



Youth Venture

A Practitioner's Playbook

Youth Venture

Using the Practitioner's Playbook

What is the Practitioner's Playbook?

The Practitioner's Playbook is a collection of ten sessions designed to help implement the Youth Venture program in schools, clubs, and other youth-serving organizations. These sessions suggest activities to guide young people through the process of developing and planning a Youth Venture.

Who should use this Playbook?

The Practitioner's Playbook is intended for educators in middle school, high school, and after-school programs. The Playbook is not subject-area specific and can be easily adapted to fit most existing curricula.

How should this Playbook be used?

The Playbook should be used in conjunction with the *Worksheet-based* Action Plan, an application format in which eligible youth outline their Venture ideas and request grant funding from Youth Venture. The sessions are designed to follow each stage of the Youth Venture planning process and may be effective in small or large-group settings. Sessions can be conducted independently, as part of existing curricula, or combined to create half- and full-day workshops. For more information regarding how this Playbook can be implemented, please consult page 4.

The Youth Venture Practitioner's Playbook Was:

Written and Researched by:	Kristin Smith
Reviewed and Edited by:	Jim Hamel, Eric Maxen, and Margaretta Wilcox
For more information contact:	Youth Venture New Hampshire The Concord Center 10 Ferry Street, Suite 441 Concord, NH 03301 phone: 603/223-9864 fax: 603/410-6675 yvnh@youthventure.org www.youthventure.org

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The Practitioner's Playbook or portions of it may be photocopied or printed for individual, classroom, or small group work only.

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The ten sessions in the Practitioner's Playbook are designed to follow each stage of the Youth Venture planning process as it is laid out in the *Worksheet-based* Action Plan. Sessions can be integrated into existing curricula, or they can be conducted independently as a series of workshops or combined to create half- or full-day workshops. Of course, every Youth Venture team will be developing a unique organization, so facilitators should adapt the activity plans to fit each team's needs, strengths, and interests.

Suggested Half-Day Workshop:

- Start with Session 2 on page 19. Introduce students to Youth Venture through the Youth Venture New Hampshire DVD *Dream It. Do It.* and discussion questions on page 23. Bounce Venture ideas off each other and complete page 3 of the Action Plan. Include a couple of Icebreakers from page 10 if this is the first time this group has worked together.
- Next, follow the activities in Session 3 on page 26. The development of SMART goals is perhaps the most important step in the development of a solid Action Plan; therefore, this is not a session to rush through. Make sure students have a firm grasp of what they want their Venture to accomplish and how they want to accomplish it.
- Next, use Session 4 on page 35 to discuss tasks. Provide a few examples of how to break down SMART goals into individual tasks and then let students write tasks for one of their SMART goals. Have students complete the rest of the SMART goals later.
- Finally, review the rest of the Action Plan with the students. If the group is meeting again, then explain what students are expected to have accomplished by the next session. If this is the one and only chance to work with this group, review the rest of the packet. There might be questions about Allies (page 37), sustainability (page 46), or the budget (pages 52-53). Arrange a later date to conference with teams about their progress.

Suggested Full-Day Workshop:

- Use the suggestions for a half-day workshop above to start your full-day workshop. You will at least want to cover the material in Sessions 2-4. If possible, ask students to complete page 3 of the Action Plan beforehand. This will save time and let you jump right into the planning stages.
- Start the second half the day by introducing sustainability from Session 6 on page 46. Sustainability is the component that makes Youth Ventures unique and challenging. It is important that students understand that they are developing organizations and not one-time projects or events.

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Suggested Full-Day Workshop, continued.

- Next, discuss the budget using Sessions 7-8 on pages 52-53. The budget is often the most intimidating part of the Action Plan, so it's nice when a facilitator can help students break down the budget into manageable pieces such as brainstorming supplies needed, researching costs, and finding the total amount of income and expenses.
- The Final part of the Action Plan that you should review are Allies. Spend a few minutes discussing what Allies do. Many teams can identify potential Allies easily, but other teams might need more guidance. For more information about Allies, see Session 5 on page 37.
- Finally, before concluding the day, discuss next steps with the students. Provide a deadline by which teams must complete their Action Plan. If possible, offer an opportunity—such as workshops or one-on-one conferences—for teams to receive feedback on their Action Plan. Have teams submit their completed Action Plans and prepare for Selection Panels.

Session Objectives		Session Outcomes	Worksheet Action Plan
1	Students identify community needs and discuss the role of young people in meeting these needs.	<ul style="list-style-type: none"> • Students list personal interests, skills, and hobbies. • Students identify the components of culture and discuss how they interact. • Students identify problems or concerns in their community. • Students discuss how change occurs in communities. • Students brainstorm solutions to community problems that incorporate personal interests. 	
2	Students identify the primary purpose of their Venture.	<ul style="list-style-type: none"> • Students establish their Venture teams. • Students develop an idea for a Venture. 	Students complete page 3 of the Action Plan.
3	Students focus their Venture ideas by creating SMART goals.	<ul style="list-style-type: none"> • Students identify characteristics of a SMART goal. • Students identify whether or not a goal is SMART. • Students generate SMART goals for their Venture. 	Students complete page 5 of the Action Plan.
4	Students determine which tasks their Venture will complete and who is responsible for their completion.	<ul style="list-style-type: none"> • Students determine the activities and tasks their Venture will complete in order to accomplish each of its goals. • Students assign responsibilities to each team member. 	Students complete pages 6-7 of the Action Plan.
5	Students create a timeline of their Venture's activities.	<ul style="list-style-type: none"> • Students identify when each project/task will be completed. • Students understand the roles and responsibilities of an Ally. 	Students complete page 8 of the Action Plan.
6	Students plan to make their Venture sustainable.	<ul style="list-style-type: none"> • Students define sustainability. • Students generate ways Ventures can be sustainable. 	Students complete page 9 of the Action Plan.
7	Students identify the services and materials their Venture will need and research their cost.	<ul style="list-style-type: none"> • Students determine the materials and services needed for their Venture. • Students research the cost of said material. 	Students complete page 10 of the Action Plan.
8	Students budget their Venture.	<ul style="list-style-type: none"> • Students establish financial goals. • Students create a budget for their Venture. 	Students complete pages 12-13 of the Action Plan.
9	Students make a commitment to their Venture teams, explain why they chose their Ally, and complete other informational forms.	<ul style="list-style-type: none"> • Students identify their Ally and explain why this person is their Ally. • Students make a commitment to each other and to the Venture. • Students complete contact information. • Students read, understand, and sign the Terms of Agreement. 	Students complete pages 14-18 of the Action Plan.
10	Students review each other's Ventures and provide feedback. They finalize and submit their Action Plans.	<ul style="list-style-type: none"> • Students give and receive feedback on their Action Plan. • Students become familiar with how their Venture will be assessed by the Selection Panel. • Students revise their Action Plans based on feedback from their peers. 	Students complete page 22 of the Action Plan.

Objective: Students identify community needs and discuss the role of young people in meeting these needs.	Youth Venture	Session 1
	Session length: approximately 1 hour	
Outcomes: <ul style="list-style-type: none"> • Students list personal interests, skills, and hobbies. • Students identify the components of culture and discuss how they interact. • Students identify problems or concerns in their community. • Students discuss how change occurs in communities. • Students brainstorm solutions to community problems that incorporate personal interests. 		
Time:	Activities:	
5-10 min.	<p>1. Administer Youth Venture Survey. If students have not previously taken this, then they will need to take the survey during the earliest stages of the Youth Venture process. Students will respond to a list of questions that assess their sense of empowerment within their community. This survey will be administered again after the Ventures have launched in order to assess Youth Venture’s impact on participating youths’ sense of empowerment. The Youth Venture Survey can be found on pages 12-13. Please mail completed surveys to Youth Venture, 1700 North Moore Street, Suite 2000, Arlington, VA 22209.</p>	
5-10 min.	<p>2. Identify Interests. This is an essential part of developing ideas for potential Youth Ventures. Ideally, when young people create Ventures, they are addressing a social concern using activities, hobbies, or skills that interest them. For example, Jasmine enjoyed dancing, so she started Theatrical Vibrations, a Venture that performs for local assisted living facilities. Stephen, Liz and Ethan love skateboarding, so they formed the MWW Free Ride Park Project to work toward building a skate park in their town. Youth who incorporate their personal interests into their Ventures are more likely to remain engaged in the Venture.</p> <p>Students need to generate a list of their interests and skills; this can be done by students independently completing the Interview Questions on page 14 or by students interviewing each other. The purpose of this activity is to help students identify what is important to them; for example, a student might say they like swimming, reading, fixing old cars, and that Culinary Arts is their favorite subject in school.</p> <p>Option A: Interview Questions: Ask students to complete the half-sheet questionnaire on page 14. This worksheet contains a few questions that ask students to start to think about what is important to them. Encourage students to share their responses in small or large-group settings; this will allow students to find others with similar interests who might be potential Venture teammates.</p>	

Session 1, continued.

Option B: Interview: Ask students to use the Interview Questions on page 14 or to generate their own list of five to ten interview questions. Pair students with someone they do not already know, and ask each pair to interview each other and record each other's responses. Afterward, students can present their partner to the rest of the class. A more in-depth alternative would be asking students to write a short biographical sketch of their partner, which could be shared with the class at a later point.

Option C: Develop your own method of eliciting personal interests from students. You know your students best! The Icebreakers on page 10 provide additional ideas for activities.

20-30min.

3. Map Community. Give students a chance to switch gears and focus on a new activity which will give them the opportunity to identify needs they perceive in their local community; this is the second step in the development of a Venture idea. To start the discussion, have the class brainstorm a list of communities in which students are members. Explain that everyone is part of multiple communities and everyone plays a specific role in each community, e.g. a student's communities might include their family, school, soccer team, band, circle of friends, etc. The facilitator might need to model the process in order to get the conversation going.

Based on this list, briefly discuss what a community is and why the items on the list are considered communities. Allow students to research definitions of community, develop their own, or use the following definition from en.wikipedia.org: "A community is a set of people with some shared element—in particular a group of people who live in the same area is a community. The substance of shared element varies widely from a situation to interest to lives and values."

Using the chalkboard, whiteboard, or a large piece of paper, write the word "community" in a circle in the center. Ask students to brainstorm different components of a community, and use their responses to build a concept map. See page 15 for a sample community map. Fill in blanks when necessary. The following questions can be used as discussion prompts:

- How is a community governed?
- What distinguishes one community from another?
- Where do communities get their morals? Are they necessary?
- What values must the individuals have in common in order to function peaceably?
- What issues create problems within a community?
- How are ideas of gender, race, and class dealt with within a community?
- How can people change their communities?

10-15 min.	<p>Session 1, continued.</p> <p>Gradually move the discussion from communities in general to the school’s local community. Ask the students to consider the components that help make communities functional or dysfunctional. Ask students to identify problems, deficits, or places for improvement in their community. For example, students might address a range of issues from teen drug-abuse, to eldercare, to decreased funding for arts programs, or a lack of local punk music venues; the purpose is to allow young people to address the deficits <i>they</i> perceive in their community. Focus the discussion around:</p> <ul style="list-style-type: none"> • What problems arise in the community? • How are problems solved in communities? • What is the role of young people in the community? • Do young people have power in the community? If so, what kind of power? • How can young people enact change in their community? <p>The goal of this discussion is for students to understand better their role in their local community, and to identify issues in the community they have the interest and ability to address.</p> <p>4. Solve community problems. As a class, ask students to generate solutions to the community problems identified in the last activity. They should base their solutions around the personal interests they recorded on the Interview Questions. Use Venture Profiles, pages 16-17, as examples as necessary. Keep a list of Venture ideas on the chalkboard on or chart paper for students to reference this session and next. The purpose of this is to allow the students to practice developing Venture ideas, solutions that use their interests to improve their community. Encourage them to come up with as many examples as possible and to share their solutions.</p>
<p>Notes on assessment:</p> <p>At this point, integrate assessment into these activities with caution; students should be encouraged to share their ideas and opinions without concern for being graded. As teams progress, they will develop the ability to think critically about their work and will be able to help shape the assessment process itself.</p>	
<p>Materials needed:</p> <p>chart paper and markers copies of Youth Venture Survey, pages 12-13 copies of Interview Questions, page 14 copies or overhead of Venture Profiles, pages 16-17</p>	
<p>Reminders for next session:</p> <p>Ask students to think about forming teams and choosing a Venture idea for next session.</p>	<p>Further activities:</p> <p>Icebreakers, page 10</p>

Further Activities

Icebreakers

The purpose of each of these activities is to help individuals in a group getting to know each other and to help individuals feel more comfortable working together within this particular group. Each of these icebreakers can be easily modified to fit the needs of the group. In some cases, students might enjoy facilitating these activities for their group, and the teacher or team leader is encouraged to participate and model these activities too.

- **Two Truths and a Lie:** This icebreaker is effective in small or large groups. Everyone writes three scenarios about themselves, two of which are true, and one of which is a lie. Each person takes their turn reading each scenario to their class or small group; it's up to the rest of the group to decide which scenario is a lie. At the end, the presenter reveals the correct answer.
- **Bingo:** Each person writes three interesting facts about themselves and submits them to a group leader. The group leader then constructs a bingo board with one or two facts from each person, without including any names. The bingo board is photocopied and distributed to everyone in the group. The group then has ten minutes to interview the rest of the group. The goal is to determine which interesting fact corresponds to which individual and write their name beside the fact. The winner is the first person to have an entire row, column, or board of names.
- **Pass the Potato:** This icebreaker is effective in any size group, and it requires a ball or an object that can be easily passed around. Participants stand in a circle and toss the ball to one another. There are a couple of versions of this icebreaker, and the first lets groups practice each other's names: Individuals with the ball are required to say their name and the name of a person to whom they will toss the ball. This continues until everyone has had the ball. Another version asks that recipient of the ball describe themselves or their Venture idea. For example, you could ask recipients of the ball to say one interesting fact about themselves, to describe one passion, or to state one thing they would improve about their community if they could.
- **Symbols:** This icebreaker is more relevant for students with previous experience doing community service or service-learning work. To prepare for this activity, make three cards or signs, each with a different symbol: a heart, a handshake, and a candle. Have students pick and sit beside the card that most appeals to them or says something they value about working in the community. Once each group is formed, have a discussion based on the following questions: Why did you choose this symbol? How is it a symbol of you as a social innovator? How is it a symbol of you as a learner? As a leader? What does your choice of symbol suggest you wish to learn in this workshop? What similarities/differences do you find in your group? Let each group talk about their responses between each other before sharing with the larger group. Should students not wish to participate, ask them to form their own group to discuss why, and then share that with the large group.

Further Activities

Icebreakers continued:

- **Journal Share:** This activity is perhaps more manageable in smaller groups and does not necessarily require a journal. The purpose of this is for students to respond to each other's wishes, fears, or concerns in a safe setting. In a journal or on a sheet of paper, ask students to write one fear they have about the upcoming project. Afterwards, everyone passes their journal to the person on their left, so the next person can respond in writing to the first person's fears. The journals continue to be passed until it returns to the original student, and each student then has a list of encouraging messages from their peers.
- **Autobiographies:** Each student spends fifteen to twenty minutes writing about themselves. There are no rules: Students can write in any genre, form, in complete sentences or not. Afterwards, students pass the autobiographies around the class and silently read them. An alternative to this activity is to allow only the teacher to read the autobiographies. The teacher chooses one line from each piece in order to construct a class "found" poem, which can be read aloud during the next session.
- **11.5 Things about Me:** Photocopy page 18 for each participant to complete. Students should write one fact about themselves on each line, and perhaps, the 11.5 line could be something they wish to be or do in the future. Afterwards, participants tape the list to their back. The entire group stands, mingles, and takes turns reading each other's lists. This icebreaker can be a great conversation starter as people read about each other, or the reading can also be done silently to make the sharing less intimidating for participants.

Directions: Please read and respond to each question using a scale of 1 – 10 to indicate the extent to which you agree or disagree with each statement (1 = strongly disagree, 10 = strongly agree). Your responses will be kept confidential.

- _____ Teenagers are capable of affecting meaningful positive community impact.
- _____ I like school.
- _____ I care about my community.
- _____ I am aware of political and social issues, both local and national, affecting my community.
- _____ I think of myself as a leader.
- _____ Kids are generally respected in my community.
- _____ I'd like to someday start and run my own organization or business.
- _____ I feel confident in my abilities.
- _____ My teachers think of me as a leader.
- _____ My school/teachers expect kids to be active community leaders.
- _____ I value helping other people.
- _____ Teenagers should be involved in leading community-based organizations to improve their communities.
- _____ On general, adults I know set an expectation that kids can help make their communities better.
- _____ I believe I have what it takes to start and run my own organization or business.
- _____ My school is effectively preparing me to be a community leader.
- _____ I feel connected to my community and I feel like a valued part of it.

