



Youth Career Pathways Toolkit

a Guide for CalFresh Healthy Living,
University of California YPAR Facilitators

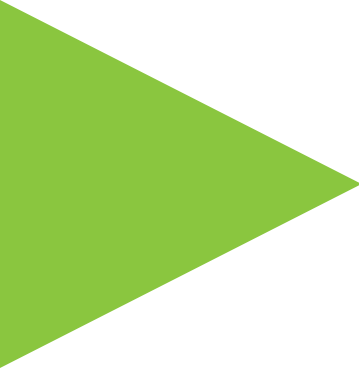
Version: October 2022



UC DAVIS
Center for
Regional Change



UC DAVIS
SCHOOL OF EDUCATION



California's CalFresh Healthy Living, with funding from the United States Department of Agriculture's Supplemental Nutrition Assistance Program – USDA SNAP, produced this material. These institutions are equal opportunity providers and employers. For important nutrition information, visit the [CalFresh Healthy Living website](https://www.calfresh.org/healthy-living).



Authored by Alyssa A. Nelson, Brandon Louie, Kelley Brian, and Nancy Erbstein, with Chris Gomez Wong, Rigoberto Ponce, Daisy L. Valdez, Mary Ann Mills, and Kamaljeet Singh-Khaira

Graphic Design

Allyn Suzuki

Other Contributors

Paul Tabarez;

Youth Engagement Workgroup of CalFresh Healthy Living, UC/UCCE;
Participants at the May 2022 pilot YPAR Youth Symposium in Imperial County, California (Crystal Cortez, Imperial Valley Regional Occupational Program's Career Readiness Instructor at the Central Union High School District; and youth representatives from the YPAR teams from Calexico High School's Eco-Garden Club, the Central Union High School District Imperial Valley Regional Occupational Program, and Southwest High School's Sports Medicine Career Technical Education Classes);
UC Davis Early Academic Outreach Program (EAOP)

Photo Credits

Rigoberto Ponce

Brandon Louie

Alyssa A. Nelson

Overview

Introduction

Tips for Facilitators

Activities

Ready, Set, Go!

Reflect!

Explore!

Write!

Speak!

Additional Resources

References

TABLE OF CONTENTS

INTRODUCTION	1
Purposes and design of this Toolkit	2
How the Toolkit came to be	4
TIPS FOR FACILITATORS	5
How the Toolkit is organized	6
Utilizing the Toolkit	7
Reflecting as adult allies	9
Preparing career area experts to act as adult allies	10
Organizing a field trip for career pathway exploration	10
Writing letters of recommendation for YPAR participants	11
Putting on a YPAR symposium	12
Sample Agenda for a YPAR youth symposium at a UCCE site	14
ACTIVITIES	15
Ready, Set, Go!	17
Activity: The Invitation	18
Handout: Invitation to Explore Career Pathways Together	21
Activity: Career Pathways Journal	22
Handout: Journaling with the UC Personal Insight Questions ... in YPAR	25
Reflect!	27
Activity: Reflection Circles	28
Prompts for Reflection Circles (and/or Journaling)	33
Activity: What is YPAR? – Revisited	34
Explore!	37
Activity: Question Cards	38
Handout: Networking & Informational Interviewing	43
Write!	45
Activity: Writing About YPAR Experiences	46
Handout: Writing About YPAR in Cover Letters, Resumes, and Essays	49

Handout: YPAR Language Templates for Resumes, Cover Letters, and Portfolios	52
Speak!	55
Activity: Let's Talk about YPAR	56
Handout: Preparing for Common Interview Questions ... in YPAR.....	62
ADDITIONAL RESOURCES	66
Youth Career Pathways Resources.....	66
About YPAR & Youth Engagement at CalFresh Healthy Living, UC	68
REFERENCES	71

--THIS PAGE INTENTIONALLY LEFT BLANK--

AGENDA

- ✓ ARRIVAL + SNACKS
- ✓ WELCOME + ICEBREAKER
- ✓ SYMPOSIUM OVERVIEW
- ✓ FIELD TRIP + YPAR CONNECTION
- ✓ REFLECTION CIRCLES
- ✓ NETWORKING PANEL
- ✓ LUNCH! *Pizza!!!!*
Veggies!!!!
- ✓ YPAR PROJECT PRESENTATIONS
- ★ WRITING ABOUT YPAR
- ★ SPEAKING ABOUT YPAR
- ★ WRAP-UP + CLOSE-OUT

INTRODUCTION

INTRODUCTION

Purposes and design of this Toolkit

This Youth Career Pathways Toolkit provides activities, tips, and resources for CalFresh Healthy Living, University of California (CFHL, UC) facilitators of youth-led participatory action research (YPAR) projects, with the aim of helping youth translate what they're learning in YPAR into building their own career pathways. These YPAR projects center youth voice in exploring opportunities for Policy, Systems, and Environmental (PSE) Change efforts to "transform communities by increasing access to healthy choices like fruits and vegetables, water, and safe places to be active."¹

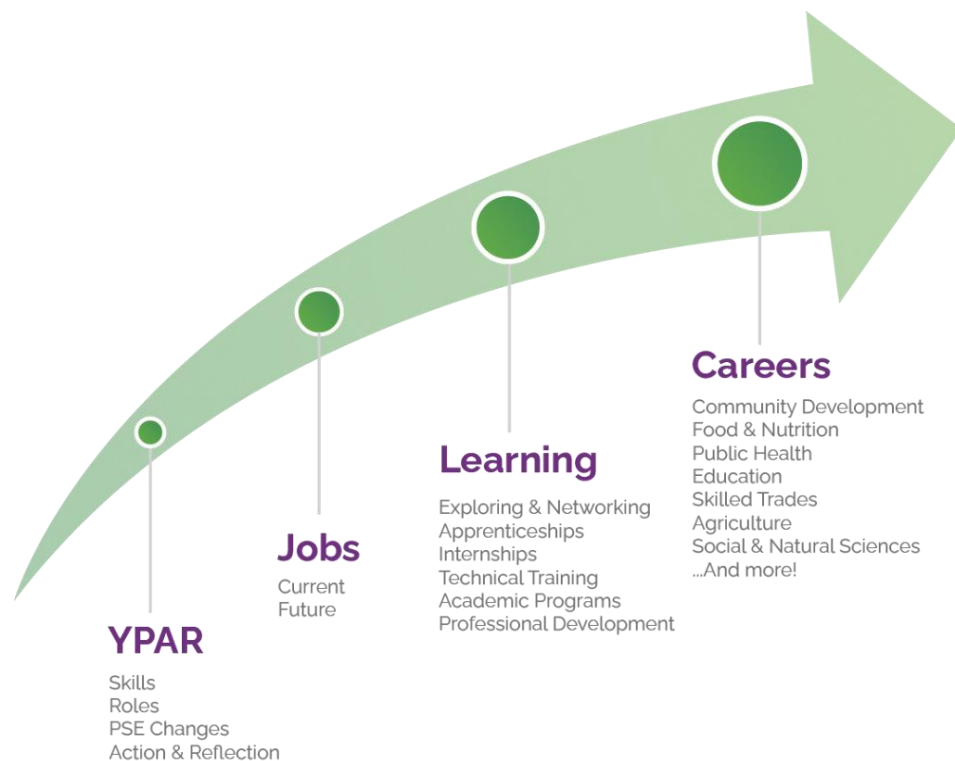


Figure 1: Facilitators can help youth translate what they're learning in YPAR into building career pathways.

The Toolkit was developed through a partnership between the CFHL, UC State Office and UC Cooperative Extension (UCCE); the UC Davis Center for Regional Change; and the UC Davis School of Education. This partnership, along with collaboration with the

¹ CalFresh Healthy Living, 2022

UC 4-H Youth Development Program, aims to support local CFHL, UC programs to move from serving and educating SNAP-Ed eligible youth to engaging and enlisting young people as leaders in transforming individual and community health. The goal of CFHL, UC's Youth Engagement Initiative is to build the capacity of youth to contribute to such PSE changes that "help make the healthy choice the easy and preferred choice" while developing young people's leadership abilities, sense of self-efficacy, civic engagement, and readiness for further education and career steps.²

These efforts are grounded in part in the Positive Youth Development (PYD) approach, "an intentional process that provides opportunities, choices, relationships, and the support necessary for youth to fully reach their potential."³ By explicitly connecting learning experiences from YPAR with young people's interests, the Toolkit supports steps toward jobs, careers, civic engagement, and the education and training youth need to pursue their goals. The Toolkit is designed to fit within the SNAP-Ed guidelines and complement the [*Community Futures, Community Lore: Stepping Stones Guide*](#) ("the CFCL YPAR Stepping Stones (SS)"), in alignment within the SNAP-Ed approved curriculum: *Youth Participatory Action Research (YPAR) -Stepping Stones*.⁴

To design the Toolkit, the authors conducted a review of existing resources and a needs assessment with CFHL, UCCE county-based facilitators and supervisors who implement YPAR. This included a questionnaire, individual conversations, group reflection, and input provided through a CFHL, UC Town Hall and the Youth Engagement Workgroup. Alyssa Nelson and Brandon Louie from the UC Davis Center for Regional Change created and piloted the activities in May 2022 through a day-long youth symposium at the Imperial County UCCE office and UC Desert Research and Extension Center, with the input of Nancy Erbstein in the UC Davis School of Education; Kelley Brian in the CFHL, UC State Office; and three UCCE YPAR facilitators from Imperial and Riverside counties (Christopher Gomez Wong, Rigoberto Ponce, and Daisy Valdez). This symposium drew 23 young people from four high schools in two districts and their Career Technical Education teacher. The students and teacher provided feedback on the symposium activities throughout the day, and the facilitation team reflected together afterward. All of this joint input informed the contents, framing, and writing of this Toolkit.

Building on and expanding the project-based learning model that CFHL, UC uses through YPAR to support PSE change efforts, the Toolkit provides explicit reflection, critical analysis, and synthesis opportunities that help youth and their adult allies draw deeper connections between their YPAR projects and their own goals as individuals. This sort of "challenge and experience followed by reflection" that leads to learning, growth, and further action is called "experiential education."⁵ Using the experiential

² CalFresh Healthy Living, University of California, 2020

³ University of California 4-H Youth Development Program, 2022c

⁴ Public Health Institute, 2013

⁵ Association for Experiential Education, 2022; University of California 4-H Youth Development Program, 2022a

education pedagogical framework, the Toolkit includes a variety of guided reflections, exploration, inquiry, and ways to practice writing and speaking about YPAR experiences.

Many of these activities can also be used or adapted for other CFHL, UC Youth Engagement efforts that support young people from low income communities to lead efforts that improve the environments where they live, play, eat, shop, and learn. The Toolkit fills an expressed need for educator resources to help youth leverage their YPAR and other youth engagement experiences to build post-high-school pathways.

How the Toolkit came to be

This Toolkit is a result of several influences. Under the leadership of CFHL, UC Program Director Kamaljeet Singh-Khaira and with her expertise in youth engagement, YPAR, and career pathways for young people, the CFHL, UC team has focused on intentionally incorporating career pathways into youth engagement programming. This focus aligns with the priorities of the United States Department of Agriculture (USDA)⁶ to reduce poverty by developing the workforce through approaches like career pathways for young people in areas of nutrition, food, agriculture, and community health. In 2019, the CFHL, UC State Office received funds from UC Davis Global Affairs as part of the UC Davis Campus Global Theme mini-grant call. Out of this grant came a virtual convening in May 2021 of young people engaged in CFHL, UC programs across California. They were joined by adult allies and teachers, and by students, staff, and faculty from UC Davis and UC Agriculture and Natural Resources (UC ANR). The event met its goal of connecting youth from low resource communities to the University of California and providing an opportunity for youth to apply their experiences with CFHL, UC to potential career paths and interests.⁷

Local UCCE staff across California's counties have continually noticed that YPAR experiences influence young people's individual journeys. Youth and adult allies have many stories about the impact of YPAR on educational and career choices. Related research also demonstrates similar trends, such as the positive impact that YPAR has in supporting youth development⁸, vocational skill development⁹, and college access¹⁰. This Toolkit reflects a combination of the thinking of the CFHL, UC State Office; key partners and collaborators; the needs expressed by the YPAR facilitators; the findings of the evolving fields of YPAR and college/career readiness; and the content area expertise of the UC Davis Center for Regional Change and School of Education.

⁶ United States Department of Agriculture, n.d.

⁷ CalFresh Healthy Living, UC State Office, 2021

⁸ London, Zimmerman & Erbstein, 2002; Ozer, 2016; Ozer & Wright, 2012

⁹ Tukundane & Zeelen, 2015

¹⁰ Scott et al., 2014



TIPS FOR FACILITATORS

TIPS FOR FACILITATORS

How the Toolkit is organized

The Toolkit is organized into the following main parts: Introduction, Tips for Facilitators, Activities, Additional Resources, and References.

Facilitators should read through this section early on in order to implement the tips in their project design and activities. This section covers:

- ❖ Utilizing the Toolkit,
- ❖ Reflecting as adult allies,
- ❖ Preparing other career area experts to share effectively as adult allies,
- ❖ Organizing a field trip for career pathway exploration,
- ❖ Writing letters of recommendation for YPAR participants, and
- ❖ Putting on a YPAR youth symposium or retreat to bring together young people from multiple sites and/or multiple projects.

The “Activities” section is arranged thematically to cover the career pathway steps of preparing, reflecting, exploring, writing, and speaking. These activities help facilitators guide young people to reflect on and practice articulating their YPAR experiences, explore career and learning options, and practice skills needed in applying for jobs, scholarships, and educational programs of their choice. While laid out in a suggested order, the activities can also be used individually and selectively. They are designed with flexibility to allow facilitators to implement them in a variety of ways: as stand-alone activities, as a series integrated throughout a YPAR project, all together at the end of a YPAR project, or in a multi-hour event focused on youth career pathways.

