

**SPEAK OUT**  
Lexington

***SPEAK OUT LEXINGTON 2000:***

**How Can We Fulfill Our Promise to  
Young People?**

**GUIDEBOOK FOR  
MODERATORS AND REPORTERS**

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## ACKNOWLEDGMENTS

*Speak Out Lexington 2000* is sponsored by Mayor Pam Miller and the members of the Lexington-Fayette Urban County Council.

This Guidebook was prepared by Roberts & Kay, Inc., Lexington, Kentucky.

**The purpose of *Speak Out Lexington*** is to encourage public conversations about issues that matter to people in Lexington-Fayette County. *Speak Out* is a project of Lexington-Fayette Urban County Government and its citizens.

In 2000, *Speak Out* participants will concentrate on ways our community can act together to fulfill our promise to young people. This year's topic is motivated by Lexington's recent designation as a "Community of Promise" by General Colin Powell's national youth service organization, America's Promise -- The Alliance for Youth.

At each *Speak Out* session, citizens will have conversations that will increase their knowledge and their ties to each other. For many people, these experiences influence their civic views and actions for the rest of the year.

If you are interested in organizing a *Speak Out* session for your organization, club, religious organization, neighbors, workplace, or friends, contact Barbara Sutherland at 258-3119. She will arrange for a trained moderator and reporter to guide your session. *Speak Out Lexington 2000* sessions should be conducted before March 31.

Key telephone numbers:

<i>Speak Out Lexington:</i>	258-3119
Office of the Mayor:	258-3100
Office of the Urban County Council:	258-3200

## BASIC PRINCIPLES FOR CIVIC TALK

*Speak Out Lexington* follows these basic principles for civic talk:

- ◆ In a democracy, talk is action. It changes things and makes things happen.
- ◆ All people who come to the meetings:

Need to be comfortable enough to speak;

Need to be heard;

Need to feel heard;

Need to listen to each other;

Need to know their words and ideas contribute to our community's strength and well-being.

When *Speak Out* sessions follow these principles, people get new ideas and energy for civic work.

## HERE'S YOUR GUIDE TO THIS GUIDEBOOK

To be a real part of *Speak Out Lexington 2000*, it is important to follow this Guidebook.

1. Please read the Guidebook at least a day before your session.
2. When you follow this Guidebook, everyone who participates in *Speak Out Lexington 2000* will be playing by the same rules, and answering the same questions. This is important. If you conduct your session in an atmosphere of fairness and openness, you will be holding a true *Speak Out* session.
3. We encourage you to paraphrase any segment of the Guidebook.

*If you are new at moderating and reporting, consult "Tips for Moderators and Reporters," a separate booklet available from Speak Out Lexington.*

4. The guide for the actual session begins on page 9. On the left side, instructions appear for the moderator and reporter. The reporter instructions are in *italics*. On the right side, text appears for guiding the sessions from start to finish.
5. Time estimates for each portion of the session appear in brackets in the right column, beginning on page 9. The bracketed time shows how many minutes should have elapsed since the session started. The line beside the bracket is for your use in advance of the session. Starting with the actual time of day the session begins, fill in the blank with the time you should begin each section. For example, if the bracket shows [0:05] and your session starts at 7:30 PM, fill in the blank with 7:35. For the bracket that shows [1:10], fill in the blank with 8:40, and so on.