_____ I feel I can make a positive difference in my community.

_____ I like learning by doing more than just learning concepts and information.

_____ My friends think of me as a leader.

_____ I think adults in my life believe in my ability to start and sustain something on my own.

_____ I feel like I can affect local and national political/social issues relating to my community.

_____ As a group, young people in America can unite to make this country better.

_____ I have one or more ideas for how I can make my community better.

_____ School should teach kids how to start and lead their own organization or business.

_____ I believe in my own ability to make a difference more than adults in my life believe I can.

_____ Community service options that I know of for kids are meaningful.

_____ I feel very prepared to launch and lead a Venture.

Age: _____ Gender: _____ Grade: _____

Today's date: _____

Name (optional): _____

State

--	--

Your initials (FN/LN)

--	--

Your birth date

--	--	--	--	--	--

Interview Questions

Answer the following questions:

1. List 2 Favorite weekend/after school activities.
2. What do you like about school?
3. Name the skill you possess of which you are most proud.
4. What unique interests do you have?
5. If you could have two wishes (you can't wish for more wishes), what would they be?

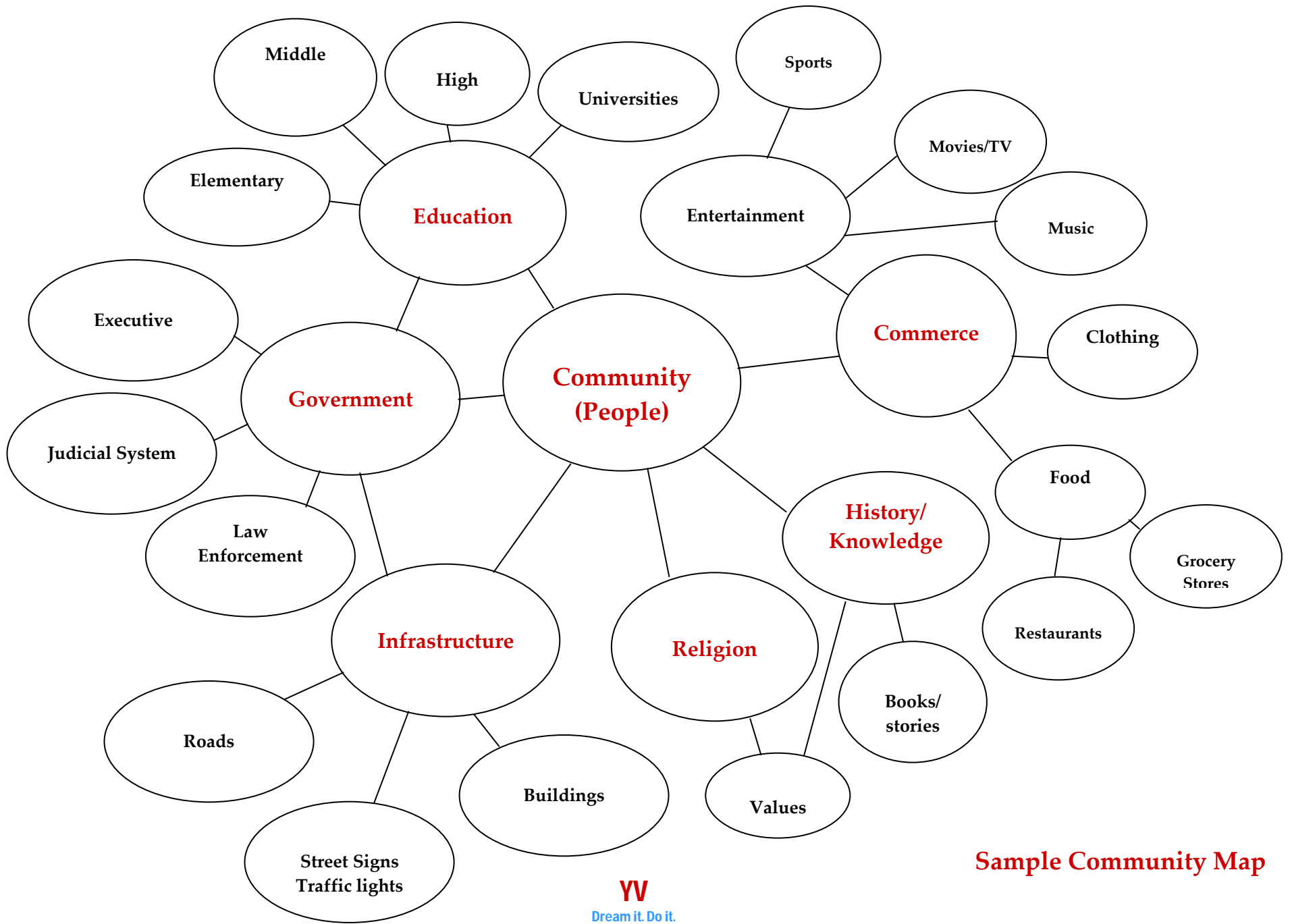


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4. What unique interests do you have?
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Sample Community Map



SeniorConnect: Led by seventeen-year old Charlotte and fifteen-year old Audrey, this program helps senior citizens connect with their family and friends through the Internet. Teenage Volunteers visit assisted living facilities with laptops and help residents compose, send and receive emails.

A&J Curb Appeal: Seventeen-year old Jeremy and three friends saw many families and senior citizens that needed help with their yard work. They started a Venture that offers low-cost landscaping services, and once a month they complete a project for free for a neighbor or community organization.

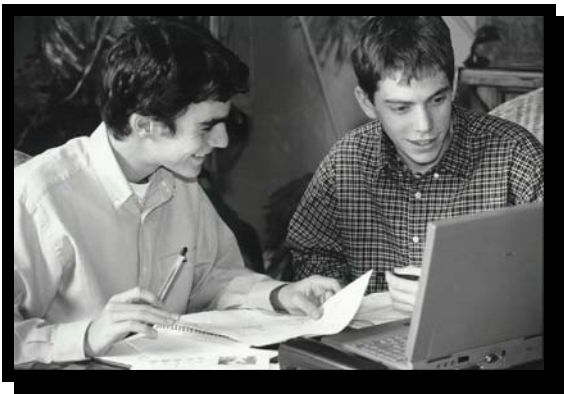


The Beech Hill Bakers: Eleven and twelve-year olds Michelle, James, Elizabeth and Noah bake healthy, organic products and sell the baked goods to raise money for local charities. Their goods are sold at school and for holidays and other community events.

Profiles of Venture Teams

Youth Venture

SAFA (Shirley Arts for All): Six middle school students sell hot dogs and other refreshments at school events to raise money for a scholarship fund for the Shirley Arts Program. Scholarships are given to young people who cannot afford the program's fee.



AYUDA (American Youth Understanding Diabetes Abroad): Nick and Jesse's Venture provides support for children with diabetes in Ecuador and other parts of Latin America. They have raised more than \$1.75 million in donated diabetes supplies and professional medical services.

Interact Club: This Venture provides a place for young people to get together to do regular community service. Middle school students Erica, Taylor, Marissa, and Ashlee started this Venture to help keep club members out of trouble and participating in positive activities. They complete two projects a month.



My name: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

11.5. _____

Objective: Students identify the primary purpose of their Venture.	Youth Venture	Session 2
Session length: approximately 1 hour		
Outcomes: <ul style="list-style-type: none"> • Students establish their Venture teams. • Students develop an idea for a Venture. • Students complete page 3 of the Action Plan. 		
Note: Only one Action Plan needs to be completed per team. The only page students complete individually is page 18 of the Action Plan.		
Time:	Activities:	
10 min.	<p>1. Define “Youth Venture” and provide examples of current Ventures. The last session gave students the opportunity to brainstorm practical ways they could improve their community. This session introduces students to the means by which they can turn their ideas into a reality: Youth Venture. Use the Youth Venture video, the overhead/hand out of Youth Venture on page 24, and profiles of current Ventures on pages 16-17 to explain Youth Venture and to illustrate how other young people have used their interest to address community concerns. If possible, invite a current Venturer to introduce Youth Venture to your students.</p> <p>Explain that Ventures use student interests to address community needs—just as they did during the previous session—and that Ventures are long-term, community-benefiting clubs and businesses. This is an opportunity for students to learn about and do what is important to them. Ventures are youth-created and youth-led; in other words, Ventures have to be based on the ideas of young people and be led and managed by young people, and neither teachers, parents, nor Youth Venture are responsible for making decision for the Venture. Anyone between the ages of 12-20 can start a Venture.</p>	
10-15 min.	<p>2. Form Venture teams. All Ventures consist of teams of at least two core members, although teams with three to six members are usually the most effective. Remind students that even if they have a small core team during the early stages of the Youth Venture process, they can always expand later by recruiting more members or volunteers and by further connecting to the larger community.</p> <p>If teams have not already been established, form teams based on similarly themed Venture ideas, common interests, or shared concerns. Advise students to exchange phone numbers and email addresses to facilitate easier communication. Students that could benefit from more structure during this activity may use the Form a Team worksheet on page 25 as a guide.</p>	

Further Activities

Team Building

These activities can help strengthen Venture teams, particularly in cases where students have not had previous opportunities to work together. The purposes of these exercises include team strengthening, problem solving, and improving interpersonal communication skills.

- **Picture Perfect:** This activity is ideal for individual teams; groups with multiple teams might want to allow each team to complete this activity separately. The purpose of this activity is to build understanding between team members and to explore how each team member perceives team goals. Each student draws a picture or series of pictures to represent their current view of the team or their team's current project. Afterwards, the rest of the group receives the chance to explain what they see in each other's pictures. This should be followed by discussing what the team needs or by establishing particular goals for the team to work toward.
- **Telephone Charades:** This activity, which can be adapted for small or large groups, illustrates how breakdowns in communications can negatively affect a team. Ask for five volunteers and send four of them out of the room. The remaining group chooses a simple charade for the remaining volunteer to act out. Invite a second volunteer back into the room; the first volunteer will act out the charade for the second volunteer, without any verbal explanations. Next, invite the third volunteer back into the room, and these second volunteer will act out the charade for the third. Continue this process until the fifth volunteer has witnessed the charade; the fifth person needs to guess the message of charade. Follow this activity with a discussion: was the guess accurate? When did the communication breakdown? How could communication have been improved? What are strategies teams can adopt to communicate effectively?
- **Labels:** This activity explores the different roles individuals assume within group situations. Before starting, the facilitator must use index cards to create signs for each participant. Cards should be labeled either 1) Leader, 2) Disagree with me, 3) Agree with me, or 4) Ignore me. To start the activity, form groups of four people, and give each group a project to complete, for example, the group needs to create a commercial for their Venture. Each group member is then given an index card to tape to their forehead; individuals cannot read their own cards. Develop alternative roles for odd-numbered groups. Allow teams to continue to work for another ten to twenty minutes on their project. When they have finished, each team presents their finished project. Afterwards, ask the group to discuss what challenges they faced—how did they react to the labels on others' foreheads, and how did they react to others' treatment of them? Did they follow instructions or continue as usual? Did they internalize their role in the group, and get used to being the leader or being constantly ignored?

Further Activities

Team Building Continued:

Line up: This short activity plays on team members' knowledge of each other and their ability to communicate nonverbally. Ask students to line up youngest to oldest or based on the month in which their birthday falls, but students have to accomplish this without talking.

Body English*: A group tries to spell out the words to a well-known proverb by using their bodies as letters. (Forming letters with the fingers is not allowed—too easy.) Another group tries to decipher what the first group is trying to say. The group switches roles from time to time so that everyone gets the chance to be histrionic and contorted. Body English encourages discussion, decision-making, and cooperation.

*This activity is from Karl Rohnke's *Silver Bullets: A Guide to Initiative Problems, AdVenture Games and Trust Activities*. Kendall/Hunt Publishing Company, 1984.

Further Activities

Youth Venture New Hampshire *Dream it. Do it.* DVD Discussion

The easiest way to introduce students to Youth Venture is to view the Youth Venture New Hampshire *Dream it. Do it.* DVD, and then lead a discussion following the presentation. *Dream it. Do it.* features three teams from New Hampshire: SeniorConnect, The Beech Hill Bakers, and A&J Curb Appeal. There are also brief interviews with each team's Ally.

Discussion Questions:

- What is Youth Venture's view of youth?
- What is Youth Venture's mission?
- What is the mission of SeniorConnect?
- What skills do you think the Venture teams are learning?
- What is the community benefit of Jeremy's Venture?
- What are the benefits of working with a team?

Note: If you have not received a copy of the DVD, please contact Youth Venture New Hampshire at yvnh@youthventure.org.

Youth Venture

Who?

Anyone ages **12-20**. Teams consist of two or more people; most teams have three to six core members.

What?

Young people receive a grant of **up to \$1,000** to create and lead a lasting, **community-benefiting** club, business, or community-based organizations.

Where?

There are hundreds of Ventures across the United States, and this growing **youth movement is spreading across the world**.

When?

Start a Venture Team right **now!** Youth Venture is always launching new teams.

Why?

Your community needs you! Do you see a problem in your community? Be the solution!

How?

Complete the **Venture Action Plan**. This guide will help your team plan and launch your Venture.

Dream it. Do it.

Ventures are organizations created by a team of young people. Teams consist of at least two members. Each team member is a valuable resource and can bring a lot to the Venture! Choose teammates with whom you work well and who have similar interests and concerns. Each team member is called a *Venturer*.

In the space below, write the name of each team member and list that team member's strengths and skills. Collect each other's contact information; this will make planning and working together easier.

Team Member	This team member is good at . . .	Contact information (email and phone number)
1.		
2.		
3.		
4.		
5.		

Now that you have a team, you have to set up a **regular** time and place to meet; this will help ensure that you have the opportunity to plan and work together.

When will we meet?	
Where will we meet?	
Who will run the meetings?	
Who will take notes at meetings?	

What is a **Venturer**? A **Venturer** is a person between the ages of 12-20 who starts and leads a Venture. Venturers are creative problem-solvers—they change their community.

Objective: Students focus their Venture ideas by creating SMART goals.		Youth Venture	Session 3
		Session length: approximately one hour	
Outcomes:			
<ul style="list-style-type: none"> • Students identify characteristics of a SMART goal. • Students identify whether or not a goal is SMART. • Students generate SMART goals for their Venture. • Students complete page 5 of the Action Plan. 			
Time:	Activities:		
5 min.	1. Distribute the Youth Venture Selection Criteria. Selection Panels will determine whether a team will become official Youth Ventures by using the Youth Venture Selection Criteria on page 33. Teams should occasionally refer to the Selection Criteria as they develop their Action Plan.		
10 min.	2. Define SMART goals and provide examples. Once students have established their Venture idea, then it's time for them to focus their idea into two or three specific, measurable, actionable, realistic, timely (or "SMART") goals. These goals are meant to be the three or four activities that the team most wants to accomplish. Remind students that this is one of the most important steps in creating a usable action plan because these goals will be the driving force behind their Venture; every subsequent activity planned will be based around these goals. Introduce the idea of SMART goals using pages 4-5 of the Action Plan. Explain each of the five components of SMART goals is characteristic of a good, useable goal.		
10 min.	3. Identify good SMART goals. Give students the chance to understand and explore the difference between good and bad SMART goals. This activity can be completed individually, in small groups, or as a whole class. Ask students to review the goals on page 32, identify whether or not the goal is SMART, and explain their reasoning. A key is available on page 33 for reference. Discuss why the SMART goals are more effective than goals that are not SMART.		
15 min.	4. Write SMART goals. Ask each team to use scrap paper to write down at least three SMART goals based on their Venture idea. Circulate among the groups and offer initial feedback. Ask students to identify each component of a SMART goal in their drafted goals, and then point out any goals they need to revise.		
10-15 min.	5. Workshop SMART goals. Teams will exchange goals with each other in order to provide peer feedback. Teams verify that their peers' goals have each component of a SMART goal and brainstorm revisions to goals that do not. An editing checklist is available on page 34.		

10 min.	<p>Session 3, continued:</p> <p>6. Revise SMART goals. After receiving feedback from their peers, teams should revise their SMART goals and complete page 5 of the Action Plan.</p>	
<p>Notes on assessment: The “Are These SMART Goals?” worksheet on page 32 and page 5 of the Action Plan are opportunities for assessment.</p>		
<p>Materials needed: Copies of pages 4-5 of the Action Plan Copies of Youth Venture Selection Criteria, page 31 Copies or overhead of Are These SMART Goals? page 32 Copies of SMART Goal Editing Checklist, page 34</p>		
<p>Reminders for next session: Students should finalize their SMART goals for next session.</p>		<p>Further activities: Alternative Methods to Provide Peer Feedback, page 28 Mission statements, page 29</p>

Alternative Methods to Provide Peer Feedback

In general, remind students to provide constructive criticism on the Action Plan rather than team members. Feedback should focus on the feasibility of the idea, not on whether or not other teams like or dislike the idea. Encourage students to provide as many positive comments as constructive criticisms. Like all forms of writing, these guides can be very personal to the team working on it; if possible, provide sticky notes for teams to write feedback and ask teams to avoid writing directly on the other team's work.

- **Ask Questions:** Provide feedback in the form of specific questions instead of declarative sentences. For example, instead of saying "This isn't a good SMART goal," ask, "Is this goal measurable?" This encourages a dialogue between the reviewer and the team being reviewed.
- **Underline:** This method is best for students who are least comfortable receiving feedback. The reviewer simply puts stars next to strong sections and underlines sentences or phrases that are unclear or that need additional attention.
- **Suggest Alternative Approaches:** This activity is not mutually exclusive from the other two approaches; students can play devil's advocate and challenge other teams to see their plan from new perspectives. This could help teams move in new directions, especially if they were stuck or unhappy with a section. Reviewers can also help teams think through questions that a Selection Panel might ask.
- **Detailed Edit:** Not all students feel comfortable with detailed feedback, and this should only be selected if the student is ready. In this case, reviewers comment on everything, from ideas, to organization, to misspellings or grammatical errors. For occasions such as this, younger students might benefit from a specific checklist of errors to look for. For a sample checklist, see page 34.