1. Preparing: “Ready, Set, Go!” offers a big-picture introduction and gives tips for youth to get started. It includes guidance on integrating journaling throughout their YPAR project, the Toolkit exercises, and their career pathway explorations. Facilitators should review this section in depth at the outset.
2. Reflecting: “Reflect!” has youth consider their YPAR experiences both as individuals and as a group. It includes sharing and listening in a fun group activity and revisiting “What is YPAR?” and the “YPAR Brainstorm” from the [*Community Futures, Community Lore: Stepping Stones Guide*](#).
3. Exploring: “Explore!” guides facilitators and youth to learn more about career pathways and to connect with career area experts and mentors in a way that also honors young people’s own expertise. It introduces the practices of networking, informational interviewing, and preparing questions to ask those who work in young peoples’ areas of interest.
4. Writing: “Write!” provides guidance on writing about what YPAR is and the skills learned, roles played, and actions taken. This activity can help youth prepare for

responding to essay questions, putting together a resume, or preparing an application.

5. Speaking: “Speak!” helps participants practice talking about their YPAR experiences, both formally (e.g., during an interview) and informally (e.g., when networking).

Rounding out the Toolkit, the “Additional Resources” and “References” sections are for young people, facilitators, and anyone interested in supporting youth engagement efforts and youth career pathways for YPAR participants. The “Additional Resources” are suggested as a handout for many of the Toolkit’s activities.



Figure 2: The Toolkit's components function as a whole in the iterative “action-reflection-action” experiential education framework.

Utilizing the Toolkit

Inclusive approach: Your role as the facilitator is to set a tone that values all hopes, dreams, and career pathway and civic engagement aspirations and that builds on the assets of youth, families, and communities. Help youth see that satisfying ways of earning a living, being civically engaged, and the pathways taken in the process –i.e., our “careers”– exist within each of our larger life journeys. Recognize and lift up that youth in CFHL, UCCE programs have diverse career and community interests that require various forms of training. The Toolkit activities are worded to honor a broad array of options.

Planning and preparing: The Toolkit is designed to complement the [CFCL YPAR Stepping Stones Guides](#). To decide how you'll integrate these activities with your YPAR project, carefully read "How the Toolkit is organized" (above) and skim through the whole Toolkit to get acquainted. Fully read the "Introduction" and "Tips for Facilitators" sections to understand the Toolkit's purposes and framework. The intent is not for you to necessarily pursue all the activities in the Toolkit but rather to select those that make sense for your team and adapt them as appropriate.

Once you plan your sessions and decide on an implementation structure (e.g., as a series integrated throughout a YPAR project, conducted all together at the end of a YPAR project, etc.), give your group a schedule that shows how your selected Youth Career Pathways Toolkit activities fit within your YPAR project timeline. (See [Stepping Stone 1](#), especially "1.15 Charting our Path" and "1.16 Day By Day," for additional support developing YPAR project timelines and meeting agendas.)

Whether you elect to conduct these activities as stand-alone sessions or integrated into a multi-hour event like a symposium, best practices for meetings include posting each meeting's agenda at the beginning of a session and letting the group know at the end what to expect next and any preparation they should do. Finish with a debrief, check-out question, or closing that reinforces the experiential learning cycle. [Stepping Stone 8](#), "8.11 Program Reflection Focus Group" provides guidance on doing reflections and expands on the process-oriented approach of YPAR: "it's not just what you do that matters but also how you do it."

Tools: Each activity offers an overview with key objectives for youth participants, suggested timing, needed materials, and preparatory steps for facilitators. There are also detailed activity instructions and materials, including debrief questions and handouts.

Handouts: The activity-specific handouts are placed at the end of each activity. For supplementary handouts, the instructions point to where to retrieve them.

Visual cues: Icons indicate these key elements:

- ➔ Tips
- ☐ Checklist of materials
- Reflection or Debrief Questions
- ❖ Activity Objectives, or Key Points

"Suggested Wording": When you see this noted in an activity's instructions, it isn't intended to be read exactly as worded. However, you might choose to in certain circumstances – such as to convey complex instructions, definitions, or a technical topic. Strive to understand the purposes and the content, and deliver the information in your own authentic voice. Share from your own experiences,

too, as appropriate! Participants are usually much more engaged when listening to people speak naturally and tell stories from lived experience.

“Stepping Stones (SS)”: The overview for each activity highlights connections to relevant Stepping Stones (SS) resources that support complementary skills, topics, and/or activities. Specific parts of the Stepping Stones are also indicated as key reference materials within some of the activity instructions, including suggestions on where to integrate certain activities within a YPAR project. The links provided in the electronic version of this Toolkit will take you to that Stepping Stone webpage where you can download the corresponding PDF.

Navigation: If using an electronic copy of this Toolkit, you can click on the items in the Table of Contents to jump to those sections. Similarly, when a page number within the Toolkit is referenced, you can click on the number to navigate to that page. If using a printed version of this Toolkit, you can find written out URLs for commonly used hyperlinks in the “Additional Resources” section.

Reflecting as adult allies

As you prepare to support youth in connecting what they have learned through YPAR to their own interests and career pathways, it can be helpful to reflect on your own experiences. Remember that you, too, are a resource for your youth team. Reviewing your educational and professional trajectory can help you generate personal information and insights you may want to share throughout this process. Reflecting about when you were a young person can help generate greater empathy and understanding for youth who are starting out on their journeys, whether their starting points are similar to or quite different from your own. You may even discover new interests and potential pathways you have developed as a result of being a YPAR facilitator. Experiential learning is for all ages!

The UC Personal Insight Questions (provided in the handout on page 25 with the “Career Pathway Journal” activity) can be used with adults as well. They can serve as reflection questions to get adults to remember their own experiences at the age of the youth participants and as a way to consider what youth today who are applying to UCs or other colleges are experiencing. They can be good prep questions to give a presenter or panelist before they come to speak with your youth participants. Responses to some of these questions could form the basis of guest speakers’ bios.

For further support exploring your own experiences with YPAR, you may want to utilize reflective questions from the following resources in the CFCL YPAR Stepping Stones (SS) Guides:

[SS 1](#), p. 28: “1.8 Our North Star”

[SS 1](#), p. 36: “1.12 Our Compass”

[SS 8](#), p. 285: “8.11 Program Reflection Focus Group”

Preparing career area experts to act as adult allies

When implementing certain activities in this Toolkit (e.g., informational interviews, field trips, speaker panels, and/or mentorships from the “Explore!” section), you might choose to tap other adults to share their journeys and career expertise with young people. Be sure to prepare adults for this role ahead of time by familiarizing them with YPAR and the group’s project, emphasizing an approach that values all hopes, dreams, and diverse career pathways.

To familiarize career area experts with YPAR and the youth project, you can share the link to the [Community Futures, Community Lore online YPAR resources](#), which includes a short video on the homepage providing an overview of YPAR. You can also share key introductory resources from the CFCL YPAR Stepping Stones (SS) Guides, including [SS 1](#) “1.2 What is YPAR?” and “1.10 Snapshots.” In addition, you should share key information about your youth team’s specific YPAR project, which could include their data collection instruments, final report, a presentation video, and/or other products the youth have created. If a guest speaker is joining your group at an earlier stage in the YPAR process, share what the team has done so far and what they hope to accomplish in the future. These resources can help a guest speaker align their conversation with the team’s overall interests and approach.

It is a good idea to share some reflection questions ahead of time with career area experts to help them prepare for their conversation with youth. The UC Personal Insight Questions (on page 25) can be a useful resource for this task. You can have guest speakers review and respond to one or more of the questions before they join your group, and their answers can also be used to develop speaker bios to share with youth ahead of time. Knowing some information in advance about a guest speaker can help young people develop more directed questions to ask the guest when they meet.

It is important for adult allies and any guest speakers to acknowledge and support a broad array of potential youth interests and options. [SS 1](#) “1.9 In It Together – How Adults Can Stop Adulthoodism” is a useful reference as you seek out guest speakers who bring a positive, strengths-oriented approach to your youth participants and their communities. You can also share this resource with career area experts ahead of time to reinforce this framing for any informational interviews, field trips, or speaker panels you organize.

Organizing a field trip for career pathway exploration

When planning a field trip, consider the following:

- ➔ Discuss and plan with the school or program partner, as well as your local UCCE leadership, to determine necessary steps to ensure all policies and procedures are followed, including but not limited to permissions, transportation, liability, allowability, etc.
- ➔ Give support to invited adults and field trip hosts to act as positive allies to youth.

- ➔ Send each trip host some background information about your group, their project, and YPAR (such as links to the CFHL, UC webpages on YPAR and Youth Engagement, and appropriate parts of the Toolkit).
- ➔ Have each host send their bio prior to visiting. Consider providing (or having youth provide) a few prompts; these might range from asking about key moments in their career and education/training path to silly icebreaker-type questions.
- ➔ Consider sending hosts the UC Personal Insight Questions (see page 25). Reflecting on these questions beforehand may help adults recall more about what it was like for themselves at the age of the group participants and support authentic networking and youth-adult relationship building.
- ➔ If your group generates “Question Cards,” as explained in the “Explore!” activity section, consider sending the questions to the hosts(s) ahead of time. In [Stepping Stone 4](#), “4.6 Mapping in Our Community” gives another model for how to do this with guest speakers.
- ➔ Plan to incorporate the hosts into your group by doing an icebreaker¹¹ or check-in to build a sense of relationship. This can set the tone that contributes to making the event stay youth-centered.
- ➔ After the visit, send a thank you note.

Writing letters of recommendation for YPAR participants

Youth participants may ask you for reference letters. Here are some practices to consider:

- ➔ Tell youth that you need lead time to prepare a good letter so they know to make their request as soon as possible. (Or specify the amount of lead time you need.)
- ➔ If you are unable to give a good recommendation, be honest and consider offering to help them think of someone else to ask. (Even a neutral reference letter may harm an application.)
- ➔ Consider requesting the following items: information about what the young person is applying for, a copy of their draft application materials, and a list of their roles and key skills built in the YPAR project. Explain that this information will help you write a strong letter for them. The activity and handout in the “Write!”

¹¹ Link: CFHL, UCCE facilitators can access [this internal list of icebreakers](#) from the State Office. See also the virtual icebreakers on their YPAR page at <https://uccalfresh.ucdavis.edu/initiatives/ye/ypar> .

section can be useful for getting this information from them, as is the handout on the UC Personal Insight Questions on page 25.

- ➔ The [CFHL, UC website](#) has branded letterhead that UCCE staff can use for letters of recommendation.
- ➔ Use your own voice to develop how you describe each individual participant. Reviewers will be able to sense a form letter (but it's OK to create a basic template for yourself and then tailor it for each letter). Consider including the following items:
 - 1) How you know the applicant and for how long.
 - 2) A brief description of what YPAR is and the group's project, for example:
 - a) "Together, the group [what did they accomplish, learn, or change?]."
 - 3) The connection to the University of California.
 - 4) The applicant's roles and skills they developed and used in the project, for example:
 - a) "[Name] learned to [skill] by [doing what?]."
 - b) "[Name] acted as a [role] in [doing what?]."
 - c) "[Name] stood out by [doing what?]."
 - 5) How the opportunity will benefit the young person and fit with their goals,
 - a) "[Name's] [goal or interest] is [_____]. Their [trait/skill/experience] will serve them well when [doing what?]."
 - 6) What you anticipate they will contribute to this opportunity.
 - 7) That you are willing to be contacted for further information (if you are indeed willing).
- ➔ Use action words. For ideas, refer to the writing and speaking activities in this Toolkit along with any brainstormed materials you and the youth participants have generated.
- ➔ Include descriptive words about the YPAR project (e.g., garden, water hydration stations, physical activity, nutrition, etc.) that help tell a vivid story. When it comes down to it, a letter of recommendation is storytelling!

Putting on a YPAR symposium

There are various ways that Toolkit activities can be integrated with a YPAR project: as stand-alone activities, as a series integrated throughout a YPAR project, all together at the end of a YPAR project, or in a multi-hour symposium focused on youth sharing their work and exploring career pathways. A symposium can bring together young people from multiple sites and/or multiple projects.

Below are some resources to support symposium planning in case you decide this is your preferred approach to using Toolkit activities. The sample agenda includes suggested activities and timing for a full-day youth symposium. As with all the resources in this Toolkit, adapt this to fit your YPAR team's needs. The handout, "Invitation to Explore Career Pathways Together" (see page 21 in the "Ready, Set, Go!" section) can be modified for use as an invitation.

Along with the materials you will need for facilitating each Toolkit activity (which are detailed in the individual activity instructions), the following additional items may be useful for a youth symposium:

- ☐ Name tags or name tents
- ☐ Pens
- ☐ Notepads
- ☐ A large version of the symposium's agenda to post in the meeting space
- ☐ A camera or smartphone to document the event
- ☐ Photo release forms (if you plan to take photos of the event and the youth and adult participants have not already submitted these)
- ☐ Participant packets/folders: These can contain all of the items youth participants will need and can also include reference materials for the future (e.g., a copy of the agenda, guest speaker and facilitator bios, activity handouts, sample resumes/cover letters/interview questions, and any other items from the "Additional Resources" and/or "References" sections of the Toolkit)
- ☐ Incentives (see below for considerations of funding incentives)

Although SNAP-Ed funding guidelines restrict the purchase of food and other incentives like raffle prizes for meetings, these items can help enhance youth attendance and engagement in a multi-hour event like a symposium. This can be an opportunity to partner with other youth-serving programs, such as the UC 4-H Youth Development Program, that may be able to leverage resources in support of aligned objectives. Other programs focused on college knowledge and career pathway exploration may also be helpful partners to support multiple aspects of a youth symposium, including field trip opportunities and guest speakers. Numerous such programs exist within the UC system (e.g., the Early Academic Outreach Program, Upward Bound, GEAR UP, Educational Talent Search, etc.). Additionally, guest speakers or field trip presenters may be able to provide youth with incentive items related to their particular organization, career field, or educational institution.

