



Unveiling Youth Potential

Leadership Workshop #1



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www.unveilingyouthpotential.com

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Workshop 1: Day 1

Schedule

Follow this schedule to complete all modules in the allotted time:

Scheduled Time	Activity
9:00 am - 9:20 am	Greetings & Introduction
9:20 am - 9:40 am	Icebreaker Activity
9:40 am - 10:15 am	Review Goals
10:15 am - 10:30 am	Break for Healthy Snack
10:30 am - 12:00 pm	My Wisdom Story
12:00 pm - 1:00 pm	Break for Lunch
1:00 pm - 2:30 pm	Community Mapping
2:30 pm - 2:45 pm	Break for Healthy Snack
2:45 pm - 4:00 pm	More Community Mapping
4:00 pm - 4:30 pm	Physical Activity
4:30 pm - 5:00 pm	My Wisdom Story
5:00 pm - 6:00 pm	Change Leadership
6:00 pm - 7:00 pm	Break for Dinner
6:00 pm - 7:40 pm	View Movie
7:40 pm - 8:00 pm	Discuss Movie

Greetings and Introduction: (20 mins)

Learning Coaches: Welcome the group in a culturally appropriate way. Introduce the Learning Coaches, local facilitators and any guests, or allow them to introduce themselves. Educate the group as to where they can find snacks and drinks, washrooms, etc. Ask the group if anyone would like to begin with a prayer or reading from a common religious or inspirational doctrine. Make the group feel as comfortable as possible.

The Invitation and Getting Started

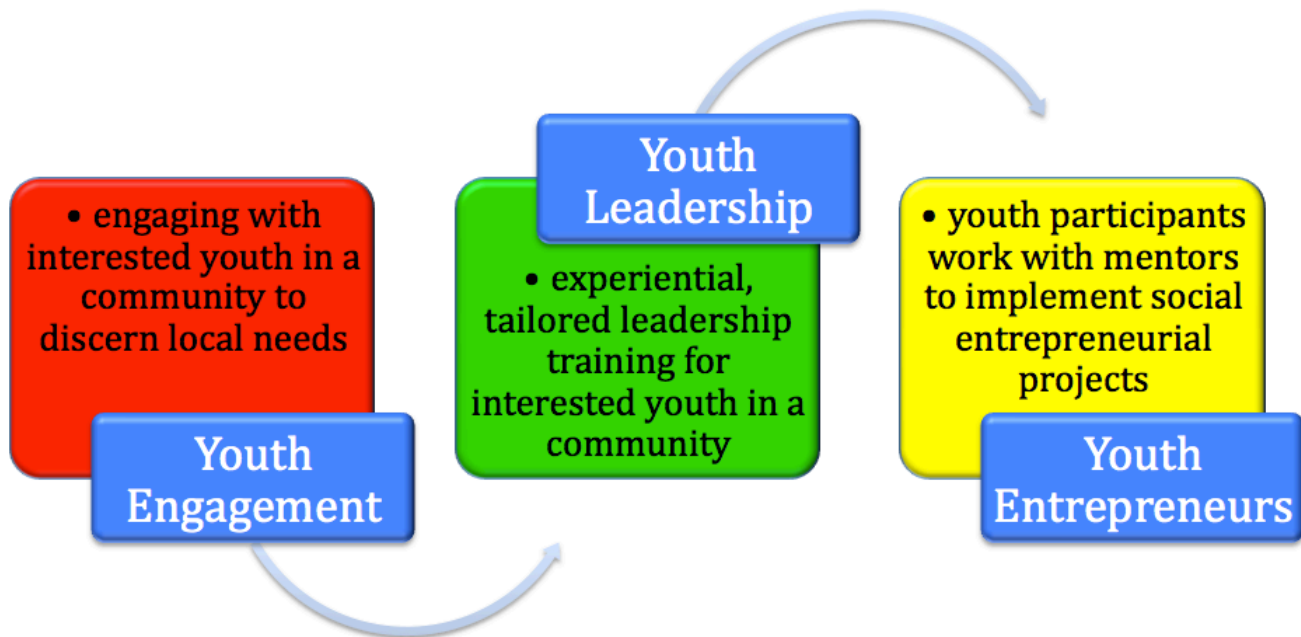
This Unveiling Youth Potential program is designed to encourage and equip young men and women to recognize their roles as leaders in their own communities. Youth represent the group that offers the greatest hope for global change. They go beyond societal, cultural, governmental and institutional barriers to energize the wisdom of communities across the world. Youth are open to connecting with others in communities world-wide for support, shared learning, and greater impact. But, there is a caution! Youth leaders are not necessarily going to be accepted in their home communities as charismatic change leaders to come home and “save” or “rescue” their communities! And, we don’t recommend that youth leaders see themselves as saviors.

What this program is focused on is supporting youth to recognize and understand their capacity to support positive change in their communities. This often means that youth must really understand their communities - the strengths and the weaknesses - and work with others in the community to see these changes happen.

Learning Coaches: Take some time to thank the youth group for inviting Bridges into their community to lead this workshop. The invitation is critical for effective engagement; this represents commitment on behalf of the community and the youth leaders.

To set the overall context for this workshop, draw the following two charts on flipchart paper, large enough for all participants to see. These images are critical for the youth to understand and can be found in their workbooks as well.

The Process and Timelines

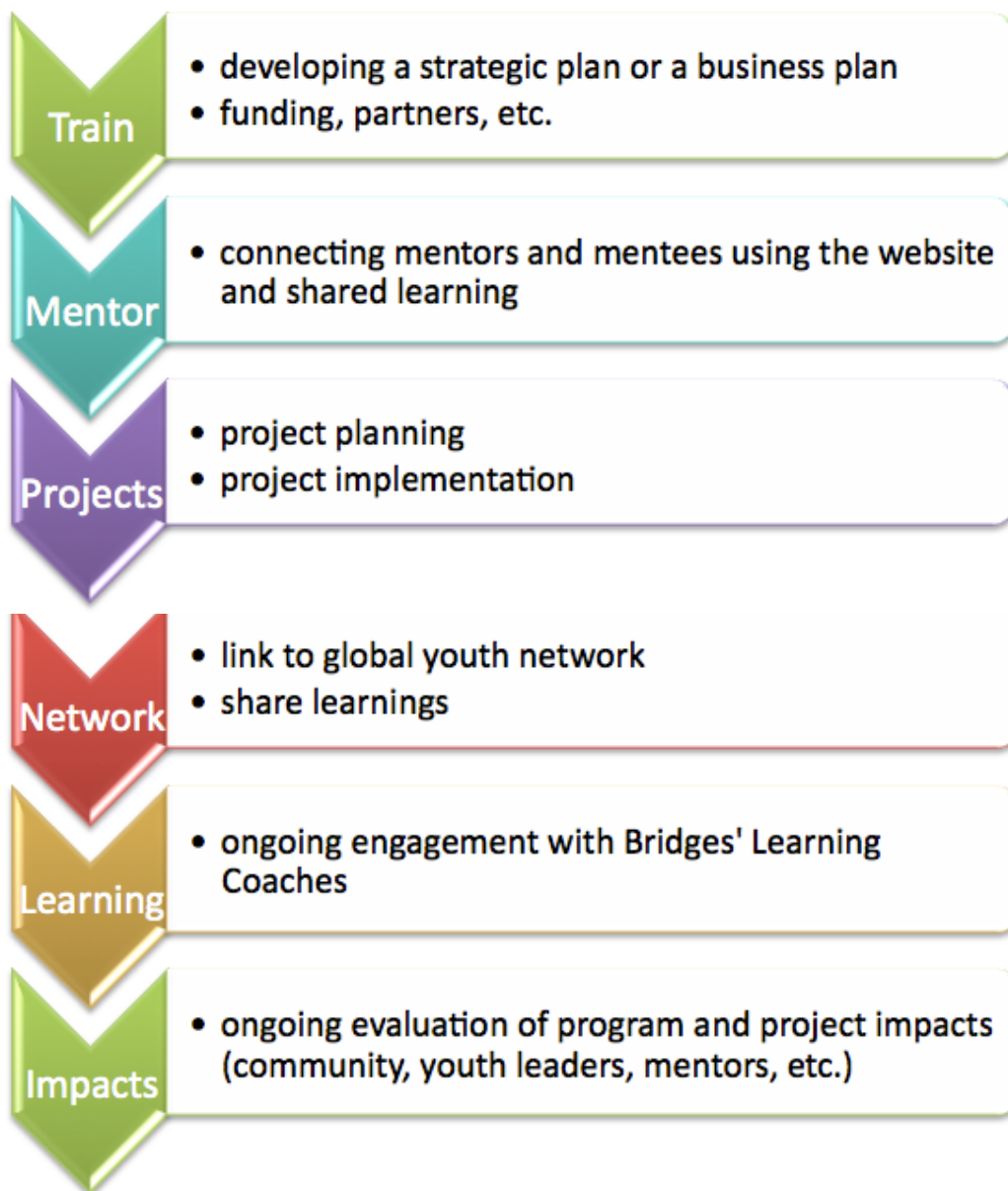


Check out the first box called “Youth Engagement” - this phase has already happened. What happened to cause the Learning Coaches and the youth to come together today for this workshop? What does the history of this relationship look like? How did the youth invitation happen? Talk about this phase for a few minutes as a group.