Further Activities

Mission Statements*

Mission statements define the purpose of an organization or group. They answer the question, “why do we exist?” Mission statements define the goals that an organization wants to achieve, rather than the specific steps an organization takes to reach those goals. As such, mission statements focus on the outcomes of a Venture. In other words, mission statements focus on the “why” rather than on the “how” of an organization.

Mission statements are worded in general terms, so that they can change with the evolving circumstances and needs of a given organization. While they should be general enough to remain flexible, mission statements also need to simply and clearly describe what a Venture does. Mission statements also try to capture the values that guide a Venture in a concise package—they should be succinct, usually 1-5 sentences long.

For all these complexities, constructing a mission statement is usually a difficult task for a Venture team. Just when young people are being encouraged to think big, mission statements also ask them to be very clear and definite about their Venture’s goals. Mission statements ask teams to make decisions about what is more and less important to them helping to focus their Venture plan.

Mission statements are important because they can help set the direction, tone and framework for a team’s planning process. Mission statements help to keep a team focused and accountable. They can also help young people measure their progress as their Venture moves towards implementation. Most importantly, mission statements communicate how a Venture will benefit the public. No matter how good a Venture idea is, each team must be able to present a clear portrait of what their vision is and what they intend to do. A clear, well-written mission statement provides credibility for a team. Mission statements are also important internally to focus all of the team members on the goals of the Venture and make sure that all members are on the same page. The mission statement process is a good chance for team members to build consensus and grow together as a group.

Activities:

- **Start with Basic Questions:** Again, it always helps to start with the basics. If a team seems stuck, have them talk through the very essential elements of their Venture idea. Who are we? What do we want to do? What do we want to accomplish in a year? Why is this important? How do we convince someone that this is an important issue to support? Even simple questions like these can provide a good starting place for small or large group discussion.
- **Do Some Research:** In addition to showing Venture teams sample mission statements, it may be helpful to have young people do some research of their own. Give students an assignment to bring back a mission statement from an organization in their community.

*developed by Terri Wilson

Further Activities

Mission Statement Activities continued*:

- **Make it Fun!** Have a contest: see how many mission statements team members can find through an Internet search in a given time period. The winner will have the most mission statements that no one else also discovered. Teams could then look at all the mission statements and rank them as more and less successful. Team members could do this individually, giving each one a ranking, and seeing how their rankings agreed and disagreed with each other. Teams could also do this as a group activity, which could be a good opportunity for discussion on what makes a good mission statement.
- **Compare Mission Statements:** This activity examines effective and not-so-effective mission statements. Before starting the activity, find samples of good and bad mission statements for students to read and analyze. Ask the group to determine the characteristics of “good” and “bad” mission statements, and list these or have a student list these in two columns on a piece of chart paper or the chalkboard. Ask: What was different? What was better about this statement? What things did they notice that worked well? What could still be improved? Repeat the exercise with a few more examples, before asking teams to generate their own mission statements.

*developed by Terri Wilson

Youth Venture Selection Criteria

Criteria	Inadequate	Barely Adequate	Good	Strong
Makes a Difference in the Community	Venture has little or no impact on the community, other than on the Venturers themselves.	Venture will impact a small number of people beyond the Venturers.	Venture will be a resource and source of pride for many in the community.	Venture potentially will make major positive impacts in building the community and demonstrating nationally that youth are resources.
Youth Created, Led and Managed	Appears adult led. Youth play supporting roles and do not have substantial responsibility.	Youth lead most aspects of the venture. Adults are engaged in some aspects.	Youth lead almost all aspects of the venture. Adults are involved minimally.	Young people lead all aspects of the venture – the creating, planning and execution.
Designed to be a Lasting/ Ongoing Organization	Venture is structured as a one-time project, and is not likely to continue.	Venture has the potential to become ongoing, but plans are vague. The venture is not structured for the future.	Venture has good potential, a good plan, and is structured to handle future Venturer turnover.	Venture has clear plans to become ongoing, including transition plans & structured roles of responsibility for future Venturers.
Involves a Strong Team	Venture is not structured as a team.	Venture involves no other youth other than the core Venture team.	Venture has a strong core leadership team, and has a plan for broader youth involvement in the Venture.	Venture has a strong core leadership team, and has a strong team of additional youth in place to implement the activities of the Venture.
Clear, Attainable Goals	Venture has no clear goals.	Venture may have some vague goals, but has little or no explanation of how they will be reached.	Venture has clear short-term goals, but has not developed longer-term goals.	Venture has clear goals for short term and clear and viable long-term goals.
Credible Plan and Budget	Venture has no plans for future sustenance and no budget.	Venture has an outline of a plan and a vague budget, or a budget that does not match the activity plan.	Venture has a clear and credible plan and budget, though revisions or more detail are needed, and/or the grant request is somewhat ill-justified.	Venture has a clear, focused plan and budget outlining how the venture will meet its goals, and the grant request is justified.
Energy and Skills to Succeed	Youth show limited energy and commitment and are missing skills needed to succeed.	Youth show some energy and commitment, and have some abilities needed to succeed.	Most youth have high energy, a high level of commitment, and most of the abilities needed to succeed.	Youth demonstrate high energy levels, commitment, and the abilities to make the venture succeed.
Involves an Ally	Venture has no Ally.	Venture has an Ally, but the Ally's strength or commitment is unknown.	Venture has an Ally who has demonstrated generally good support to the Venture team.	Venture has a strong, and clearly committed Ally who supports effectively, leaving youth in charge.
Ethical Standards	Youth show tendencies to involve in unethical behavior.	Youth understand right from wrong, and guide their actions ethically.	Youth demonstrate pride in their strong morals and integrity.	Youth are role models in their community for ethical behavior.



Dream it. Do it.

Directions: Determine whether the following goals are SMART, and then explain why or why not.

1. Our Venture will help people without health insurance.
2. Next semester, we will have three pizza parties, which at least forty-five people will attend. We'll watch documentaries about wildlife conservation in order to raise awareness of the issue and to promote our guided nature hikes.
3. In the next two months, we will raise \$700 and donate it to the American Red Cross Disaster Relief Fund.
4. Our Venture will host a spaghetti dinner and raffle at the high school to raise money for homeless shelters. The raffle prizes will include a Porsche and a Hawaiian vacation package.
5. Our Venture will hang posters to recruit five-seven volunteers to bring their dogs or cats to Brookline Assisted Living Facilities on the third Saturday of each month.

Are These Goals SMART?

KEY

Directions: Determine whether following are SMART goals, and then explain why or why not.

1. Our Venture will help people without health insurance.

This goal isn't SMART because it is too vague. There is nothing indicating how this Venture will help people without health insurance, and there is no way to measure success: how will this Venture know when it has successfully helped people without health insurance?

2. Next semester, we will have three pizza parties, which at least forty-five people will attend, and we'll watch documentaries about wildlife conservation in order to raise awareness of the issue and to promote our guided nature hikes.

This is a SMART goal: it is specific, measurable because they can count their success by measuring the number of people in attendance, actionable because it suggests a clear series of tasks to accomplish (advertising, ordering pizza, renting documentaries, etc.), realistic because it involves resources easily accessible to young people and timely because it is occurring during the next semester.

3. In the next two months, we will raise \$700 and donate it to the American Red Cross Disaster Relief Fund.

This is not a SMART goal. It is timely, and measurable; however, it is not actionable or specific because it makes no mention as to how the \$700 will be earned.

4. Our Venture will host a spaghetti dinner and raffle at the high school to raise money for homeless shelters. The raffle prizes will include a Porsche and a Hawaiian vacation package.

This is not a SMART goal. It is actionable and specific, but offering a Porsche and a Hawaiian vacation may not be realistic resources that a beginning Venture has to offer.

5. Our Venture will hang posters to recruit five-seven volunteers to bring their dogs or cats to Brookline Assisted Living Facilities where we will visit with at least fifteen residents on the third Saturday of each month.

This goal is SMART: it is specific, it is measurable because they will be able to measure success by the number of residents visited, actionable because it implies a clear series of tasks to accomplish (recruiting volunteers, contacting Brookline, going to Brookline once a month), realistic because these are resources easily available to young people, and timely because it can occur right away and on a regular basis.

KEY

SMART Goal Editing Checklist

Review each SMART goal to make sure it meets the following criteria. Put a check next to each criterion the SMART goal meets. If the goal does not meet a particular criterion, make a suggestion that will help the writer revise their goal.

- 1. The goal is specific.
- 2. The goal is measurable.
- 3. The goal is actionable.
- 4. The goal is realistic.
- 5. The goal is timely.
- 6. The goal fits with the team's Venture Idea.
- 7. The goal is focused and clearly written.
- 8. The goal is written in complete sentences.
- 9. Spelling and punctuation are correct.

Additional Comments or Suggestions:

Objective: Students determine which tasks their Venture will complete and who responsible for their completion.	Youth Venture	Session 4
	Session length: approximately 1 hour	
Outcomes: <ul style="list-style-type: none"> • Students determine the activities and tasks their Venture will complete in order to accomplish each of its goals. • Students assign responsibilities to each team member. • Students complete pages 6-7 of the Action Plan. 		
Time:	Activities*:	
5 min.	<p>1. Review process of goal-development. At this point, it will be helpful to review the planning process as a whole. Remind students that creating a refined and usable Action Plan is a big step, and one of the most important parts of Venture planning. A thoughtful and specific action plan will make the implementation of the Venture easier.</p> <p>Talk a little bit about the process of moving from a Venture idea (e.g. organize camping nights to earn money), to more focused SMART goals (e.g. find safe, inexpensive space to host camping nights), to specific tasks (e.g. call the head of facilities for the school district). Use an example—perhaps a goal from the Sample Action Plan in Appendix B or one of the Venture teams—to help students understand the process better.</p>	
20-25min.	<p>2. Brainstorm tasks. Now that everyone has SMART goals they are working toward, each team needs to figure out how to accomplish their goals. Teams have to think about each step or task involved in reaching the goal; for example, teams that want to have camping nights need to think about securing a location, recruiting volunteers, promotion, buying and cooking food, etc. Begin by brainstorming a big list of all the things that need to be done to implement that goal; teachers may want to model this before asking teams to do it on their own. Use the Sample Action Plan in Appendix B as an example. If your students need a more structured approach to this activity, consider the options below:</p> <p>Option 1: Develop a graphic organizer that will allow students to breakdown the “who, what, where, when, and why” of their SMART goals. This helps students to think about all the aspects of their goal. Afterwards, students should think about the “how” of each item. For example, if students ask themselves “who will I need to accomplish this goal?” students may realize they need volunteers, at which point they should ask themselves <i>how</i> they would go about recruiting volunteers, etc.</p>	

<p>5 min.</p> <p>10 min.</p> <p>15-20 min.</p>	<p>Session 4, continued.</p> <p>Option 2: Ask students to draw a detailed picture of the event or product they are planning. If students opted to draw a detailed picture, ask them to analyze what is in the picture, and then brainstorm how they will make each item—from materials, to services, to facilities—in the picture a reality.</p> <p>3. Review tasks. Ask students to review their list to make sure it is complete, and to eliminate or reconsider any tasks or activities that do not seem feasible.</p> <p>4. Record tasks. Once students have a clearer sense as to how they will accomplish their goals, they should complete page 6 of the Action Plan. Allow students to use the Sample Action Plan in Appendix B as an example. Circulate between groups and provide feedback as necessary. Advise students to be as specific as possible—this will only make it easier to complete the task later.</p> <p>5. Assign responsibilities. Once teams have established the steps they will take to complete their goals, students should assign these tasks to specific team members using page 7 of the Action Plan. This should be done with the team’s consensus and each member’s approval. Each team member will initial their responsibilities to show they know and approve of them. Remind teams that each of the tasks listed earlier needs to be assigned to a team member.</p> <p><small>*Portions of this session were developed by Terri Wilson</small></p>
<p>Notes on assessment: Pages 6 and 7 of the Action Plan are possibilities for assessment.</p>	
<p>Materials needed: Copies of pages 6-7 of the Action Plan (each group will need approximately 3 copies of page 6)</p>	
<p>Reminders for next session: Students should finish establishing the tasks necessary to complete their SMART goals.</p>	

Objective: Students create a timeline of their Venture’s activities.		Youth Venture	Session 5
Session length: approximately 1 hour			
Outcomes:			
<ul style="list-style-type: none"> • Students identify when each project/task will be completed. • Students complete page 8 of the Action Plan. • Students understand the roles and responsibilities of an Ally. 			
Time:	Activities:		
20 min.	<p>1. Create a timeline of projects. Students will continue to plan their Venture by establishing a timeline for their events and activities. Using page 8 of the Action Plan, students will plan their events for the next year. This calendar is important because it allows students to gage the amount of work they will be doing over the next twelve months. Each task listed on page 6 of the Action Plan should be accounted for on the calendar on page 8. Some months may have many projects and others few or none. Circulate among the teams and provide feedback: Is their timeline of events realistic? Will activities conflict with holidays or school events? Are all of the team members willing to dedicate their time to accomplishing each of the scheduled events?</p>		
5 min.	<p>2. Introduce Allies. For the remainder of the session, students will take a break from planning their Venture’s activities to learn about Youth Venture Allies. During Session 9, students will be required to identify their Venture’s Ally, so this session takes the opportunity to introduce this requirement. Explain that Allies are non-controlling adult mentors. Each Venture team is required to have one Ally, but are allowed to have as many Allies as they would like. Allies have an important function: they are the go-to people when Venture teams are stuck; they provide guidance and advice, without usurping the team’s control of their Venture. Youth Ventures are youth-created and youth-led. Allies can be family members, friends, experts in a field relevant to the Venture, or any interested community member. (Note: all Allies are subject to background checks.) Use page 40 entitled “The Youth Venture Ally Defined” as an overhead or handout to organize the discussion.</p> <p>3. Start an Ally search. Students need to start looking for an Ally; they will need to have one in place by the date of Session 9 in order to complete page 15 of the Action Plan. The amount of guidance that students need to find an Ally will differ greatly depending on their age and ability-level. If the teacher or group leader is acting as an Ally, then this activity can be skipped.</p> <p>This activity is the first one that will be conducted during students’ own time, and it will be the first opportunity that teams will have to practice communicating and working outside of class time. Once this activity is complete, teams should be given an opportunity to analyze their successes and failings and to discuss how they will improve their communication in the future.</p>		

5-10 min.	<p>Session 5, continued.</p> <p>4. Strategies for approaching potential Allies. First, spend a few minutes discussing how Venturers should approach potential Allies. Keep the discussion student-led, but fill in blanks as needed. How will teams explain their Venture? How will they explain the role of an Ally? How would they convince someone to be their Ally? Remind students to thank adults who agree to be their Ally. In addition, it's important that students understand that adults might choose not to be their Allies because of busy schedules or because of factors unrelated to the team, and students should not take a rejection personally.</p> <p>Pages 41-43 contains an Ally Agreement that you may choose to have your students use during their Ally search. This document briefly explains Youth Venture and the role of Allies to potential Allies. It also helps create an opportunity for a dialogue between the students and an Ally by asking each to come to an agreement on what they need Allies to do or not do. For example, students might include a statement stipulate, "Our Ally will talk about our Venture during a town hall meeting" and an Ally could stipulate, "I will only be able to attend two meetings a month." This gives teams a chance to be upfront with their needs, and Allies can be upfront with their limitations. Both the Ally and the Venturer can then sign the document as a testament of their commitment to each other and the Venture. It should be noted, however, that this document in no way legally or otherwise binds the Ally to Youth Venture or any partnering organization. Nor does it replace a background check of the Ally. This is simply a tool to help students approach and start a dialogue with potential Allies.</p> <p>It is recommended that the teacher's name and contact information be added to the bottom of the Ally Agreement in case the Ally has any questions, and it is a good idea to photocopy the completed document so that the Ally, the team, and the teacher have copies.</p>
15 min.	<p>5. Assess needs. Next, ask each team to consider what needs an Ally might be able to fulfill. Provide an example using Camping for a Cause, the team from the Sample Action Plan. Camping for a Cause might need Allies who can 1) connect their Venture to other refugee-serving organizations, 2) connect their Venture to larger camping and outdoor recreation communities, 3) provide expertise in the area of refugee issues, 4) provide financial advice, etc. If students need more structure for this activity, use the 2-page Find the Perfect Ally worksheet on pages 44-45.</p>
10 min.	<p>6. Identify potential Allies. After teams have identified their needs, then they should identify potential Allies who could fulfill those needs. Teams should have more than one potential Ally in the event that their first choice is unavailable. Teams need to assign specific members the task of talking to specific Allies candidates. It is up to the team to organize any deadlines, but remind students that they need to have an Ally in place by the date of Session 9. Give students the rest of the session to organize their Ally search.</p>

Session 5, notes on assessment:

Page 8 of the Action Plan is an opportunity for assessment, as is the Find the Perfect Ally worksheet.