Sample Agenda for a YPAR youth symposium at a UCCE site

YPAR Youth Career Pathways Symposium
“Connecting YPAR to Jobs, Training, Education, and Careers”
[Date & Location]

9:00am	Welcome & Purpose
9:15am	Icebreaker & Who’s Here Today
9:45am	Agenda Overview & Group Agreements
10:00am	“Ready, Set, Go!” activities: “The Invitation” and “Journaling”
10:20am	“Explore!” Activity: Jobs & Career Pathways at UCCE (site tour)
10:50am	Transition / PA / Body Break / Hydration
10:55am	Reflect on site tour along with “What is YPAR? – Revisited” activity
11:00am	“Reflection Circles” plus “Question Cards” for upcoming panel activity
11:25am	PA Break / Transition
11:30am	“Explore!” with invited guests: Networking & Informational Interviewing
12:00pm	Reflect on Panel
12:10pm	“Plus-Delta” on the day so far (so facilitators can make adjustments)
12:15pm	Lunch
12:45pm	Gathering / Energizer
12:50pm	“Speak!” Activity: Presenting (or sharing) about projects + Reflection
1:25pm	Transition / PA Activity
1:30pm	“Writing about YPAR on Resumes and Applications” + Reflection
2:00pm	“Let’s Talk about YPAR” + Reflection
2:30pm	Wrap Up and Evaluation/Feedback: “Plus-Delta”
3:00pm	Thanks and See-you-laters

[Facilitators’ debrief and reflections]



ACTIVITIES

--THIS PAGE INTENTIONALLY LEFT BLANK--

The background is a solid green color. There are two geometric shapes: a light green triangle pointing right on the left side, and a dark green triangle pointing left on the bottom right corner.

Ready, Set, Go!

Activity: The Invitation

This activity launches the Toolkit activities, whether used early on in a YPAR project, mid-project, or afterward. It can also be used at the beginning of a stand-alone event like a YPAR youth symposium; in that case, the handout for this activity, “Invitation to Explore Career Pathways Together,” can be modified to be an invitation to the event. (For advice on putting on such an event, see page 12 in “Tips for Facilitators.”) It aims to introduce youth to the career pathways activities and create a welcoming climate for honest reflection, goal setting, practicing new skills, and planning next steps; facilitators can also gather information on how best to explicitly link YPAR with young people’s own career pathway interests.

Objectives

Youth will:

- ❖ Be introduced to the Youth Career Pathways activities
- ❖ Ask clarifying questions
- ❖ Give input to help tailor activities to interests and needs
- ❖ Start planning their next steps

Time Needed

25 minutes

Materials

- Handouts: Paper or electronic copies (or links) for each participant of:
 - “Invitation to Explore Career Pathways Together” (handout for this activity, below), or create a tailored version of it for your group
 - “Additional Resources” list from the back of the Toolkit
 - Agenda for the first meeting
 - YPAR project schedule that has career pathways activities integrated

YPAR Stepping Stones Framework Connections

This activity directly relates to the following elements of the CFCL YPAR Stepping Stones (SS) Guides:

- [SS 1](#), p. 39: “1.15 Charting Our Path” (project timelines)
- [SS 1](#), p. 42: “1.16 Day By Day” (sample facilitator agenda)
- [SS 2](#), p. 78: “2.7 Check-In/Check-Out”
- [SS 3](#), p. 108: “3.3 Real vs. Ideal”
- [SS 8](#), p. 285: “8.11 Program Reflection Focus Group” (includes “Gallery Walk” instructions)

Activity Preparation

1. Gather materials.
2. Make copies of (or electronically share) the resources listed in “Materials” with participants, either before or during the meeting.
3. Preview the “Career Pathways Journal” activity (see p. 22) and decide whether to use it in the same session as this activity.
4. Prepare to set a tone that supports the group to value all hopes, dreams, and diverse career pathways.
5. Reflect on how to keep the brainstorming and sharing low-pressure and fun. While for some this kind of visioning and dialogue is exciting, for others it can be a source of stress, insecurity, or even fear about the future. An icebreaker¹² or team-building exercise early on can help create the conditions for deeper discussion later.

Facilitator Instructions

Begin with a check-in question on participants’ imagined or hoped-for futures. This could be something like:

- “How do you imagine your life in 5 or 10 or 50 years?”
- “What do you hope for in life?”

Depending on your group and the time you have, you could expand this in the manner of the “Real vs. Ideal” activity in Stepping Stone 3.3, modifying it to focus on their own personal imagined futures.

Remark on the connections between this activity and any others you may have already done, such as those listed as YPAR Stepping Stones Framework Connections, above.

Share the handout for this activity, “Invitation to Explore Career Pathways Together” (or your own version of it). Either read the letter aloud, give time for everyone to read it to themselves, or ask them to read it ahead of time.

Invite clarifying questions. If your group needs it, have a discussion on what “career” means to them as compared to a dictionary definition and to the expansive, inclusive description in the Tips for Facilitators.

Share copies of the “Additional Resources” list and emphasize how it complements the information in this activity and will also be needed in future activities.

Provide a brief overview of the planned Career Pathways activities for your project and copies of the schedule or syllabus, explaining how you will be integrating them with the group’s YPAR process.

¹² Link: CFHL, UCCE facilitators can access [this internal list of icebreakers](https://uccalfresh.ucdavis.edu/initiatives/ye/ypar) from the State Office. See also the virtual icebreakers on their YPAR page at <https://uccalfresh.ucdavis.edu/initiatives/ye/ypar>.

Get input on participants' interests to inform activity planning. For example:

- Brainstorm: "What are potential career-oriented field trips and guest speakers that connect to our YPAR project experiences?" (See the "Explore!" section for more on this.)
- Share-out: "What are some of your career interests?" and "What are some questions you have about connecting YPAR and your career interests?"
 - *Small group option:* Each group works together, takes notes, and reports back to the whole (*if online:* use the breakout room function).
 - *Individual option:* Individuals write on sticky notes and place them on a big sheet of paper (*if online:* use the whiteboard or chat). Participants may share as many of their career interests as they like, one per sticky note. Once everyone has placed theirs, have the group do a "gallery walk" (see Stepping Stone 8.11).
 - Save the notes for later uses, which may include adding to them, sorting into categories, choosing focus areas, and/or evaluating whether the Career Pathways activities are meeting participants' expressed needs and interests.

Debrief Question Suggestions

- Describe what it's like for you to share about your hopes and dreams with our group.
- What additional steps might we take as a group, if any, to make this a safe place to discuss the future and career pathways?
- What's one thing you're going to follow up on to explore your career pathways after this meeting?

See the list of prompts in the "Reflection Circles" activity (p. 28) for inspiration for further debrief questions.

Be sure to do the debrief as a group so that participants get to learn from each other's perspectives. These are also good prompts for individuals' Career Pathway Journals.

- ➔ Sequencing option: Introduce the "Career Pathway Journal" activity next. Guide participants to keep all the handouts in their journal (paper or electronic) for reference and to jot down any insights or new concepts from today's activity.

You're Invited!

As a member of a Youth Participatory Action Research (YPAR) team, you're part of a movement of young people and adult allies across the world who are using the power of research to bring about greater justice, equity, and well-being. In projects like ours with CalFresh Healthy Living, University of California, young people throughout our state have been using YPAR to improve access to good nutrition, increase physical activity, and champion personal and community health.

YPAR projects are also a great place to learn and grow, and to develop plans for the future. Have you thought about what you want to do in your near or long term future? How YPAR might help you get there? What your ideal community looks like and how you could help make that a reality using YPAR team members' skills?

The Youth Career Pathways activities support you to take steps that you choose for yourself. If you accept this invitation, here are some things you can start right away:

- ➔ Share openly about your interests and goals with our group, the facilitators, and adult allies. Our activities will be good practice for talking with mentors and interviewers (especially if that feels scary!).
- ➔ Use your connections and develop relationships with people who may help you choose next steps on your path. You can learn more about "networking" and "informational interviewing" through the activities and resources.
- ➔ Start a Career Pathway Journal at any time. It's never too late, and the sooner you do, the sooner you'll see new pieces of your pathway come to light. Your facilitator will provide you with tips and resources for journaling.
- ➔ Check out your copy of the "Additional Resources" handout, add your own items to it, and share new ones with our group.

The Youth Career Pathways activities focus specifically on connecting YPAR to self-defined career and educational goals. Beyond that, there is a vast field of general information on how to choose among potential pathways, set goals, and take steps along the way. Ask your peers, counselors, teachers, mentors, and other adult allies for help, and take advantage of online and library resources as well as the "Additional Resources" list.

Ready? ... Set? ... Go! Thanks for being part of our project and the greater youth movement for health and wellness.

You got this.

Activity: Career Pathways Journal

This Career Pathways Journal activity is written as if participants are starting it when launching Toolkit activities and continuing throughout, in order to create a place for youth to document and reflect on their learning. However, you can adjust it to be introduced at any point, including as a stand-alone activity.

Objectives

Youth will:

- ❖ Initiate a career-focused journal that suits their needs and personal style
- ❖ Make notes about their YPAR experiences related to career pathways
- ❖ Record, reflect, brainstorm, and plan
- ❖ Imagine and investigate connections between YPAR experiences and career pathways of interest, including the training needed to get there
- ❖ Review their journal periodically and at the end of the project
- ❖ Begin to compile writing that could become the basis for written and spoken responses in application processes, such as the UC Personal Insight Questions (see handout for this activity)
- ❖ Begin to assemble materials for an optional portfolio

Time Needed

30 minutes to introduce and get youth set up with journals. (Plus variable time for integrating journaling throughout a project or as a stand-alone activity.)

Materials

- ☐ Handouts: Paper or electronic copies (or links) for each participant of:
 - “UC Personal Insight Questions ... in YPAR” (handout for this activity, below)
 - “Additional Resources” list from the back of the Toolkit
- ☐ Notebook, paper, folder/binder, or electronic tools for journaling
- ☐ Optional: stickers, art supplies, markers, etc.

YPAR Stepping Stones Framework Connections

As participants observe themselves through journaling, this activity directly relates to the following elements of the CFCL YPAR Stepping Stones (SS) Guides:

[SS 4](#), p. 154: “4.13 Research Tool Overview” > “Observations” > “Tips for Notetaking”

[SS 5](#), p. 180: “5.5 Getting It Down: Note-Taking”

[SS 5](#), p. 181: “5.6 Outlining Thoughts (Taking Notes in Outline Form)”

[SS 7](#), p. 228: “7.4 Theme Creation for Qualitative Data”

[SS 7](#), p. 229: “7.5 Organizing Qualitative Data”

[SS 7](#), p. 231: “7.6 Quote Scavenger Hunt”

Activity Preparation

1. Gather materials.
2. Make copies of (or electronically share) the resources listed in “Materials” with participants, either before or during the meeting.
3. Look through the other Toolkit activities to get a sense of opportunities for journaling, for example: immediately after youth have participated in the “Reflection Circles” activity, after a presentation from a career area expert (see the “Explore!” section), and during or after the activities in the “Write!” and “Speak!” sections.
4. Reflect on how journaling and YPAR projects can be mutually beneficial. For example, they both can build skills in notetaking, observation, and analysis.

Facilitator Instructions

Refer youth to “The Invitation” activity handout and the point about the benefits of starting a journal in the context of the big picture of this Toolkit.

Suggested wording:

“Start a Career Pathway Journal at any time. It’s never too late, and the sooner you do, the sooner you’ll see new pieces of your pathway come to light.”

“Journaling (or personal note taking) about your thoughts and experiences as you engage in these activities helps create a foundation for growing the ability to write and talk about YPAR’s connections to career interests and the education and training needed to achieve one’s goals. This practice can serve as a written form of reflection and debriefing, which are key components of YPAR and experiential learning. Capturing your ideas in a career-focused journal allows you to review and expand upon them later and provides material you can use at various points along your career pathway. Over time, you might start to notice themes and trends that can point you in helpful directions.”

Options:

- ➔ If introducing at the very beginning of the Career Pathways activities: explain that there will be activities that ask them to use their journals and that they can use their journals beyond the specific activities.
- ➔ If introducing later, remind participants that they have practiced journaling and note taking skills in the Stepping Stones, and point out that those skills can be applied to observing their own lives, too. (See YPAR Stepping Stones Framework Connections, above.)

Invite youth to choose their own methods for journaling, such as pen-and-paper, online word processing, phone app (hint: search for “journal app”), photo/video collection with captions, etc. This should be based on personal preference and accessibility needs. If anyone is unsure what method they want to use, remind them they can try out as many ways as they want. Also emphasize that anything they write in their journals will remain private unless they choose to share it with others.

Share the handout, “UC Personal Insight Questions ... in YPAR” from this activity, and have participants use one or more of those modified questions as an initial journal writing prompt.

- ➔ This exercise can also generate ideas for interview or written application responses (see the “Speak!” and “Write!” sections).
- ➔ Portfolio option: As an added step, support interested youth to expand upon their journals by creating a formal digital portfolio documenting the team’s project, their contributions to the project, and their personal reflections. This is something they could provide as a sample of their work. To learn more about this, check out the UC Davis Internship and Career Center’s [“Portfolio” webpage](#).

Debrief Question Suggestions

Use these periodically throughout your project to check in with the group on their journaling. Hearing peers’ reflections may help participants broaden their journaling approaches and evoke “aha moments” for individuals and the whole group.

- What types of patterns or themes do you notice from your journaling?
- Has anything surprised you? If so, describe those surprises.
- What questions are you thinking about lately in terms of your career pathway?

Be sure to do the debrief as a group so that participants get to learn from each other’s perspectives. These are also good prompts for individuals’ Career Pathway Journals.

UC Personal Insight Questions ... in YPAR

Adapted from: <https://admission.universityofcalifornia.edu/how-to-apply/applying-as-a-freshman/personal-insight-questions.html>

“Remember, the personal insight questions are just that — personal. Which means you should use our guidance for each question just as a suggestion in case you need help. The important thing is expressing who you are, what matters to you and what you want to share with UC.”

1. Describe an example of your leadership experience IN YPAR in which you have positively influenced others, helped resolve disputes or contributed to group efforts over time.
2. Every person has a creative side, and it can be expressed in many ways: problem solving, original and innovative thinking, and artistically, to name a few. Describe how you express your creative side IN YPAR.
3. What would you say is your greatest talent or skill IN YPAR? How have you developed and demonstrated that talent over time IN YPAR?
4. Describe how you have taken advantage of a significant educational opportunity IN YPAR or worked to overcome an educational barrier you have faced IN YPAR.
5. Describe the most significant challenge you have faced IN YPAR and the steps you have taken to overcome this challenge. How has this challenge affected your academic achievement?
6. Think about an academic subject that inspires you. Describe how you have furthered this interest inside and/or outside of the classroom IN YPAR.
7. What have you done IN YPAR to make your school or your community a better place?
8. IN YPAR, beyond what has already been shared in your application, what do you believe makes you a strong candidate?

