

TOMODACHI SoftBank Leadership Program 2017

Y-PLAN Photo Story



**CENTER FOR
CITIES+SCHOOLS**
UNIVERSITY OF CALIFORNIA BERKELEY

**TOMO
DACHI**

SoftBank
Group

Y-PLAN Roadmap

Students used the Y-PLAN Roadmap to learn about their Richmond project site, conduct research, and develop proposals for change for Point Molate.



Module 1: START UP

On the first day, students were divided into 4 groups, and spent time getting to know each other and building trust within each group.



Above: Dr. Deborah McKoy welcomed students with a presentation about Y-PLAN.

Left: Students introduced themselves by using their creativity. They spent time working on team building activities.



Instructors began working directly with students and facilitated team building activities with TAs (Teacher Assistant) and FAs (Field Advisers).

Meanwhile, RAs (Resident Assistant) took students outside of class for activities and icebreakers to understand each other better.



With the teams in place, instructors explained steps of Y-PLAN and introduced students to the first step in the Y-PLAN roadmap process. During this “Start Up” phase, students met the clients from the City of Richmond, completed a Mini Y-PLAN, and assessed their strengths as a team.





In between work sessions, students enjoyed having AMERICAN food in America and socializing with local Bay Area youth over pizza.

Module 2: MAKING SENSE OF THE CITY

Students went on multiple field trips to explore the Bay Area, visiting cities like Berkeley and Richmond, and San Francisco. Through these field trips, they learned more about the project site and gained inspiration for their own resilience and community development proposals.



Students visited the RYSE Youth Center in Richmond to learn about the culture and environment of Richmond for their Y-PLAN project.



The students visited multiple sites in Richmond to understand both the current urban conditions and the historical background of the city.

This is when students began to connect their project ideas to current city problems and to their own experiences in Tohoku.



In San Francisco, the students heard from speakers in Crissy Fields and others in the Presidio.

Module 3: INTO ACTION

When they got back to the classrooms, students were asked to think about what they saw, heard, smelled, and felt at each site. Students worked in teams to share their ideas and began to develop Proposals for Change for Pt. Molate, their project site.



Students used the *charrette* process to come up with solution ideas. They also had opportunities to ask local experts questions when they visited the classes. Students learned to respect each other and be active listeners during the group sharing times. Many also had to build up their courage to speak up with their ideas in the group discussions.



After the charrette, students used the time in class to produce work for the Final Presentation for Richmond City leaders!

Students build models to show City clients their concepts better and used PowerPoint slides to share details and key points of the proposals.





While working on presentation slides and models, students also began to draft their presentation talking points in a script in English.

Bilingual teachers, assistants, and mentors worked with the students to translate their thoughts from Japanese and to coach them on public speaking.



Module 4: GOING PUBLIC

Point Molate in Richmond was their project site, so each class developed recommendations for that site. Their recommendations ranged from highlighting the site's unique past to using green technology to bring the site into the 21st century.



Each of the four classes, of 25 students each, come up with unique solutions for Point Molate through the Y-PLAN method.





Module 5: LOOKING FORWARD AND BACK

After their Richmond presentations, students began to develop individual Action Plans to implement back in Tohoku, using what they had learned about community development through Y-PLAN. They also used this time to reflect on their learnings from Y-PLAN and envision a better future for their own cities.





After learning all Y-PLAN steps with instructors and adult allies, students begin designing their own Action Plan for their community in Tohoku.



After presenting their Tohoku Actions plans to a panel of adults, students celebrated their accomplishments during the last day Graduation Ceremony, where they received Y-PLAN and TOMODACHI certificates.

Many students shared how much they had learned and grown through their participation in this leadership program.

Thank you!