Materials needed:

Copies of pages 8 of the Action Plan

Overhead of Youth Venture Allies, page 39

copies of the Ally Agreement, pages 41-43

copies of Find the Perfect Ally worksheet, pages 44-45

Reminders for next session:

Students need to find an Ally.

The Youth Venture Ally Defined

What's an Ally?

An Ally is a **non-controlling** adult **mentor** who offers support and guidance to Venturers. Each team is required to have at least one Ally.

What do Allies do?

Allies offer **expertise** and provide **guidance** when Venture Teams make decisions or need support. Allies help **connect** Venturers to local communities and they encourage teams by **attending the Selection Panel** presentations and **staying in regular contact** with the team.

What should Allies *not* do?

Allies *cannot* lead or create a Venture. They are not responsible for planning activities, for scheduling meetings or for making decisions for the Venture Team.

Who can be an Ally?

An Ally can be a teacher, family member, coach, a community member with expertise in the Venture's field, or **any trustworthy community member interested in working with the team.**

How do I choose an Ally?

To choose an Ally, Venture teams should first decide what they would like an Ally to do for the Venture. **What expertise would be valuable?** Next, consider who Venturers know who could meet those needs and talk to them.

Ally Agreement

What's an Ally?

Youth Venture

Allies are an integral part of the Youth Venture experience and each Youth Venture Team is required to have at least one Ally.

An ally is a *non-controlling* adult *resource* who offers support and guidance to a Youth Venture Team.

Youth Ventures are *youth*-created and *youth*-led clubs, community organizations and businesses designed to benefit the community. They are sustainable organizations, not one-time projects or events. Each Venture consists of a team of young people ages 12-20.

Allies help Venture Teams focus on their goals and stay on track. They are *not* responsible for doing the work of any team member, planning activities, leading or scheduling team meetings, managing the money, or making decisions for the Venture. Allies *can* introduce teams to relevant community businesses and organizations, provide advice when teams make decisions for their Venture, or offer encouragement through the good times and bad. Both Teams and Allies should adapt the role of the Ally fit their needs!

The Ally Agreement is a document that allows Venture Teams and potential Allies to mold the role of the Ally to their needs and interests. Allies should be in *regular* contact with their Venture Teams, but this gives both teams and Allies the opportunity to include additional stipulations—either specific needs or limitations. For example, teams may express the need for an Ally who will help them manage their finances, while an Ally might say that he or she is only able to attend three out of four Venture meetings a month. After these stipulations have been discussed and agreed upon, Venture Teams and Allies officially commit to the agreement and to each other by signing the Ally Agreement. Both the Venture Team and the Ally should keep a copy of the Ally Agreement.

Youth Venture is a national not-for-profit organization that seeks to empower youth as agents of community change. Youth Venture provides a structure and resources, including up to \$1,000 of grant funding, to youth who create and lead their own community-benefiting club or business.

For more information about Youth Venture,

Call (703) 527-4126 x 226

Email info@youthventure.org

Visit www.youthventure.org

As an Ally for the Youth Venture team _____
(Venture team name)

I _____ will provide support and guidance without
(Ally name)

taking control of the venture away from the team members. As an Ally, I agree to...

- attend Selection Panel
- Supply suggestions when youth get stuck.
- Provide guidance when the Venturers make decisions concerning the Venture.
- Offer my expertise to the Venture Team.
- Help connect the Venture Team to my community.
- Be a liaison between Youth Venture and the Venture Team
- Encourage the Venture Team during good times and rough times.
- (additional stipulations by Venture Team) _____

- (additional stipulations by Ally) _____

As an Ally, I will *not*...

- Make decisions for the venture team.
- Take over the venture
- Schedule or lead venture meetings
- (additional stipulations by Venture Team) _____

- (additional stipulations by Ally) _____

Ally's Contact Information			
Ally Name:			
Mailing Address:			
Daytime Telephone:		Evening Telephone:	
Email:		Relationship to team:	

This Ally Agreement does not bind, legally or otherwise, an Ally to Youth Venture or any partnering organization; signing indicates that the signer understands the conditions of the agreement, and that he/she is committed to fulfilling his/her responsibilities. All allies are subject to background checks conducted by Youth Venture or partnering organizations.

Ally: By signing below, I am stating that I understand my role as an Ally and I am agreeing to the above conditions, and I am making a commitment to the Youth Venture Team.

Ally signature

date

Venture Team: By signing below, we are stating that we understand the Ally's role, and we are making a commitment to the Ally.

Lead Venturer signature

date

If you have questions, please contact...

Youth Venture
 1700 North Moore Street
 Suite 2000
 Arlington, VA 22209
 (703) 527-4126 x 226
 info@youthventure.org

Find the Perfect Ally

An **Ally** is a non-controlling adult mentor who offers support and guidance to Venturers. Each Venture Team is required to have at least one Ally.

Allies should...

- Offer suggestions if you get stuck.
- Provide guidance when your Venture makes decisions.
- Supply resources to better connect your Venture to your community.
- Provides expertise in unfamiliar areas.
- Encourage you during good times and rough times.

An Ally could be...

- a teacher
- a family member
- a coach
- a community member with expertise in your Venture's field
- any trustworthy community member interested in working with you!

What do we want an Ally to help us do?	Who might be able to help? List potential Allies.
1.	
2.	
3.	
4.	
5.	
6.	

Find the Perfect Ally

Name of Potential Ally	Why would this person be a good Ally?	How will we contact them? Include their email or phone number.	Which team member will contact this person?
1.			
2.			
3.			
4.			
5.			

When asking someone to be your Ally, consider...

- **Expertise/strengths:** Do they have experience or knowledge in the type of work you will be doing?
- **Connections to the community:** Will they be able to introduce you to other community members?
- **Schedule:** Do they have the time to help? People may want to work with your venture, but say no because they have a busy schedule.
- **Control:** Will they “take over” your Venture? Your Ally’s role is to support the Venture, not to lead it.

Our Venture’s Ally is...

Objective: Students plan to make their Venture sustainable.	Youth Venture	Session 6
Session length: approximately 1 hour		
Outcomes: <ul style="list-style-type: none"> • Students define sustainability. • Students generate ways Ventures can be sustainable. • Students complete page 9 of the Action Plan. 		
Time:	Activities:	
5-10 min.	<p>1. Introduce sustainability. Using the overhead/handout provided on page 49, define sustainability in the context of Youth Venture: Every Youth Venture is designed to be sustainable, and the Action Plan asks each team to plan how their Venture will remain an on-going organization. Emphasize that teams always need to be thinking about the future of their organization, even when they are completing day-to-day activities.</p>	
15 min.	<p>2. Assess resources. Review the definition of resources on the overhead on page 49. Sustainability occurs when Ventures are able to find ways to replenish their resources. Illustrate this point with a metaphor: Plants need constant attention to thrive, just like Ventures do; plants need sunlight, water, and fertilizer to grow, just like Ventures need leaders, volunteers, and money.</p> <p>Ask each student or team to brainstorm a list of resources their Venture will need in order to be successful. Afterwards, students can share their lists in order to see the variety of responses and to catch any resources they might have omitted.</p>	
15 min.	<p>3. Introduce focus-areas of sustainability. Return to the overhead/handout to discuss this section. The Action Plan asks teams to plan three aspects of sustainability: membership, leadership, and funding; however, not limiting the discussion to these three categories will benefit the Ventures. Page 9 of the Action Plan provides examples of each.</p> <p>As a class, brainstorm a list of practical ways Ventures can remain sustainable; organize this list by the categories listed above. Keep this list visible and accessible to the students for the remainder of the session.</p> <p>For further reinforcement, students may complete the worksheet entitled “Are These Sustainable Teams?” on page 50, individually, in small groups, or as a class. This worksheet poses four scenarios of failing organizations, each of which failed to account for one area of sustainability. Students pose possible solutions for each scenario. A key is available on page 51 to model responses, but new and creative solutions should always be encouraged.</p>	

20 min.	<p>Session 6, continued.</p> <p>4. Plan a sustainable Venture. Each team will complete page 9 of the Action Plan by using the list created by the class and any additional ideas generated by the team. Students should draw from the list of resources developed earlier in the period. Even though not all of these resources are required to complete the Action Plan, ideally, teams should be able to explain how they will sustain each resource listed.</p>
<p>Notes on assessment: The Sustainability worksheet on page 50 and page 9 of the Action Plan are both opportunities for assessment.</p>	
<p>Materials needed: Copies of page 9 of the Action Plan Overhead What is Sustainability? Page 49 Copies or overhead Are These Sustainable Teams? Page 50</p>	
<p>Reminders for next session: Students should continue to look for an Ally.</p>	<p>Further Activities: Record Keeping, page 48</p>

Further Activities

Record Keeping

Good record Keeping—also known as knowledge management—can greatly improve an organization’s likelihood of success. Record keeping is the maintenance of an organization’s plans, strategies, contact information, budget, etc. Venture teams should ask themselves: How will your Venture stay organized? How will institutional knowledge be passed along? Remind students that records must be updated regularly, and they might consider making record keeping a particular team member’s responsibility.

Types of Record Keeping:

- **Contact Information:** Ventures should keep track of all of their volunteers, people they work with, people who help them, or anyone they meet. This list should be updated regularly. It is particularly useful if teams want to mail newsletters or want to fundraise.
- **Correspondance:** teams may want to keep records of important correspondances. These should be saved in a way that can be easily accessed and used later.
- **Meeting Minutes and Agendas:** teams can keep track of what occurs when they meet to discuss Venture business. Agendas help focus meetings and minutes reflect discussions, ideas, and decisions made during meetings.
- **Budget:** Perhaps the most daunting form of record keeping, it’s essential for students to keep all of the receipts of items they purchase with Youth Venture funding. They are required to account for all of their expenditures on Youth Venture’s Financial Report Sheet, which will be distributed to teams after their launch. It will also benefit them as an organization to always know how much they are earning and how much they are spending.
- **Grants and Donations:** Part of keeping a budget involves keeping a list of grants received, grants pending, and grants requested but not received. If a grant is received one year, then students should have a way to remember to request another grant the following year.
- **Successes and Failures:** Ventures should keep track of what works and what doesn’t. This will help the team from making the same mistakes again, and will help the team understand where its strengths lie so they can more effectively manage their Venture’s activities.
- **Legal and Tax Forms:** some Ventures may have 501(c)(3) documentation, tax exemption status, licensure, or other legal forms. These should be stored in a safe, accessible place, and kept up-to-date.

Activity

Help students create databases, spreadsheets, etc. for their records. Students will also need to consider where they will store their information. This could be a great opportunity to connect these sessions to computer competencies such as using Excel, Access, or Word.

Definition: A **sustainable** venture must be mindful of its **future** as it accomplishes immediate goals; this ensures that there will always be sufficient **resources** available to achieve its goals in the future.

Resources are people, materials, or facilities used to achieve a goal. Ventures gather resources to maintain their organization and to accomplish their goals.

Purpose: Ongoing ventures can have a **greater impact** on their communities than one-time projects or events.

Sustainable Ventures plan how they will maintain important resources such as volunteers, leaders, and funding.

Membership: Team members, volunteers or employees make ventures possible. It's important to keep members engaged if the venture is going to succeed. Expanding volunteer opportunities maximizes community impact.

Leadership: Your venture shouldn't suffer because the leader leaves. Establish a system for leadership succession; help ensure that there will always be a driving force behind your venture.

Funding: Youth Venture grants must be used in the first year. Ventures need to find ways to fund their efforts after the seed money is gone.

Example of a Sustainable Venture

Charlotte of Bedford, New Hampshire designed SeniorConnect to have all the components of a successful, sustainable venture. SeniorConnect maintains its membership by posting volunteer opportunities on its website. Charlotte is getting ready to go to college, but SeniorConnect will not be left without a leader; Charlotte has trained other volunteers to take over when she leaves. SeniorConnect continues to fundraise by writing grants and seeking donations from local businesses and foundations.

Are These Sustainable Teams?

Youth Venture

Directions: The following are scenarios of hypothetical teams that are having problems because they aren't thinking about the future of their organization. Brainstorm strategies these organizations could use to become sustainable.

Organization	Suggestions to make this organization sustainable
<p>When Kim was a junior, she started a literary journal at her high school. Kim led each staff meeting, edited stories, and she was the only team member who knew how to use the software needed to publish the journal. Two years later, Kim is leaving for college and no one is sure who will be in charge of the journal after this.</p>	<p>How could Kim have made sure her organization always had a leader?</p>
<p>When Lauren started a community soccer club, lots of people were interested in volunteering to help her organization. After a couple months though, fewer and fewer people seemed interested in helping. Now, Lauren is worried the club will stop running because she doesn't have enough volunteers.</p>	<p>How could Lauren have kept volunteers interested in her soccer club?</p>
<p>Read for Peace planned to hold yearly reading contests for third graders. They received a grant for \$500, which they spent funding the first contest. Now they aren't sure how they will fund more contests in the future.</p>	<p>How could Read for Peace have made sure they had money available for future projects?</p>
<p>Bruno organized a series of benefit concerts for local charities; however, few people knew about the shows so few people attended the shows.</p>	<p>How could Bruno's organization have make sure it involved the community?</p>

Are These Sustainable Teams?

KEY

Directions: The following are scenarios of teams are having problems because they aren't thinking about the future of their organization. Brainstorm strategies these organizations could use to become sustainable.

Organization	Suggestions to make this organization sustainable
<p>When Kim was a junior, she started a literary journal at her high school. Kim led each staff meeting, edited stories, and she was the only team member who knew how to use the software needed to publish the journal. Two years later, Kim is leaving for college and no one is sure who will be in charge of the journal after this.</p>	<p>How could Kim have made sure her organization always had a leader?</p> <p><i>Kim could have...</i></p> <ul style="list-style-type: none"> • <i>Planned to hold elections</i> • <i>Trained a replacement</i> • <i>Taught other team members how to use the publishing software</i> • <i>Given other team members leadership opportunities, such as taking turns leading staff meetings.</i> <p><i>*Students shouldn't be limited to these responses though; encourage a variety of solutions.</i></p>
<p>When Lauren started a community soccer club, lots of people were interested in volunteering to help her organization. After a couple months though, fewer and fewer people seemed interested in helping. Now, Lauren is worried the club will stop running because she doesn't have enough volunteers.</p>	<p>How could Lauren have kept volunteers interested in her soccer club?</p> <p><i>Lauren could have...</i></p> <ul style="list-style-type: none"> • <i>Made sure volunteers always felt useful, and they always had something to contribute</i> • <i>Started to advertise volunteer opportunities</i> • <i>Made sure she stayed in touch with volunteers, and that she always thanked them!</i> • <i>Developed rewards or benefits for volunteers, such as a potluck dinners just for volunteers</i>
<p>Read for Peace planned to hold yearly reading contests for third graders. They received a grant for \$500, which they spent funding the first contest. Now they aren't sure how they will fund more contests in the future.</p>	<p>How could Read for Peace have made sure they had money available for future projects?</p> <p><i>Read for Peace could have...</i></p> <ul style="list-style-type: none"> • <i>Spent less on the first contest, and use the funds saved for future contests</i> • <i>Held fundraisers for the contest</i> • <i>Written grants, sought further donations</i>
<p>Bruno organized a series of benefit concerts for local charities; however, few people knew about the shows so few people attended the shows.</p>	<p>How could Bruno's organization have make sure it involved the community?</p> <p><i>Bruno could have...</i></p> <ul style="list-style-type: none"> • <i>Hung posters advertising his shows</i> • <i>Posted advertisements in local newspapers and magazines</i> • <i>Invited other local bands to perform.</i>

KEY

Objective: Students identify the services and materials their Venture will need and research their cost.	Youth Venture	Session 7
Session length: approximately 1 hour		
Outcomes: <ul style="list-style-type: none"> • Students determine the materials and services needed for their Venture. • Students complete page 10 of the Action Plan. • Students research the cost of said material. 		
Time:	Activities:	
15-20 min.	1. List materials needed for each task and activity. This session is designed to help students prepare their Venture’s budget. Because budgets can be off-putting for some, this session and the next break down the process into clear and simple steps. To begin, teams will use page 10 of the Action Plan to brainstorm the materials, services, and facilities their Venture will need to accomplish its goals and tasks successfully. These lists need to be as detailed as possible; they should write down everything they think of because these lists can be trimmed later. For example, rather than writing “art supplies” students should specifically list “poster board, paint, brushes, and tape.” Ask teams to think about which items they might be able to ask to have donated and to place a star beside these items. This inventory needs to be thorough and carefully thought out in order to complete the budget of their Venture during the following session.	
40-45 min.	2. Research costs. Take the students to a computer lab where they can access froogle.google.com and other competitive shopping Internet sites. Each team will need to research the cost of each item on their list. They can write the prices directly on page 10 of the Action Plan. This research is crucial for the completion of the expense form during the next session. As an alternative to the Internet, it may be possible to research costs by visiting local grocery and retail stores either as a field trip or in the students’ personal time. Students may also find local Goodwill or Salvation Army stores useful.	
Notes on assessment: Students’ Internet research skills or page 10 of the Action Plan can be used as assessment opportunities.		
Materials needed: Copies of page 10 of the Action Plan (each group will need approximately 3 copies of page 6) Computer lab or access to stores		
Reminders for next session: Teams need to have all cost research complete by next session and continue their Ally search.		

