

## Facilitating Youth Brainstorming - Positives and Negatives

### Objectives:

- Participants will be able to identify assets in their community.
- Participants will be able to identify issues in their community.

### Materials:

- Post-It Notes
- Large flip chart or a white board
- Markers and/or pens and pencils
- Hat, bucket or something participants can randomly draw out of
- Two different colored sets of marbles, chips, etc. to represent positive and negative

### Instructions:

When you have your group together, place the different colored chips in the bucket and tell the group that (for example) blue represents something positive or something you like about your neighborhood, school, or community. Tell the group the other color represents something negative or something you don't like about your neighborhood, school, or community.

Have each participant come and randomly draw a chip out of the bucket. Based on the color of the chip they tell the group either a positive or a negative. Write down (or have a volunteer write down) on the flip chart or white board each person's response. If you are using Post-It Notes, have each participant say their positive or negative and then write it on the Post-It. Have them put the Post-It on the wall or board.

You can stop once everyone has had a turn or if you have a small group have participants do another round.

After every have given their input, have participants sort through and categorize which responses were positives. Discuss with the group that all the positive attributes they named can also be assets to the community. For example: If a participant mentions that they really like their afterschool program, ask them: why do you think this is an asset? An example response would be: because that means we have a place to go and spend our time safely afterschool. We get homework help, etc.

When you get to the negatives/things they don't like about their community, discuss why they consider these things as negative. How does it negatively affect you as a person? How can this affect a larger body of people, for example how can this affect a school?

Once everyone has given input, ask participants to consider which of the 'negatives' they feel strongly about trying to change or that they think is pressing enough to address. If you have more than 1 issue, open it up to a vote. Have each participant cast votes by writing their preference on a Post-It Note and dropping it in the bucket.

After casting their votes, have a participant tally up which issue received the most votes.