Writing a Meeting Plan

Writing a Meeting Plan will help you prepare for your monthly meetings. Most importantly, writing your plan will help you focus on what skills or knowledge you want your students to have at the end of the meeting. It will also give you a way of evaluating whether the activities you planned helped your students achieve the goals/objectives you set for them.

Your plans will include three areas: Goals/objectives, the activities, and the evaluation.

GOALS/OBJECTIVES:

A goal(s) is a general description of what you (as the PA) plan to accomplish. An objective(s) states specifically what your students will accomplish or learn.

EXAMPLE:

Goal: Develop Leadership Skills

Objectives: The student will be able to:

- > Define the term leadership.
- > Identify the styles of leadership.
- Describe the qualities of an effective (successful) leader.
- Discuss the traits that make a "good" leader vs. the traits of a "bad" leader.
- ➤ List the responsibilities of a leader in YWC.
- > Demonstrate leadership skills in group activities.

In the above example, the goal or purpose is to assist the students in developing leadership skills. The objectives are what your students should be able to show you in some way before the meeting is over. Does the activity you have planned achieve the goal/objectives you have set?

ACTIVITIES:

This manual contains activities that can be used at meetings. Some of the activities were taken from the sources cited at the end of the manual; others were recommended by people who have used them in a variety of settings—with adults as well as young people. They can be adapted to the personality and makeup of your group.

As previously mentioned, they cover: Icebreakers, Women in Philanthropy/
Community Service, Diversity, Leadership/Teambuilding, Social Justice, Problemsolving/Decision-making/Grant Making, and the Interview. Because of the possibility that a girl
could be in the group for four years, four or more activities are given for each of the topic areas
allowing the PA to do different activities each year. Of course, you should feel free to use those
activities you have developed or have gotten from other sources. Remember, there are many
ways to accomplish a particular goal or objective.

Several things should be kept in mind:

- The PA should adapt the activities to meet the needs of her particular group considering space available, group size, makeup of group (age, ethnicity), and resources available (monetary, guest speakers, sites to visit, etc.).
- Your own personality, past experience, and comfort level should be considered when planning and selecting activities.
- The length of time given for the activities is approximate.
- The activities will only take up a portion of the meeting time. Most of the meeting will be used in completing the grant making process found in the Program Associates' Manual.

Other Sources:

At the end of the activities section of this manual, there is a list of sources where you can find other activities which may help to achieve stated objectives.

Evaluation/Debriefing:

It is important to evaluate or debrief after each activity to link it to the topic area. The students themselves determine how each activity relates to the topic during the debriefing. Debriefing is also a way to determine whether or not the students have achieved your objective(s) and is a way to get feedback from them about the activity. There are a number of ways to debrief.

- Asking questions/Discussion
- Demonstration (Performing one or more tasks)
- A written task

Asking Questions/Discussion

In a debriefing, getting students to make the "link" from the activity to the focus area can be guided by giving them questions to think about and discuss. Below are some questions you may use to assist in the debriefing:

(topic area) as a result of doing
(topic area)?

Demonstration

Students may demonstrate learning. For example, if the goal is to teach leadership skills, whether learning has taken place may be demonstrated as they work as a team to accomplish different tasks during the meeting. One or more students will guide the whole team.

A Written Task

After covering Women in Philanthropy, PA's could have students write their thoughts about the importance/impact of women in a philanthropic role. They would then share their thoughts. The students could also keep a "diary" describing the activities they have done and how the activities impacted them.

Points to Remember:

Debriefing questions are listed with most of the activities. However, you may feel free to use these, develop your own, or use one of the other methods of debriefing instead of the questions.

With some of your objectives, it is particularly important not to wait to see if the students have learned a skill. For example, you will not want to wait until the site visit to know that your students will be able to handle the visit effectively. Mock interviews or role playing conducted at a meeting would be an appropriate way to see if your students are able to handle this activity.

Students may demonstrate what they have learned as they work through the whole grant writing process. For example, they will have to work as a team to get things done; students will take a leadership role when working with the team(s). They will demonstrate interpersonal skills as they work with each other at each meeting and complete the Site Visits.