# BASIC PRINCIPLES FOR MODERATORS AND REPORTERS

*Speak Out Lexington, now in its ninth year, has produced some great conversations, as well as a few that were less than great. After observing what works and doesn't work for eight years, we invite you to "learn from the greats" -- moderators and reporters who often guide Speak Out sessions successfully. These principles should also work in other situations when you moderate or report on meetings. Keep your focus on four key principles:*

- 1. Create a zone of comfort and hospitality where it is safe for people to share ideas.**
- 2. Treat people and ideas with warm, respectful neutrality.**
  - ◆ This means keeping a close hold on your own opinions so that neither your words, mannerisms, gestures, nor facial expressions reveal that you find certain ideas or people exciting and others dull or wrong-headed.
  - ◆ All this attention to neutrality helps people find their own thoughts and ideas rather than simply trying to please or irritate you.
  - ◆ **Don't** yield to the impulse to "just say one thing" even when you feel it strongly. *Speak Out* participants deserve and expect neutral session leaders.
- 3. Focus on generating a broad pool of ideas.**
  - ◆ Encourage people to contribute new ideas they have not expressed before.
  - ◆ Encourage shy people to state what is on their minds.
  - ◆ Gently urge talkative people to make sure their quieter companions are getting enough access to the floor.
  - ◆ Explicitly encourage risky and creative ideas.
- 4. Once the idea pool is large, help the group move from creativity to productivity.**
  - ◆ Ask questions that assist people in finishing something new before they leave.

## **SUPPLIES YOU WILL NEED FOR EACH SPEAK OUT SESSION**

- \_\_\_\_\_ Key to room or gate
- \_\_\_\_\_ Easel pad
- \_\_\_\_\_ Markers
- \_\_\_\_\_ One Guidebook for the moderator and one for the reporter
- \_\_\_\_\_ Sign-in sheet
- \_\_\_\_\_ Participant Information Form/Assets checklist for each participant
- \_\_\_\_\_ One folded white handout for each participant (for them to take home)
- \_\_\_\_\_ One list of Questions for each participant
- \_\_\_\_\_ Sheet entitled "What have we done for youth lately?" for each participant
- \_\_\_\_\_ Red sheet for indicating an interest in further discussions about certain Assets or Asset category (one for the group)
- \_\_\_\_\_ Report form and mailing envelope (for the report and flip chart notes)

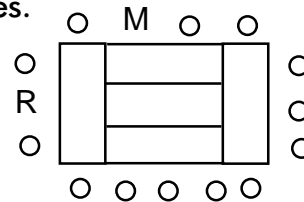
### *Helpful, but optional*

- \_\_\_\_\_ Food, drinks
- \_\_\_\_\_ Napkins, cups, plates, utensils
- \_\_\_\_\_ Garbage bags
- \_\_\_\_\_ Tape (depending on the walls of the meeting room)
- \_\_\_\_\_ Multiple colors of markers
- \_\_\_\_\_ Flip chart stand

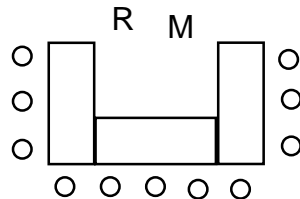
# ROOM ARRANGEMENTS THAT PROMOTE DIALOGUE

Once you have chosen a room, figure out the best arrangement for a productive conversation. There are four main options that work well for dialogue: a hollow square, a hollow "U", a hollow "V", and a circle. The square and the "U" use tables. The "V" and the circle may or may not use tables, and can be formed out of chairs or school desks. Usually, people attending a dialogue session are more comfortable if they can lean against a table or desk during the conversation.

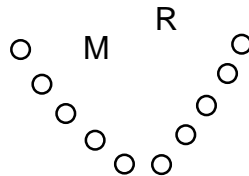
For a hollow square, arrange your tables to get each side as equal in length as possible. Sometimes it works best to use the tables to form a solid block. Place chairs around the outside of the square only. Choose a place for the moderator to sit and the reporter to stand (if using a flip chart). The moderator and reporter can either sit on the same side of the square or on different sides.



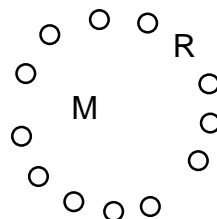
For a hollow "U", arrange your tables in the shape of a rectangle, leaving one end open. Place chairs around the outside of the tables. In the open space, place a chair for the moderator and set up the flip chart where all can see it.