Now look at the second box called “Youth Leadership”. This is the phase we are now in. This phase consists of two workshops. This is workshop #1, and workshop #2 will take place on _____. The purpose of this phase is to train youth leaders in the key skills they need to effectively lead change in their communities. This second phase typically takes between 4-6 weeks, depending on the length of the gap between workshop #1 and workshop #2.

Finally, check out the third box called “Youth Entrepreneurs”. This is the next phase, after the two workshops have taken place. Youth leaders who choose to move forward with a social entrepreneurial project can do so, however not everyone may choose to do this and that is okay. This third phase will involve the development of a strategic business plan for each youth’s social entrepreneurial project, as well as connection to a mentor and Bridges’ Learning Coaches.

To get an idea of what the flow of this third phase will look like, check out the following Youth Entrepreneurship flowchart. Take a few minutes to discuss this flowchart as a group.

Youth Entrepreneurship Flowchart



Icebreaker Activity: (20 mins)

Partner up with another youth leader in the room and spend two minutes each talking about yourselves. At the end of the four minutes, we will all gather back together and have each partner introduce the other to the large group. Your introductions should include the basics - What is your partner's name? What do they do? If they are a student, what are they studying? - as well as something personal - favorite food, favorite leisure activity, etc. When introductions are done this way, all participants get to hear about other participants from a third party instead of hearing from the individuals themselves.

Review Goals: (35 mins)

What is the Purpose of this Training?

The purpose of learning about leadership in this workshop and in the following workshop will be:

- To support you, the youth leader, as you gather information and wisdom on local community needs and priorities
- To guide you in the creation of living community maps
- To help you see yourself as a natural authority in your community and to build your capacity
- To support you to act as an agent of change in your community
- To teach you how to use social entrepreneurship as a means to lead positive change in your community

Key Elements - What is Included in this Training?

Learning Coaches: Highlight the key elements of the training in workshop #1 and point out the Learning Coaches who will guide the youth in each area of this learning. To make the training materials more personalized for a youth group, try to think of ways to weave community traditional and/or spiritual customs into the teaching itself.

There are four main components to these workshops: Wisdom Stories, Community Mapping, Change Leadership, and Social Entrepreneurship. It is absolutely necessary to **integrate** all of these components if you want to inspire change in an effective way, and with authentic motivations. Throughout these materials, the metaphor of balls in a funnel is used, demonstrating that when these elements are combined, youth potential is revealed (see the ball & funnel image below). This potential may be revealed in the form of a social entrepreneurial project, or in the form of youth as positive role models for their communities. Either way, the change that results is positive; positive change is the goal of these workshops.

Learning Coaches: It is important to revisit these key components, and how they integrate, regularly throughout the workshop. One way you can do this is by having three colorful balls on-hand (preferably soft, like Koosh balls) to toss to various youth in the room at the time of transition from one concept to the next. Whichever youth leader catches the orange ball must define Wisdom Stories, whoever catches the green ball must define Community Mapping, and whichever youth leader catches the blue ball must define Change Leadership.



Youth Potential Revealed!

- social entrepreneurs
- positive role models

Wisdom
Story

Wisdom Stories answer the question of WHY you want to inspire change. What is it inside of you that makes you believe you are the right person for the job?

Community Mapping answers the question of WHERE you are going to inspire change. You can choose any community that you belong to, but you will be most effective in a community that you care about.

Community
Mapping

Change
Leadership

Change Leadership answers the question of HOW you are going to inspire change. These workshops teach a leadership strategy called “Gentle Action”, adapted from a book of the same name by David F. Peat. Gentle action is all about introducing small changes that are sensitive, relevant, and culturally-aware.

Social Entrepreneurship answers the question of WHAT you are going to do to inspire change. In these workshops, you will be encouraged to invent and write a proposal for your own social entrepreneurial project.

More on each of these components, as well as a diagrams detailing the flow of each component, follows here:



1. My Wisdom Story

Definition: Wisdom Stories describe a person's life purpose and meaning; they define one's passions, desires, values, and motivations.

As a youth leader, your wisdom story is a critical part of this training. You are all unique, and it is important to get to know yourself more deeply - to understand your passions, desires, and interests - in order to inspire change in your community. What is it inside of you that motivated you to get involved? Why do you want to inspire change in your community?

To participate, each of you must write and then share your wisdom by responding personally to some of the topics that will come up throughout this training. These wisdom stories are living and they must be refreshed and updated throughout this initiative and throughout your lives. Your Wisdom Story can be shared in any medium you choose: a YouTube video, a written story, a community experience, a poem, a picture, etc. On the Unveiling Youth Potential website (www.unveilingyouthpotential.com), there is an invitation to youth in any community, anywhere, to share their wisdom stories. Check it out to see some of the video recorded Wisdom Stories from youth who have already participated in this program.

Flow of Wisdom Stories in these Workshops:





2. Community Mapping

Definition: Community Mapping is a tool used to identify the assets and liabilities of a particular community in a creative way.

The Community Mapping part of this training will help you to see what is in your community - to really see it - and to be able to recognize community assets, both physical and human resources. This process provides a common view of what is considered important in a community. While Community Mapping does consider community needs and problems, it ultimately works to unite people around a positive identity and collective cause. This is the lens through which Community Mapping needs to be approached.

Over the next two days, and in the next workshop, you will learn how to map your community in a much broader way. This process will require you to examine your community in much greater detail. Often, the focus will move between looking at bigger issues and then focusing back to very specific issues of your community. This process will allow you to determine which part of the community you wish to focus on for your social entrepreneurial project.

In workshop #1, the focus will be on a larger community you identify with. This will involve an examination of community problems and issues, but only to determine a common area where progress and change is needed. In workshop #2, guests will be invited in to help you clarify any issues you may see in your community and deepen your understanding of community assets. Collectively, Community Maps will be created during the Unveiling Youth Potential workshops, helping you to create a vision for the future and for your social entrepreneurial project.

Flow of Community Mapping in these Workshops: (next page)

Intro to Community Mapping

- What is Community Mapping?
- Creating Mind Maps

Looking Closer at Community Issues

- Sourcing Root Causes
- What does your Ideal Community look like?

My Community Profile

- What are the Priorities of your Community?
- What Assets are Available in your Community?

Crafting a Vision for your Community

- Create a Vision Statement by focusing on your Community's Assets

Creating your Community Map

- Revisit your Ideal Community diagram, Community Profile, and Vision Statement to create your own Community Map

**3. Change Leadership**

Definition: Change Leadership is about gentle action - how to inspire change in a culturally-sensitive and relevant way.

We talk about leadership all the time - personal leadership, leading organizations, resilient leadership, transformational leadership. What we want to focus on here is how YOU can be a change leader. How can you lead positive social change in your community? People often resist change - it's hard for us as humans to change sometimes. In these workshops, tools and ideas about change leadership will be shared by Learning Coaches and guests, based on the work of David Peat, a quantum physicist and expert in leading "gentle" change.

Although you may have the desire to inspire change, it is also important to recognize that change leaders may be charismatic leaders who are socially elected by communities to gather and voice the community's needs. You, as a youth leader, may or may not be socially elected as a charismatic change agent in your community. And, social entrepreneurs cannot claim this status for themselves!

What is most likely is that you can be social entrepreneurial and then, in approaching a community need, you may find yourself socially elected as a charismatic change leader - or you may not! What we encourage you to do is to realize that it is probably wiser to go

into communities and identify and collaborate with local leaders to achieve change. This would place social entrepreneurial youth in the position of servant-leader, serving local charismatic leadership and, through them, their communities.

Flow of Change Leadership in these Workshops:



Social Entrepreneurship

As a youth leader, you are absolutely capable of leading change with respect to the serious, complex issues that challenge your community. Generally, youth are interested in education, the environment, food shortages, water availability and quality, renewable energy, gender equality, affordable housing, ending violence, and the health of their neighbors. Through their actions they can affect change that is impossible for other established organizations and leaders to achieve. You, as a youth leader, are most likely keenly interested in making things better - in fact, your future depends on it.

We all know what an entrepreneur is, but what is a social entrepreneur? How is a social entrepreneur different than an entrepreneur?

