

Amplifying voice and leadership opportunities

Who are we, and why are we here?

INTRODUCTIONS, PURPOSE, AGENDA

Learning Together

We all have experience to share.

Let's learn from one another.

Agenda

- Hour One:
 - Meet new people and identify hopes for today and beyond
 - Find your purpose
- Hour Two:
 - What can you change
 - Finding your 15%

Impromptu Networking

Power of loose connections,
small things can make a big difference

**What big challenge do
you have with having
control over your future?**



**What do you
hope to get from,
and contribute to,
this session?**

Some desired outcomes

1. Participants share a sense of hope and efficacy for amplifying voice and choice in their lives.
2. Participants will evaluate their own effectiveness in taking control over their goals and hopes for the future and can take steps to influence in a positive way.
3. Participants will create a personal 15% plan to amplify youth voice to promote a youth-guided environment where resilience is expected.
4. Participants gain the knowledge and self efficacy to begin to provide leadership in serving as examples of resilience and youth empowerment for others.

Finding a Clarifying Purpose

“If you want to build a ship, don’t drum up people to collect wood and don’t assign them tasks and work, but rather teach them to long for the endless immensity of the sea.” - Antoine de Saint-Exupery

Clarifying Purpose

A **powerful purpose** attracts participation and has two essential attributes:

A **personal touchstone** for you as an individual

A **fundamental justification** for the existence of your work **to the larger community**

Example: The United Religions Initiative exists to stop all religious sponsored violence everywhere in the world.

Asking Why: Becoming Clear on Your Purpose

As an individual, write down what it means to be a youth leader: As a person who wants to promote youth voice and empowerment, what do you do? (1 minute).

Pair up with a partner. Partner A selects one item from his or her activity list.

Partner B asks Partner A: “Tell me why that specific activity matters to you? Why is it important, not anyone else, but to you personally?”

- First answer, “_____....” Hmmm, why is *that* important to you?
- Second answer, “_____....” OK, if your dream came true last night, what would be different today?

Keep asking, “*Why... why... why...*” until you make a discovery about your partner’s *bedrock* purpose. (5 minutes)

Switch roles and repeat the exercise. (5 minutes)

Move to a group of four to six. Discuss similarities and differences you discovered among your responses about the purpose and meaning of your work. (5 minutes)

What's important? You exist to...



Visuals by iStock.com



TRIZ Steps and Schedule

Stop counterproductive activities and behaviors to make space for innovation

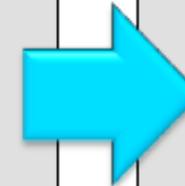
1. First alone, then in your small group, compile a list of **to-do's** in answer to:

What can you do to ensure that absolutely no say in your future, and all decisions will be made for you?

- 10 minutes
- Go wild!



2.



3.



TRIZ Steps and Schedule

Stop counterproductive activities and behaviors
to make space for innovation

1. First alone, then in your small group, compile a list of to-do's in answer to:

How can I/we reliably create...

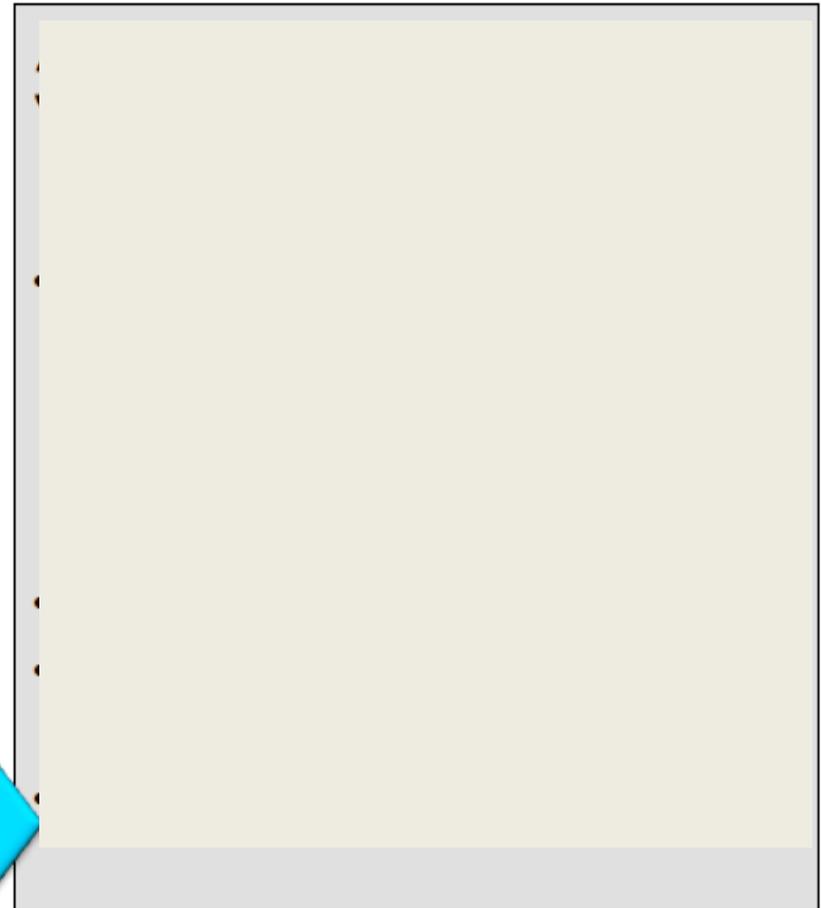
- 10 minutes
- Go wild!