For the hollow "V", place two rows of chairs at about a 75 degree angle to each other. Place the moderator's chair, the flip chart, and the recorder's station at the open end of the "V." If using tables, place chairs only around the outside.



For a circle, pull the necessary number of chairs or school desks into a circle, leaving aisles at a couple of points on the circle. Also locate the reporter in an opening, so that most people in the group will be able to see the reporter without strain.



# **SPEAK OUT LEXINGTON 2000**

## **GUIDE FOR MODERATORS AND REPORTERS**

### **How Can We Fulfill Our Promise to Young People?**

<b>INSTRUCTIONS</b>	<b>POINTS TO COVER AND QUESTIONS TO ASK</b>
<p>Arrange chairs (and tables) in the best arrangement for your group (see page 8). Place a folded white handout on every chair, or place them where people will take one as they enter the room. Relax and prepare to welcome people as they arrive.</p> <p>Moderators: As they arrive, ask people to sign the sign-in sheet. Tell them that if they provide their address they will receive a short version of the final report and be kept informed of future <i>Speak Out</i> activities.</p> <p>Allow five minutes (no more) for lateness. Start even with a tiny group.</p> <p><i>Reporters: Take an initial count of the people present; be sure to change this number if more people join the session. The total will be included in your report.</i></p>	<p>⇒ <i>Meeting Room Preparation</i></p> <p>[0:05] _____</p> <p>⇒ <i>Introductions, welcome, purpose statement and background</i></p> <p>[Allow five minutes for this section.]</p> <p>Introduce yourself, the reporter, and anyone else who helped organize your session.</p> <p>Thank people for coming to <i>Speak Out Lexington</i>.</p> <p>[Read or paraphrase this statement:]</p> <p><i>Speak Out Lexington</i> is our community's unique annual public conversation. LFUCG and the Mayor sponsor <i>Speak Out Lexington</i>, and hundreds of people volunteer to carry it out, because we know that learning to talk through our community's problems and opportunities is a good way to build citizens' power and responsibility. This year, the <i>Speak Out</i> topic invites you to consider how our community can fulfill its promise to young people. This year's <i>Speak Out</i> is presented in cooperation with Partners for Youth.</p>

<b>INSTRUCTIONS</b>	<b>POINTS TO COVER AND QUESTIONS TO ASK</b>
<p>Moderators: You may also ask participants for a specific, simple piece of information. For example, if the gathering is a neighborhood group, people may want to know each others' addresses. People who work in the same organization may want to know each other's job titles.</p> <p><i>Reporters: Make a diagram on the flip chart that shows where people are sitting, and what their first names are.</i></p> <p>Moderators: Your intention here is to give people a sense of how this <i>Speak Out</i> session fits with other efforts to improve our community, in particular the honor of being chosen as a Community of Promise. You also want to give people a sense of how this year's topic is again focusing on young people, but is taking a different approach to this conversation, using the "developmental assets."</p>	<p>Ask people to introduce themselves.</p> <p>⇒ <i>Preliminaries</i></p> <p>[Read or paraphrase the following sections.]</p> <p>Before we begin, I want to take a few minutes to provide some background information about this year's <i>Speak Out</i>, and how it relates to other efforts for young people going on in our community. Some of this information also appears in the folded white handout we've placed on your chairs (or that you picked up as you came into the room).</p> <p>Our community has recently been honored as a "Community of Promise" by General Colin Powell and his national youth service organization, America's Promise -- The Alliance for Youth. This shows that we are already doing a lot on behalf of our community's children and youth. We have also promised to do even more.</p> <p>One of the things we promised is to hold these <i>Speak Out</i> sessions, so that everyone in the community can exchange ideas about how we can all play a role in helping guide our young people in the right direction.</p> <p>Two years ago we discussed what is going on with our young people. Last year we talked about ways to connect our schools and our community. This year's <i>Speak Out</i> is following up with the topic of youth, using something called the Assets approach to youth development. We'll be looking at a list of Assets in a few minutes.</p>