- A social entrepreneur is always thinks about “we” and not just “me”.
- While a business entrepreneur might create entirely new industries, a social entrepreneur comes up with new solutions to social and environmental problems, and then implements them.

- A social entrepreneur looks deeply into the root causes of issues to find sustainable solutions.

During this workshop, you will be introduced to social entrepreneurs from your community, and in workshop #2, each of you will put together your own social entrepreneurship project plan.

Flow of Social Entrepreneurship in these Workshops:



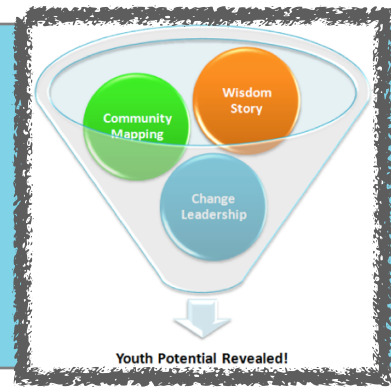
For more on each of these key elements, refer to the Resource Guide (separate document) and to the Unveiling Youth Potential website.

Individual Commitment to Learning: Before beginning, it is important that each Learning Coach and youth leader commits to learning by agreeing to the following:

1. Respect the need for a learning environment
2. Respect confidentiality
3. Respect a diversity of opinions and experiences
4. Be on time for training
5. Participate positively

****break for healthy snack** (15 mins)**

Objective: Wisdom Stories describe a person's life purpose and meaning; they define one's passions, desires, values, and motivations. In this section, you will be introduced to Wisdom Stories and begin writing your own. This will be added to throughout these workshops; no need to perfect them now.



My Wisdom Story: (1 hr. 30 mins)

Introduction to Wisdom Stories

Understanding your Wisdom Story - and how your life has been and can be transformed - will help you to become an agent of transformation, a catalyst for change. This program - Unveiling Youth Potential - is about you, as a youth leader, leading positive change in your community. This is about transformation. If each one of us can understand what in our lives has triggered transformation, we are better able to understand the best way to support transformation in others.

“Enzymes are molecules designed to act as catalysts, i.e. to assist in chemical transformations without becoming involved themselves. This they do by entering into relationship with another molecule, such as an amino-acid and forming a bond with certain of the atoms. This releases the tension in some other part of the structure which then breaks up into a different combination, after which the enzyme lets go and goes on to call on some other molecule.”

~ J.H. Reynier: *The Universe of Relationships* ~

You need to first know and understand yourself before you can know and understand, and eventually inspire change in others. The idea behind Wisdom Stories is to allow each of you to dig deep within yourself and discover your innermost passions, desires, and interests that will allow you to be a change leader.

What is your Wisdom Story? Your wisdom story is different than your chronological life story.



Individual Activity: On a legal size piece of paper, draw a timeline that starts with your date of birth and notes key events in chronological order. Spend 10 minutes charting your chronological life story along this timeline. What should become obvious is that your Wisdom Story is not your chronological life story! Our chronological life stories, as humans, can be fairly similar. However our Wisdom Stories are much different. To get to your

Wisdom Story, you have to identify the meaningful events/triggers in your life, and find the threads of meaning in those meaningful events.

Learning Coaches, In Advance: Wisdom Stories can be most easily taught by sharing examples. Identify someone in the community with a motivational and illustrative Wisdom Story, and ask them if they would attend the workshop as a guest to share their story with the youth. Emphasize the importance of sharing background information as well; it is important to understand context in order for a Wisdom Story to have impact. Also, be culturally sensitive and relevant in your choice of Wisdom Story to share. If he or she chooses, your guest may draw ideas from the following questions when sharing their Wisdom Story. It is also effective to ask these questions of the youth leaders, having them respond in Appendix C of their workbooks.

Key Questions to answer to help you understand your Wisdom Story:

1. *What are three significant events that have happened in your life?*
2. *Who are three significant people in your life (people who have had a meaningful impact on you)?*
3. *At this point in time, who are three people that YOU impact and influence in a meaningful way?*

*~ shared by **Dat Nguyen**, faith leader and social entrepreneur in Calgary, Canada ~*

Why Write and Share your Wisdom Story?

I. Your Wisdom Story helps you understand your abilities:

- Helps you generate the power you need to meet life's challenges - not political power, not power in the way we traditionally think of power. Your Wisdom Story helps you generate YOUR power - your abilities and capabilities. Gandhi referred to this as "soul power".
- Your Wisdom Story is a good story if it helps you to build and live a good life. For example, being a child soldier in Africa may give you power, but that story may not give you the power you need to build a good life.
- You accept responsibility for your own life journey.
- You recognize that adversity helps shape your abilities, and you understand that challenges in life can help you become the best person you can be. Failures and mistakes are going to happen, but the important thing is your response. What do you learn from failures and mistakes?
- Feeds your natural human desire to sacrifice your smaller personal interests to serve the greater good. Makes it easier to "just do it" - to step forward and make positive things happen in your community without being asked to do so or told that you should.

2. Your Wisdom Story helps you to be adaptive and resilient:

- Allows us to be adaptive to changing needs.
- Your Wisdom Story will help you in times of conflict and challenge – e.g. some people write a personal Code of Conduct to guide them; some people look to quotes or poetry to remind them of their Wisdom Story. Do you have any songs, poems, or stories that deeply touch you?
- It is a story that supports you, even when your family and friends are reacting to you in ways that aren't helpful. This story has to sustain you in good times and in bad times.
- You realize that the way you engage in life is more important than whether you win or lose.

“Do not depend on the hope of results. When you are doing the sort of work you have taken on, essentially apostolic work, you may have to face the fact that your work will be apparently worthless and even achieve no result at all, if not perhaps results opposite to what you expect. As you get used to this idea, you start more and more to concentrate not on the results but on the value, the rightness, the truths of the work itself.”

~ **Thomas Merton** (1915-1968), Catholic writer and Trappist monk ~

3. Your Wisdom Story is living and sustaining:

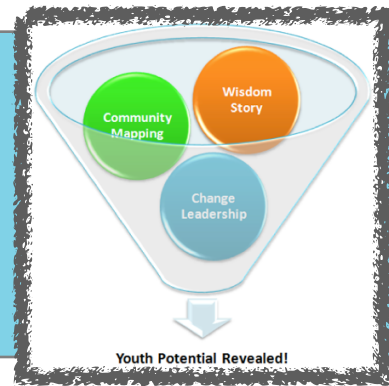
- Your Wisdom Story evolves as you live your life; you must continually update and refresh your Wisdom Story.
- A better quality Wisdom Story allows you to move beyond self interest.

4. Your Wisdom Story is connecting - internally and externally:

- Connects to your inner drive (e.g. predisposition for leadership).
- It is a story that can access and put together the best from all communities (which is why this program includes your connection to a global network of youth entrepreneurs).
- The goal of the Unveiling Youth Potential program is to connect wise people from across the globe - wise youth leaders, wise social entrepreneurs, and their mentors.

****break for lunch** (1 hr.)**

Objective: Community Mapping is a tool used to identify the assets and liabilities within a particular community. In this section, you will be introduced to Community Mapping and will choose a community that you would like to focus on. You will also spend some time creating a mind map of your community.



Community Mapping: (1 hr. 30 mins)

Introduction to Community Mapping

People live in communities (real and virtual). Communities are nested within cultures. Cultures are connected globally, and throughout time. People are also connected with others - family, friends, colleagues, countries, nations, and humanity. Humanity is connected to life and existence. So, by examining the knowledge already collected and continually being refined about communities, culture, humanity, life, and existence, we can begin to map out our communities.

Whereas regular mapping is the visual representation of data by geography or location - the linking of information to place - community mapping does this in order to support social and economic change on a community level.

Mapping is a powerful tool in two ways: (1) it makes patterns based on place much easier to identify and analyze and (2) it provides a visual way of communicating those patterns to a broad audience, quickly and dramatically.

“The central value of a community map is that it tells a story about what is happening in our communities. This understanding supports decision-making and consensus-building and translates into improved program design, policy development, organizing, and advocacy...in other words, community mapping supports positive change.”

~ description from PolicyLink’s “Equitable Development Toolkit” ~

Community Mapping Basics

I. Community Mapping - what is it?

Community Mapping is the process used to organize and visually represent the strengths and weaknesses of a particular community. These maps are typically then used as a means for sustainable development. A community map evolves with the

community; contributors must revisit these maps regularly to add new elements or remove those that are no longer relevant.

2. Community Mapping - why it is important?

Community Mapping is important because it allows contributors to observe community assets and liabilities in a concise, visual package. The process can include as much or as little detail as desired, and can be done as an individual or as a group.