Objective: Students budget their Venture.	Youth Venture	Session 8
	Session length: approximately 1 hour	
Outcomes: <ul style="list-style-type: none"> • Students establish financial goals. • Students create a budget for their Venture. • Students complete pages 12-13 of the Action Plan 		
Time:	Activities:	
5-10 min.	<p>1. Define budget. Creating a budget can seem overwhelming, but the teams have already finished half of their work by deciding what their Venture needs and the cost of each item. The budget is simply going to help teams organize these costs. Use the Create a Budget overhead/handout on page 59 to introduce the idea of budgets as tools to manage financial goals. Budgets keep track of income and costs, and this overhead helps to define these terms.</p>	
15 min.	<p>2. Set financial goals. After discussing the basic components of budgets, teams will set financial goals for their Venture. Teams should consider making their SMART goals the basis of their financial goals. For example, teams might want to purchase special equipment, donate to charities, or save money for long-term projects like teen centers or skate parks. This is each team’s opportunity to reach a consensus on how they want to spend their money.</p>	
20 min.	<p>3. Complete expense form. Provide students with the instructions on page 11 of the Action Plan as well as the Expense Form on page 12. Students should also refer to their completed Take an Inventory worksheet on page 10 of the Action Plan. Explain to the students that this is an important part of the Action Plan because it lets them illustrate how much money their Venture is spending and will help determine how much grant money their Venture may be eligible to receive. They have already completed the hardest part of the budget, which is deciding what they need and researching the cost. Guidelines explaining what Youth Venture can and cannot fund are available on page 60.</p> <p>Each team will use page 12 of the Action Plan to record any expenses the Venture expects to accrue. Students can complete forms at their own pace or perhaps the entire class can go through the form together. Use the Sample Action Plan in Appendix B as an example. Ask the students to complete the following tasks:</p> <ul style="list-style-type: none"> • In the Supplies column, list all of the materials and services needed to complete each SMART goal and task. Again, the Take an Inventory section will help. 	

<p>15 min.</p>	<p>Session 8, continued.</p> <ul style="list-style-type: none"> • Complete the following columns for that particular service/material. The Total Cost of an item is found by multiplying the Cost of One by the Number Needed. Students should write “donation” in the Total Cost column for any donated materials or services. Continue this process until teams have indicated the cost of each supply associated with their Venture. • Add all costs in the Total Cost column to find the Total Expenses of the Venture. <p>2. Complete income form. Each team will use page 13 of the Action Plan to record any income teams expect to receive or earn. Emphasize that these figures do not need to be exact, but they should be good estimates. Review the potential sources of income listed on the Create a Budget overhead/handout. Again, students can complete forms at their own pace or perhaps the entire class can go through the form together. Use the Sample Action Plan in Appendix B as an example. Ask the students to complete the following tasks:</p> <ul style="list-style-type: none"> • In the Source of Income column, list all of the ways the Venture will raise money. • Write the amount (\$) of income the Venture expects to receive in the Amount of Income column. • Indicate when the Venture expect to receive this income in the When will this be received? column. • Add all of the numbers in the Amount of Income column to find the Total Income. <p>Circulate among teams and provide feedback as needed.</p> <p>Note: Selection Panels will use the information provided on pages 12-13 to determine the amount of Youth Venture grant-funding teams are eligible to receive. Depending on an individual team’s financial need, Youth Venture may provide a grant in two installments: one at the launch of the Venture and another at three months upon receipt of their Three-Month Self-Evaluation.</p>
<p>Notes on assessment: Both the Expense Form on page 12 and the Income Form on page 13 are assessment opportunities.</p>	

Session 8, materials needed:

Calculators

Overhead/handout Create a Budget, page 59

Copies of pages 11-13 of the Action Plan (teams may need multiple copies of pages 12-13)

Reminders for next session:

Students finish their budgets and continue their search for an Ally.

Further Activities:

Fundraising Strategies, page 56

Cost Cutting Strategies, page 58

Further Activities

Fundraising

During some point in its tenure, every Venture will need to receive financial or in-kind (materials, services, or facilities) donations in order to sustain itself. Teams should be made aware of this and given the tools necessary to be successful fundraisers.

Two basic components of fundraising include being able to describe the Venture and being able to identify and ask for a donation from an individual, a business, or an organization. Both of these are at the heart of every fundraising effort from grant writing to organizing events.

Activities:

- **Elevator Speeches:** Students should practice describing their Venture to people unfamiliar with it. These descriptions or “elevator speeches” are brief—less than thirty seconds or the time you would spend with someone on an elevator. The purpose of this is to be able to introduce your Venture to someone, perhaps a potential volunteer or donor, who has never heard of the Venture before. For example, Camping for a Cause might use this elevator speech: “Camping for a Cause is an organization that raises awareness and funding of African refugees by holding three camping nights a year at the middle school for interested residents. The camping nights are lot of fun: There’s food, music, guest speakers, plus everyone gets to camp.”

After explaining what an elevator speech is, ask students to take a five minutes to construct a speech for their Venture. They can jot notes if they need to. Next, have the students stand and find a partner. They need to imagine they are meeting for the first time: Have students introduce themselves and then practice giving their elevator speeches. If students feel comfortable, they could even offer each other feedback. Give students five or ten minutes to move around the room and practice their elevator speeches with different people. To conclude the activity, students could volunteer to share their elevator speeches with the whole group.

- **Make Your Message Fit:** (note: you will need a collection of various business’s cards in order to conduct this activity.) Students will practice asking for an in-kind donation (i.e. donated materials, services, or facilities—*not* money) from a variety of businesses. The purpose of this is to allow students to practice talking about their Venture to different audiences, to practice asking for donations, and to practice thinking about how any business could be a resource for their Venture. Provide business cards to half of the class. During the role-playing activity, they will be the business on the card and the rest of the group will be Venturers. Have “businesses” pair with “Venturers”, and then have each Venturer practice asking the business for something that could benefit their Venture. The Venturer should explain why their Venture needs the item and how they will be able to benefit the business in return. The business should ask questions about the Venture, and ultimately choose to or refuse to make an in-kind donation. Give students five or ten minutes to move around the room and practice with different people. Have students switch roles and

Further Activities

continue the activity. To conclude the activity, hold a brief discussion with the whole group about what worked well and what didn't. Why were Ventures given or not given the donations? How did it feel to be refused?

Fundraising Strategies:

Students may benefit from becoming familiar with the various forms fundraising can take. Types of fundraising include (but are not limited to)...

- **Sell a product or service:** Venturers can create a product to sell. The profits from the products can then go toward future Venture activities or the profits could be earmarked for specific charitable causes. The Beech Hill Bakers, for example, bake and sell pies. They donate the proceeds to charities.
- **Host an event:** Ventures can host events for which community members will pay to participate. The proceeds from the event can then be used to meet the Venture's needs. The sample Venture Camping for a Cause charges an admissions fee for each camping night. The proceeds then go toward charitable donations and future camping nights.
- **Request donations:** Teams can ask for money, products, services, or facilities to be donated to their Venture. For example, the MWV Free Ride Park Project sent postcards requesting donations to everyone on its mailing list, and the sample Venture Camping for a Cause planned to request donations online via their website. Teams can also research business and foundations that might be interested in donating to the Venture. Often times, businesses and foundations like to fund specific issues or types of organizations. Teams can find out whether they would be eligible for a donation, and then request a donation from the businesses and foundations interested in their cause.
- **Seek Sponsorship:** This is a version of the fundraising strategy listed above. Teams request donations from businesses and foundations and in return offer the business something of value, such as a promotional opportunity. The most common examples of this model are youth sports teams: Sports teams receive a donation in exchange for naming themselves after the business and wearing t-shirts with the business's logo. Ventures could do likewise by providing advertising space on t-shirts, websites, brochures, events, etc. Businesses are much more likely to donate to organizations if it will benefit them.
- **Write Grants:** Often, foundations and trusts have funds earmarked for community-benefiting organizations. In these cases, foundations advertise a "request for proposals" or an "RFP." Essentially, foundations are asking for organizations to write a few pages—a *grant*—explaining why they should receive the foundation's money. The foundations then read all of the proposals they receive and donate funds to the most deserving candidate(s). Most of the time foundations require that organizations meet specific criteria in order to be eligible for the funding, so grant writing involves doing some research as well. Many books and websites offer tips on grant writing. For example, The Foundation Center (fdncenter.org) offers brief grant-writing tutorials that are useful and straightforward.

Further Activities

Cost Cutting

Teams will need to be able to explain their budget and answer questions posed by the Selection Panel. Panelists are asked to examine budgets with these questions in mind: Does the budget cover reasonable expenses that are necessary to the Venture? Have teams made a reasonable effort ask for items to be donated? Panelists have the right to cut items from the budget that seem unnecessary or items that they could believe could reasonably be obtained free. For example, if a Venture is starting a garden and they request money for twenty-five pairs of work gloves, the Selection Panel might cut this cost because it would be reasonable to assume that many young people could borrow gloves from home or and to assume that a few pairs of gloves could be donated from the local hardware store. Because of this, Venture teams would benefit from reviewing their budget carefully with an eye to cost cutting before their Selection Panel presentation.

Activity

Ask teams to exchange budgets, to review each other's budgets, and to suggest places where the Venture might be able to cut costs. This can be set up to imitate a selection panel in which one group asks questions of the other, or teams could provide written feedback. Afterwards, teams could then choose which suggestions they plan to take and revise their budget accordingly.

Budgets are **tools** that keep track of **money earned** and **money spent**. The purpose of a budget is to plan and manage financial **goals**.

Goal

If you have a specific purpose in mind for your money, then you have set a **financial goal**. Everyone has had some experience setting financial goals: perhaps saving money for holiday gifts, CDs, college, or a car. Your Venture's SMART goals should help you figure out what your venture's financial goals are. For example, Camping for a Cause's financial goals include earning money for refugee-serving charities and maintaining a website.

Money Earned

AKA **income** or **revenue**.

Types of income:

- **Start-up Income:** any money received before the start of your Venture. Youth Venture grants are start-up income.
- **Total Income:** any money generated by your Venture after it's up and running.

Sources of income:

- Selling materials or services
- Admission fees for events
- Donations
- Fundraisers
- Grants (like Youth Venture!)
- Earned wages/fees

Money Spent

AKA **expenses** or **costs**.

Types of costs:

- **Start up costs:** any money spent to get your Venture up and running for the first time. Youth Venture grants are used for start-up costs.
- **Operating costs:** any money spent on keeping your Venture running after it's started.

Sources of Costs:

- Supplies needed to make products or supply services
- Supplies for activities and events
- Advertising/marketing materials
- Renting space for events
- Hiring the services of a professional

What does Youth Venture fund?

Youth Venture provides start-up grants of up to \$1,000 to Venture Teams. The purpose of this funding is to help Ventures operate until they can start generating their own revenue. Youth Venture can only fund items that are essential to the success of the Venture.

Youth Venture Can Fund...	Youth Venture Cannot Fund....
Organizations and businesses that exist to serve the community	For-profit businesses with no community benefit.
Initial costs, such as supplies, equipment, trainings, transportation, the cost of the first fundraiser, and space for teams for one year.	Money that goes into Venturers' pockets. Youth Venture will never pay for salaries
Equipment that is necessary for the success of the Venture and that will permanently belong to the Venture. If this equipment is technology that will become outdated in a few years, the equipment should remain the property of the organization, either to be sold as a fundraiser for a replacement or else donated to a school or youth organization	Equipment that is unnecessary for the success of the Venture or will later become the property of a Venturer or other organization
A conference or training necessary to the success of the Venture. But don't forget that you can ask for scholarships to conferences and trainings before spending grant money.	A conference or training with an unclear relationship to the Venture
Transportation necessary to the success of the Venture. Don't forget to ask for in-kind donations of transportation and volunteer time before spending grant money.	Transportation unnecessary to the Venture, or that could be provided through some cheaper means.
Organizations started and run by young people in the United States addressing international issues.	Organizations started and run by young people outside of the United States.

5 min.	<p>Session 9, continued.</p> <p>3. Complete Team Information form. Teams should be able to complete page 15 of the Action Plan independently. Remind them that their signature on that page represents a commitment to each other and a commitment to their Venture.</p>
5-10 min.	<p>4. Complete Delivery of Grant Check and Press Release form. Each team will choose one person—Venturer, Ally, or parent—to receive the grant check. Teams need to provide the recipient’s contact information on page 16 of the Action Plan. Each team is responsible for its funds; neither schools, nor allies, nor Youth Venture can be responsible.</p> <p>Also on page 16, each team needs to include the name and location of at least one local newspaper, magazine or radio where press releases about their Venture should be sent. Please direct students to choose local and not national media outlets. Detailed contact information is not necessary if the name of the media and its location are listed. It may be beneficial to have a list of possible media outlets available for the students to choose from.</p>
5 min.	<p>5. References. If willing, the teacher may be a reference for each team, and if this is the case, please provide students with the appropriate contact information. If the teacher is acting as a reference, then only one reference is needed. If the teacher chooses not to act as a reference, then each team will be responsible for finding two adults (not family members) to use as references. All information pertaining to references should be included on page 17 of the Action Plan.</p>
10-15 min.	<p>6. Complete Venture Member Contact Form and Agreement. Each team member is required to complete and submit this form with the completed Action Plan. Before the students complete the form, please mention a few key points of the legal agreement they are signing:</p> <ul style="list-style-type: none"> • Each Venture team is responsible for its own management and finances. Youth Venture is not responsible for any Venture. • Venturers must be trustworthy and responsible. • Teams must send monthly updates to Youth Venture. • Teams must complete three and twelve-month self-evaluations and send them to Youth Venture. • The grant money must be spent in the first twelve months, and any money not spent needs to be returned to Youth Venture. • You will be giving Youth Venture permission to use your photograph or story for promotional material like press releases, brochures, and Youth Venture’s website.

	<p>Session 9, continued.</p> <p>Ask students to review pages 19-21 of the Action Plan and to sign page 18 afterwards.</p> <p>This form also requires the signature of a parent or guardian. Please have each student take pages 18-21 to their parents or guardians to sign; these forms will be due by the date of Session 10. There is a sample letter available on page 64 that explains Youth Venture to parents, if needed.</p>
<p>Notes on assessment:</p>	<p>Generate assessment opportunities for this session carefully; students should be encouraged to share what motivates them without concern for being judged. Students should be able to assess the effectiveness of their team to work collaboratively out of session-time to look for an Ally.</p>
<p>Materials needed:</p>	<p>Large piece of chart paper Copies pages 14-17 of the Action Plan (one copy per team) Copies pages 18-21 of the Action Plan (one copy per student)</p>
<p>Reminders for next session:</p>	<p>Each student needs their parent/guardian to sign the Venture Member Contact Form and Agreement.</p>

Dear Parent/Guardian,

Your child has recently been offered the unique opportunity to create and lead a Youth Venture. Youth Ventures are youth-created, youth-led clubs and/or businesses designed to benefit the community. They are sustainable organizations rather than one-time projects or events.

We seek your permission to allow your child's participation in a Youth Venture and to use your child's work or appearance in Youth Venture media such as press releases, brochures, or the Youth Venture website. The Youth Venture Action Plan describes these guidelines in more detail.

Youth Venture is a national not-for-profit organization that seeks to offer leadership opportunities to young people ages 12-20. Youth Venture provides a structure—the Action Plan—and resources, including up to \$1,000 of grant money, to youth who create and lead their own community-benefiting club or business.

If you have any questions or concerns, please contact us.

Sincerely,

Attached:

- Venture Team Member Contact Form and Agreement
- Conditions of Association
- Youth Venture Terms and Legal Agreement
- Terms of Agreement

Objective: Students review each other's Ventures and provide feedback. They finalize and submit their Action Plans.	Youth Venture	Session 10
	Session length: approximately 1 hour	
Outcomes: <ul style="list-style-type: none"> • Students give and receive feedback on their Action Plan. • Students become familiar with how their Venture will be assessed by the Selection Panel. • Students revise their Action Plans based on feedback from their peers. 		
Time:	Activities:	
2 min.	1. Collect signed forms. Be certain that each team member has had their Venture Team Member Contact Form and Agreement, page 18 of the Action Plan, signed by a parent or guardian	
30 min.	2. Workshop Action Plans. Before students submit their completed Action Plans to Youth Venture, teams should have the opportunity to receive feedback on their plan. This workshop activity will serve the dual role of giving students the chance to share their Ventures with others in the class and also provide the opportunity to receive constructive criticism that may improve their plan. For this activity, Venture teams exchange their completed Action Plans with another team. If possible, photocopy the drafts of the Action Plan so each student has a copy to review. Each team will use the Action Plan Review Form on pages 69-70 to assess each other's work, and each team is responsible for completing page 22 (checklist) of the Action Plan for the Venture they are reviewing. Page 28 suggests methods for providing feedback. Students might also prefer to make their comments on sticky notes instead of directly on the paper; this will allow teams to choose which comments they accept or do not accept, and it keeps the ownership of the original Action Plan with the writers. Teams may work together to provide collective feedback or work individually.	
25 min.	3. Revise Action Plan. After teams have had the chance to provide feedback, return the Action Plans to their owners. Teams review the feedback made by other teams and choose which changes they are going to make. Depending on the amount of feedback and the amount of revision needed, the amount of time spent on this activity could vary greatly. Remind students that Youth Venture will sometimes ask teams to revise sections of their Action Plan that do not meet the necessary standards. Completing the Action Plan thoroughly the first time will save time later.	