Tips for the UC Personal Insight Questions:

- ➔ The UC Personal Insight Questions are for everyone! Really! Whether or not you're applying to a UC, another educational program, or a job, these questions are good, general prompts for reflection and brainstorming.
- ➔ ***This activity adapts these questions to focus on YPAR*** to help you practice talking about the YPAR skills you learned, roles you played, and experiences you had. Pick one or try them all!
- ➔ You might be able to use your responses to these questions for many types of written applications or interview preparation. **Note these are NOT the exact UC application questions, since they are slightly altered to add “in YPAR” to them. For current UC application information please check with [UC Admissions](#).** The questions and worksheets on their website are available in both Spanish and English.
- ➔ Note that the [online version of the UC Personal Insight Questions](#) has excellent further guidance for how to approach each question. Take a deeper look there.
- ➔ At first, write freely in your journal and for any length without worrying about grammar and word choices. You can even just jot down ideas and key words related to each question and add to it as you get farther along in your pathway.
- ➔ Feeling stuck? Try recording yourself talking the questions through with a friend, using talk-to-text tools, doodling, acting them out, or whatever mode is most natural for you. Then later you can start translating your thoughts into more formal writing.
- ➔ It's a good idea to have a friend or mentor give you feedback on your drafts. (Getting feedback and input isn't cheating; having someone else write your responses is.)
- ➔ If submitting your responses in an actual application, be sure to revise them to fit the appropriate style and tone, and adhere to any word limits.

The background is a solid green color. There are two large, light green geometric shapes: a triangle pointing right on the left side and a triangle pointing left on the right side.

Reflect!

Activity: Reflection Circles

This activity, adapted from [Build It! A Toolkit for Nurturing Intergenerational Spiritual Community](#) (“Concentric Circles,” pp. 46-47), can be adjusted for doing group reflections in multiple settings. This version supports reflection in a YPAR project at or near its end.

If you want to do this activity sooner or for a different purpose, rephrase the framing language and question prompts. Some alternative options are included in the activity instructions and tips. This activity could also be added as a component to Stepping Stone 8.11 “Program Reflection Focus Group.”

Objectives

Youth will:

- ❖ Identify skills and interests they gained in YPAR
- ❖ Practice describing their YPAR experiences in an informal manner
- ❖ Share and hear from each other about career pathway goals and possibilities, and how these relate to YPAR
- ❖ Learn from others’ experiences and ideas
- ❖ Notice areas they would like to explore more

Time Needed

30 minutes minimum, including debriefing, journaling, and/or question cards (optional add-on from “Explore!”)

Materials

- ☐ Handouts: Paper or electronic copies (or links) for each participant of:
 - “Additional Resources” list from the back of the Toolkit
- ☐ List of prompts for facilitators (at the bottom of this activity)
- ☐ Timer
- ☐ Bell or other pleasant attention-getter
- ☐ Physical space for the group to stand or sit in two concentric circles
- ☐ Career Pathway Journals
- ☐ Pens/pencils

YPAR Stepping Stones Framework Connections

As the participants reflect on their YPAR project, this activity directly relates to the following elements of the CFCL YPAR Stepping Stones (SS) Guides:

[SS 8](#), p. 285: “8.11 Program Reflection Focus Group”

Activity Preparation

In preparing for the “Reflection Circles” activity:

1. Gather materials.
2. Make copies of (or electronically share) the resources listed in “Materials” with participants, either before or during the meeting.
3. Pick a space indoors or outdoors with enough room for the concentric circles, accounting for any hearing, mobility, and other needs.
4. If possible, have an adult ally (not the activity facilitator) present who can step in to create an even number of participants if needed.
5. Ahead of time, select 3-5 questions from the list of prompts (below). Feel free to make your own prompts based on your knowledge of the group’s needs. Always have a backup question or two just in case.

Facilitator Instructions

Start by giving an overview.

Suggested wording:

“Many parts of your YPAR experiences can help you in your career goals. What were those experiences? What did you learn from them? Even within the same team, each person has their own individual experience. I’ll be guiding the group through a short series of reflection prompts.

“In this activity you’ll have a chance to share and listen one-on-one with a few different partners. By starting first from your own experience and sharing with others in this low-key setting, you’ll be preparing for eventual interviews you might have for jobs, training or education opportunities, scholarships, and other aspects of your own chosen career pathways.

“We’re about to form two circles, one inside the other. The outer circle will face in, and the inner circle will face out. That will make it so each one of you is partnered up with someone in the opposite circle who will be your partner for the first round of reflection prompts. After each partner gets a chance to respond to the prompt, I’ll guide the circles to rotate. That way you’ll get to be with somebody new for each prompt.”

To form the concentric circles:

First, divide the team in half. (You can randomize by counting off by 1’s and 2’s to make the two halves.) If there is an odd number of youth, add in one adult ally to even it out. (See “Helpful Hints” below for more about handling odd numbers and some options for dividing up.)

Ask one of the halves to make a circle facing outward, shoulder to shoulder at first. If there's room, have them take a step or two outward to make the circle more spacious.

Ask the other half to make a circle on the outside, facing inward toward the inner circle. Ask them all to high five (or point to or shake hands with) the person they are facing; these pairs will be partners for the first round.

Explain how the prompts and rotations work:

"Now we're ready to start reflecting with each other! I'm going to give you the first prompt in a moment. You'll each have 60 [or 90] seconds per prompt. For this round, the person on the outer circle will be the speaker first, and the inner person will be the listener. When it's time to switch who's speaking and who's listening, I'll ring this bell [or raise my hand]. Here's what it sounds [or looks] like.

"After both partners have had their chance to speak and to listen, I'll ring the bell again, and then I'll help the circles move so you get matched with a new partner.

"This will move really quickly. You might even feel like you've run out of time. That's OK! You can always continue conversations later. The purpose now is to get our reflective juices flowing by speaking honestly from personal experience without thinking too hard. There are no right or wrong answers. This is not a test!

"You might also notice that you have your own questions. You'll have a chance to write those down after the activity.

"Do you have any clarifying questions before I give the first prompt?"

Read the first prompt. Say "Go" and start the timer. When time is up, ring the bell and say that it's the other partner's turn. If needed, reread the prompt for them at this point, especially if it was long or complex. Say "Go" and start the timer again. Keep an eye on the group's needs. Sometimes you'll see that the first rounds need a little extra time.

"Great job! Now to find your next partner, let's have the outer circle rotate three positions to your left."

Repeat the process for 3-4 rounds. You can have the inner circle do the rotation the next time, and toward the end you can have both circles move (in opposite directions) for fun. How many spaces to move is the facilitator's choice.

After each round, be available to assist in rotating and matching the new partners. It can get a little chaotic, and that's part of the fun. Laughter can help create an open atmosphere for sharing.

When all rounds are finished, come back together for debriefing and follow-up.

Debrief Question Suggestions

- What's something you noticed about our group's experience of YPAR?
- What's something you noticed about career pathway interests in our group?
- What's something you want to ask about or do next on your own career pathway?

Be sure to do the debrief as a group so that participants get to learn from each other's perspectives. These are also good prompts for individuals' Career Pathway Journals.

- Journaling prompt: Create time for participants to journal immediately following this activity. Consider having youth write, doodle, or draw individual responses to the debrief questions and any other personal insights from the activity. See the "Ready, Set, Go!" section for further guidance on journaling.

Tips

This activity can be facilitated in a number of ways, depending on space, group size, time, and needs. Some benefits of the movable, concentric circles are easy partner switching and a fun "game" feel. However, different groups might prefer different formats, so experiment with various approaches and adaptations. Here are some suggested modifications:

- ➔ **Timing:** 60-90 seconds per person per prompt is usually ideal when the group's energy is right for this rather fast pace. Note that anything more than about 90 seconds per person may start to feel tedious and detract from the laid-back informal feel, but some prompts may need more time, as might some participants. Sometimes it helps to have the first round or two take more time and then less for the rest as the participants get more comfortable. Or vice versa! In the first round, having the pairs do two questions together without rotating can help them get used to the format. Read the room and experiment over time. Different groups will be different, and sometimes slow and contemplative is just what they need!
- ➔ **Odd numbers:** This activity as written will not work with an odd number of participants. Fortunately, there are some options. As a first choice, ask an adult ally (not the facilitator) to step in. As a last resort, sometimes having the facilitator participate works, but this is very difficult on the facilitator, can be confusing, and is not recommended. Another option is to create one set of three people, two of whom will move as a unit around the circle; to make this work you have to give the whole group more time for each prompt and help the set of three with their unique timing and rotations. (For example, give the pairs 90 seconds per person, and give the three-person set 60 seconds per person, adding up to 3 minutes per round for the whole group.)
- ➔ **Non-circle options:** Use the reflection prompts without doing the circles by forming dyads or triads around the room. After each round of prompts you can

either have them stay with their small groups or switch around. This still serves the purpose of doing the reflection well, but it will have a very different feel from the rotating concentric circles.

- ➔ **Adult participation:** See the suggested prompts to use with a group of adults, below. If you just have one adult ally stepping in to even up the numbers, it's easier to use just the youth prompts and ask the adult ally to adjust as makes sense. But if you have multiple adults in your project, you could create an adult reflection group, too, separate from the young people, either as a static small group or concentric circles.
- ➔ **Combinations:** To divide the team in half, you might have reasons to want certain participants to be in the same half or in different halves. Let's say you have a mixed age group, and you want the younger students to talk with older students. If you have the time in the agenda, one fun way to set this up is to start with a physical team-building game such as asking the whole group to line up by birthdate and then splitting the line down the middle. (You can make it even more of a fun challenge by having them do it without talking or even blindfolded – with safety considerations in mind of course!) This add-on activity makes for great debriefing around the themes of communication, cooperation, and problem-solving.
- ➔ **Large group or small space:** Create multiple sets of concentric circles around the room. It takes slightly longer to set up, but then the steps for doing the reflection prompts take the same amount of time. This is a good option for a large youth symposium (see Tips for Facilitators section for more about the symposium model).
- ➔ **Accessibility:** For better hearing and personal space, spread the circles out. For mobility needs, instead of standing, do it sitting using chairs and any mobility devices arranged in the concentric circles. The vibe will usually feel different between sitting and standing, and that's OK. If there is at least one person who needs to sit, it's usually better to have the whole group do it sitting as well. Guide the rotations between questions with attention to mobility needs.
- ➔ **Online:** Use breakout rooms. Choose between having partners or small groups that don't rotate or mixing it up each round. When the whole group gets back together for group debrief questions, consider using the chat function to speed up the sharing and/or provide a different method of participating.

Youth Question Prompts (choose 3-5 or add your own)

1. Optional warm-up icebreaker questions, such as for a mixed-group symposium where the young people don't know each other: How'd you get interested in YPAR in the first place? What surprised you about working on the YPAR project?
2. What are two or three things you've learned through YPAR that you didn't know before? This could be new skills, roles, information, or something else.
3. What kind of jobs would you like to do in the future? If you have a job now, what connections do you see in it to your future goals?
4. How might the kinds of jobs or careers you're interested in draw on what you've learned or done through your YPAR project?
5. What kinds of training and education do you think you might need for the jobs or career you want?
6. What do you wonder about how to enter the kind of job or career field you're interested in?
7. What's something you'd like to ask someone who does the kind of job you're interested in? *[Alternative: Use this as the prompt for "Question Cards" writing in the "Explore!" activities on page 38.]*

Optional Adult Question Prompts (choose 3-5 or add your own, and see the tips on adult participation in the activity instructions).

1. How'd you get interested in YPAR in the first place?
2. What are two or three things you've learned in this YPAR project/process that you didn't know before?
3. What surprised you about the group and its YPAR project?
4. What kind of job or jobs can you imagine YPAR participants pursuing?
5. What kinds of training and education might the young people in this group need for their future jobs or careers?
6. What do you wonder about how to support YPAR youth to move into the kind of jobs and careers they desire?
7. What's something you'd like to ask someone who does the kind of job YPAR youth are interested in?
8. What are one or two actions you're going to take to support your group members in their career pathway steps?

Activity: What is YPAR? – Revisited

This activity introduces participants to the wider world of YPAR, reinforcing and expanding their existing understandings of how their YPAR project experiences can contribute to further learning, civic engagement, and employment. It builds on the “Reflection Circles” activity and is intended to be a preparatory activity for upcoming writing and speaking activities. This activity can be used to reflect on how YPAR may connect to the opportunities participants encounter on a field trip or that are shared by a guest speaker as well. The information brainstormed during this activity will be used during the “Write!” activity (starting on page 46).

Objectives

Youth will:

- ❖ Reflect on what they’ve learned by revisiting Stepping Stone activities that addressed “What is YPAR?”
- ❖ Learn about other resources on YPAR
- ❖ Identify how their YPAR project is connected to a wider network
- ❖ Connect what they did as a YPAR team to what they contributed and learned as individual team members

Time Needed

25 minutes

Materials

- ☐ Chart paper and pens, or online whiteboard
- ☐ Handouts: Paper or electronic copies (or links) for each participant of:
 - “What is YPAR?” handout from [Stepping Stone 1](#) (1.2)
 - [“YPAR” page](#) on the CFHL, UC website
 - [“Youth Engagement” page](#) on the CFHL, UC website
 - “Additional Resources – YPAR section” list from the back of this Toolkit
 - Any previous notes generated from related Stepping Stones activities listed below (especially [SS 2](#) “2.11 YPAR Brainstorm”)

YPAR Stepping Stones Framework Connections

As the team revisits “What is YPAR?” and begins to situate their project in the wider world of YPAR, this activity directly relates to the following elements of the CFCL YPAR Stepping Stones (SS) Guides:

- [SS 1](#), p. 9: “Welcome” and Stepping Stones Poster
- [SS 1](#), p. 10: “1.1 CFCL Core Values”
- [SS 1](#), p. 11: “1.2 What is YPAR?” -- Handout
- [SS 1](#), p. 12: “1.3 The 9 Stepping Stones”

- [SS 1](#), p. 26: “1.7 For Our Town”
[SS 1](#), p. 28: “1.8 Our North Star & Potential Benefits of YPAR”
[SS 1](#), p. 38: “1.14 Team Roles”
[SS 1](#), p. 60: “The Roots of YPAR”
[SS 2](#), p. 84: “2.11 Youth Participatory Action Research Brainstorm”
[SS 2](#), p. 86: “2.12 YPAR Shuffle”
[SS 8](#), p. 285: “8.11 Program Reflection Focus Group”

Activity Preparation

1. Gather materials.
2. Make copies of (or electronically share) the resources listed in “Materials” with participants, either before or during the meeting.