3. How is Community Mapping done?

Community Mapping is done through a collaborative and deliberate inquiry that requires participants to examine all areas and sectors of their community. Community Mapping requires asset champions (individuals who want to inspire positive change within their community) to be involved. It is a process that is reflected and reviewed upon continually. Community Mapping is not static, but rather it is a dynamic and evolving reflection of a community.

Learning Coaches: When you are introducing the idea of community mapping with the youth, be sure to clarify that they can decide on the community they want to focus on in their mapping exercises. It would be useful to have groups of youth who choose to work on the same communities come together to map. As well, make sure you have adequate space in the room (table or wall space) to have students work on their maps on flipchart-size paper.

One of the questions you have to ask yourself with respect to community mapping is “who is my community?” Of course, we all belong to many communities - faith communities; work groups; sports clubs; a village, town or city; professional organizations.



Individual Activity: You can choose to map any of your communities. Think about the various communities you belong to, and consider which one you most care about and feel passion for. This community will be the focus for your Unveiling Youth Potential project.

The community that I would like to focus on for Community Mapping, and later for my social entrepreneurial project is: _____.

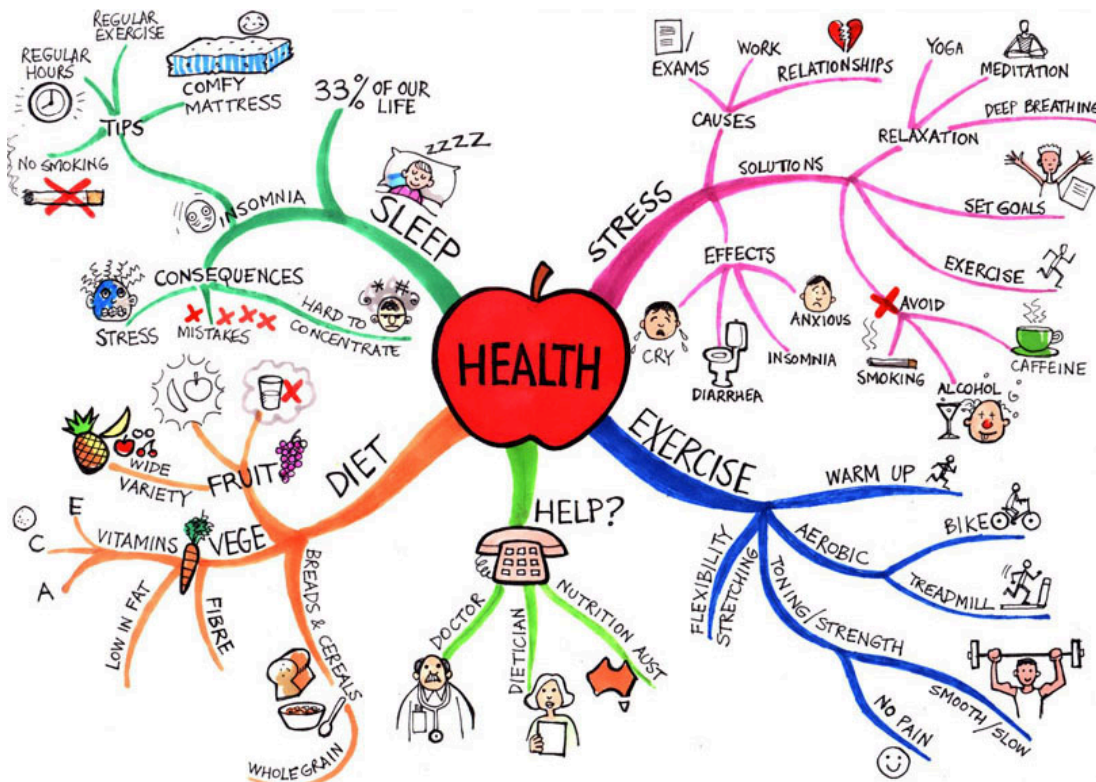
What is the current reality of your community, as you understand it?

Learning Coaches: When it comes to assisting youth leaders with Community Mapping:

- Push for deeper understanding - how and why things work, or fail to work: systems thinking, causal relationships, foundational and strategic considerations, and inclusive and broad caring.
- Distill and synthesize the youth leaders' impressions about their communities and find ways to express this back to the group - writing, maps, symbols, questions, and exercises - for shared learning.
- Analyze the group's work and seek out additional knowledge as required (e.g. consult experts, find books, search the internet, tap into the mentors, champion, and volunteer networks, go back to the group for help). Some of the new knowledge can be gathered by the youth group, too. Ways of sharing and integrating the information garnered will need to be developed.

Community Mapping Tools: Mind Mapping

As a precursor to community mapping and to help you organize your thoughts and ideas, we are going to be creating mind maps. Mind mapping is a tool that helps to organize ideas and information. Mind maps are centered around a central key word or idea. They help to visualize, classify, and structure ideas and are helpful in problem solving and decision making. Check out the image on the following page for an example of a mind map; this one is centered on the word "health".



Source: Learning Fundamentals (<http://learningfundamentals.com.au>)

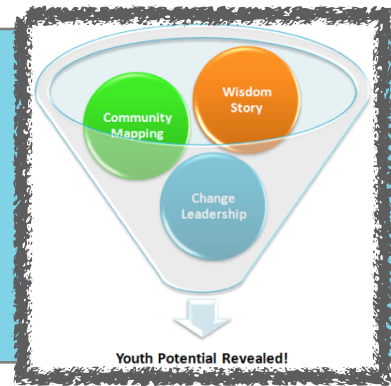


Individual Activity: Working either on your own or in pairs, take some time to create your own mind map. The key idea that your mind map should be centered on is your community, so begin by writing the words “My Community” in the centre of the page. Feel free to use color, images, and text to create your mind map. You will then be asked to share your mind map, describing the various parts to the large group.

Learning Coaches: Once participants have had the opportunity to draw their individual mind maps, ask them each to share with the larger group.

****break for snack** (15 mins)**

Objective: Community Mapping is a tool used to identify the assets and liabilities within a particular community. In this section, you will begin to examine the community you have chosen more closely by answering some thought-provoking questions.



Community Mapping: (1 hr. 15 mins)

Community mapping is essentially about identifying and drawing upon existing community strengths to build stronger and more sustainable communities of the future.

Individual Activity: Using the community that you had chosen to examine during the previous section on page 20, respond to the following questions.

- Which, of the communities that you belong to, do want to focus on during this workshop? _____

- Briefly describe your community.

- What are the key needs (priorities) of your community?

- What are the critical barriers to meeting these needs?

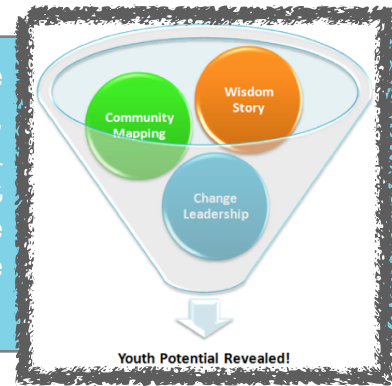
- Who are the key players responsible for these priorities?

- What has already been tried in your community?

- What works and what doesn't work?

****break for physical activity** (30 mins)**

Objective: Wisdom Stories describe a person's life purpose and meaning; they define one's passions, desires, values, and motivations. In this section, you will take the 'Be the Change' Challenge - an assessment that will help you see that you can take what you have and use it to become the change you wish to see in the world!



My Wisdom Story: (30 mins)

'Be the Change' Challenge!

Many young people seek to transform the world - to be the change they wish to see in the world. To better understand this "change" you may wish to see happen, take the 'Be the Change' Challenge by answering the following questions. This questionnaire is an assessment of options and strategies for moving forward to fulfill these life goals.

Learning Coaches: You can find supplementary notes for the 'Be the Change' Challenge in Appendix D of your workbooks. Feel free to discuss these notes or make reference to them with the youth, as they appear in the youth workbooks as well.

1. **My Intention:** Why? What is my true intent in exploring this opportunity to be the change I want to see in the world?

This is, unquestionably, the single most important question to ask yourself. Understanding your motivation is critical to ensuring that you make the best choices of options available. Be honest. There isn't a right or wrong answer.

2. **My Unique Talents:** What are my unique talents and gifts? Consider your technical and professional skills, as well as your unique ability to share these talents.

3. Purpose/Objectives: Leadership or support...or both?

Do I feel very strongly about an issue, and am I motivated to lead change? Or do I prefer to provide support to enhance the ability of people in my community to lead change?

4. Time Commitment: How much time can I dedicate to this work of being the change I want to see in the world? Be realistic and specific.