KNOW YOUR STUDENTS



You must get to know the personality of your students and the dynamics of your group. This will help in selecting the activities to use during a meeting and help determine if an activity needs to be adapted to meet the "personality" of the group. Once an activity is in progress, you should determine how well it is going and be prepared to adjust the activity if it is not going well.

Remember that young people learn best when they are actively engaged in their own learning and development.

CHECKLIST FOR WRITING EFFECTIVE MEETING PLANS

Things to consider:	
Objective:	
	Does the objective state the purpose of the activity?
\square	Does it let the students know the desired outcome?
	Does it describe the task?
	Does it connect the new learning to the old learning?
	Does it allow the learning to be evaluated?
\square	Does it help students to become independent learners or independent thinkers?
\checkmark	Is it clear and understandable?
	Is it observable?
	Is it student oriented?*
	se the phrase "The student will be able to" in front of your objective as le in the previous section.
Activity:	
\square	Do the activities match the behavior specified in the objectives?
	Do the activities develop appropriate skills?
	Are the activities appropriate to student readiness and requirements of the program?
\checkmark	Do the activities provide a challenge?
\square	Do the activities use a variety of review and reflection strategies to bring closure to learning? (Debriefing)
Evaluation	1:
	Did I teach to the objective? Did I involve the students in the actual teaching of the objective? Do I have an appropriate method of evaluation? Can the student demonstrate that learning has taken place?

ACTIVE VERBS USED IN WRITING OBJECTIVES

In order to be able to "test" your objective(s), they should start with active verbs. This type of objective is called a performance objective. Using an objective written in this manner makes it easier to see if the student is able to perform the task that you have stated in your objective.

Below is a list of some action verbs:

analyze assess contrast create compile define develop differentiate dispute establish employ estimate illustrate interview inspect label match measure organize practice prepare relate recall summarize survey

translate

apply choose compose change compute describe distinguish design disprove extend examine explain infer interpret improve locate model name operate prove present recommend spell state show utilize (use)

compare categorize calculate complete debate defend demonstrate discuss express explain find identify illustrate judge list modify outline plan prioritize rephrase rate select solve tell write

appraise

Sample performance objectives:

Create a survey to identify the problems related to women.

Compose a letter to....

Design a poster to advertise....

Practice a site visit.

List the traits of a "good" leader.

Run a successful meeting.

Define the term "diversity."

Analyze concept papers.

CONDUCTING YOUNG WOMEN FOR CHANGE MEETINGS

BE PREPARED

An activity may go faster than you planned or it may not go well. You should be prepared to adapt to either possibility. Have other activities planned just in case, or be prepared to move on to other plans for the meeting.

BE CREATIVE

The activities in the handbook are just suggestions. The activities can be used as written or adapted for your students. Also, you should be on the lookout for other activities and resources from your community such as guest speakers or field trips which will better achieve the objectives you have set for your meeting. Those activities may be more relevant to your students.

BE FLEXIBLE

Your students have lives outside this program. Sometimes they may come to the meeting with things on their minds—teenage "stuff," things that are happening in their school or community (a student hurt in an accident), national stuff (presidential elections, the war), home "stuff."

This may be the only forum for the students to deal with these issues. So, you may need to set aside your planned **activity** and deal with the issue at hand. Be sensitive to your students' needs.

This will not, however, take the place of important business that must be taken care of as it relates to the grant making process. You just have to incorporate "life" lessons with YWFC lessons.

PROGRAM EVALUATION

At the end of the program, have students complete an evaluation form to get feedback on the effectiveness of the program. This will help you plan for the next cycle. Make adjustments to meet the needs of your students as indicated in the evaluation.

You may want to do a brief, informal evaluation at the end of each session. One quick way is to ask them to fold a piece of paper into four squares and answer:

- 1. What is one thing I learned from today's session?
- 2. What was the most important part of the session?
- 3. What was the least important part of the session?
- 4. One suggestion I have for this session is....

MICHIGAN WOMEN'S FOUNDATION Young Women for Change Meeting Plan

Program Associate:	Date:
Meeting Location:	Supplies Needed:
Meeting Goal(s):	

ACTIVITY			
ACTIVITY OBJECTIVE			
TIME LENGTH			