5 min.	<p>Session 10, continued.</p> <p>4. Submit Completed Action Plans. Finally, teams should compile their completed Action Plan and confirm its completion using the checklist on page 22. The teacher may choose to collect and review the guides or, if enough feedback has been provided throughout the process, simply proceed to mailing the guides to Youth Venture. Students should photocopy their work so they continue to have access to their plan throughout the Selection Panel process and the launch of their Venture.</p> <p>If there is a formal partnership with Youth Venture, please follow the established guidelines for submitting Action Plans. If no guidelines exist, please contact Youth Venture directly:</p> <table data-bbox="435 600 1256 751"> <tr> <td>Youth Venture</td> <td>Phone: 212/278-8930</td> </tr> <tr> <td>434 W. 33rd St. 12th Floor</td> <td>Fax: 212/541-7806</td> </tr> <tr> <td>New York, NY 10001</td> <td>ny@youthventure.org</td> </tr> <tr> <td></td> <td>www.youthventure.org</td> </tr> </table>	Youth Venture	Phone: 212/278-8930	434 W. 33 rd St. 12 th Floor	Fax: 212/541-7806	New York, NY 10001	ny@youthventure.org		www.youthventure.org
Youth Venture	Phone: 212/278-8930								
434 W. 33 rd St. 12 th Floor	Fax: 212/541-7806								
New York, NY 10001	ny@youthventure.org								
	www.youthventure.org								
<p>Assessment Possibilities: Collect completed Action Plans and assess based on the Action Plan Review Form.</p>									
<p>Materials needed: Peer Review rubric sticky notes white out Copies of the Action Plan Review Form, pages 69-70</p>									
<p>Reminders: Students will need to prepare to present their Venture idea and plan to a Selection Panel.</p>	<p>Further activities: Selection Panels, page 67</p>								

Further Activities

Selection Panels

The second stage of the Youth Venture process is a ten-minute presentation of the potential Venture before a Selection Panel. A Selection Panel is a group of community members who use the Youth Venture Selection Criteria to decide whether an action plan will be launched as an official Youth Venture Team. Selection Panels also determine the amount of the Youth Venture grant awarded to selected teams. At a Selection Panel, teams are expected to present their Venture idea and action plan and to answer questions posed by the Selection Panel.

- **Presentation:** Each team will present their idea for approximately ten minutes, which will be followed by approximately ten minutes of Q&A with the Selection Panel. Once presentations are complete, presenters depart so the Panel can deliberate and make their decisions about each team that presented. Teams will be notified of the Panelists' decision within a day or two of the Panel.
- **Audience:** Teams should direct their presentations to the Selection Panel; however, other people may be present such as other teams, Allies, and a facilitator. Community members, representatives from Youth Venture or the local media may be present as well.
- **Acceptance:** Teams can be selected "unconditionally" or "with conditions." If a team is selected "unconditionally," then they are ready to launch their Venture immediately, and they should receive their grant check and within two weeks. If a team is selected "with conditions," the team must first respond to these conditions before officially launching their Venture and before Youth Venture can provide your Venture grant. Teams that do not meet the selection criteria will not be accepted as Youth Venturers.

There is a checklist available for teams on page 68

Activity:

Create a mock Selection Panel. Teams will feel more comfortable presenting to the real Selection Panel if they have had the chance to practice their presentation. The mock panel could consist of other teachers or teams. The Panelists should be provided with the Youth Venture Selection Criteria on page 31 so they can offer the most relevant feedback.

The following checklist should be helpful to you when preparing for the Panel. Remember to just be yourself and remain as relaxed as possible. Everyone in the room is there to support you and help you succeed!

- ☑ **Convince the Panelists that your Venture will be successful.** This should be the focus of your presentation. All of the information you share should help illustrate why your Venture will be successful.
- ☑ **Introduce yourselves.** Each team member needs to participate in the Selection Panel presentation.
- ☑ **Explain your Venture idea.** This may be the first time Panelists hear your idea, so your explanation needs to be clear. If possible, include brief a story that illustrates the need for your Venture.
- ☑ **Outline your Action Plan.** Your Action Plan contains all of the information that will be important to share with the Selection Panel. Don't read your Action Plan word-for-word; use it as an outline for your presentation.
- ☑ **Provide visual aids.** Visual aid can be incredibly useful: they help audience members recall your information and sometimes they can more effectively illustrate or emphasize concepts. Visual aids you might consider include: PowerPoint presentations, short videos, photos of your team in action, graphs or charts to illustrate your Venture's need, impact, or budget, posters, etc.
- ☑ **Speak loudly and clearly, and make eye contact.** You know what goes into to good presentation. Practice delivering your presentation before attending the Selection Panel. This will help ensure a smooth delivery.
- ☑ **Don't be nervous about answering the Selection Panel's questions.** They are not there to test you; they are asking questions to help them better understand your Venture and to help you think about your idea from a new perspective.
- ☑ **Thank the Panelists and audience.** They've volunteered their time to attend your presentation!

Action Plan Review Form

Venture Team Name: _____

Reviewed by: _____

Criteria	0 Inadequate	1 Barely Adequate	2 Good	3 Strong	Comments
Makes a Difference in the Community	Venture has little or no impact on the community, other than on the Venturers themselves.	Venture will impact a small number of people beyond the Venturers.	Venture will be a resource and source of pride for many in the community.	Venture potentially will make major positive impacts in building the community and demonstrating nationally that youth are resources.	
Youth Created, Led and Managed	Appears adult led. Youth play supporting roles and do not have substantial responsibility.	Youth lead most aspects of the Venture. Adults are engaged in some aspects.	Youth lead almost all aspects of the Venture. Adults are involved minimally.	Young people lead all aspects of the Venture – the creating, planning and execution.	
Designed to be a Lasting/ Ongoing Organization	Venture is structured as a one-time project, and is not likely to continue.	Venture has the potential to become ongoing, but plans are vague. The Venture is not structured for the future.	Venture has good potential, a good plan, and is structured to handle future Venturer turnover.	Venture has clear plans to become ongoing, including transition plans & structured roles of responsibility for future Venturers.	
Involves a Strong Team	Venture is not structured as a team.	Venture involves no other youth other than the core Venture team.	Venture has a strong core leadership team, and has a plan for broader youth involvement in the Venture.	Venture has a strong core leadership team, and has a strong team of additional youth in place to implement the activities of the Venture.	

Action Plan Review Form

Youth Venture

	0	1	2	3	
Criteria	Inadequate	Barely Adequate	Good	Strong	Comments
Clear, Attainable Goals	Venture has no clear goals.	Venture may have some vague goals, but has little or no explanation of how they will be reached.	Venture has clear short-term goals, but has not developed longer-term goals.	Venture has clear goals for short term and clear and viable long-term goals.	
Credible Plan and Budget	Venture has no plans for future sustenance and no budget.	Venture has an outline of a plan and a vague budget, or a budget that does not match the activity plan.	Venture has a clear and credible plan and budget, though revisions or more detail are needed, and/or the grant request is somewhat ill-justified.	Venture has a clear, focused plan and budget outlining how the Venture will meet its goals, and the grant request is justified.	
Energy and Skills to Succeed	Youth show limited energy and commitment and are missing skills needed to succeed.	Youth show some energy and commitment, and have some abilities needed to succeed.	Most youth have high energy, a high level of commitment, and most of the abilities needed to succeed.	Youth demonstrate high energy levels, commitment, and the abilities to make the Venture succeed.	
Involves an Ally	Venture has no Ally.	Venture has an Ally, but the Ally's strength or commitment is unknown.	Venture has an Ally who has demonstrated generally good support to the Venture team.	Venture has a strong, and clearly committed Ally who supports effectively, leaving youth in charge.	
Ethical Standards	Youth show tendencies to involve in unethical behavior.	Youth understand right from wrong, and guide their actions ethically.	Youth demonstrate pride in their strong morals and integrity.	Youth are role models in their community for ethical behavior.	
Additional application requirements					
	Yes	No	Comments		
Venture Team Information Form completed					

Youth Venture

A Practitioner's Playbook

Appendices:

Appendix A (page 72): The Youth Venture Action Plan, worksheet format.

Appendix B (page 95): The Sample Action Plan, worksheet format.

Additional Resources:

Additional Resources are available in the Partner's Toolkit, and resources are always being added to Youth Venture's website www.youthventure.org. If you are having trouble finding what you need, do not hesitate to contact Youth Venture.

Feedback Welcome!

As always, any feedback concerning The Practitioner's Playbook or Youth Venture is always useful and welcome. We are always eager to improve our material so it is more effective for the individuals using it. Share with us your best practices and any modifications you made to the playbook. Tell us how you implemented Youth Venture in your program!

Contact: Youth Venture New Hampshire
The Concord Center
10 Ferry Street, Suite 441
Concord, NH 03301
phone: 603/223-9864
fax: 603/410-6675
yvnh@youthventure.org
www.youthventure.org

Youth Venture

Dream it. Do it.

Youth Venture Action Plan

—Worksheet Format—

A resource to plan and launch a successful Venture and the gateway to become a part of the global network of young people creating and leading positive social change.

This Action Plan is designed for teams who prefer to present their ideas in a worksheet style presentation. An alternative Action Plan format is available for teams that prefer a narrative-based approach.

Youth Venture Action Plan

Welcome to Youth Venture!

This Action Plan is structured to help you think through your community-benefiting idea and easily turn it into a successful Venture. It may look like a lot, but it's easy if you take it step-by-step.

Once you've completed this Action Plan, you will be well on your way to making real and meaningful **change in your community**. You will become an important part of an **emerging movement of young people**, and you will help alter the perception and role of youth in society. This is your opportunity to **take charge** and to show the **power** that you and your team, as young people, have to **shape your world**.

By following this Action Plan, you will create a Venture: an ongoing organization that **positively impacts the community**. Ventures can be school-based clubs, community organizations, or for-profit or nonprofit businesses. Ventures can be almost anything you imagine! Youth Venture is here to offer a range of support—including **up to \$1,000**—to help you launch your idea.

These are the criteria for becoming a Youth Venture Team:

- ✓ You and your Venture's leadership team are **ages 12-20**.
- ✓ Your Venture **benefits the community**.
- ✓ Your Venture is *youth-created* and *youth-led*.
- ✓ Your Venture is a **new** organization or a major new program of an existing organization.
- ✓ Your Venture is ongoing and **sustainable** (not a one-time event).
- ✓ Your Venture has clear, **attainable goals** and a realistic budget.
- ✓ You are a part of a **team** that is trustworthy and committed to ethical standards.

Youth Venture Action Plan

Becoming an official Youth Venture Team is a **two-part process**: The first step is to complete one **Action Plan** as a team. From there, you'll be invited to present your idea and plan to a **Selection Panel**, a group of community members who believe in the power of youth and want to help your team be successful.

This Action Plan will help you structure your Venture by asking your team to think through and plan your Venture's goals and activities. If you **thoughtfully** complete the following pages, you will have a clear and **useful tool** that will help your team organize, start, and maintain a successful Venture. This Action Plan also serves as your team's application for grant funding from Youth Venture and for official acceptance into the Youth Venture network.

Since Youth Venture wants to help you be truly successful in this effort, Youth Venture may ask you to **revise** sections of your Action Plan if they are too vague or if your team forgot to mention something significant.

If you have any questions along the way, or if you would like someone from Youth Venture to review a draft of your plan, just email or phone us! There's usually someone available Monday through Friday from 9:00am – 5:00pm EST.

Congratulations on choosing to become a Youth Venturer! We know you have the power to create and lead your own community-benefiting Venture, and we look forward to helping you! Good luck!

For inquiries about Action Plans, contact:

Youth Venture New York
434 W. 33rd St. 12th Floor
New York, NY 10001
(212) 278-8930
ny@youthventure.org

For general inquiries, contact:

Youth Venture – National Office
1700 N. Moore St., Suite 2000
Arlington, VA 22209
(703) 527-4126
info@youthventure.org

Tip: Photocopy or print blank pages of this Action Plan before you start. You may need extra space or you may want to create drafts of sections before creating your final copy.

Your Venture Idea

Please answer the questions below, and **write legibly!**

1. What is the name of your Venture? _____.

2. What's your Venture idea? _____

_____.

3. Why does your team want to create a Venture? _____

_____.

4. How will your Venture help your community? _____

_____.

5. How will you determine if your Venture is successfully achieving its goals and helping the community? _____

_____.

The next section asks your Venture Team to set SMART goals. These goals are one of the most important parts of your Action Plan because they will be the driving force behind your Venture. Ask yourself: What three or four activities are most important to our team?

Specific: Is the goal detailed enough that someone who isn't a part of your team would know what needed to be done and how?

Measurable: Is there a clear way to measure success? How will you know when you've reached your goal?

Actionable: Is there a clear series of steps to take to accomplish your goal?

Realistic: Is it possible to reach this goal considering the resources available to your team?

Timely: When will the goal be accomplished?

This goal is **specific** because it is clear what needs to be done to reach the goal. You don't have to be in the Venture to understand this goal.

A Sample **SMART** Goal: Our Venture will host two high school talent shows in October and in April to raise money for art programs in low-income schools. By charging admission, we expect to raise \$300 per show. We will donate 60% of our proceeds to an arts foundation and keep the rest for future Venture projects.

This goal is **timely** because it describes when the shows will occur: April and October.

This goal is **realistic** because it relies on resources students have readily available to them.

This goal is **measurable** because it defines success as earning \$300.

This goal is **actionable** because it implies a clear series of steps: auditions, rehearsals, advertising, and the shows.

Set SMART Goals

Remember SMART goals are...

Specific

Measurable

Actionable

Realistic

Timely

More examples of **good** SMART goals:

1. We'll bake twelve apple pies to sell before Thanksgiving. We'll donate the funds we raise to a local breast cancer charity.
2. We'll start a knitting club that meets weekly. We'll sell the scarves we make at back-to-school night and give at least \$75 to a local breast cancer charity.

Examples of goals that are **not** SMART:

1. We'll increase awareness of breast cancer.
This goal is vague, and fails to cover any of the requirements of a SMART goal.
2. We'll sell candy and donate some of the money to fight breast cancer. *This goal does not say when this goal will take place.*

Now, set two or three SMART goals for your Venture:

1.
2.
3.

Accomplish Your SMART Goals

So far you have established your *Venture idea* (for example, organize camping nights to earn money) and have broken down your Venture idea into *SMART goals* (for example, find affordable space to have camping nights by April 1st), now it's time to break your SMART goals into **specific tasks** (for example, call the head of facilities for the school district). Use the chart below to list all of the tasks you will need to accomplish in order to achieve each of your SMART goals. For examples, please refer to the Sample Action Plan.

Before writing on this page, photocopy or reprint it! You will need one page for each of your SMART goals.

SMART Goals	Tasks. What needs to be accomplished to make this goal a reality?
SMART Goal: # _____	1.
	2.
	3.
	4.
	5.
	6.
	7.
	8.
	9.
	10.

Roles and Responsibilities

Each team member needs to understand his or her responsibilities. This ensures that everything from planning activities to painting posters or asking for donations is accomplished. Clear roles and responsibilities make a more efficient and effective team! After receiving funding from Youth Venture, teams must complete and submit three and twelve-month self-evaluations, so be sure to include who will be responsible for sending these evaluations to Youth Venture. **If you have more than five team members, photocopy or reprint this page before you start!**

Team Member:	Team Member:	Team Member:	Team Member:	Team Member:
Role:	Role:	Role:	Role:	Role:
Responsibilities:	Responsibilities:	Responsibilities:	Responsibilities:	Responsibilities:
Member initials*	Member initials*	Member initials*	Member initials*	Member initials*

***By initialing above, you are showing that you have seen and agreed to the responsibilities assigned to you.**

Timeline of Goals and Tasks

Starting with the current month, fill in the names of the month, and indicate which projects, tasks or events will be happening that month. You may have many events happening some months and none other months. This will give you a sense of how much work you'll be doing over the course of your first year.

Month 1: _____	Month 2: _____
Month 3: _____	Month 4: _____
Month 5: _____	Month 6: _____
Month 7: _____	Month 8: _____
Month 9: _____	Month 10: _____
Month 11: _____	Month 12: _____
2nd year and beyond:	

Sustainability: Make Your Venture Last!

Ventures are *sustainable*; they should continue to exist even if you move, graduate, or switch schools. Your Venture must be more than a one-time project or event. So when you plan, think about how you'll make your Venture last. The following worksheet will give you a couple of things to think about. Write your responses to the questions in the blank spaces. If you need additional space, photocopy or reprint this sheet or add an additional blank page.