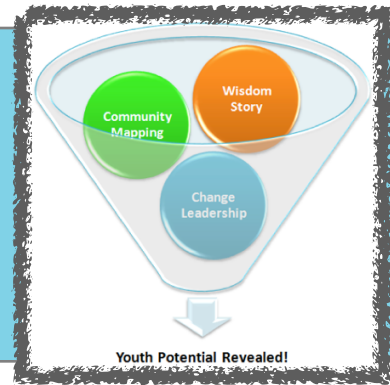
5. Financial Responsibility: What type of financial commitment can I make now...and over time? Can I participate in humanitarian work on a sustainable basis, for me?

6. Support Networks: What support networks are available to me (e.g. family, friends, religious organization, employer, school) and how will they react to my decision? How can my support networks help me realize my goal?

Learning Coach: When the youth have completed the 'Be the Change' Challenge, and if you have time, invite them to partner with another person (youth or Learning Coach) to discuss their answers. This is an exercise that could also be completed by youth at home and reviewed the next day.

In the last five minutes of this time, start thinking about memories or items that are special to you, and that play a role within your Wisdom Stories. These could be songs, photos, scrapbooks, poems, keychains, articles of clothing, etc. Bring one of these items to tomorrow's workshop, as these items will be used during discussion.

Objective: Change Leadership is about gentle action - how to inspire change in a culturally-sensitive and relevant way. In this section, you will be introduced to this concept of gentle action and discuss its subtle and unobtrusive nature.



Change Leadership: (1 hr.)

So much in our lives seems beyond our control. There are the big issues: global warming, wars and violence, the economy. And there are the day-to-day issues in our personal lives: health, relationships, jobs and careers, lack of time and money.

With the big issues we try to play our small parts, but mostly we hope that the people “in charge” will figure things out and act responsibly. Or we may wonder in despair, “How can a single person, especially a youth, make any real difference?” Even with the little things we struggle to make healthy, lasting changes in our lives.

Gentle action challenges our core assumption that we need to be powerful, wealthy, adult or in control to improve things in our own lives, as well as in the world.

Gentle action offers a way of fostering change that is based on the new science of chaos or complexity theory. As we come to understand how change happens in complex systems (almost all the systems that are within and around us), we see that it arises continually from within, through the intricate inter-weavings of many small events.

Change does not require massive interventions from outside; outside interventions often have no effect or worse, actually destabilize or weaken a system. Through gentle action, youth leaders can use a system's own processes to guide it sensitively towards a state of sustainable well-being. Communities are full of these interconnected systems.

How do You Try to Effect Change?



Icebreaker Activity: This simple exercise makes people aware of the impact of change and how they feel about change. Fold your arms, then unfold them and try to fold them the other way around. How difficult was it to fold your arms the other way; what did it feel like? Did you have an urge to unfold or re-fold your arms in the normal way?

Everyone responds to change in a different way. Some people find it easier to make change; others are more resistant. Think about a decision that your family had to make, recently or in the past. Who found it more difficult to adopt change? Generally, youth are thought to have an easier time with change.



Individual Activity: With a pen, check off the points from the following list that apply to you. Discuss these responses with the large group when you are finished.

Which of the following apply to your experience of trying to effect change?

- ☐ I only try to change what I have the power to control
- ☐ I persuade others to my point of view
- ☐ I try to influence those with power to make change
- ☐ I research the topic
- ☐ I figure out the best solution
- ☐ I make a plan and follow it
- ☐ I try a bunch of things until one of them works
- ☐ I give up fairly quickly if my solution isn't working

All of these are common ways that people typically try when they want to make change. But they are not always effective and can even have unfortunate unintended consequences.



Individual Exercise: Think of a Personal Example

Think of a time when you tried to make a change. Write down the strategies you used and if these strategies worked according to plan. When you are finished, find a partner and share your personal experience with them. Report back any observations/learnings to the larger group.

Strategies used: _____

Did these strategies work? Why or why not?

Example:

Here's an example from Paul, who wanted to stop a transmission line route going through fertile fields near his home: Paul was angry that people at the other end of the transmission line were going to destroy his neighbourhood beauty, and interfere with local crops, for their own benefit. He contacted the local government officials in charge of the project to protest. He tried to persuade his neighbours that it was a bad idea and have them complain to the local government officials as well. When he found that the transmission route wasn't going to change, he gave up. Paul was quite typical in his approach: he focused on a specific problem and identified a solution that reflected his personal perspective. He made a plan for a complaint campaign and tried to get others to sign on. He gave up when he couldn't attract enough help and support.

We generally don't spend much time trying to understand how things are currently working; we often focus on what's wrong with the situation. Here are some of the ways people typically think when they encounter something they want to change:

- We don't even try to change things we don't think we're powerful enough to influence.
- We spend more time thinking about what we're going to change than trying to understand how things are working in the first place.
- When we do try to understand the situation more fully, we find that however much we know, our information is always incomplete.
- We approach change as a struggle, often using terms like the "war on drugs" or "war on terrorism" or "war on poverty."
- We regard what we want to change as "other", creating an adversarial mindset that negatively influences our attitudes and actions.
- We focus more on what's wrong than on what's going well.



Group Discussion: Do any of the above apply to the way you typically try to make change, or do they apply to the specific example you thought of?

Evaluation:

Learning Coaches: Describe the evaluation process at this point, but let the youth know that they may offer feedback at any time. On a large piece of flipchart paper, draw three symbols across the top: a happy face, a so-so face, and a sad face. Then, hand out one post-it note to each youth leader and ask them to stick their post-it note on the flipchart paper under the symbol that best represents their response to the question: "How satisfied are you with the training received in today's workshop?"

**** casual dinner ** (optional)**

View Movie: (optional)

Learning Coaches: A movie may be played for the youth, Learning Coaches, and facilitators to watch. Depending on available time, this movie may be viewed during dinner or afterwards. Suggested movie titles include: Cool Runnings, Sister Act, Power of One, Gandhi, City of Joy, and Slumdog Millionaire. Be sure to select a movie that is culturally sensitive and relevant to the theme of leadership, understanding community, and change leadership. Try to identify a movie that demonstrates struggles of leadership.

Before beginning the movie, give the youth leaders some questions to think about with respect to the movie itself. These questions will be used to guide post-movie discussion. Here are some sample questions posed for a review of the movie 'Cool Runnings'. Also included here are some supplementary notes for learning coaches, however only the questions themselves appear in the youth workbooks:

Sample Movie Questions for "Cool Runnings"

Questions on Wisdom Stories: (What is my life purpose and meaning and how can I share it?)

- I. Look for Wisdom Stories in Cool Runnings – describe at least one.
 - example 1: Irv Blitzer – it was about winning
 - Wisdom of being honest; cheated, came back to haunt him
 - Blitzer learned that winning wasn't everything; fame and glory don't make a person. Although a gold medal a wonderful thing, "if you're not enough without it, you'll never be enough with it"
 - One has to have self-esteem - if you don't feel good enough about yourself, nothing outside will make you feel good, whether it's rewards, riches, or fame
 - example 2: Derice Bannock – the gentle, cool, unflappable, self-respecting, reflective person
 - Defied all odds and never gave up
 - Never rude with his peers or community
 - Respectful of his superiors
 - Was not influenced by anybody against anybody
 - Did not give in to the ways of the others; stuck to his goals and didn't join the partying or the fights
 - Advocated non-violence and perseverance
 - example 3: Yul Brynner – Desperate need to succeed
 - Why did he want to join the Olympics? Wanted to advance and no chance on the island: "get off this stinking island"
 - The wisdom of working in a team

- Has big dreams and Junior encourages him by saying, “know what you want and work hard for it” and “if you want it badly enough, you’ll get it.”
- example 4: Sanka – grounded in his own culture
 - “Didn’t come up here to forget who I am or where I came from”
 - Be who you are and be proud of it – if we look Jamaican, walk Jamaican, and talk Jamaican, then we sure as hell bobsled Jamaican
 - They were respected for it in the end
 - He did it his own cultural way with pride, self-respect and dignity
- 2. The issues of hope and conflict – how does Derice handle these?
 - Rises above it – can’t fight hate with hate and violence with violence
- 3. How do the above examples compare to Wisdom Stories in your own lives or the lives of your family, community, nation, etc.?
 - Open response – variety of experiences will unfold

Questions on Change Leadership: (Youth leading positive change in their communities – using gentle action, change management tools)

1. What are the qualities of a good leader?
 - Integrity, dedication, humility, openness, creativity, assertiveness, fairness, a sense of humor, etc.
2. Comment on Derice’s leadership qualities.
 - Assertive (convincing everyone around him in a gentle way, with his peers and superiors), positive attitude, set clear goals, perseverance, dedicated (worked at his goal at all costs), encouraged team work, had a good sense of humor, humble (did not want glory for himself alone), open to ideas and suggestions, creative (worked on a wheel cart on sand to practice bobsledding, an activity that is normally done on ice)
3. Do you think he brought about a change in his community? How did he do this? Were his actions gentle, or aggressive? What were your impressions?
4. Do you agree with his style? If yes, why, and if no, why not?
 - Did he incorporate his own cultural values throughout?
 - What was he trying to do to succeed?
 - What finally worked in order for them to succeed?