Facilitator Instructions

Consider the following activity options and choose one or more that fit your group’s current level of experience and needs.

Ask participants what activities they remember doing to learn “What is YPAR” earlier in the project (e.g., the “YPAR Shuffle”). Remind them of any others, such as those in the list of “YPAR Stepping Stones Framework Connections,” above.

Lead them through a re-do of Stepping Stone 2.11, the YPAR Brainstorm. Make any modifications that make sense for where your group is now in their project. Some possible question prompts:

- How was it youth-led? Or not?
- What made it participatory? What might have made it more, less, or differently participatory?
- What research methods did we use? What are some we didn’t use? (See related activity option on types of research, below.)
- How did we carry out actions that grew from the research?
- How has your understanding of YPAR changed from the start of our project until now?

Refer to the copies of the materials you gave them and guide a discussion about what they notice or have questions about. This is an opportunity to examine how others define and describe YPAR. Help youth highlight any points that can enhance the language and ideas your team is using.

Do some collective brainstorming about the various steps of their project, the associated tasks, and the roles people played.

Brainstorm a list of action verbs for how to describe YPAR activities in a dynamic and engaging way on an application, resume, etc. (for example: **developed** a research question, **selected** research methods, **designed** data collection tools, **collected** data, **interviewed**, **surveyed**, **led** story-circles, **analyzed** information, **developed**

recommendations, **presented, illustrated, championed, made change by**, etc.). Then have the participants work individually, listing the tasks and roles they themselves took on in the project.

Debrief Question Suggestions

- What's something you learned about the field of YPAR today that you didn't know before?
- What's something you still wonder about YPAR?

Be sure to do the debrief as a group so that participants get to learn from each other's perspectives. These are also good prompts for individuals' Career Pathway Journals.



Explore!

Activity: Question Cards

This section introduces the practices of networking, informational interviewing, and asking questions of career area experts: all powerful strategies for young people to explore career pathways and how these relate to their YPAR experience. It guides facilitators and youth to connect with career area experts and mentors in a way that honors young people's own expertise and lived experiences. More specifically, in this activity youth write their own questions to ask career area experts, tailored to their own particular interests. This activity flows well following the "Reflection Circles" activity (see p. 28) in which youth are primed to consider and share about their own career interests as well as what more they want to know about.

Objectives

Youth will:

- ❖ Create questions to ask career area experts
- ❖ Learn and practice how to conduct an informational interview before meeting with invited guests
- ❖ Lay a foundation for learning about real-world examples of possible career and educational pathways and making a networking or mentorship connection with an adult/elder

Time Needed

50-90 minutes for the activity and debriefing. (Plus variable time for connecting with career area experts or mentors and arranging and implementing field trips, guest speakers, panels, informational interviewing, etc.)

Materials

- ☐ Handouts: Paper or electronic copies (or links) for each participant of:
 - "Networking & Informational Interviewing" (handout for this activity, below)
 - "Additional Resources" list from the back of the Toolkit
 - Optional: Prompts for Reflection Circles
- ☐ Index cards or paper (or electronic adaptation) for "Question Cards"

YPAR Stepping Stones Framework Connections

As the group thinks about people to network with, preparation for informational interviews, and writing of questions to ask, this activity directly relates to the following elements of the CFCL YPAR Stepping Stones (SS) Guides:

[SS 1](#), p. 30: "1.9 In It Together – How Adults Can Stop Adultism"

[SS 1](#), p. 56: "1.19 Team Recruitment and Hiring" > "Trip Waiver Form"

[SS 4](#), p. 133: "4.6 Mapping in Our Community" > "Introduction" (on guest speakers)

[SS 4](#), p. 140: "4.9 Snowball Fight for Tool Development" (on developing questions)

[SS 9](#), p. 303: “9.4 Power Mapping” (e.g., “... Who are the people who...”)

[SS 9](#), p. 313: “9.7 Power Interview” (e.g., “... Build relationships with people who can help you make change”)

Activity Preparation

1. Gather materials.
2. Make copies of (or electronically share) the resources listed in “Materials” with participants, either before or during the meeting.
3. Familiarize yourself with the “Networking & Informational Interviewing” handout for this activity, below.
4. Think about what kind of forum you and your group would like to create to support career pathway exploration, and how you will decide which to choose.

Tips

When planning activities such as field trips, guest speakers, and panels, consider the following.

- ➔ Some approaches to networking and informational interviewing include field trips, guest speakers, and panels. Additional ways to learn about career pathways include watching a recorded video of a speaker, reading case studies, and keyword searches online or at the library (see the “Additional Resources” section for some keyword suggestions). The UC and UCCE networks provide relevant options for YPAR project participants, as do adult allies in local organizations, businesses, government, and other networks that address nutrition, physical activity, personal and community health, and environmental or social issues that are/were the focus of your YPAR project. It can be especially powerful for youth to speak with people who share elements of their own backgrounds such as race/ethnicity, culture, socioeconomic status, immigration experience, and family education.
- ➔ For important policy and practical considerations related to field trips, review the “Tips for Facilitators” section on field trips on page 10.
- ➔ Consider ways to encourage and support youth to play a leadership role in organizing or running the event.
- ➔ Give support to invited adults to act as positive allies to youth.
- ➔ Send each invited guest or trip host some background information about your group, their project, and YPAR (such as links to the CFHL, UC webpages on YPAR and Youth Engagement, and appropriate parts of the Toolkit).
- ➔ Have each guest send their bio prior to visiting. Consider providing (or having youth provide) a few prompts; these might range from asking about key moments in their career and education/training path to silly icebreaker-type questions.

- ➔ Consider sending guests the UC Personal Insight Questions (see this in the journaling activity handout on p. 25 in the “Ready, Set, Go!” section). Reflecting on these questions beforehand may help adults recall more about what it was like for themselves at the age of the group participants and support authentic networking and youth-adult relationship building.
- ➔ Plan to incorporate the invited guest adults into your group by doing an icebreaker¹³ or check-in to build a sense of relationship. This can set the tone that contributes to making the event stay youth-centered.
- ➔ If your group generates “Question Cards,” as explained in this activity, consider sending the questions to the guest(s) ahead of time. Stepping Stone 4.6, “Mapping in Our Community” gives another model for how to do this with guest speakers.
- ➔ Invite guest speakers to come up with some questions they would like to ask the youth participants as well.
- ➔ When using the “Question Cards” with invited guests, youth can either ask their own questions or you can collect and then randomly redistribute the questions among the group so they get asked anonymously. The randomized method is useful for groups where participants may be shy or embarrassed to ask their own questions.
- ➔ Leave time for conversation beyond Q&A. One way to build in informal time is having guests stay for snacks or a meal and any other activities: these “water cooler” moments make for serendipity!
- ➔ Some invited guest adults might be willing to be paired with youth for an ongoing mentoring relationship. In such a case, be sure to follow any best practices and guidelines a host school or organization may have regarding protection of minors. Check out structured mentorship programs in your area as well.
- ➔ After the visit, give youth time for journaling/personal note-taking.
- ➔ After the visit, have the group generate a thank you note.

Facilitator Instructions

Explain that youth will be writing their own questions to ask career area experts, tailored to their own particular interests.

¹³ Link: CFHL, UCCE facilitators can access [this internal list of icebreakers](#) from the State Office. See also the virtual icebreakers on the YPAR page at <https://uccalfresh.ucdavis.edu/initiatives/ye/ypar> .

Check-in: Sometimes young people are reluctant or afraid to talk with adults or elders they don't know. Normalize this by stating it. Prepare youth to meet with the new adults by asking the group some check-in questions such as:

- "If you have an adult or elder in your life you consider to be a role model or mentor, what is one quality they have that helps you talk with them?"
- "What has your experience been like when talking with adults or elders, and what might make it (even) better?"

Suggested wording:

"For this activity you will be creating one or more questions to ask career area experts. These can be used for an upcoming organized event (e.g., field trip, guest speaker, panel, etc.), on your own while networking, and/or for future opportunities."

As a group, review the handout on networking and informational interviewing for this activity (below). Ask for any clarifying questions. Invite youth to share examples of what they may have already done along these lines and what their experiences were like.

Brainstorm: First, work with youth to explore the characteristics of good questions about career paths. What makes for a question that will elicit a detailed response? Generate a list together and keep it visible to support their own question development (e.g., capture your ideas on flip chart paper and post it on a wall, project them up on a screen, etc.). Characteristics to highlight include questions that are clear, specific enough, open-ended, respectful, not soliciting what might be private information, etc.

Next, have youth use their journals to draft their own questions.

Suggested wording:

"What's something you'd like to ask a person who does the kind of job you're interested in? Be as specific or general as you like, and ask as many questions as come to mind. Be sure to include at least one that gets at whether or how a skill or some knowledge you developed in the YPAR project relates to their work."

Share Out: Invite young people to each share their favorite or most important question(s), or ones they'd like to workshop. Invite others' feedback on how they might strengthen them to solicit useful information. Be sure at least some of the YPAR-related questions get posed and/or that the group works to transform a general question by adding "... in YPAR" like various activities in this Toolkit have done. Youth may take inspiration from any questions they hear and jot them in their own journal; they may also decide whether or how they'd like to use the input they received from the group on their own question(s).

Refine the question cards: Have youth transfer their top questions to index cards (one question per card or piece of paper) or to an electronic tool. Consider what method

works best both for the youth and for the option of sending the questions ahead of time to your invited guest(s).

Using the Question Cards: The cards may be used in multiple ways:

- ➔ Have the students keep their cards and refer to them in an upcoming Q&A session or conversation;
- ➔ Collect the cards, sort them, and share some or all ahead of time with the guest speaker(s) or during the Q&A session; or
- ➔ Have youth hang on to the cards for use in various settings.

Practice using the cards for a Q&A session. Consider having them interview you (the facilitator) or someone important in their life (outside of the group meeting) and then debrief what works well and whether they'd like to make any changes.

Debrief Question Suggestions

- “Something new I learned through this activity is....”
- “Something that surprised me in doing this activity is....”
- “Something else I would like to ask a career area expert about is....”
- “Something I’m going to do next to build my career pathway network is....”

Be sure to do the debrief as a group so that participants get to learn from each other's perspectives. These are also good prompts for individuals' Career Pathway Journals.

Networking & Informational Interviewing

(Adapted from UC Davis Internship and Career Center)

Definitions and Resources

“**Networking** is the development of relationships that can benefit your internship or career exploration. Networking is not asking everyone you know for a job. It is an opportunity to gather information about the skills necessary to succeed in the various types of jobs, careers, and industries of the people you meet. This can help you clarify your career interests and next steps.”

Remember that networking can happen “in day-to-day life, with family or friends in casual conversation (i.e. at family gatherings or social activities)” as well as with identified career area experts.

See “**Networking**,” UC Davis Internship and Career Center webpage, <https://icc.ucdavis.edu/find/resources/networking> (This site includes how networking happens and how to prepare for it.)

“**An informational interview** is an arranged meeting with someone who works in a job, career field or organization that interests you. It has many benefits, including:”

- ◆ Effective technique for researching and screening careers, jobs, employers.
- ◆ Answers questions about what it's like to work in a particular career field or job or for a specific organization.
- ◆ Increases your network of contacts (the majority of jobs are obtained through networking).
- ◆ Talking to industry professionals is a good way of finding out if a field is a good fit for you.
- ◆ Helps prepare you for a job search.

See “**Informational Interviews**,” UC Davis Internship and Career Center webpage, <https://icc.ucdavis.edu/find/resources/networking/informational-interviews> (This site includes how to find people to talk to, how to initiate contact, how to prepare, how to conduct an informational interview, and sending a thank you note.)

Sample Questions to ask a Career Area Expert in an Informational Interview

“Remember, this is a conversation, not an interrogation, so let it flow.”

Personal connection questions:

- ★ What were you interested in at my age/grade? How did that change over time?

Questions about careers:

- ★ How did you become interested in this career?
- ★ What is a typical workday like? What are your job responsibilities?
- ★ What are the rewards, challenges and frustrations of working in this career?
- ★ What entry-level jobs are available in this field?
- ★ What experience is necessary to enter this career?
- ★ What advice do you have for someone preparing to enter this career?

Questions about the organization or industry:

- ★ How does your position fit within the organization/industry/career field?
- ★ What is your work environment like?
- ★ What is the economic forecast for this industry?
- ★ What is unique to your organization? Who are your competitors?

Questions about growth opportunities and compensation:

- ★ What are the employment prospects for someone entering this field?
- ★ What are some of the current issues and trends in this field?
- ★ What is a typical starting salary or salary range in this field?

Follow-up questions:

- ★ Would you mind taking a look at my resume and giving feedback?
- ★ How should I tailor my resume for your field?
- ★ Are there professional publications I should read or associations I should join?
- ★ What other professionals in this field would you recommend I speak with for additional information? May I use your name when I contact them?
- ★ May I keep in touch with you?



Write!

Activity: Writing About YPAR Experiences

This section provides further guidance on writing about YPAR and the skills youth have learned, roles they've played, and actions they've taken both individually and as a project team. This writing activity prepares youth for responding to essay questions, putting together a resume, and preparing an application for a job, higher education, training program, scholarship, etc. It is intended to be used near the end or after their YPAR project (such as along with Stepping Stone 8 or 9). This activity's handout exercises can be started either on participants' own time or during a group meeting.

