Each side will represent one choice. Ask a number of questions and have participants identify their preferences by standing on one side of the line. If they are unsure, they can stand in the middle. If the answer is neither, they can stand in a different part of the room. Example questions may be:

- Walk or drive?
- Sweet or savory?
- Hot or cold?
- School or work?
- Introvert or extrovert?
- Music or TV?

Activities

1. Plan a public-private partnership (40 minutes)

Break the participants into small groups (ideally 3-4 people per group). Each group should take five minutes to select a special project or focus for their public-private partnership, then spend 20 minutes building out a plan to implement this partnership:

- **What** is the focus of your partnership?
- **Why** do you feel this focus or project would benefit from a public-private partnership?
- **Who** would you reach out to as potential partners?
- **Where** would you focus your efforts (specific goals and activities)?
- **How** would you manage the partnership?
- **When** can you get started (what are your next steps)?

Have each group present back to the larger group with their plan. Encourage all members of the group to participate in the presentation while trying to limit each group to 2-3 minutes.

2. Pitch (30 minutes)

Split the class into groups of 3-5 people. Assign each group a public figure (mayor, president, delegate, etc.). Have each group spend 10 minutes identifying a specific project and related issues that they would want to discuss with their assigned public figure. Have each group come up with a list of specific actions they would want the government to take to solve the issues and how they would pitch each action. Select 1-2 groups to share their pitch in front of the class.

3. Network (20 minutes)

Have everyone spend 5 minutes independently writing a 30-60 second introduction of themselves that they could use at a networking event. Ask everyone to find a partner. Have each pair share their introductions with each other and provide feedback. Every 2-3 minutes, have the class swap partners to form new pairs so they can receive as much feedback as possible. Continue to do this until time.

4. Code of ethics (15 minutes)

Ask each person to develop his or her own personal and professional code of ethics. Have 1-2 people share the code of ethics they developed. Ask the class to provide each speaker feedback on his or her code of ethics and ask questions about ways they can overcome situations that challenge their code of ethics in the future.

Event Content Notes

Below you will find notes and talking points aligned with the various content that you might include in your event. **You don't need to use all of this material!** You should customize the PowerPoint, discussion topics, and activities based on the topics you want to focus on during your event. Make this event your own!

Content	Notes
Introduction and Icebreaker	<p>At the start of the event:</p> <ul style="list-style-type: none"> • Thank participants for joining. • Introduce yourself. Provide a basic overview of the YALI Network and direct participants to the web address (yali.state.gov) for more information. • Briefly share why you are interested in this topic and chose to teach this course. • You may want to do a short icebreaker activity in which participants get to briefly meet one another, but be sure to keep this short as it can take up a lot of time to do introductions if there is a large group. See the previous section for sample icebreaker ideas.
Course Objectives	<p>Explain the objectives of the course and the logistics of how the session will run:</p> <ul style="list-style-type: none"> • Note the lesson topic(s) that you will cover. • Mention any group discussions or activities you are planning to conduct. • Let participants know where they can find things like restrooms, emergency exits and water fountains. Let them know if there will be any scheduled breaks. <p>Sample objectives include:</p> <ul style="list-style-type: none"> • Understand the benefits of building partnerships with individuals and organizations in the public and private sector. • Learn how to communicate with public officials to form lasting relationships that can help you drive change in your community. • Find out how to create a code of ethics and why it is important to your personal and professional success. • Build the skills to manage situations, be a leader, and network with key decision makers in your community. <p>For each lesson that you include, you will either play the course lesson video/audio (via streaming or download) or pass out the transcripts for people to read on their own. After each video, you can use some of the following sample questions (or others that you develop) to lead a short discussion.</p>
Lesson 1: Engaging with Candidates and Elected Officials	<p>Sample discussion questions:</p> <ul style="list-style-type: none"> • If given the opportunity to meet with a public official, what issues would you like to discuss? How would you prepare for your meeting? • Think of a promise a politician currently in office made during their campaign? Have they upheld their promise? If so, how? If not, do you know why?