Questions on Community Mapping: (introducing new inputs to help clarify and understand, and access community wisdom)

1. What community characteristics do you see in this movie?
 - Common sense of identity, and not ashamed of it
 - Had self-respect and sense of self identity

- Came from a society of social cohesion (e.g. banded together to follow the progress of their children at the Olympics)
2. People in this movie come from very different worlds. Carefully observe and comment on the diversity of the characters in the movie and tell how this difference appears to people on both sides.
 3. The members of the Jamaican bobsled team respect their elders and each other. How do you see this as a positive step in community mapping? What is the value in communal life and respecting their elders? Why is it so important to be rooted and understand the wisdom of one's own culture?
 - It gives one an understanding of one's self, one's world and one's community.
 - It gives one a base for oneself – unless you are rooted in your own traditions and cultural identity, you won't succeed at integrating into other cultures and communities, and ever be able to appreciate what other cultures have to offer.



Group Discussion: At the end of the movie, spend 20-30 minutes discussing these questions.

Closing Remarks:

Learning Coach: Be sure that each youth leader has taken time to complete their evaluation by writing their name on a post-it note and sticking it under the happy face, the so-so face, or the sad face. Invite comments/feedback. Also, take this time to remind the youth to bring a special item that relates to their Wisdom Story, as they will be used during discussion in tomorrow's workshop. Thank everyone - the youth leaders, the Learning Coaches, and the facilitators! Remind people of start time in the morning.

Workshop 1: Day 2

Schedule

Follow this schedule to complete all modules in the allotted time:

Scheduled Time	Activity
9:00 am - 9:20 am	Introduction
9:20 am - 10:15 am	Change Leadership
10:15 am - 10:30 am	Break for Healthy Snack
10:30 am - 11:15 am	My Wisdom Story
11:15 am - 12:00 pm	Community Mapping
12:00 pm - 1:00 pm	Break for Lunch
1:00 pm - 2:30 pm	Social Entrepreneurship
2:30 pm - 3:00 pm	Physical Activity
3:00 pm - 4:00 pm	Revisit My Wisdom Story
4:00 pm - 4:30 pm	Discuss 'Going Forward' Plan
4:30 pm - 5:00 pm	Evaluation & Goodbyes

Introduction: (20 mins)

Learning Coaches: Take a few minutes to welcome the youth leaders, and review the key components that were introduced yesterday.



Recall the ball and funnel image which represents the key components addressed in the Unveiling Youth Potential leadership workshops. Remember that:



Wisdom Stories answer the question of WHY you want to inspire change. What is it inside of you that makes you believe you are the right person for the job?

Community Mapping answers the question of WHERE you are going to inspire change. You can choose any community that you belong to, but you will be most effective in a community that you care about and have a passion for.





Change Leadership answers the question of HOW you are going to inspire change. These workshops teach a leadership strategy called “Gentle Action”, adapted from a book of the same name by David F. Peat. Gentle action is all about introducing small changes that are sensitive, relevant, and culturally-aware.

Social Entrepreneurship answers the question of WHAT you are going to do to inspire change. In these workshops, you will be encouraged to invent and write a proposal for your own social entrepreneurial project.

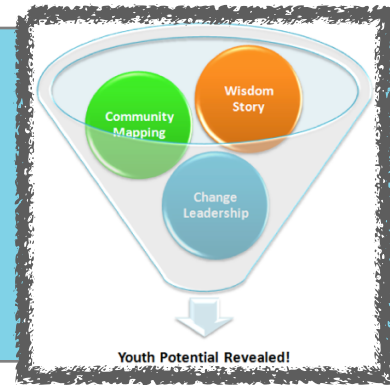
Critical Techniques

While the key components listed above are important in and of themselves, they are incomplete if they do not consider alternate viewpoints and perspectives from both experts and peers. As such, it is important to use the following techniques to refine these components:

1. **Shaping Wisdom** is a way of introducing new ideas. The idea is to ‘fill in the gaps’ of knowledge by inviting local community leaders and experts in their fields, as well as other youth leaders, to speak about what they do and what they know. Consider the wisdom shared by these guests as a means to supplement your own Wisdom Stories, Community Maps, and Change Leadership strategies.
2. **Shared Learning** means that each of us is responsible to support one another in learning, and we are responsible to ask for help from others when we need help in learning. The responsibility for learning is shared.
3. **Breathing Space** is about recognizing the polarized viewpoints of an issue, and introducing “grey area” in which these perspectives can be respectfully discussed.

Learning Coaches: These techniques will be used more during workshop #2, however it is critical to introduce them at this point. Youth leaders must understand the importance of integrating their knowledge with the knowledge and wisdom of others.

Objective: Change Leadership is about gentle action - how to inspire change in a culturally-sensitive and relevant way. In this section, you will learn about how help is not always helpful, even when your intentions are good.



Change Leadership: (55 mins)

Learning Coaches: Several themes and exercises are included in these training materials to explain Change Leadership using the work of David Peat, quantum physicist and author of “Gentle Action”. There is more material here than you will be able to cover in the time allotted. Review the training materials in light of your youth trainees, and their priorities and needs. Pick and choose what will be helpful. This material will also be shared in the trainee workbooks for youth who want to dig deeper. Be sure to highlight the key themes, and always reinforce the links between this approach to Change Leadership, individual Wisdom Stories, and Community Mapping.

When Help is Not Helpful

You want to be a catalyst for positive change in your community. You want to be a change leader. How do you do this effectively? Sometimes, even with the best intention, help is not that helpful. Change that is intended to be positive doesn't always have positive results.

Learning Coaches: Visit the resource section of the Unveiling Youth Potential website and select a case study appropriate for your group. Print off a copy of your chosen case study and hand them out at this time.



Group Discussion: Read the case study provided by your Learning Coach and then discuss it as a large group. Consider when help was helpful, and when it was not. Use this example as a means to think about potential complex situations in your own community. (for more examples of when help is not always helpful, visit the Unveiling Youth Potential website)

The Tsunami Evaluation Coalition's report observes that “the international community time and again descends into crisis situations in large numbers and often leaves the communities it aims to assist undermined.” It notes that much of the record-breaking amount of money raised by international relief agencies for tsunami relief was spent neither well nor wisely. Lack of familiarity with local cultures and conditions is a primary factor.

Michael VanRooyen, co-director of the Harvard Humanitarian Initiative, notes that relief efforts can do more harm than good by:

- Delivering supplies that are neither necessary nor appropriate
- Damaging the local economy by flooding the population with large amounts of free goods
- Failing to coordinate their efforts with local groups



Group Discussion: In small groups, discuss the concept of how relief efforts and other attempts to help others can do more harm than good. Use this as a guiding concept: Relief efforts and other attempts to help others can do more harm than good when not planned and executed properly.

1. Provide examples of when efforts to help others in a community have done more harm than good.
2. What about the other way around - can they think of examples when efforts have done more good than harm?
3. Identify the conditions that made it possible for efforts to help others could do more good than harm.
4. Share some examples from your own communities.

“Relief efforts can be made more effective by better assessing the needs of disaster-stricken areas, involving the local populations in decision making, offering assistance in a culturally appropriate manner, coordinating efforts among relief agencies, and transitioning rapidly into long-term relief programs.

~ Michael VanRooyen, Harvard Humanitarian Initiative ~

Exercise - Role Play Activity



Now it is time to play - to exaggerate! Get into groups of three - one person will play the role of the mother, one person will play the 16-year old son, and one person will play the observer.

- Son - (wearing a toque or something to depict “attitude”) is trying to change how his mother sees him as he matures; he wants to be allowed

to stay out later at night and wants his mother to treat him with more respect in front of his friends

- Mother – (wearing an apron or something to depict mothering) is resistant to changing her son’s curfew because she is worried about youth gangs in the community; she loves her son and wants to protect him
- Observer – watches the role play and makes observations



Group Discussion: After engaging in this role-play activity, discuss the following questions with the large group:

1. Why did each character make the choices/decisions they did?
2. How did the other person's reaction make you feel?
3. In particular, what did the observer view about the two characters?
4. How did you feel in each of the roles?

How Can We Do Things Differently?

David Peat’s theory of “gentle action” provides an antidote to many of the issues that come with our desire to do good, which often leads us to impose our own plans and ideas, rather than really listening to those we are trying to help or understanding the inner complexities. If you have had the opportunity to read Peat’s book entitled “Gentle Action”, you will recognize the following as a brief overview:

“Peat is a quantum physicist. His theory of gentle action comes from his deep study of complex systems, both in nature and human culture. However, while rooted in cutting-edge science, the insights and practices of gentle action are also profoundly intuitive. Once grasped, they lead to a radical transformation of the way we approach change-making, both in our own lives and in the world.”