Objectives

Youth will:

- ❖ Identify different places they might need or want to write about their YPAR experience and skills
- ❖ Identify engaging language to describe YPAR and the experience/skills they developed and used
- ❖ Practice translating their YPAR experience and skills into effective writing for a cover letter, resume, portfolio, and/or essay question response

Time Needed

30-50 minutes (plus variable follow-up)

Materials

- ☐ Handouts: Paper or electronic copies (or links) for each participant of:
 - "Writing about YPAR in Cover Letters, Resumes, and Essays" and "Resume and Cover Letter Language Templates" (handouts for this activity, below)
 - Optional: copies of the resource materials linked in those handouts
 - "Additional Resources" list from the back of the Toolkit
- ☐ Notes from the "What is YPAR? – Revisited" activity brainstorm, if relevant. (See page 34 in the Toolkit.)
- ☐ Career Pathway Journals or other materials for writing

YPAR Stepping Stones Framework Connections

As participants prepare to create writing that expresses what they did, learned, and practiced in their YPAR project, this activity directly relates to the following elements of the CFCL YPAR Stepping Stones (SS) Guides:

[SS 8](#), p. 250-289: "Create & Share Final Product"

[SS 9](#), p. 294-323: "Take Action"

Activity Preparation

1. Gather materials.
2. Make copies of (or electronically share) the resources listed in “Materials” with participants, either before or during the meeting.

Sequencing:

- ➔ If you are only doing the “Write!” activity in your YPAR project, consider linking it with the “Career Pathways Journal” activity and that activity’s handout on the UC Personal Insight Questions.
- ➔ If you are using the Toolkit in a symposium setting, consider having the writing and speaking sections flow one into the other.
- ➔ Consider integrating the information from the handouts for this activity with the project presentation practice in Stepping Stone 8. In doing their YPAR project presentation or final product, some groups might choose to also include what they learned about themselves and their career pathways through YPAR. They can use the final presentation/product as a real-life opportunity to share their reflections with an audience and practice for future settings.

Facilitator Instructions

Provide youth with the handouts for this section and the copy of “Additional Resources” before the meeting or after the review of past materials as described below.

If relevant, remind participants how they have already done much preparatory work, such as during the activities listed as YPAR Stepping Stones Framework Connections, above.

Brainstorm and Instruct:

- “What are some purposes of resumes, cover letters, and portfolios?”
- “How do you think they are similar and different?”
 - Add any additional explanations and examples that your group needs. This may be an opportune time to share a story from your personal experience.
 - Emphasize that these are documents in which youth can highlight their YPAR experiences by sharing about their skills and roles, their accomplishments as individuals and as a group, and their personal interests and qualities.

Review this definition of YPAR:

“YPAR is a process that engages young people in using the tools of research to critically assess conditions that shape their lives, with the goal of supporting action to improve those conditions.”

Using the handouts, have the youth work side-by-side in small groups to help one another and learn from their peers. Be available to answer questions, offer support, and facilitate the debrief.

Debrief Question Suggestions

- “Something new I learned through this activity is....”
- “Something that surprised me in doing this activity is....”
- “Something I wonder about is....”
- “Something I have a question about is....”
- “Something I’m going to do next to prepare for writing more about YPAR is....”

Point out that there is a symbiotic relationship between writing and speaking as different-but-related modes of expression, and between the “Write!” and “Speak!” activities. Prompt participants to pay attention to whether they are stronger in one mode than the other and to think about how they can use their strengths to their advantage while continuing to improve both skillsets.

Be sure to do the debrief as a group so that participants get to learn from each other’s perspectives. These are also good prompts for individuals’ Career Pathway Journals.

Writing about YPAR in Cover Letters, Resumes, and Essays

Gather a few resources to support you in this writing activity.

Here are some suggestions:

- The UC Davis Internship and Career Center's webpage on "[Resume and Materials](#)," which includes templates and information about resumes, cover letters, portfolios, action verbs for writing about experiences and skills, and more.
- The *California 4-H Interview Contest Manual* sections on resumes and cover letters (pp. 3-4, 29-44). <https://ucanr.edu/sites/sfd/files/318455.pdf>
- The resources from the "What is YPAR - Revisited" activity in this Toolkit.
- If relevant, your work from other activities from this Youth Career Pathways Toolkit (e.g., journaling or notes, the UC Personal Insight Questions, Question Cards) and/or your group's written materials so far from your YPAR project (e.g., notes from brainstorming, final product, etc.).

Reflect & Brainstorm

If you have done a similar version of this in a previous activity, refer to your notes and add to them.

- List some skills that you have gained in YPAR.
- List some interests or insights you have developed from your YPAR work.
- List some roles that you have played in the course of your YPAR project.
- What are some examples of group outcomes or accomplishments from your YPAR project?
- List some action words (verbs) that describe what you've done in the project. For inspiration, see the [verbs list](#) on the [UC Davis Internship and Career Center website](#).

Start drafting

In your Career Pathways Journal or other method of your choice, respond to these prompts in writing. At first, just let your ideas flow. You can come back to them later and do as many rounds of revision as you like.

- Try writing at least 4 sentences that could be used in an application letter or essay about your YPAR experience and future goals. Be specific: tell a short, descriptive story with your sentences. Instead of saying generic things like “it was great” or “I learned about YPAR,” use specific examples of a skill, role, challenge, and or accomplishment. You can use each prompt to write more than one sentence, and you can change the wording to fit your own voice and purposes.
 1. “I learned to [skill] by [doing what in YPAR?].”
 2. “I acted as a [role] in [doing what in YPAR?].”
 3. “Together, our group [what did you accomplish, learn, or change in YPAR?].”
 4. “My [personal goal or interest] is [_____]. My [specific ability or experience] gained in YPAR will contribute [_____] when I [do what?].”
- Write one or more short sentences that explain what YPAR is so the person receiving the letter or essay can get a basic understanding. (Hint: spell out the individual words that make up Y, P, A, and R!) Look back at your journal notes and materials from the “What is YPAR – Revisited” activity in the “Reflect!” section of this Toolkit if needed.
- Now that you’ve drafted some written responses, how might you tailor them for different types of application materials? For example, try writing them in the style appropriate for:
 - a. A resume
 - b. A cover letter
 - c. An online portfolio

Use the resources listed at the top of this handout and/or the templates in the next handout to help you tailor your writing for these different types of materials.

Tips for writing about YPAR

- ➔ **Revise and get feedback, and revise again:** Once you've gone through a writing prompt a first time, go back with fresh eyes to add to, change, and polish your sentences. Show your drafts to a friend or mentor for comments and encouragement. Other people's constructive feedback can help give you the confidence to brag appropriately. Let yourself shine!
- ➔ You can also use these responses for a job, college, scholarship or other type of application essay question response. For example, try out a 350-word response to a UC application question: **What have you done to make your school or your community a better place?** The [online guide](#) for the UC Personal Insight Questions recommends the following:

Things to consider: Think of community as a term that can encompass a group, team or a place — like your high school, hometown or home. You can define community as you see fit, just make sure you talk about your role in that community. Was there a problem that you wanted to fix in your community? Why were you inspired to act? What did you learn from your effort? How did your actions benefit others, the wider community or both? Did you work alone or with others to initiate change in your community?

From: <https://admission.universityofcalifornia.edu/how-to-apply/applying-as-a-freshman/personal-insight-questions.html>

- ➔ Your own personal digital portfolio is another way to share important experience with potential employers or higher education institutions. Explore online to check out example portfolios and put together an essay or a video script with visuals to explain your YPAR project and its impact on yourself and others.

YPAR Language Templates For Resumes, Cover Letters, and Portfolios

The following examples describe the same fictional YPAR project details but tailor them to fit into either (A) a resume, (B) an application or cover letter, or (C) a digital portfolio entry. They may be adapted for various projects and individual interests and roles, or inspire other approaches.

A) Resume Example: This language is an example of how youth can include their YPAR experience as part of a resume.

Youth action researcher with Youth Engaged in Health (YEH) at Independence High School

September 2021 – May 2022

- Youth leader in a UC-supported research program focused on food access and nutrition at our school.
- Collaborated with a team of 10 other young people and 2 UC Cooperative Extension Nutrition Educators to conduct youth participatory action research (YPAR), a process in which youth explore issues they care about and use their findings to try to make their school or community stronger and more just.
- Designed and administered a survey to other students that gathered 503 responses.
- Presented research results and recommendations to school leaders and district board members.
- Successfully championed adding healthier food options to our school lunches.

B) Cover Letter or Application Example: This language is an example of how youth might write about their YPAR experience as part of a cover letter for a job application or an essay for a college or scholarship application.

For nine months during my senior year in high school, I served as a youth action researcher at my school with a project called Youth Engaged in Health (YEH). In this UC-supported effort, our team of ten students engaged in youth participatory action research (YPAR), a process in which youth explore issues they care about and use their findings to try to make their school or community stronger and more just. With YEH, we chose to focus on food access and nutrition at our school to help make our community healthier. Our team designed and

administered a survey to fellow students that gathered 503 responses. After analyzing the data, we presented our research results and recommendations to school leaders and district board members. As a result of our work, we got our school to add healthier food options to our lunch program. Participating in this project helped me develop my leadership, research and public speaking skills. It also inspired me to apply for this [school, scholarship, program, etc.], where I hope to continue exploring health-related issues and supporting positive changes in my community.

C) Digital Portfolio Entry Example: In some settings, young people collect examples of important work they've done to document their learning for sharing with various audiences (including potential employers or colleges); they save these examples in a digital folder, along with a description of each item. This language is a fictional example of how an artistic participant might write about their YPAR experience and what they contributed and learned as part of a portfolio in which they include the final presentation produced to share with school and district leaders. This could be adapted to highlight many different types of interests and roles that an individual might play on a YPAR team.

For nine months during my senior year in high school, I served as a youth action researcher at my school with a project called Youth Engaged in Health (YEH). In this UC-supported effort, our team of ten students engaged in youth participatory action research (YPAR), a process by which youth explore issues they care about and use their findings to try to make their school or community stronger and more just. With YEH, we chose to focus on food access and nutrition at our school to help make our community healthier. Our team designed a survey and administered it to fellow students, gathering 503 responses. After analyzing the data, we presented our research results and recommendations to school leaders and district board members. Included here is the presentation that we developed. As a result of our work, we got our school to add healthier food options to our lunch program.

Besides working on the overall project, I contributed my skills in art and graphic design. I played a leadership role in designing the presentation: I planned the overall look and feel and created key visuals, with input from the full team. Participating in this project helped me develop my leadership, research, design, and public speaking skills. I found that I really enjoy using my creativity to support community change efforts.

--THIS PAGE INTENTIONALLY LEFT BLANK--

The background is a solid medium green. It features several abstract geometric shapes in different shades of green. On the left, a light green triangle points towards the center. On the right, a darker green triangle points towards the center, and a light green rectangle is partially visible at the top right corner.

Speak!

Activity: Let's Talk about YPAR

In this activity youth practice talking about their YPAR experiences and prepare to do so in a formal setting, such as an interview for a job, program, college, or scholarship. They experience a mock interview setting from the perspectives of an interviewer, a person being interviewed, and an observer. It is intended to be used near the end or after their YPAR project (e.g., along with Stepping Stone 8 or 9).

The activity has two main sections:

- Part I) Preparing to speak about YPAR
- Part II) Role-playing interviews

These are followed by a debrief and optional journaling. Facilitators should choose which parts to include based on their group's needs and which activities they have done so far. This activity fits at the end of the series of Toolkit activities or at the end of a youth symposium agenda (see Tips for Facilitators section on p. 12 for more about putting on a youth symposium). However, it can also be a stand-alone activity or be implemented before the "Write!" activity.

Objectives

Youth will:

- ❖ Identify situations where they might speak about their YPAR experiences
- ❖ Practice verbally describing their YPAR experience and skills clearly
- ❖ Practice interviewing from the perspective of both the interviewee and the interviewer

Time Needed

50 minutes, variable

Materials

- ☐ Handouts: Paper or electronic copies (or links) for each participant of:
 - "Preparing for Sample Common Interview Questions ... in YPAR" (handout for this activity, below)
 - Role descriptions for role play (included in this activity)
 - "Additional Resources" list from the back of the Toolkit
- ☐ Relevant notes from previous Toolkit activities where youth spoke or wrote about YPAR (e.g., "What is YPAR? – Revisited", "Write!", etc.)
- ☐ Participants' Career Pathway Journals (if applicable)
- ☐ Something for keeping time

YPAR Stepping Stones Framework Connections

As participants prepare to verbally express what they did, learned, and practiced in their YPAR project, this activity directly relates to the following elements of the CFCL YPAR Stepping Stones (SS) Guides:

[SS 5](#), p. 176: “5.3 Red Light Green Light (Follow-up Questions)”

[SS 5](#), p. 177: “5.4 Challenging Participants”

[SS 8](#), p. 250-289: “Create & Share Final Product”

[SS 8](#), p. 283: “8.9 Public Speaking: Whose Line Is It?”

[SS 8](#), p. 284: “8.10 Public Speaking Tips”

[SS 8](#), p. 285: “8.11 Program Reflection Focus Group”

[SS 9](#), p. 294-323: “Take Action”

[SS 9](#), p. 310: “9.6 Crafting an Elevator Pitch”

Activity Preparation

1. Gather materials.
2. Look over the handout (below) and familiarize yourself with the resources cited.
3. Make copies of (or electronically share) the resources listed in “Materials” with participants, either before or during the meeting.
4. Select a space where small groups can spread out.
5. Print enough copies of the role descriptions for your youth participants or write them on flip chart paper.
6. Consider setting it up to have the group do the role plays twice: once without extensive prep; followed by giving them further resources, feedback, and encouragement and then having them try it again. In this case, an additional debrief question could focus on the benefit of preparation and practice.

Sequencing:

- ➔ Consider integrating the information from the handout for this activity with the project presentation practice in Stepping Stone 8. In doing their YPAR project presentation or final product, some groups might choose to also include what they learned about themselves and their career pathways through YPAR. They can use the final presentation/product as a real-life opportunity to share their reflections with an audience and practice for future settings.