Content	Notes
<p>Lesson 2: Networking to Get Ahead</p>	<p>Sample discussion questions:</p> <ul style="list-style-type: none"> • What are the benefits of networking? • What are the characteristics of a good networker? • Do you know anyone who is a good networker? What makes them so?
<p>Lesson 3: Establishing Professional Ethics in Government</p>	<p>Sample discussion questions:</p> <ul style="list-style-type: none"> • What constitutes ethical and unethical behavior for those serving in positions of public trust? • What actions can individuals, groups, or businesses take to influence elected leaders and public servants? What are some of the ways those working on behalf of a community can respond to undue influence?
<p>Lesson 4: Creating Partnerships</p>	<p>Sample discussion questions:</p> <ul style="list-style-type: none"> • What is a partnership? What are the different types of partnerships? • What are the benefits of partnering with NGOs, governments, and businesses? • Do you have experience creating a partnership? If yes, how did you find your partners? What has the experience of working with partners been like?
<p>Lesson 5: Implementing a Public-Private Partnership</p>	<p>Sample discussion question:</p> <ul style="list-style-type: none"> • Identify the benefits and the difficulties of working with multiple organizations. Discuss ways to maximize benefits and minimize difficulties.
<p>Lesson 6: Developing a Personal Code of Ethics</p>	<p>Sample discussion questions:</p> <ul style="list-style-type: none"> • What are the four questions every code of ethics should address? • Why is it important that leaders understand how others perceive their actions? Why is it important that other people perceive your actions as fair? • Do you have a code of ethics (even if you have not formally called it a code of ethics before)? If yes, how did you develop it? How has it affected your life?
<p>Summary</p>	<p>After you have covered the course material, recap the key points. Ask participants for their thoughts or comments.</p> <p>Sample key points:</p> <ul style="list-style-type: none"> • The ability to effectively engage with decision makers in the public sector is essential to becoming a community leader. • Establishing partnerships with NGOs, the private sector, and government organizations will help you achieve your goals for your community. • Developing a personal and professional code of ethics is important and will allow you to become a more confident, impactful community leader. • Knowing how to properly network, lead, and manage are key to bringing about positive change.

<p>Discussion questions</p>	<p>The earlier sample discussion questions were focused on key takeaways and issues related to each individual lesson. You also should spend time discussing the bigger picture: grassroots campaigns use teams to drive change, which increases the impact you can have on your community. The following sample questions can be used to discuss that bigger picture.</p> <ol style="list-style-type: none"> 1. Think of a cause or change you would like to implement in your community. What public official could you meet with to discuss your idea? Who could you partner with? 2. Having a personal code of ethics is important to being an effective, trustworthy leader. What ethics are important to you? What ethics are important in your professional relationships and partnerships? Have you ever been faced with a situation in which your ethics could have been compromised? How did you respond? 3. Have you witnessed any successful public-private partnerships in your community? What can you learn from them? Is there anything you would have done differently than they did?
<p>Next steps</p>	<p>Keep the momentum going by encouraging participants to start taking action in their community! The following are ideas for next steps they can take after the event.</p> <ul style="list-style-type: none"> • Write a 30-60 second introduction that you can use when meeting with public officials and networking with potential partners. Create a list of 3-5 decision makers and organizations you would like to partner with on a specific cause. For each name/organization, write down the steps necessary to set up your introduction. • Identify an issue affecting your community for which you need government support. Craft a plan for how you would “lobby” officials in your government to address the problem. Practice the face-to-face parts of the plan (such as meetings) with people you know. • Develop a personal and professional code of ethics. Meet with someone in your community who is highly respected for their own ethics. Ask them what has helped them uphold their code of ethics in difficult times. Share your code and come up with your own strategies as to how you can overcome difficulties in the future.
<p>Wrap-up</p>	<p>Include time at the end of the presentation for a wrap-up.</p> <ul style="list-style-type: none"> • Encourage participants to go online, take the full <i>Engaging with Public Officials for Positive Change</i> course, and pass the associated quiz so they can get their YALI Network Online Course certificate. If you hold your training in a setting such as a university or library, you may be able to have participants take the online quiz while they are at the event. • Encourage participants to join the YALI Network if they are not already members. • Ask if participants have any feedback on the session, which you can incorporate into your next #YALILearns event. • Be sure to thank participants for coming, and pass around the handouts that they can take home with key takeaways from the session and information about joining the YALI Network.