INSTRUCTIONS	POINTS TO COVER AND QUESTIONS TO ASK
<p>Moderators: If people start asking questions about the Assets approach, you can tell them that we have received assistance from a non-profit organization called the Search Institute. This organization has helped America's Promise develop its mission, and is also providing information to communities across the country.</p> <p>Several years ago, the Search Institute started doing research to determine what kinds of experiences, relationships, and internal qualities all young people need if they are to succeed in life. That research resulted in a list of 40 basic building blocks that they call "developmental assets." The Search Institute doesn't claim that these are the only things young people need, but they are the ones that have been identified so far through the research.</p> <p>Again, most of this information is laid out in the folded white handout.</p> <p>If questions persist, ask people if they would be willing to hold their questions until the end of the session, so that there is time for a full discussion by the group.</p>	<p>If you are interested in learning more about the Assets approach, trained speakers are also available to make a presentation to our (your) group.</p> <p>The ideas shared at the <i>Speak Out</i> meetings will be compiled into a final report that is submitted to the Mayor and Council. The report is also made available to the public and the media.</p> <p>Ideas from previous <i>Speak Out</i> sessions and other forums for community conversation have contributed to results such as these:</p> <ul style="list-style-type: none"> <li>◆ creation of Partners for Youth, which brings together the city, the schools, the university, and many other organizations to raise funds and provide grants for youth-oriented programs</li> <li>◆ adoption of schools by Urban County Council members</li> <li>◆ increased funding for family-oriented programs within Urban County Government</li> </ul> <p>[0:10] _____</p> <p>⇒ <i>Housekeeping</i></p> <p>Announce (or negotiate with the group) when this session will end.</p> <p>Explain the smoking policy.</p> <p>Identify restroom locations.</p>

INSTRUCTIONS	POINTS TO COVER AND QUESTIONS TO ASK
	<p>If refreshments are available, mention them here.</p> <p>Remind people the meeting is open.</p> <p>Ask that any media representatives present identify themselves.</p> <p>[0:12] _____</p> <p>⇒ <i>Suggested Conversation Guidelines</i></p> <p>[Read or paraphrase the following material.]</p> <p>For this discussion, we propose to follow a few simple conversation guidelines:</p> <ol style="list-style-type: none"> <li>1. Focus on what <u>you can do</u>, as individuals and as a community. Avoid the blame game.</li> <li>2. Aim for creating new ideas.</li> <li>3. Remember that we don't have to reach agreement.</li> <li>4. Observe common courtesy: <ul style="list-style-type: none"> <li>◆ Listen well</li> <li>◆ Share your own honest ideas</li> <li>◆ Encourage other people to share their ideas</li> <li>◆ Avoid interrupting other people or using more than your share of the time available</li> </ul> </li> </ol> <p>Are these guidelines acceptable to the group?</p>

## INSTRUCTIONS

Moderators: The actual questions to be asked are in **bold type**. All the questions are designed so that they can be answered from the view of the person answering, whether the person is a young person or an adult. Encourage each person to answer the questions from his or her own perspective.

Avoid waiting for the reporter to finish writing comments before encouraging additional people to speak. Avoid paraphrasing what people have said. If you are unclear about a comment, ask the speaker to repeat the remarks.

*Reporters: Your job is to record visibly the key ideas of the group. In the interest of fairness and neutrality, in the brainstorming sections be sure to write something for each speaker. Record a few of the most important words used by each speaker, if possible, to capture the main idea.*

## POINTS TO COVER AND QUESTIONS TO ASK

## INSTRUCTIONS

Moderators: Hand out the checklist for recording individual Assets and the list of questions for the session.

This first section is intended to open the conversation in a general way, and to give people a chance to start thinking about the Assets and what they are interested in discussing as a group.

When asking people to indicate the category of Assets they wish to talk about in this session, you want to convey the message that all of the Assets are important, but that time will only permit you to talk about those that seem most interesting to the whole group. Reassure people that all of the Assets will be addressed at a community festival in the fall.