Facilitator Instructions

PART I: Preparing to Speak about YPAR

Provide youth with the handout for this section and the copy of “Additional Resources” before the meeting or after the review of past materials as described below. If relevant, remind participants how they have already done much preparatory work, such as in the activities listed as YPAR Stepping Stones Framework Connections, above.

Sequencing:

- ➔ If you are only doing the “Speak!” activity in your YPAR project, consider merging it with the “Reflection Circles” activity.
- ➔ If you are using the Toolkit in a symposium setting, consider having the writing and speaking sections flow one into the other.

Use a group brainstorm or journaling activity to begin, focusing on these questions:

- What are some ways our group has already practiced speaking about our YPAR project? (e.g., in particular: SS 9.6, “Crafting an Elevator Pitch” or SS 8, “Create & Share Final Product.”)
- What are some situations where you’ve talked to others about YPAR outside our group?
- What might be some situations along your career pathway when you’ll need to talk about YPAR?
- With whom could you practice speaking about YPAR?

After reviewing or reflecting on prior materials, refer participants to both the handout for this section and the copy of “Additional Resources.”

Help the participants get started following the instructions on the handout. Emphasize that the handout is a learning activity in itself as well as preparation for doing the role plays.

PART II: Role-Playing Interviews

Once the group has reflected on previous practice speaking and writing about YPAR and completed the handout, they’re ready for role plays!

Set-up: Divide the group into small groups of three (or four if needed). Everyone should have their handouts and notes from Part I of this activity, including the interview questions and tips starting on page 62 of the Toolkit.

Suggested wording to frame the activity:

“This activity is an opportunity to practice interviewing and being interviewed about your YPAR experience. There are many real-world, career-related reasons you might be interviewed and where it could be beneficial to talk about your YPAR experience. Examples include job or internship interviews, interviews for admission to college or a program, and interviews for special scholarships, among others.”

Explain the roles and that each participant will have a chance to play each of 3 roles: an applicant, an interviewer, and an observer. Provide copies of the role descriptions or post them on chart paper.

- A) The Applicant: This person has arrived prepared (and early!) to their interview, ready to talk about their YPAR experiences. Before the role play begins, the Applicant gets to choose their interview type: for a job, internship, scholarship, college entrance, or something else. Also, the Applicant decides whether they want to know the questions ahead of time or not (both approaches are used in real life); an alternative is to have the Applicant select specific questions for practice. Finally, the Applicant thinks of at least one question to ask the Interviewer at the end.
- B) The Interviewer: This person has a set of questions to choose from based on the Applicant's decision about the interview type, and they have arrived at the interview with the intention of bringing the best out of the person being interviewed. The Interviewer also wants to represent their organization in a friendly and appealing manner so that the interviewee, if selected, would be excited to accept the offer.
- C) Fly on the Wall: This person has two jobs: Observer and Friendly Presence. Specifically, this role is *not* a judge. During the interview, this person doesn't speak. Instead, they come prepared to be a calm presence and supporter of the group: to watch, listen, notice, and learn. This person may play a neutral role to assist the Applicant and the Interviewer, but only upon their request, for example to help the Interviewer come up with follow-up questions or to help the Applicant reword their response. They shouldn't jump in and take over; they may initiate by asking, "Would you like help?" if they notice a group member struggling, and they must respect the yes or no response.
- D) Optional 4th role: If needed, this person can be a co-interviewer, an additional fly-on-the-wall, or you can separate the Fly role into one Observer and one Friendly Presence. Creating the 4th role is for groups that don't divide evenly by 3's, and doing so will affect the overall activity timing.

Ask each group to figure out who will play which role in the first round. Rotations after the first round will shift in a set order so that each person has a chance at each role (A moves to B, B moves to C, C moves to A, and so on).

Explain the timing: There will be 8 minutes per round (5 minutes for the role play plus 3 minutes for the mini-debrief between each round). That means at least 24 minutes for groups of three to go through all steps. With the instructions and transitions, this part of the activity will take about 30 minutes. If there is a mix of group sizes (some with 3 and some with 4) adjust the timing accordingly to allow for the fourth round for the groups of 4 and extra practice/reflection time for the groups of 3.

Begin:

1. The Applicant tells the Interviewer their interview type (and, if relevant, which questions they want to be asked).
2. Everyone settles into their role.
3. The Interviewer welcomes the Applicant and proceeds to ask at least 3 or 4 questions from the handout, giving 60-90 seconds for each response.
4. The last question should be, "Do you have any questions for me?" If there's time, the Interviewer can try improvising a response to what the Applicant asks, recognizing that they might not actually know the answer even though a real interviewer probably would.
5. Facilitator calls "time."
6. Mini-debrief: After each round, have the small groups pause to reflect. Give at least one minute for each person to share responses to the prompts with their fellow small group members. Facilitator poses the following questions, one role at a time:
 - For the Applicant: What was it like for you being interviewed? What is one thing you would do again in this situation? What is one thing you would do differently?
 - For the Interviewer: What was it like for you to interview someone? What is one thing you would do again in this situation? What is one thing you would do differently?
 - For the Fly on the Wall: What's something you noticed while observing that you could do when you're being interviewed as an applicant in the future? What's something you would approach differently? How about when you're the one asking interview questions?
7. Rotate roles.
8. End by sharing some information about how to handle difficult circumstances in real life interviews. This role play format is set up to be friendly and supportive, and it's important to remind the group of this before and during the activity. Unfortunately, real-life interviews can sometimes be more challenging due to power imbalances, discomfort, or occasionally due to inappropriate behavior. (So can role plays.) Consider referring to Stepping Stone 5.4 "Challenging Participants" and modifying it to apply to real-life interview situations.

Options for the Role Plays:

- ➔ Consider having the Interviewers ask probing follow-up questions, as they may have already practiced doing in Stepping Stone 5.3. Appropriate follow-up

questions can also be done in the spirit of helping the Applicants express themselves clearly (instruct the group that these shouldn't be "gotcha" or trick questions). Explain that many real-world interviews follow a standard protocol in which the format doesn't allow for deviation, in an attempt to create fairness for all the applicants for that position/award; add that in second interviews, however, or certain other formats, follow up questions will be common.

- ➔ If your group is ready for an extra level after doing the role plays once (in the same session or a subsequent one), have the Observer role become an Evaluator, using the evaluation guidelines and rubric from the California 4-H State Field Day "Interview Contest" webpage as a tool for giving peer feedback (see "Additional Resources" or the citation on the handout for this activity). As before, the Evaluator role in this case is not a judge but rather a person who provides feedback. This supports the activity's spirit of learning without the pressure of unnecessary competition.

Debrief Question Suggestions

- "Something new I learned through this activity is...."
- "Something that surprised me in doing this activity is...."
- "Something I wonder about is...."
- "Something I have a question about is...."
- "Something I'm going to do next to prepare for speaking about YPAR is...."

Point out that there is a symbiotic relationship between writing and speaking as different-but-related modes of expression, and between the "Write!" and "Speak!" activities. Prompt participants to pay attention to whether they are stronger in one mode than the other and to think about how they can use their strengths to their advantage while continuing to improve both skillsets.

Be sure to do the debrief as a group so that participants get to learn from each other's perspectives. These are also good prompts for individuals' Career Pathway Journals.

Preparing for Common Interview Questions ... in YPAR

Overview

There are many career-related interviews in which it could be beneficial to talk about your YPAR experience – for a job or internship, for a college application, for a scholarship to help pay for higher education, amongst others. Interview questions can be about you, your skills, your experiences, and about the position, company, or organization. To be prepared for your interview, practice all types of questions and be ready to ask your own questions, too! Use the following instructions, practice questions, tips, and further resources to prepare.

Suggested instructions

- 1) Read through all the questions in the list below. Notice your initial impressions: Are there any you feel drawn to? Which ones do you feel unsure about how to answer? Trust that you can learn and prepare to talk about YPAR in an interview!
- 2) If you have other questions you'd like to practice, add them to the list.
- 3) Go back through the list and write "YPAR" into each question wherever it makes sense. Think about this from the point of view of someone who could be interviewing you.
 - a) For example, the question, "What are a few of your strengths?" could become "What are a few of your strengths in YPAR?"
 - b) Another example: "What contributions could you make to our company/organization/program?" could become "What contributions from YPAR would you bring with you to?"
- 4) Then jot down notes with examples from your own YPAR experiences that you could use to respond. These notes are just for you. You can write on this handout or in your Career Pathway Journal.
- 5) Note: In a typical interview, the interviewer won't ask specifically about YPAR unless you bring it up or maybe if you have it featured prominently in your resume, cover letter, or essay. While you should be prepared to talk about a variety of examples in your interview, the purpose of this specific activity is to practice talking about YPAR.

(This handout is adapted from the following sources. Links and further details are available on the last page of this handout.)

- *California 4-H Interview Contest Manual* (p. 6)
- *Roadmap to Transition: A Handbook for Autistic Youth Transitioning to Adulthood*, "Post-secondary education" (Ch. 7) and "Employment (Ch. 8)

Sample Common Interview Questions (to add "... in YPAR" to)

General Questions about You

- ▶ Tell me about one of your interests.
- ▶ Tell me a little about yourself.
- ▶ Who is a role model to you, and why?
- ▶ What are a few of your strengths?
- ▶ What's one needed area of growth or a weakness for you?
- ▶ How would your coworkers or classmates describe you?
- ▶ What are some of your goals?
- ▶ Where do you see yourself in five years?

Skill Questions

- ▶ Tell us about a time you used written communication skills.
- ▶ Describe a time you used verbal communication skills.
- ▶ How do you make decisions?
- ▶ How do you deal with pressure?
- ▶ How do you manage your time?
- ▶ What role or roles do you like to play in a group?
- ▶ What are some ways you teach others something new?
- ▶ What's a skill you want to improve? How do you plan to do so?

Experience Questions

- ▶ Tell us about a time when you worked well on a team.
- ▶ Describe a time when you wished you had done more planning.
- ▶ Have you ever had to make changes to get a project done on time? What did you do and how did it turn out?
- ▶ How do you handle difficult customers?
- ▶ Why did you leave your last job?

Position/Company/Organization Questions

- ▶ What about this [position/program] interests you most?
- ▶ What contributions could you make to our [company/organization/program]?
- ▶ Why should we [hire/choose/select] you?
- ▶ Why do you want to work for us?
- ▶ Tell us some things you already know about the [company/program].
- ▶ How would being selected for this [position/scholarship/program] benefit you?

Questions for YOU to Ask Interviewers

Most interviews end with "*Do you have any questions for us?*" Do your own research and prepare some questions ahead of time. Here are some suggested questions you could ask your interviewers:

- ▶ What would "success" look like for this position?
- ▶ What can you tell me about the culture of [company/organization]?
- ▶ How does [company/organization] support staff to grow in their jobs and advance?

Tips for Interviewing

- ➔ *Feeling nervous is normal!* Channel that energy into doing your best in the moment and trusting that it's always a learning experience. (This is sometimes called "having a growth mindset.")
- ➔ Be direct and concise, and fit within the time given.
- ➔ Answer the question that is asked.
- ➔ Use examples to show experiences that are relevant to the question and to the position/organization/program.
- ➔ Express your personality and interests.
- ➔ Be organized and complete, but you don't need to give every detail.

Resources on Interviewing

California 4-H Interview Contest Manual

<https://ucanr.edu/sites/sfd/files/318455.pdf>

Interview Contest (webpage)

California 4-H State Field Day

https://ucanr.edu/sites/sfd/Competitions/Interview_Contest/

This page also has tips for virtual interviews and links to these supporting Documents:

- [California 4-H Interview Contest Manual](#)
- [Interview Contest Evaluation Rubric](#)
- [Interview Contest Evaluation Guidelines](#)
- [2022 Job Descriptions](#)

Roadmap to Transition: A Handbook for Autistic Youth Transitioning to Adulthood

"Post-secondary education" (Chapter 7)

"Employment" (Chapter 8)

<https://autisticadvocacy.org/book/roadmap/>

Types of Interview Questions

UC Davis Internship and Career Center

<https://icc.ucdavis.edu/interview/questions>

See the "Additional Resources" section of the Toolkit, search online or in your library, or ask a mentor!

ADDITIONAL RESOURCES



ADDITIONAL RESOURCES

The following section includes additional resources for youth participants and is designed to be used as a handout for the Toolkit activities.

Youth Career Pathways Resources

While the Toolkit activities focus specifically on connecting YPAR to your self-defined career and educational goals, there is a vast field of general information on how to choose among potential career pathways, set goals, and take steps along the way. Ask your counselors, teachers, mentors, and other adult allies for help, and take advantage of online and library resources as well as those listed here.

➔ **Use keyword searches to find more resources.** Here are some suggested keywords for searching online. Add your own and share with your group!

- Career exploration tools
- Goal setting and monitoring techniques
- Career mentoring
- Educational mentoring
- Apprenticeships
- Internships
- Best practices for applications and interviews
- Asking for letters of recommendation

➔ **Do some career research.** Examine your interests and explore all of the work opportunities that align with those interests. Career planning is a lifelong process, and it is never too early to start. The University of California, Davis Internship and Career Center is one of many places to look for resources:
<https://icc.ucdavis.edu/research>

Resumes, cover letters, interviewing, virtual interviews, networking, and informational interviews

The UC Davis Internship and Career Center has resources and short informational videos.

Resumes, cover letters, and other application materials:

<https://icc.ucdavis.edu/materials>

Informational Interviews:

<https://icc.ucdavis.edu/find/resources/networking/informational-interviews>

Networking:

<https://icc.ucdavis.edu/find/resources/networking>

Types of interview questions:

<https://icc.ucdavis.edu/interview/questions>

The Autistic Self-Advocacy Network's *Roadmap to Transition: A Handbook for Autistic Youth Transitioning to Adulthood* has tips and information for transition-age autistic youth that also are good advice for everyone. "This plain language handbook was created to help young autistic people understand and plan for their transition to adult life."