2. First alone, then in your group, go down your list and ask:

Is there anything we are doing that resembles in any shape or form todos on our list?

Make a second list of those activities & talk about their impact

Be unforgiving
10 minutes





TRIZ Steps and Schedule

Stop counterproductive activities and behaviors
to make space for innovation

1. First alone, then in your small group, compile a list of to-do's in answer to:

How can I/we reliably create...

- 10 minutes
- Go wild!

2. First alone, then in your group, go down your list and ask:

Is there anything we are doing that resembles in any shape or form to-do's on our list?

- Be unforgiving
- 10 minutes

3. First alone, then in your group, compile the list of what needs to be stopped

- Take one item at a time & ask:

*How am I and how are we going to stop it?
What is your first move?*

- Be as concrete as you can
- Identify who else is needed to stop the activity
- 10 minutes

15% Solutions



Noticing and Using the Influence,
Discretion and Power Individuals
Have Right Now

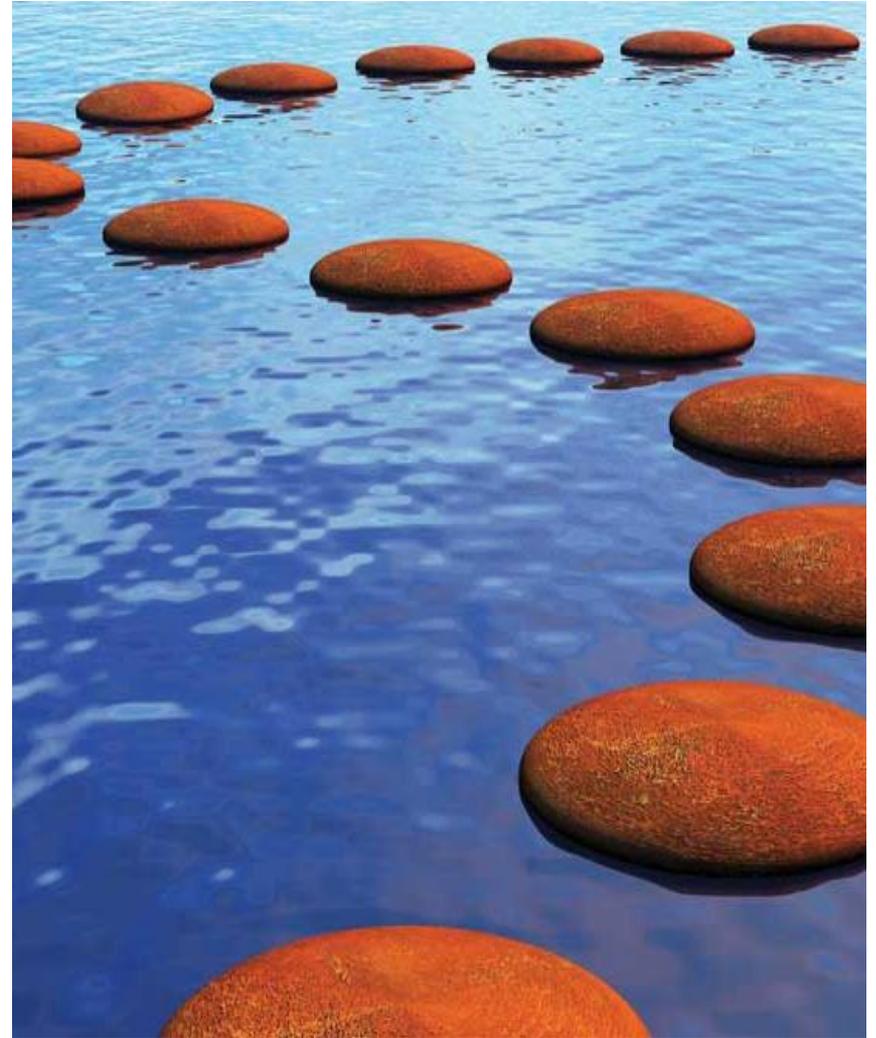
What can YOU do now to
make progress as a youth leader and take control
over your own future?

Personal Leadership

NOW WHAT?

How might your experience today inform your future work as a youth leader?

- Make a list on your own (1 min)
- Next, take turns sharing in your groups (4 min)
- Share examples with large group (3 min)
- Be specific about actions you'll take!



What³ Debrief

- **WHAT?**
 - What facts, data, and observations stand out?
- **SO WHAT?**
 - How do you explain these facts? Assumptions? Patterns? What is important?
- **NOW WHAT?**
 - What action may help you move forward? Who else should be here?

Together, look back on progress and decide what adjustments are needed



What observations can you make about our session today?



Now What?

- What can **you** do immediately, without permission or extra resources?
- What can you do to promote the voices and empowerment of other young people?

Final Thoughts

- Gratitudes
- Questions, feedback, thoughts about today.
 - What worked well.
 - What can be improved or changed?

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