~ excerpt from a review of “Gentle Action” ~



Group Exercise: Gentle Action Attitudes

This chart compares attitudes we typically take when trying to effect change. Gentle action starts with a basis of understanding.

Learning Coaches: If you choose to address this concept as an activity, cut the table apart on the dotted lines (use the table found in Appendix F) and ask the youth to work in pairs to put the chart back together, like a puzzle. Can they figure out which pairs go together? Alternatively, read the chart together, highlighting the difference between the typical approach and the gentle action approach.

Typical Approach	Gentle Action Approach
Change Others - we try to bring about change from the outside; in doing so we try to change others.	Change Ourselves - Gandhi said to “be the change...” This means we can only bring change to a system of which we are a part.
Act from a Limited Perspective - we tend to see things from our own perspective, then try to get others to change their agendas.	Act from a Comprehensive Perspective - it is important to listen to a variety of perspectives, and then work together.
Focus on What's Wrong - focus is placed on what's wrong with a system and how it can be fixed.	Focus on What's Right - by immersing yourself into a system, you can understand how it works and affect change.
Wait Until we're Certain - without complete information, people hesitate to proceed with trying to affect change.	Embrace Uncertainty - complete knowledge of complex systems is often unattainable, but action is still possible!
Use Central Power - we tend to equate power and control with change, so big power is used to address big issues.	Use Grassroots Systems - complex systems often change because of small, frequent influences over time.
Go for One Solution - we often look for one ‘magic bullet’ that will make radical change in one shot.	Choose many Small Actions - complex systems depend on small parts, working intricately together. Effective change needs to involve complementary action on each.
Stick to Definitive Plans - we make intricate plans that we think we must stick to, no matter what.	Respond Flexibly - as actions are taken, their effects on each part of the complex system are noted and considered.
Expect Dramatic Response - often, when we don't see a system changing, we become discouraged and give up prematurely.	Watch Patiently for Little Signs - complex systems can take a while to reach a ‘tipping point’, but once this is reached, deep-seated changes take root and spread.

Changing Your Attitude



Individual Exercise: How can you revise your approach to trying to effect change? Check each statement applies for you today:

- ☐ I only attempt to change things I have the power to control.
- ☐ I see change as a struggle.
- ☐ I regard what I want to change as “other”.
- ☐ I try to influence those who have the power to make the change I want.
- ☐ I research the topic.
- ☐ I make a plan and follow it.
- ☐ I just try something and see if it works.

☐ I give up fairly quickly if my solution isn't working.



Group Exercise: Changing Your Attitude: (optional) Discuss the following statements as a group. What is your understanding with respect to each of these statements, and how does it apply to your community?

Learning Coach: To explore these statements even more, use the resource sheet found in Appendix F entitled “Changing Attitudes”, and cut the list of statements into strips. Divide the youth into small groups. Give each group one or two statements (strips of paper) and ask them to discuss what they understand about the statement(s) they were given, and how it applies to their community. Afterward, have each group report back to the large group.

- Within every system within and around me, I have the ability to effect change.
- I recognize that many individuals making small changes add up to creative transformation. We're all in this together.
- I recognize that I am part of the system and part of what needs to be changed.
- I don't wait for those in power to make changes for me. But I also know that, as change works its way up from the grassroots level, people in influential positions become willing to listen and help.
- An essential part of my research is the conversation that takes place amongst others who are also part of the system I'm working with.
- I realize that any plan will require continual refinement and revision during the course of its implementation.
- I try those approaches that offer the most leverage and that tap into the processes and relationships within the system. And I continually assess to see what effects they are bringing about.
- I realize that systems may change slowly and that efforts to influence real change will usually need to persist over time.

Gentle Action

Learning Coach: Reinforce the idea that Gentle Action offers an effective, non-threatening approach to change. Lead this discussion regarding Paul's decision to reinforce this point.

What Could Paul Have Done?

Remember Paul who wanted to stop a transmission line route going through fertile fields near his home? He contacted his local government officials in charge of the project to protest. He tried to persuade his neighbors that it was a bad idea and have them write their government officials as well. When he found that the transmission line route wasn't going to change, he gave up.



Group Discussion: What could Paul have done instead, using gentle action? Discuss as a group, using the ideas below as guides:

Paul might have tried going to some of his neighbors and asking how they felt. Out of this, he might have helped form a neighborhood group of those people interested in looking into the issue more deeply. He would have made sure that this group included people with a range of perspectives. Out of respectful dialogue, over a period of days or weeks, opinions in the group might have begun to shift. The group might have started moving towards consensus in certain areas or even generally. This consensus might or might not be where Paul started (or where his neighbors did either). But, if the consensus is at odds with the proposed plan, Paul now has a group that is knowledgeable, engaged, and ready to make its voice heard more widely in the community.

Paul's community may decide to host some gatherings or events. When the wider community is galvanized, it is likely that elected officials will follow, or at least listen. If the local government officials don't get on board at first, the group has developed the resolve to enter into a dialogue and try to come to some sort of outcome that can work politically and for the neighbors and the farmland and the transmission line. The critical thing is that Paul connected with his neighbors and did a lot of talking - and even more listening - before springing into action.



Individual Exercise: (optional) Think of a time when you tried to effect change in a situation. Now, taking the concept of gentle action into consideration, what might you have done differently in that situation. What would you have done the same?

Gentle Action Understands Complex Systems

Learning Coach: Introduce the idea that gentle action flows out of an understanding of complex systems. Talk briefly with the youth leaders about what a complex system is. We're accustomed to think of systems from a mechanical perspective, wherein the way the parts of the system are made and put together produces the functions of the whole.

But in complex systems, the whole is not only shaped by the parts. It is equally true that the whole shapes the parts!

Mechanical systems are built on sets of rules that dictate how the independent parts interact with each other, so they don't grow or evolve. Nature works quite differently. When matter, energy (including money), and information (including ideas and attitudes) circulate through a complex system, that system creates its own internal rules and patterns of behavior. This is known as self-organization. Complex systems create their own internal rules and patterns of behavior.



Individual Exercise: Think of the systems around you, such as your local government in your home city or home community. Which option do you think best describes them - mechanical or complex?

☐ Mechanical

☐ Complex

If your answer was complex, that's correct! Most of the systems that are important in our lives are complex. For example, all living beings are complex, as are virtually all human social systems in communities - cultural, religious, political, economic. Ecosystems are also complex.

"Bill Gates' wisdom to Harvard's 2007 graduating class resonates: 'The barrier to change is not too little caring; it's too much complexity.'

- *Simple is following a recipe to bake a cake. Anyone can follow the steps, and you have a measurable result - a yummy cake or a flop - in a short period of time.*
- *Complicated is sending a rocket to the moon. You set your long-term vision; secure funding; break down the longer term objective into bite-sized project steps; engage engineers and scientists; and step by sequential step achieve this momentous target.*
- *Complex is raising a child. There is no one way to do it. Each step has multiple effects which feed back and influence the next step or decision. What is most important is asking the right questions - rather than prescribing the right answer - and establishing resilient relationships that can withstand bumps in the road."*

~ Excerpt from "Unveiling the Breath" by Donna Kennedy-Glans ~



Individual Activity: (optional) Draw a picture of the local government in your home city or home community. Discuss these drawings and the ideas behind them with the group. This work will link closely to your community maps.



Group Discussion: (optional)

1. What role do you think the government plays in lives of citizens?
2. What role do you think the government plays in community change?
3. Do you need government support to initiate change?
4. Is the government a barrier to change?

Characteristics of Complex Systems

Complex systems are continually evolving. Their parts and the relationships amongst them all change over time, due to both internal interactions and environmental influences. For example, amongst friends or within a family, we foster change by giving each other feedback. When this is done constructively and sensitively, we help one another to grow and change in beneficial ways. However, we need to bear in mind that complex systems are inherently (even mathematically) unpredictable, because the relationships amongst their parts are so intricate and interwoven. When you try to change a complex system, you may be able to predict probable outcomes, but you can never know what will happen for sure.

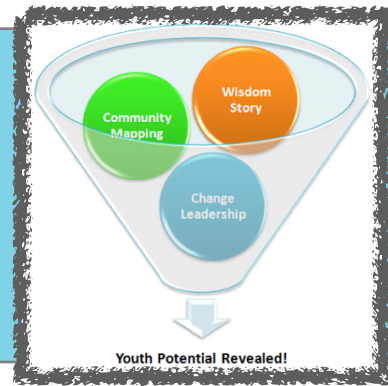
That's why, in seeking to influence change within living and human systems, like our communities, we require an approach that recognizes their complex features. Complex systems are continually evolving and unpredictable.