<https://autisticadvocacy.org/book/roadmap/>

- "Post-secondary education" (Chapter 7)
- "Employment (Chapter 8)

The University of California 4-H Youth Development Program's "Interview Contest" and California 4-H State Field Day

https://ucanr.edu/sites/sfd/Competitions/Interview_Contest/

These resources offer an "opportunity to practice the real-life skills needed to apply for a job... The California 4-H Interview Contest Manual is a complete guidebook containing rules, procedures and helpful hints for a successful interview. It also contains sample interview questions, sample job descriptions, judging rubrics, and supporting materials for preparing for an interview." The webpage offers advice on virtual interviews and has links to the following items for more details:

- [California 4-H Interview Contest Manual](#)
- [Interview Contest Evaluation Rubric](#)
- [Interview Contest Evaluation Guidelines](#)
- [2022 Job Descriptions](#)

- ➔ **Many interviews these days are conducted online**; see the 4-H Interview Contest webpage for tips on virtual interviewing.
- ➔ **Ask ahead of time for any needed accommodations**, even if an interviewer doesn't ask you first (though they should). The *Roadmap to Transition* document by the Autistic Self-Advocacy Network is a good resource on this from a universal design approach that is helpful to everyone but especially regarding neurodiversity and autism.
- ➔ **Sometimes interviewers ask inappropriate or illegal questions.** You can learn about how to handle this from the UC Davis Internship and Career Center webpage, "Types of Interview Questions."
<https://icc.ucdavis.edu/interview/questions>

Explore College Admissions and Financial Aid

Early Academic Outreach Program

<https://eaop.universityofcalifornia.edu/resources/>

UC Admissions Information

<https://admission.universityofcalifornia.edu/how-to-apply/>

UC Personal Insight Questions and Guidance (in Spanish and in English)

<https://admission.universityofcalifornia.edu/how-to-apply/applying-as-a-freshman/personal-insight-questions.html>

California State University (CSU) Admissions Information

<https://www.calstate.edu/apply/Pages/default.aspx>

California Community College Admissions Information

<https://www.cccco.edu/>

QuestBridge: information on highly competitive college/university admissions

<https://www.questbridge.org/high-school-students/student-resource-center>

About YPAR & Youth Engagement at CalFresh Healthy Living, UC

- **YPAR webpage** on the CalFresh Healthy Living, UC website
<https://uccalfresh.ucdavis.edu/initiatives/ye/ypar>

This page also includes links to further information and examples, including these reports that document CFHL, UC YPAR projects across California:

- [“Moving from Serving Youth to Engaging Youth”](#)
- [“Building Together”](#)
- [“Growing Capacity”](#)

- **Youth Engagement webpage and Youth Engagement Training & Resources webpage** on the CalFresh Healthy Living, UC website
<https://uccalfresh.ucdavis.edu/initiatives/ye>
<https://uccalfresh.ucdavis.edu/yetrainingsresources>

- **CFHL, UC approved curricula and related resources**
<https://uccalfresh.ucdavis.edu/curriculum>

Youth Participatory Action Research (YPAR) - Stepping Stones (Public Health Institute, 2013). “This curriculum provides youth with the opportunity to engage their leadership, critical thinking, problem-solving, service learning, and strategic-thinking skills to address issues that affect their communities, ultimately resulting in community change.”

https://www.cdph.ca.gov/Programs/CCDPHP/DCDIC/NEOPB/CDPH%20Document%20Library/STASS_YEI-TrainBinder2013-ADA.pdf

Community Futures, Community Lore (CFCL) Stepping Stones

<https://ypar.cfcl.ucdavis.edu/>

This page has a short video overview. “Learn to use youth participatory action research (YPAR), community mapping, public data and cultural organizing to generate solutions for our collective future.”

- “What is YPAR?” in [Stepping Stone 1](#) (p. 11)
- [Poster](#) of Stepping Stones process

- **Campus Global Theme Event: May 6, 2021**
<https://www.youtube.com/watch?v=l30nrECKaG0>

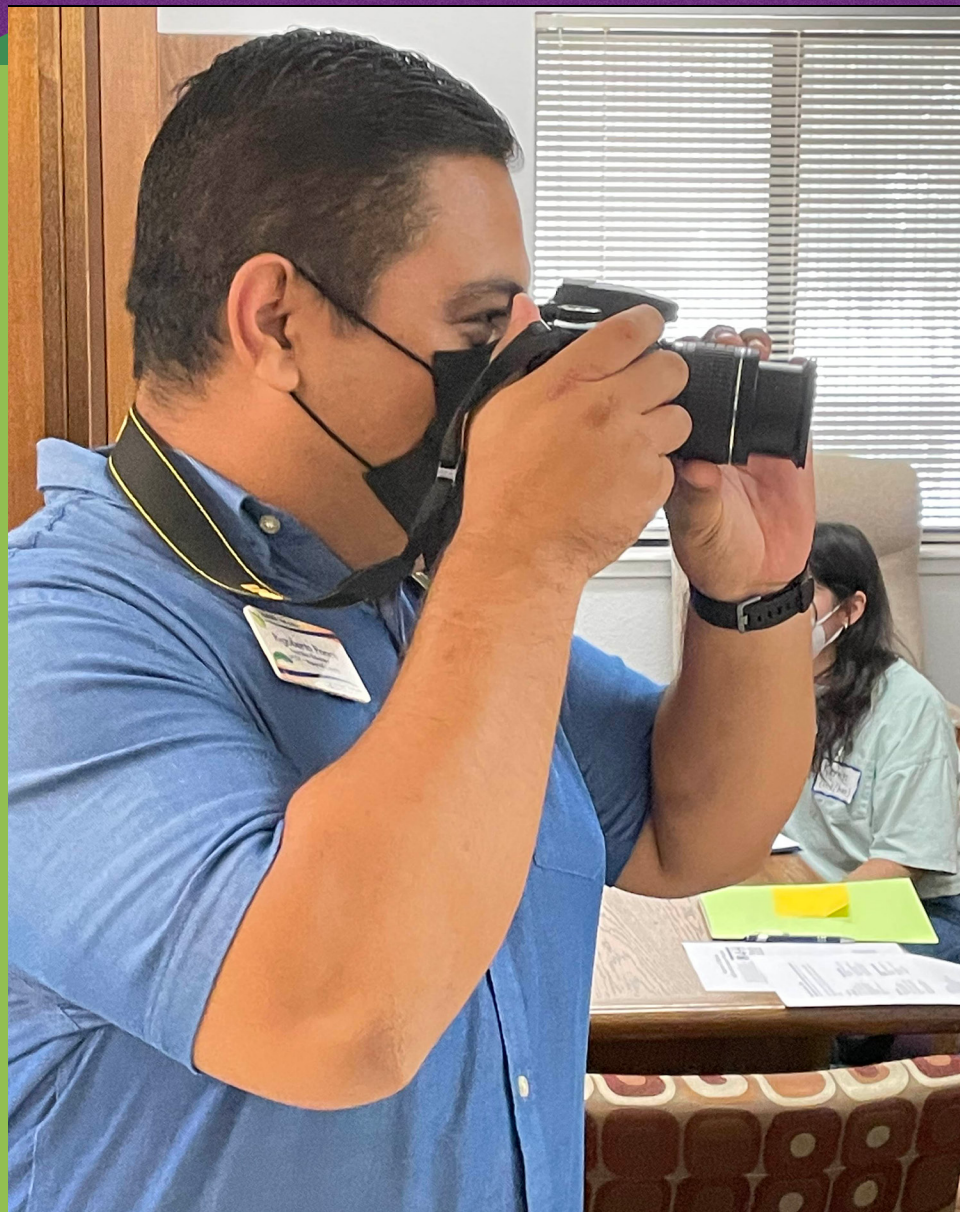
In this video, the CFHL, UC Director, YPAR youth, and facilitators share about college and career linkages.

- **SNAP-Ed Guidance**

United States Department of Agriculture. (2022). Supplemental Nutrition Assistance Program Education Plan Guidance FY 2023.

<https://snaped.fns.usda.gov/program-administration/guidance-and-templates>

--THIS PAGE INTENTIONALLY LEFT BLANK--



REFERENCES

REFERENCES

The following sources were cited in the Toolkit.

- Association for Experiential Education. (2022). *What is Experiential Education?* Retrieved September 5, 2022 from The Association for Experiential Education (AEE): <https://www.aee.org/what-is-experiential-education>
- Autistic Self-Advocacy Network. (2016). *Roadmap to Transition: A Handbook for Autistic Youth Transitioning to Adulthood*. Retrieved September 5, 2022 from <https://autisticadvocacy.org/wp-content/uploads/2016/11/Roadmap-to-Transition-A-Handbook-for-Autistic-Youth-Transitioning-to-Adulthood.pdf>
- CalFresh Healthy Living. (2022). *About Us*. Retrieved September 5, 2022, from CalFresh Healthy Living: <http://calfresh.dss.ca.gov/healthyliving/about-us>
- CalFresh Healthy Living, UC State Office. (2021, May 6). *Campus Global Theme Event: May 6, 2021*. YouTube. Retrieved September 5, 2022 from <https://www.youtube.com/watch?v=I30nrECKaG0>
- CalFresh Healthy Living, University of California. (2020a). *Youth Engagement*. Retrieved September 5, 2022 from CalFresh Healthy Living, University of California: <https://uccalfresh.ucdavis.edu/initiatives/ye>
- CalFresh Healthy Living, University of California. (2020b). *Youth Engagement Training & Resources*. Retrieved September 5, 2022 from CalFresh Healthy Living, University of California.: <https://uccalfresh.ucdavis.edu/yetrainingsresources>
- CalFresh Healthy Living, University of California. (2020c). *YPAR*. Retrieved September 5, 2022 from CalFresh Healthy Living, University of California: <https://uccalfresh.ucdavis.edu/initiatives/ye/ypar>
- Erbstein, N., Louie, B., Zimmerman, K., & London, J.K. (2020). *Community Futures, Community Lore: Stepping Stone Guides* (ypar.cfcl.ucdavis.edu). Davis, CA: University of California, Davis. <https://regionalchange.ucdavis.edu/projects/community-futures-community-lore>

- Friends General Conference. (2011). *Build It! A Toolkit for Nurturing Intergenerational Spiritual Community*. Philadelphia: Friends General Conference. Retrieved September 5, 2022, September from <https://www.fgcquaker.org/fgcresources/spiritual-tools-for-your-meeting/building-intergenerational-community/build-it-a-toolkit-for-nuturing-intergenerational-spiritual-community/>
- London, J.K., Zimmerman, K., & Erbstein, N. (2003). "Youth-led research and evaluation: Tools for youth, organizational, and community development." *New Directions for Evaluation*. 2003(98), 33-45.
- Ozer, E.J., & Wright, D. (2012). "Beyond school spirit: The effects of youth-led participatory action research in two urban high schools." *Journal of Research on Adolescence*, 22, 267–283. doi:10.1111/j.1532-7795.2012.00780.x
- Ozer, E.J. (2016). "Youth-led participatory action research." In L.A. Jason & D.S. Glenwick (Eds.), *Handbook of methodological approaches to community-based research: Qualitative, quantitative, and mixed methods* (pp. 263–272). New York, NY: Oxford University Press.
- Public Health Institute. (2013). *Youth Participatory Action Research (YPAR) -Stepping Stones*. Retrieved September 5, 2022 from https://www.cdph.ca.gov/Programs/CCDPHP/DCDIC/NEOPB/CDPH%20Document%20Library/STASS_YEI-TrainBinder2013-ADA.pdf
- Scott, M.A., Pyne, K.B., & Means, D.R. (2014). Approaching praxis: YPAR as a critical pedagogical practice in a college access program. *The High School Journal*, 98, 138–157. doi:10.1353/hsj.2015.0003
- Tukundane, C. & Zeelen, J. (2015). Using participatory action research to improve vocational skills for marginalised youth in Uganda: Experiences from an early school-leavers' project. *International Journal of Training Research*, 13, 246–261. doi:10.1080/14480220.2015.1102468
- UC Davis Internship and Career Center. (2018a). *Informational Interviews*. Retrieved September 5, 2022 from UC Davis Internship and Career Center: <https://icc.ucdavis.edu/find/resources/networking/informational-interviews>

- UC Davis Internship and Career Center. (2018b). *Networking*. Retrieved September 5, 2022 from UC Davis Internship and Career Center:
<https://icc.ucdavis.edu/find/resources/networking>
- UC Davis Internship and Career Center. (2018c). *Types of Interview Questions*. Retrieved September 5, 2022 from UC Davis Internship and Career Center:
<https://icc.ucdavis.edu/interview/questions>
- United States Department of Agriculture. (n.d.). *SNAP-Ed Plan Guidance and Templates*. Retrieved September 5, 2022 from SNAP-Ed Connection:
<https://snaped.fns.usda.gov/program-administration/snap-ed-plan-guidance-and-templates>
- University of California 4-H Youth Development Program. (2009, March). *California 4-H Interview Contest Manual*. Retrieved September 5, 2022 from University of California Agriculture and Natural Resources, California 4-H State Field Day:
<https://ucanr.edu/sites/sfd/files/318455.pdf>
- University of California 4-H Youth Development Program. (2022a). *Experiential Learning*. Retrieved September 5, 2022 from University of California Agriculture and Natural Resources, University of California 4-H Youth Development Program: <https://4h.ucanr.edu/About/Framework/EL/>
- University of California 4-H Youth Development Program. (2022b). *Interview Contest*. Retrieved September 5, 2022 from University of California Agriculture and Natural Resources, California 4-H State Field Day:
https://ucanr.edu/sites/sfd/Competitions/Interview_Contest/
- University of California 4-H Youth Development Program. (2022c). *Positive Youth Development*. Retrieved September 5, 2022 from University of California Agriculture and Natural Resources, University of California 4-H Youth Development Program: <https://4h.ucanr.edu/About/Framework/PYD/>
- University of California Admissions. (n.d.). *Personal Insight Questions*. Retrieved September 5, 2022 from University of California Admissions:
<https://admission.universityofcalifornia.edu/how-to-apply/applying-as-a-freshman/personal-insight-questions.html>
-



Version: October 2022



UC DAVIS
Center for
Regional Change



UC DAVIS
SCHOOL of EDUCATION