## POINTS TO COVER AND QUESTIONS TO ASK

### Questions

[0:15] \_\_\_\_\_

**Question 1** [Allow 10 minutes for this section.]

We are now ready to begin. I have handed out the questions we will be covering in this session, just so you'll have an idea of what's coming. We are going to start by looking at the 40 Assets for Youth. Remember, the Search Institute has identified these as building blocks of development that help young people grow up healthy, caring, and responsible.

**a.) On the Asset list we have handed out, please indicate with a checkmark the Assets you experience now as a young person or that you experienced when you were a young person.**

[Give people time to do this. When all have finished, continue.]

All of these categories and Assets are important and will continue to be worked on in our community. There will be a community festival in the fall with more information and opportunities to connect people to specific activities. But we do not have time to discuss all of the Assets at this session, so we want to talk about the ones that the group finds most interesting. In order to determine which ones those are, we would like you to mark your Asset list in another way.

**b.) Please indicate with a star the category of Assets (either internal or external) that you are most interested in talking about in this *Speak Out* session.**

INSTRUCTIONS	POINTS TO COVER AND QUESTIONS TO ASK
<p>Moderators: Go around the room so that you hear from everyone on this question.</p> <p>Reporters: Record each category chosen, and place a checkmark after it for each time it is chosen. After all comments have been heard, quickly tabulate the number of checks next to each category, plus one (for the listing). For example, if your flip chart looks like this:</p> <p>Empowerment ✓✓</p> <p>the total number of votes would be three.</p> <p>Reporters: Write the category under discussion and the question being considered at the top of each flip chart page. Record something for each speaker. If it is clear that someone is speaking about a specific Asset within this category, write the number of that Asset next to their comment.</p> <p>Moderators: As much as possible, reinforce the Assets approach to development. Ask participants to focus on what is available and to think about positive things for youth in our community.</p>	<p>[You can give people examples of categories to ensure that the directions are clear.]</p> <p>[0:25] _____</p> <p><b>Question 2</b> [Allow 10 minutes for this question.]</p> <p><b>Please share which category of Assets you chose, and why you chose it.</b></p> <p>[0:35] _____</p> <p><b>Question 3</b> [Allow 15 minutes for this question.]</p> <p>We are now going to discuss the category of Assets which the greatest number of people in our group has chosen. If we have time, we will discuss other categories, in order of their frequency of choice.</p> <p>[Take the category with the highest number and read the <b>bold</b> Asset headings within it.]</p> <p><b>a.) For those of you who put checkmarks next to any of the Assets in this category, would you like to share some of the ways these Assets were/are available for you as a young person?</b></p> <p><b>b.) In what ways are the Assets in this category now available for the young people in our community?</b></p> <p>Remember that we are focusing here on things that are presently available for youth, not things that are missing.</p>

INSTRUCTIONS	POINTS TO COVER AND QUESTIONS TO ASK
<p>Moderators: Help the group focus on what individuals can do. If comments start to be about what the schools, or some other organization should do, gently remind them of the intent of the question -- what each of us can do.</p> <p><i>Reporters: Record something for each speaker.</i></p> <p>Moderator: Help the group think about what other folks and institutions/organizations can do to promote these Assets in youth.</p> <p><i>Reporters: Record something for each speaker.</i></p> <p>Moderators: If you have time, repeat Questions 3-5 for the next category on your list from Question 2.</p> <p><i>Reporters: If you go on to another category, be sure to clearly write the name of that category at the top of each page.</i></p>	<p>[0:50] _____</p> <p><b>Question 4</b> [Allow 15 minutes for this question.]</p> <p>For this next question I want you to think as much as possible about your daily interaction and experience with young people, from the children you know really well to the kids riding their bikes in your neighborhood to the young people working at Kroger. I'm looking for specific suggestions for individuals. The question is:</p> <p><b>What can you do as an individual to assure that young people in our community have the Assets in this category?</b></p> <p>[If you allow time and participants still seem unable to answer this question, suggest they look at the "Asset-building ideas" found in the folded white handout for possibilities.]</p>
	<p>[1:05] _____</p> <p><b>Question 5</b> [Allow 10 minutes for this question.]</p> <p><b>How can we encourage other individuals or organizations to help build the Assets in this category in young people?</b></p> <p>[If time allows, after the group has answered Questions 3-5 for the first category, re-do Questions 3-5 for a second category. If time still remains, do the same for a third category. Take the category which received the next highest number of votes, and so on.]</p>

