

Thirty Questions to Guide Discussion After Viewing *Are You Good?*

1. How are youth and law enforcement relations in your community?
2. What might be urban/rural differences when it comes to youth and law enforcement relations in your community?
3. How would you measure the state of youth and law enforcement relations in your community?
4. Would youth's attitudes and perceptions of police be taken into account?
5. Have there been problematic encounters between youth and police? If so, how many?
6. Do you think that police/adults assume youth are up to something bad when they are not?
7. Is there a perception of unfair treatment by police and courts?
8. Is there actual unfair treatment by police and courts? How could you measure this?
9. Are youth more prone to disrespect police when they are with their friends? Why might this be? [Adolescent brain education opportunity.]
10. Would police/law enforcement attitudes and perceptions of youth be taken into account?
11. Are youth easier for law enforcement to interact with when they are on their own versus when they are with their friends? Why is this? [Adolescent brain education opportunity.]
12. Would rates of youth victimization and rates of youth reporting/underreporting be taken into consideration when measuring youth and law enforcement relations in your community? How would you obtain this data?
13. Would the presence of School Resource Officers (SROs) and attitudes towards SROs be taken into consideration?
14. Would rates of juvenile delinquency be taken into consideration? Rates of juvenile offenses committed against law enforcement? Rates of law enforcement use of force against juveniles?
15. Would the number, popularity or size of police/youth activity leagues, etc. be taken into consideration?
16. Does your community offer comprehensive in-school, after-school, weekend and vacation opportunities for youth and law enforcement to come together? Humanize one another?
17. If you were to start a task force or community committee on improving youth and law enforcement relations in your community, who would need to be on it from your community?
18. If such a committee were formed, how would you measure its efficacy?
19. What would be the specific goals, objectives and outcomes of the committee?

20. If such a committee were formed, brainstorm projects for different age groups/outreach efforts.
21. What already exists in the community to help meet your committee's goals? What else does it need?
22. How can your committee use social media to promote youth and law enforcement relations and educate youth about the dangers of believing everything they see on social media?
23. Would there need to be a legislative advocacy component to your group or the group's goals?
24. What grants are out there for these kinds of youth programs? Would your committee apply?
25. Are there opportunities for training that could help law enforcement respond more effectively to youth?
26. Are there opportunities for youth to learn how to respond to law enforcement more effectively?
27. What are prosecutors/judges/defense attorneys doing to engage with youth? Is this on their own time? Sanctioned by the office on office time? How can the community/elected official incentivize this kind of community engagement while still meeting their courtroom obligations and addressing their casework?
28. What policies need to be developed around keeping kids safe in activities that involve adults from outside school and outside the home? Efforts that involve frequent, recurring meetings (not just a one-time event like a community fair, etc.) will need to have suitability assessments and policies that prohibit one-on-one time between adults and kids, prohibit social media use between adults and youth, etc.
29. What agencies/organizations currently exist that can take on this work? Will additional positions/organization be needed?
30. What efforts are made to support children exposed to violence in your community and how can this effort to improve youth and law enforcement relations take into account children exposed to violence?

Tasks

- Draw up a timeline for your community and the community's goals, objectives and outcomes/impacts.
- Know what your goals, objectives and outcomes will be and how you will measure their achievement.
- Research public or private grants that may support your community's efforts towards achieving these goals and outcomes.
- Think of an art contest (a mural, t-shirt, decal/stickers or other) to represent your community's values and focus on youth success.
- Start a social media campaign, designate a social media leader to help present your committee's work and successes in a positive way.

Partnerships/Areas to Consider Adding Programming to Improve Relations

- Educational environments—early childhood (preschool, pre-K, early elementary), late elementary, middle school, high school, afterschool programming, home-schooled students, private school students, law enforcement academy, driver’s education programs, hunter’s education programs
- Athletics—tournaments, meets
- Religious communities
- Arts community—theaters, museums, dance programs, music (chorale and instruments), visual arts
- Scouting organizations
- Mentoring organizations
- After-school activity centers
- Children Exposed to Violence sites
- Efforts led by the law enforcement agency, prosecutors’ office, a Youth Leadership Council, courts/judges, community-based organizations, professional facilitators

For further information, check out [Law Enforcement and Youth Resources](#) | [National District Attorneys Association](#).

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