Membership. How are you going to recruit new members? How will you keep members interested?	Leadership. How will you put new leaders in place when current leaders leave?	Fundraising. How will you continue to fund your project once the start-up grant is spent?
Examples: <i>SeniorConnect</i> advertises volunteer opportunities on a website they created. <i>A&J Curb Appeal</i> and <i>The Babysitting Club</i> provide earned wages to their members. The <i>Free Ride Park Project</i> provides free skate park passes to kids who volunteer at least twenty hours.	Examples: The <i>Vietnamese-American Public Research Institute</i> developed a specific training program that provides hands-on leadership experience. The <i>Interact Club</i> holds yearly elections and leaders are voted into office.	Example: <i>Walk in Nature's Dream</i> raises money and awareness for its nature trail by holding fundraisers such as dog shows and birdhouse-building contests. <i>The Babysitting Club</i> earns money by providing low-cost childcare services.
Tips: Make members feel needed and encouraged: People lose interest when they aren't being used to the best of their abilities; spread the word: Tell people how they can help.	Tips: Give members opportunities to gain more experience and responsibility; look for someone as passionate as you; foster creativity: Let members try new ideas.	Tips: Write grants; request in-kind donations; hold fundraisers related to your Venture—events like these also advertise your Venture.

Take an Inventory: What Supplies Will You Need?

Use this worksheet to brainstorm the supplies and equipment needed to complete each of your Venture's SMART goals. In the first column, list a SMART goal your team created in *Section B*. In the second column, list all the supplies, materials, and services your Venture will need to make the SMART goal a reality. Include the cost of each item in the box on the right. Write "free" if the supply is something you might be able to borrow or have donated. Use as much detail as possible since this will help you later when you plan your Venture's budget.

Before writing on this page, photocopy or reprint it! You will need one page for each of your SMART goals.

SMART Goals	Supplies Needed	Cost of One
SMART Goal: # _____	1.	
	2.	
	3.	
	4.	
	5.	
	6.	
	7.	
	8.	
	9.	
	10.	
	11.	
	12.	

**If you are unsure of the cost of an item, try searching for the most inexpensive price online. Try froogle.google.com.

Budget Your Venture

Youth Venture awards grants of up to \$1,000 to help Ventures get started. Your Venture may need more or less money than this, and so you should clearly illustrate your financial needs in a budget. Show all of the expenses and income you expect for launching and sustaining your Venture—at least through the first year. A Selection Panel will decide the total amount of Youth Venture grant funding your Venture is eligible to receive based on the information provided in your budget.

Follow the bullet points below and illustrate your budget in a table or spreadsheet. You may use the following forms (pages 12-13) to complete your budget or, if you prefer, you may create your own budget forms using a word-processing or spreadsheet program. Additional resources are available if you go to www.youthventure.org and click Take Action, and you should never hesitate to contact us at YV if you need guidance.

- **List all of your Venture’s start-up expenses.** Be as specific as possible (i.e., rather than listing art supplies for mural painting at \$150.00, indicate specific costs like 8 pints of colored paint at \$9 per can = \$72; 5 brushes at \$6 each = \$30; etc.). Please note that Youth Venture grants cannot be used for salaries, payments to team members or anything unnecessary to the success of your Venture.

Also remember that Venturers are entrepreneurial. They are creative and resourceful in finding ways to accomplish what they set out to do. Accordingly, your Venture’s Action Plan should reflect that you’ve...

- Asked for donations (as many as possible!)
 - Borrowed material, if possible, rather than purchase new material
 - Asked for discounts, deals or “in-kind” donations when making purchases
 - Done your researched on costs and purchased products or services at the best value
-
- **List all of the income you expect your Venture to receive.** Consider possible sources of income, such as fundraisers, cash donations, donated services or materials, admission fees, or revenue from selling a product or service. How will your Venture acquire funding after the start-up grant has been spent? Estimate how much your Venture will be able to raise in order to sustain itself.

Expense Form:

Please write "donation" in the Total Cost Column for any donated supplies.

Supplies associated with SMART goal	Cost of One \$	Number Needed #	Total Cost \$ (Cost of One multiplied by Number Needed)	When will this be needed? (date)	Explanation
Total Expenses on this page:			\$	(add all numbers in Total Cost column)	

Income Form:

Please photocopy this form if you need additional space.

Source of Income	Amount of Income \$	When will this be received? (date)	Explanation
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
Total Income:	\$	(add all numbers in the Amount of Income column)	

Make a Commitment. Answer the following questions. Be specific!

6. Looking at the plan and responsibilities, approximately how many hours a week will each team member need to work on this Venture? _____

7. A Venture is a long-term project with ups and downs, good times and rough times. How will you continue to motivate *yourself* to work on your Venture? _____

Find an Ally. An Ally is a non-controlling adult resource person who provides advice and guidance. Please indicate your Ally’s contact information and your reasons for choosing this person to be your Ally. Be specific! For help organizing your Ally search, visit www.youthventure.org and click Take Action.

Ally’s Contact Information			
Ally Name:			
Mailing Address:			
Daytime Telephone:		Evening Telephone:	
Email:		Relationship to team:	

8. Why did you choose to work with this Ally? _____

9. How will your Ally help your Venture? _____

Check this box if you cannot find an Ally and need Youth Venture to help you.



Team Information

Lead Venturer Information: The lead Venturer coordinates communication for the whole team and is responsible for staying in touch with Youth Venture. After receiving funding from Youth Venture, **Teams must complete and submit three and twelve-month self-evaluations.** The lead Venturer will be the team member responsible for making sure both of these evaluations are sent to Youth Venture.

Lead Venturer's Name:	
Mailing Address:	
Email:	
Phone:	

Team Member List: Please list below the names, signatures, and ages of the core members of your team (yourself included). By signing this, you are making a commitment to your teammates; you are committing to fulfill your role and help make this Venture a reality. Photocopy or reprint this page if you need more space.

Team Member Name (please print)	Team Member Signature of Commitment

Delivery of Grant Check: If your team is awarded a start-up grant from Youth Venture, we will need to know to whom and where to send your check. Youth Venture invests in *young people* as agents of social change. Normally, we make grant checks payable to the lead Venturer, but you can choose who receives the check: a team member, an Ally, a parent, your school, or someone else who is trustworthy. Please provide the information below.

Make check payable to:			
Mailing Address:			
Daytime Telephone:		Evening Telephone:	
Email:		Relationship to team:	

Please note: There may be tax consequences associated with the grant funding received from Youth Venture. There may be an obligation to report the grant as income and to pay taxes to Federal, State, and/or Local government. It is up to the Venture Team, Ally, and recipient of the grant check to determine the tax consequences associated with the funds.

Press Releases: Youth Venture usually sends press releases to local newspapers to announce the launch of new Ventures. In the space below, please indicate which local newspapers, radio stations, or other media you would like to hear about your Venture.

Name of Local Newspaper, Magazine, Radio Station, etc.
1.
2.
3.

References

Please provide the name and contact information of two adult references that will attest to your team's integrity. If you are forming a Venture through school or another organization, you only need to list one reference: your teacher or group leader. References cannot include relatives.

Reference's Contact Information			
Reference Name:			
Mailing Address:			
Daytime Telephone:		Evening Telephone:	
Email:		Relationship to team:	

Reference's Contact Information			
Reference Name:			
Mailing Address:			
Daytime Telephone:		Evening Telephone:	
Email:		Relationship to team:	

Venture Team Member Contact Form and Agreement

*Photocopy this form! Each team member is required to complete and submit this form with the Venture Action Plan.

Upon selection as a Youth Venture team, Youth Venture will provide business cards with the Youth Venture logo for members of the core team of each Venture. The following information in the top section of this form will be printed on your business card. If you do not wish to have business cards, put an asterisk (*) next to this box, or if you wish to exclude certain information below from your business cards, simply note those items by putting an asterisk next to them.	
Your Name:	
Your Role in the Venture (e.g. President, Designer, etc.):	
Name of Venture Team:	
Mailing Address:	
Home Phone:	Cell Phone:
Email:	AIM Screen Name:
Date of Birth:	
Your Current Grade:	
How did you hear about Youth Venture?	Name of Your School:
Would you like your contact information shared with other Youth Venturers? Circle one: YES NO	
Shirt size – small, medium, large, or XL (Core team members of approved Youth Venture teams receive a Youth Venture tee-shirt).	
**Please send digital pictures of yourself or of your team to info@youthventure.org. We may display your photos on our websites or in our print media. Signing this form gives Youth Venture permission to use your pictures.	

By my signature below, I acknowledge that I have reviewed and considered the following Conditions of Association in its three-page entirety, and that I accept the standards of behavior prescribed and the terms of agreement governing participation as a Youth Venturer.

Your Signature:	Date:
Parent/Guardian's Signature (required if you're under 18):	Date:
Parent/Guardian's Name:	

Conditions of Association

Nothing is more critical in becoming a Youth Venturer than knowing right from wrong and being trustworthy and responsible. These Conditions of Association define core standards everyone in Youth Venture can expect from their colleagues. By joining the Youth Venture community, you accept these standards as your own. You make clear that you understand the responsibilities associated with becoming a Youth Venturer, and you agree not to pursue activities that could potentially harm other individuals or teams or discredit Youth Venture as an organization.

Because these issues are so important, all of us, from your Allies to Youth Venture nationally, would be delighted to help you think them through. Please call on us if you would like to discuss any potentially controversial components of your Venture. By signing this document, you, your Venture team, and all members of the team agree to abide by the following standards of behavior. Youth Venture reserves the right to withhold or withdraw membership and support from any Venturer or team that violates any of the following principles:

1. **Violence.** Youth Venturers will not advocate for, participate in, or endorse any types of violence.
2. **Diversity.** Youth Venturers will not tolerate discrimination of any kind, including, but not limited to, discrimination on the basis of race, age, class, religion, ethnicity, nationality, gender, or sexual orientation.
3. **Illegal Activity.** Youth Venturers will not engage in or advocate for any type of illegal activity.
4. **Religious Respect.** Youth Venturers respect religious freedom. We welcome partnerships with people of faith and faith-based organizations. Youth Venturers and their teams, consistent with these values, can be moved by faith but may not coerce others or use their Venture to preach or to try to recruit or convert others.
5. **Political Partisanship.** Youth Venturers are active citizens. It is entirely appropriate for teams to undertake issue advocacy and education, including support for referenda. However, it is important that no Venture be used for partisan political ends. Venture teams may not endorse, advocate for, or promote political parties or candidates for public office – directly or indirectly.

Youth Venture supports the right of every young person to dream his or her own dream -- and to organize and make it happen. We welcome every young person who has the courage and energy to do so as members in the Youth Venture community, conditional on accepting and respecting these five values and standards of conduct. Youth Venture's support of a team does not necessarily indicate endorsement of its perspective or proposals, but rather support of the right of young people to be change agents in their communities.

Youth Venture Terms and Legal Agreement

Please review the Youth Venture terms listed below and sign to indicate that you have read and agreed to the following:

- 1) Your Venture team will spend the start-up money provided by Youth Venture within the first 12 months of operation and only for the purposes outlined in your Youth Venture Action Plan. **Your team must keep all receipts of all expenditures and provide copies of them in your reports to Youth Venture.** The 12-month period begins when you sign the Youth Venture welcome letter.

At the end of the first 3 months and at the end of the first 12 months, you and your team will provide a report directly to Youth Venture. Youth Venture will send you and your Venture team a report outline that will ask for:

- a. An overview of the Venture which describes the activities completed to date
 - b. Your evaluation of the progress of the Venture, including goals achieved, youth participation, and future plans
 - c. Details of how all start-up money received has been used
- 2) At the end of every month, you and your team will provide a monthly update to Youth Venture. You can email, mail, or fax the monthly update to Youth Venture.
 - 3) Any funds provided by Youth Venture that are not spent by the end of the 12-month grant period shall be returned to Youth Venture.
 - 4) You and your team will work with at least one Ally to develop your Venture.
 - 5) You and your team will acknowledge the full range of Youth Venture's support in interviews, conferences, and recognition opportunities related to your Venture.
 - 6) You and your team give permission to Youth Venture to use your first name, photographs and other information about you on the Youth Venture website and in its promotional materials, external and internal, including all print, electronic and digital media
 - 7) You and your team agree and understand that your failure to carry out any of the terms described in this agreement may result in termination of support for your Venture.
 - 8) You and your team take full responsibility for all actions related to your Venture and understand that Youth Venture is not responsible for your Venture or any of its activities.
 - 9) Your organization will provide contact information for all team members, both current and in the future.

Terms of Agreement.

Each Venture team member must sign below to indicate that (s)he has read and agreed to the terms described on the preceding pages and the YV legal agreement below. Venture team members under the age of 18 must also have a parent or legal guardian sign this form. All team members must sign this agreement.

THIS IS AN IMPORTANT LEGAL NOTICE: PLEASE READ THE FOLLOWING CAREFULLY. IF YOU DO NOT UNDERSTAND IT, HAVE SOMEONE READ IT AND EXPLAIN IT TO YOU. YOU ACKNOWLEDGE AND AGREE TO THE FOLLOWING:

1. YOUTH VENTURE, INC. ("YV") PROVIDES ASSISTANCE, RESOURCES, AND GRANTS FOR START-UP EXPENSES TO PARTICIPANTS IN VENTURES.
2. YV IS NOT, FOR LEGAL OR OTHER PURPOSES, A PARTNER, JOINT VENTURER, PRINCIPAL, AGENT, MANAGER, DIRECTOR, SHAREHOLDER, OR MEMBER OF ANY VENTURE OR ANY PARTICIPANT IN ANY VENTURE. NEITHER YV, NOR ANY OFFICER, DIRECTOR, OR EMPLOYEE OF YV, HAS ANY RIGHT, POWER, OR AUTHORITY TO MAKE DECISIONS FOR OR TO BIND LEGALLY ANY VENTURE OR PARTICIPANT, OR TO CONTROL ANY OF THE ACTIVITIES, BUSINESS, OR AFFAIRS OF ANY VENTURE OR PARTICIPANT IN ANY VENTURE. PARTICIPANTS IN VENTURES ARE SOLELY AND EXCLUSIVELY RESPONSIBLE FOR MANAGEMENT AND CONTROL OF THE VENTURE, FOR THE ACTIVITIES AND BUSINESS OF THE VENTURE, AND FOR ALL OF THEIR CONDUCT, ACTS, OR OMISSIONS.
3. PARTICIPANTS IN VENTURES ARE SOLELY RESPONSIBLE FOR CONSULTING WITH QUALIFIED PROFESSIONALS AND INVESTIGATING, UNDERSTANDING, AND COMPLYING WITH ANY AND ALL FEDERAL, STATE, AND LOCAL LAWS, CODES, REGULATIONS, AND ORDINANCES WHICH MAY APPLY TO THEIR VENTURES AND THE ACTIVITIES AND/OR BUSINESS IN WHICH SUCH VENTURES MAY ENGAGE.
4. THERE MAY BE TAX CONSEQUENCES ASSOCIATED WITH THE FUNDS A VENTURE OR PARTICIPANTS IN A VENTURE RECEIVE FROM YV, AND WITH ANY INCOME RECEIVED BY A VENTURE, WHICH MAY INCLUDE, AMONG OTHERS, AN OBLIGATION TO REPORT AS INCOME AND TO PAY TAXES ON SUCH FUNDS/INCOME TO FEDERAL, STATE, AND OR LOCAL AUTHORITIES. IT IS UP TO THE VENTURE'S PARTICIPANTS TO DETERMINE THE TAX CONSEQUENCES OF SUCH FUNDS/INCOME, AND TO COMPLY WITH ALL APPLICABLE LAWS IN ALL RESPECTS.
5. YV CANNOT PROVIDE LEGAL OR TAX ADVICE. PLEASE CONFER WITH QUALIFIED PROFESSIONALS TO HELP YOU DETERMINE AND COMPLY WITH YOUR LEGAL AND TAX OBLIGATIONS.
6. I HEREBY GIVE PERMISSION FOR MYSELF/MY CHILD TO BE INTERVIEWED BY THE MEDIA. YV AND OTHER PRINT-, ELECTRONIC-, AND DIGITAL-MEDIA MAY USE MY/MY CHILD'S PHOTOGRAPH AND STORY IN PROMOTIONAL MATERIALS INCLUDING NEWSPAPERS, MAGAZINES, RADIO, TELEVISION, INTERNET, AND ALL OTHER MEDIA FORMS. MY OR MY CHILD'S PROFILE AND PHOTOGRAPHS CAN APPEAR ON THE YV WEBSITE WITH FIRST NAME, BUT NOT LAST NAME. THIS POLICY SHALL NOT LIMIT THE RIGHT TO PUBLISH PHOTOGRAPHS, STORIES, OR ACTIVITIES OF ANY TEAM THAT HAS BEEN IN THE PUBLIC DOMAIN.

Congratulations!

If you've completed this Action Plan, you should be ready to submit it to Youth Venture. From here, it's on to Selection Panel—and then the actual launch of your Venture! Congratulations!

Final Steps:

- Before submitting your Action Plan, take a few moments to review your responses. They should answer each question fully, be an accurate and detailed depiction of your Venture, and it should be clearly written (spell check!).
- Photocopy or reprint the Venture Team Member Contact Form and Agreement (page 8) for each member of your team. EACH team member is required to complete, sign, and submit this form with the Action Plan. Team members under 18 are required to have their parents or guardians sign as well.
- Please check to be sure your Action Plan includes the following:
 - (A) Your Venture Idea
 - (B) Set SMART Goals
 - (C) Accomplish Your Goals
 - (D) Roles and Responsibilities
 - (E) Timeline of Goals and Tasks
 - (F) Sustainability
 - (G) Take an Inventory
 - (H) Budget: Expense and Income forms
 - (I) Make a Commitment/ Find an Ally
 - (J) Team Information
 - (K) Delivery of Grant Check / Press Releases
 - (L) References
 - (M) Venture Team Member Contact Form and Agreement (one per team member)
- Please send your completed Action Plan by email to ny@youthventure.org, by fax to (212) 541-7806, or by regular mail to **Youth Venture New York, 434 W. 33rd Street, 12th Floor, New York, NY 10001.**
- Your Action Plan will be reviewed within a few days of our receipt of it. If any revisions are needed, you will be guided in doing that. Then, you'll be set to present your Venture idea to a Selection Panel. Selection Panels typically occur approximately two-to-four weeks after submission.