INSTRUCTIONS	POINTS TO COVER AND QUESTIONS TO ASK
<p>Moderators: You can go around the room to get responses from everyone.</p> <p>Reporters: <i>Write something brief for each speaker.</i></p>	<p>[1:15] _____</p> <p><b>Question 6</b> [Allow 5 minutes for this question.]</p> <p><b>Now that we've talked about some aspects of the Assets approach, what is one idea or suggestion that you found most interesting or useful from this session?</b></p>
<p>Moderators: Any and all comments are welcome here.</p> <p>Reporters: <i>Write something brief for each speaker.</i></p>	<p>[1:20] _____</p> <p><b>Question 7</b> [Allow 5 minutes for this question.]</p> <p><b>Is there anything else you would like to say about building Assets for the youth in our community?</b></p>
<p>Moderators: Help people feel that the session has been positive and useful. Give them ideas for follow-up activities and ways they can continue working on this topic.</p> <p>Reporters: <i>Distribute the sheet entitled "What have we done for youth lately?"</i></p>	<p>[1:25]</p> <p><b>Closing</b></p> <p>For those of you who are interested in taking action to build Assets, we have put together two different lists of current efforts on behalf of youth in our community. One of the lists is on the back page of the folded white handout. That list contains brief project descriptions, as well as contact information for each program if you want to find out more about how to get involved. The other list is being handed out to you now; it contains descriptions of youth-oriented projects at all levels.</p> <p>Please remember that there will be a community festival in the fall to continue thinking about and working on Assets for our young people. Representatives from many</p>

**INSTRUCTIONS**

**POINTS TO COVER  
AND QUESTIONS TO ASK**

*Reporters: Pass around the red sheet. Ask people to indicate the Assets or Asset category that they would like to discuss with others and to provide their contact information.*

youth organizations will be there to provide information and enlist your involvement. We hope that you will come and bring friends and family.

We will also be compiling the results of all the *Speak Outs* into a final report so that the community will be able to see what these conversations have been about and the kinds of efforts that people are interested in making on behalf of our young people.

Before you leave, please fill out your Participant Information Form (on the other side of the Assets checklist) if you haven't already done so, and turn it in. Also, make sure you have put your name and address on the sign-up sheet.

If you have an interest in an opportunity to discuss some of the categories and Assets that we did not get to today, fill out the red sheet and return it to Barbara Sutherland in the Mayor's Office. She will notify you if others share your interest and help set up another time for further discussion.

Also, if you are interested in attending or hosting a presentation on the Assets model by someone from the Speakers' Bureau, please contact Barbara Sutherland or Kathy Pyles in the Mayor's Office, at 258-3100.

Thank you for participating in *Speak Out 2000*.

[1:30] \_\_\_\_\_

**Adjourn**

## **IF YOUR SESSION WILL BE SHORTER THAN 90 MINUTES**

If you will be moderating or reporting for a short *Speak Out* session, we suggest these steps.

1. After Introductions and Welcome, on page 9, read or paraphrase the Preliminaries, starting on page 10.
2. Establish the Conversation Guidelines, beginning on page 12.
3. Start with Question 1 on page 14.
4. Continue with the rest of the questions for as long as time permits.
5. Don't rush or give participants a feeling of being rushed.