Questions? Email us at ny@youthventure.org, or call us at (212) 278-8930

Youth Venture

Dream it. Do it.

Youth Venture Action Plan

—Worksheet Format—

Sample

Sample: Your Venture Idea

Please answer the questions below, and **write legibly!**

1. What is the name of your Venture? Camping for a Cause.

2. What's your Venture idea? We are planning to hold three camping nights at the high school for any interested community members. There will be an entrance fee, and the money will benefit African refugees, especially those who have moved to New England.

3. Why does your team want to create a Venture? We want to help refugees in our area adjust to their new lives in the US and help raise awareness of issues refugees face. Refugees often come from very difficult situations and have very little with which to start a new life.

4. How will your Venture help your community? It will raise money for refugees as well as educate and raise awareness around the issues refugees face.

5. How will you determine if your Venture is successfully achieving its goals and helping the community? We'll set goals around how many people we want to attend camping nights as well as how much money we'll raise and measure our success based on that.

Sample: Set SMART Goals

Remember SMART goals are...

Specific

Measurable

Actionable

Realistic

Timely

More examples of **good** SMART goals:

2. We'll bake twelve apple pies to sell before Thanksgiving. We'll donate the funds we raise to a local breast cancer charity.
2. We'll start a knitting club that meets weekly. We'll sell the scarves we make at back-to-school night and give at least \$75 to a local breast cancer charity.

Examples of goals that are **not** SMART:

3. We'll increase awareness of breast cancer.
This goal is vague, and fails to cover any of the requirements of a SMART goal.
4. We'll sell candy and donate some of the money to fight breast cancer. *This goal does not say when this goal will take place.*

Now, set two or three SMART goals for your Venture:

1	Our goal is to raise at least \$1,000—enough to pay for a second camping night and to make a donation to a refugee charity—by hosting 70 people at our first camping night in April.
2	We would like to have our own website by January that explains our venture's mission, links people to refugee resettlement organizations, and advertises volunteer opportunities.
3	We will hold an informational meeting in March to get people interested in camping and refugee issues. We'll invite guest speakers and offer refreshments.

Sample: Accomplish Your SMART Goals

So far you have established your *Venture idea* (for example, organize camping nights to earn money) and have broken down your *Venture idea* into *SMART goals* (for example, find financially responsible space to have camping nights by April 1st), now it's time to break your SMART goals into **specific tasks** (for example, call the head of facilities for the school district). Use the chart below to list all of the tasks you will need to accomplish in order to achieve each of your SMART goals. For examples, please refer to the Sample Action Plan.

Before writing on this page, photocopy it! You will need one page for each of your SMART goals.

SMART Goals	Tasks. What needs to be accomplished to make this goal a reality?
SMART Goal: # <u>1</u> hosting 3 camping nights	1. coordinate camping night locations & times with high school
	2. gather volunteers through website and informational meeting
	3. connect to refugee resettlement organizations
	4. buy and prepare refreshments for the event
	5. arrange for a guest speaker
	6. arrange for musicians
	7. create and hang posters to advertise event
	8. write and release press releases
	9. announce camping nights during school announcements

Sample: Accomplish Your SMART Goals

	10. purchase and set up event tents
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Sample: Accomplish Your SMART Goals

So far you have established your *Venture idea* (for example, organize camping nights to earn money) and have broken down your *Venture idea* into *SMART goals* (for example, find financially responsible space to have camping nights by April 1st), now it's time to break your *SMART goals* into **specific tasks** (for example, call the head of facilities for the school district). Use the chart below to list all of the tasks you will need to accomplish in order to achieve each of your *SMART goals*. For examples, please refer to the Sample Action Plan.

Before writing on this page, photocopy it! You will need one page for each of your *SMART goals*.

SMART Goals	Tasks. What needs to be accomplished to make this goal a reality?
SMART Goal: # <u>2</u> website	1. register domain name
	2. find graphic designer to donate time to a logo in kind
	3. design structure of website—Lily's mom does web design & might be able to offer advice
	4. outline content
	5. draft content
	6. find volunteers to maintain it
	7.
	8.
	9.
	10.

Sample: Accomplish Your SMART Goals

So far you have established your *Venture idea* (for example, organize camping nights to earn money) and have broken down your *Venture idea* into *SMART goals* (for example, find financially responsible space to have camping nights by April 1st), now it's time to break your SMART goals into **specific tasks** (for example, call the head of facilities for the school district). Use the chart below to list all of the tasks you will need to accomplish in order to achieve each of your SMART goals. For examples, please refer to the Sample Action Plan.

Before writing on this page, photocopy it! You will need one page for each of your SMART goals.

SMART Goals	Tasks. What needs to be accomplished to make this goal a reality?
SMART Goal: # <u>3</u> Informational meeting	1. make posters to advertise the meeting
	2. hang posters
	3. purchase refreshments
	4. arrange for a guest speaker
	5. secure time and location with the high school
	6.
	7.
	8.
	9.
	10.

Sample: Roles and Responsibilities

Each team member needs to clearly understand his or her responsibilities. This ensures that everything from planning activities to painting posters or asking for donations is accomplished. Clear roles and responsibilities make a more efficient and effective team! After receiving funding from Youth Venture, Teams must complete and submit three and twelve-month self-evaluations, so be sure to include who will be responsible for sending these evaluations to Youth Venture. **If you have more than five team members, photocopy this page before you start!**

Team Member: Dave	Team Member: Rachel	Team Member: Naveena	Team Member:	Team Member:
Role: President	Role: Vice president	Role: treasurer	Role:	Role:
Responsibilities: -Secure locations for camping and meeting -buy and prepare all refreshments -write press releases -purchase and set up tents -register domain name -find graphic designer and web designer -outline web content	Responsibilities: -connect to refugee groups -arrange for guest speakers and musicians -set up tents -outline web content -write web content	Responsibilities: -volunteer recruitment and coordination -create and hang posters -arrange school announcements -set up tents -outline web content -write web content	Responsibilities:	Responsibilities:
Member initials* DCS	Member initials* R ₆ P	Member initials* NVK	Member initials*	Member initials*

***By initialing above, you are showing that you have seen and agreed to the responsibilities assigned to you.**

Sample: Timeline of Goals and Tasks

Starting with the current month, fill in the names of the month, and indicate which projects, tasks or events will be happening that month. You may have many events happening some months and none other months. This will give you a sense of how much work you'll be doing over the course of your first year.

Month 1: <u>November</u> register domain name find graphic designer and web designer outline web content volunteer recruitment	Month 2: <u>December</u> connect to refugee groups
Month 3: <u>January</u> Secure locations for camping and meeting	Month 4: <u>February</u> arrange for guest speakers and musicians volunteer recruitment create and hang posters
Month 5: <u>March</u> buy and prepare refreshments for info meeting volunteer recruitment create and hang posters arrange school announcements	Month 6: <u>April</u> arrange school announcements buy and prepare refreshments for 1 st camping night write press releases purchase and set up tents volunteer recruitment create and hang posters
Month 7: <u>May</u>	Month 8: <u>June</u> arrange school announcements buy and prepare refreshments for 2 nd camping night write press releases purchase and set up tents volunteer recruitment create and hang posters
Month 9: <u>July</u>	Month 10: <u>August</u>
Month 11: <u>September</u>	Month 12: <u>October</u> arrange school announcements buy and prepare refreshments for 3 rd camping night write press releases purchase and set up tents volunteer recruitment create and hang posters
2nd year and beyond: Continue to hold 3 camping nights a year	

Sample: Sustainability, Make Your Venture Last!

Ventures are *sustainable*; they should continue to exist even if you move, graduate, or switch schools. Your Venture must be more than a one-time project or event. So when you plan, think about how you'll make your Venture last. The following worksheet will give you a couple of things to think about. Write your responses to the questions in the blank spaces. If you need additional space, photocopy this sheet or add an additional blank page.

Membership. How are you going to recruit new members? How will you keep members interested?	Leadership. How will you put new leaders in place when current leaders leave?	Fundraising. How will you continue to fund your project once the start-up grant is spent?
<p>To recruit volunteers we'll make announcements at school, hang posters, and have a website. To keep volunteers engaged, we'll create a list of responsibilities and volunteers can sign up for the jobs they want to do, this way they'll stay active in camping for a Cause.</p>	<p>We'll get volunteers from all ages and elect new leaders every year. Only people who have volunteered at three camping nights can vote or be eligible for an office.</p>	<p>We've designed the camping nights so that the first camping night pays for the second, the second pays for the third and so on. We'll earn additional money by selling ad space on our website and by asking local businesses for donations. Eventually, we'll develop a way to ask for donations online.</p>
<p>Examples: <i>SeniorConnect</i> advertises volunteer opportunities on a website they created. <i>A&J Curb Appeal</i> and <i>The Babysitting Club</i> provide earned wages to their members. The <i>Free Ride Park Project</i> provides free skate park passes to kids who volunteer at least twenty hours.</p>	<p>Examples: The <i>Vietnamese-American Public Research Institute</i> developed a specific training program that provides hands-on leadership experience. The <i>Interact Club</i> holds yearly elections and leaders are voted into office.</p>	<p>Example: <i>Walk in Nature's Dream</i> raises money and awareness for its nature trail by holding fundraisers such as dog shows and birdhouse-building contests. <i>The Babysitting Club</i> earns money by providing low-cost childcare services.</p>
<p>Tips: Make members feel needed and encouraged; people lose interest when they aren't being used to the best of their abilities; spread the word: Tell people how they can help.</p>	<p>Tips: Give members opportunities to gain more experience and responsibility; look for someone as passionate as you; foster creativity; let members try new ideas.</p>	<p>Tips: Write grants; request in-kind donations; hold fundraisers related to your Venture—events like these also advertise your Venture.</p>

Sample: Take an Inventory

Use this worksheet to brainstorm the supplies needed to complete each of your Venture's SMART goals. In the first column, list a SMART goal your team created in *Section B*. In the second column, list all the supplies, materials, and services your Venture will need to make the SMART goal a reality. Include the cost of each item in the box on the right. Write "free" if the supply is something you might be able to borrow or have donated. Use as much detail as possible since this will help you later when you plan your Venture's budget.

Before writing on this page, photocopy it! You will need one page for each of your SMART goals.

SMART Goals	Supplies Needed	Cost of One
SMART Goal: # <u>1</u> Camping nights	1. first aid kits	\$9.99
	2. large event tent	\$70.99
	3. space to hold camping nights	\$0
	4. musicians	\$200
	5. guest speaker	\$100?
	6. veggie burgers	\$2.79
	7. water	\$2.89
	8. oatmeal	\$2.99
	9. pancake mix	\$2.29
	10. grill	\$0
	11. charcoal	\$1.79
	12. plates and cups	\$6

**If you are unsure of the cost of an item, try searching for

YV

Dream it. Do it.

Sample: Take an Inventory

the most inexpensive price online. Try froogle.google.com.

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SMART Goals	Supplies Needed	Cost of One
SMART Goal: # <u>2</u> website	1. register domain name	\$95
	2. digital camera	\$
	3. pens	\$2.19
	4. paper	\$0
	5.	
	6.	
	7.	
	8.	
	9.	
	10.	
	11.	
	12.	

**If you are unsure of the cost of an item, try searching for the most inexpensive price online. Try froogle.google.com.

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Before writing on this page, photocopy it! You will need one page for each of your SMART goals.

SMART Goals	Supplies Needed	Cost of One
SMART Goal: # <u>3</u> Informational meeting	1. space to hold meeting	\$0
	2. poster board	\$8
	3. markers	\$3.34
	4. chips	\$3
	5. napkins	\$1.79
	6. fruit	\$.50
	7. soda	\$.89
	8. granola bars	\$2.79
	9. pizza	\$5
	10. guest speaker	\$100?
	11.	
	12.	

**If you are unsure of the cost of an item, try searching for

Sample: Take an Inventory

the most inexpensive price online. Try froogle.google.com.

Sample Expense Form:

Please write "donation" in the Total Cost Column for any donated supplies.

Supply associated with SMART goal	Cost of One \$	Number Needed #	Total Cost \$ (Cost of One multiplied by Number Needed)	When will this be needed? (date)	Explanation
1. first aid kits	\$19.99	2	\$39.98	April	Camping nights
2. plates	\$4 for 50	2	\$8.00	April	Camping nights
3. cups	\$2 for 24	4	\$8.00	April	Camping nights
4. hot dogs	\$3 for 8	8	\$24.00	April	Camping nights
5. pizza	\$5	8	\$40.00	March, April	Info mtg & camping
6. large event tent	\$70.99	2	\$141.98	April	Camping nights
7. grill	--	2	donation	April	Borrow from parents
8. charcoal	\$1.79	2	\$3.58	April	Camping nights
9. condiments	\$1.75	4	\$7.00	April	Camping nights
10. cost of hosting domain	\$95.00	1	\$95.00	December	Cost for one year
11. digital camera	--	1	donation	December	Photos for website
12. musicians	\$200	1	\$200	April	One free show
13. guest speakers	\$100	1	\$100	March	Other three are free
14. pens	\$2.19	1	\$2.19	February	
15. paper	--	2	donation	March	
Total Expenses on this page:			\$669.73	(add all numbers in Total Cost column)	

Sample Expense Form:

Please write "donation" in the Total Cost Column for any donated supplies.

Supply	Cost of One \$	Number Needed #	Total Cost \$ (Cost of One multiplied by Number Needed)	When will this be needed? (date)	Explanation
1. space to hold informational meeting	--	1	Donation	February	Work out details with school
2. space to hold camping nights	--	1	Donation	February	Work out details with school
3. poster board	\$8	10	\$80.00	February	For advertisements
4. markers	\$3.34	3	\$10.02	February	To make posters
5. chips	\$3	3	\$9.00	March, April	Info mtg & camping
6. veggie burgers	\$2.79 for 4	13	\$36.27	April	Camping nights
7. napkins	\$1.79 for 100	2	\$3.58	March	Info mtg & camping
8. bananas and apples	\$1.50 for 6	20	\$30.00	March, April	Info mtg & camping
9. soda	\$0.89	50	\$44.50	March, April	Info mtg & camping
10. water (5 gallon jugs)	\$2.89	20	\$57.80	April.	Camping nights
11. granola bars	\$2.79 for 10	7	\$19.53	March, April	Info mtg & camping
12. oatmeal	\$2.99 for 8	8	\$23.92	April	Camping nights
13. pancake mix	\$2.29	8	\$18.32	April	Camping nights
14. syrup	\$2.49	4	\$9.96	April	Camping nights
Total Expenses on this page:			\$1012.63	(add all numbers in Total Cost column)	

Some expenses, like the tents, are one-time expenses, but most of these will be recurring costs that we'll have to continue to earn funding to cover.

Sample Income Form:

Please photocopy this form if you need additional space.

Source of Income	Amount of Income \$	When will this be received? (date)	Explanation
1. camping nights admission fees	\$1,750	April	\$25/person if 70 people attend each camping night, approx. 70% or anything above our expenses will be donated to charities.
2. ad space on website	\$150	Throughout the year	To cover cost of domain, etc.
3. donations	\$200	Throughout the year	To cover basic operations
4.			
5.			
6.			
7.			
8.			
9.			
10.			
Total Income:	\$2,100	(add all numbers in the Amount of Income column)	

The income earned from the first camping night will be used to pay for the next camping night. Any "extra" money earned from admission fees will be donated to a charity organization that works directly with refugees.

Sample Make a Commitment.

6. Looking at the plan and responsibilities, approximately how many hours a week will each team member need to work on this Venture? 3 hours

7. A Venture is a long-term project with ups and downs, good times and rough times. How will you continue to motivate *yourself* to work on your Venture? It's important for us to stay informed about refugee issues and to continue to tutor at the refugee center. We also have a good network of friends and supporters.

Find an Ally. An Ally is a non-controlling adult resource person who provides advice and guidance. Please indicate your Ally's contact information and your reasons for choosing this person to be your Ally. Be specific! For help organizing your Ally search, visit www.youthventure.org and click Take Action.

Ally's Contact Information			
Ally Name:	Shilpi Chamberlin		
Mailing Address:	166 Main Street Concord, NH 03301		
Daytime Telephone:	(603) 555-2377	Evening Telephone:	(603) 555-1156
Email:	schamberlin@refugeesconcord.org	Relationship to team:	friend

8. Why did you choose to work with this Ally? Shilpi has vast amounts of experience helping refugee, since she's director of the NH refugee center in Concord.

9. How will your Ally help your Venture? Shilpi can connect us to refugees and other refugee organizations. She knows the issues and she'll know where the money should go.

Check this box if you cannot find an Ally and need Youth Venture to help you.