Group Discussion: How can we begin to work effectively within this complex system? In other words, how can we begin to influence this system? Make the link to Community Mapping and make the link to Wisdom Stories.

****break for healthy snack** (15 mins)**

Objective: Wisdom Stories describe a person's life purpose and meaning; they define one's passions, desires, values, and motivations. In this section, you will recall important heirlooms and memories from your life, and share these with the group.



My Wisdom Story: (45 mins)

Group Exercise: Retrieve the item that you brought for today's Wisdom Story discussion. Beginning with one individual and going around the room, each participant (youth and Learning Coaches or observers) will show their item to the rest of the group and describe its place within their Wisdom Story. If you forgot to bring an item, share a memory instead. When describing your item/memory to the group, answer these questions:

1. What is the item?
2. Where did you get it?
3. What does it mean to you?
4. What memories does it bring back?



Individual Activity: Revisit the concept of Wisdom Stories from the first day of the workshop. Spend some time thinking/writing your Wisdom Story on the blank pages in Appendix C, paying particular attention to the change leadership concepts recently discussed.

How Can you Capture and Remember your Wisdom Story?

In the next workshop, each youth leader will be recording their Wisdom Story. Although there will be some time to work on and refine these stories during the first day of workshop #2, it is a good idea to begin thinking about them now. If the plan is to video record these Wisdom Stories, youth leaders may even want to begin writing a script for their Wisdom Story now, or over the break between workshop #1 and workshop #2. For examples of video recorded Wisdom Stories, visit the Unveiling Youth Potential website, or alternatively check out Invisible Children's bracelet campaign at www.invisiblechildren.com/theMission/Bracelet_Campaign.

For the purposes of this program, it is the preference that all youth Wisdom Stories be video recorded, however there are many other ways to capture these stories, including:

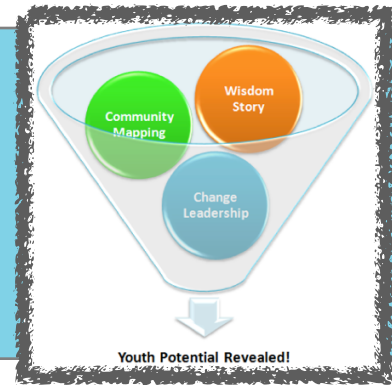
- Creating a scrapbook

- Creating a collage with photographs and/or images from magazines
- Compiling a collection of songs that help tell your story
- Creating a painting, drawing, sculpture, or graphic design
- Writing a poem or song
- Choreographing a dance

Also important to keep in mind when recording your Wisdom Story is that:

- Capturing your Wisdom Story does require a commitment on your part, a significant commitment.
- When writing your Wisdom Story, think about cultural parallels (e.g. rites of passage), and recognize the cultural storytelling that happens (e.g. family history may be very important in your culture). Leverage these cultural assets and values by introducing culturally relevant stories and symbols into your Wisdom Story.
- Life stories have differing qualitative attributes; not all stories are of the same quality. Try to think deeply about what matters to you, and where these values came from, when writing your Wisdom Story.
- This is not a record of your life history or genealogy. It is instead, capturing and refining the driving force of who you are to achieve your life purpose.
- You are responsible for your own learning and leadership journey. This isn't taught. No one is going to ask for this; it is something you choose to take responsibility for on your own.
- Get inspired by others! When you are writing your Wisdom Story, you can access the wisdom of others (inside your community and outside) for guidance.
- Communities are full of Wisdom Stories – mentors, visionaries, books, records and other successful community projects. Seek them out, and learn from them!

Objective: Community Mapping is a tool used to identify the assets and liabilities within a particular community. In this section, you will create a visual representation of what your ideal community looks like.



Community Mapping: (45 mins)

My Ideal Community

For many people, mapping a community may seem like an insurmountable task; there are just so many elements to consider! In order to bring some focus to this process, it can be helpful to brainstorm some ideas about what your ideal community would look like.



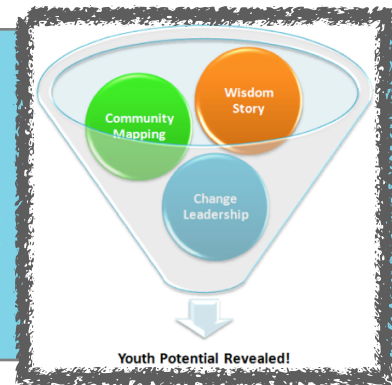
Individual Activity: The following are 10 interrelated elements that make up livable and inclusive communities. By addressing some or all of the elements on this list, write or draw what your ideal community would look like. You may use a mind map, a venn diagram, a picture, and essay, or any other form of representation that you choose.

- Health & well-being
- Support services
- Leisure/recreation
- Spiritual/cultural
- Education/training
- Employment/jobs
- Outdoor environment
- Housing
- Transportation
- Volunteerism

Learning Coaches: Using the information shared by the youth during the mind mapping activity, the responses from the questions listed on page 23, and the information shared by the youth during the ideal community exercise, we can begin the process of developing community maps with the participants.

****break for lunch** (1 hr.)**

Objective: Social Entrepreneurs recognize social problems and work to organize, create, and manage ventures to bring about social change. In this section, you will be introduced to social entrepreneurship, and you will begin thinking about the possibility of your own social entrepreneurial project.



Social Entrepreneurship: (1 hr. 30 mins)

Youth as Social Entrepreneurs

Learning Coach: Introduce the idea that youth leaders can initiate social entrepreneurial projects in their community - to effect positive change - near the end of the first workshop. This introduction to social entrepreneurship sets the stage for Workshop #2 when youth leaders will be invited to identify a social entrepreneurial project that they would like to champion in their community.

If possible, try to identify a motivating social entrepreneur in the local community and invite him or her to share a story with the youth about the potential for social entrepreneurialism in their community. This story, combined with a brief overview of what social entrepreneurship looks like, found below, will get the youth leaders thinking about their own potential. Point out available resources to the youth and encourage them to do their own research with respect to strategy and design before workshop #2 (visit the Unveiling Youth Potential website for resources). The ultimate goal is to enable youth leaders to utilize entrepreneurial opportunities to sustainably support their community's needs.

Answering Questions about Social Entrepreneurship

I. What is possible with social entrepreneurship?

Youth leaders are capable of leading change with respect to the serious, complex issues that challenge their communities. Youth are interested in education, the environment, food shortages, water availability and quality, renewable energy, gender equality, affordable housing, ending violence, and the health of their neighbors. Through their actions they can affect change that is impossible for other established organizations and leaders to achieve. They are keenly interested in making things better - in fact, their future depends on it.

2. What does a social entrepreneur look like?

- A social entrepreneur is a person who finds, and shares, an opportunity to make a difference on issues they care about.
- Just as entrepreneurs change the face of business, social entrepreneurs act as the change agents for society, seizing opportunities that others might miss, improving systems, inventing new approaches, and creating solutions to change society for the better.
- A social entrepreneur is a driver of innovation and process. They act as an engine of growth; they harness opportunity and innovation to fuel economic advancement.
- A social entrepreneur has the ability to tap into inspiration and creativity, courage and fortitude, seize opportunities that challenge and forever change established, but fundamentally inequitable systems.
- The job of a social entrepreneur is to recognize when a part of society is stuck and they provide new ways of getting unstuck. He or she finds what is not working and solves the problem by changing the system, spreading the solution and persuading entire societies to take new leaps!

Ashoka's Definition: Ashoka defines social entrepreneurs as “individuals with innovative solutions to society’s most pressing social problems. They are ambitious and persistent, tackling major social issues and offer new ideas for wide-scale change. They do not leave societal needs to the government or business sectors, but find what is not working and solve the problem by changing the system, spreading the solution, and persuading entire societies to take new leaps.”

Skoll Centre's Definition:

- Social entrepreneurial projects are the products of individuals, organizations, and networks which challenge conventional structures.
- Social entrepreneurship addresses failures – and identifies new opportunities – in the institutional arrangements that cause the inadequate provision or unequal distribution of social and environmental goods.
- Social entrepreneurship is any activity that has these 3 key characteristics:
 1. Social focus. The primary intent of the individual, network or organization is to generate a public good.
 2. Innovation. A social entrepreneur may develop new products or services, use existing products and services in new, more socially productive ways, or redefine social problems and suggest radical new ideas to solve them.
 3. Market-orientation. A social entrepreneur adopts a performance-driven, outward-looking and competitive approach to solving social and environmental problems.

Social entrepreneurs may also be referred to as “visionaries” and “ultimate realists”, concerned with the practical implementation of their vision above all else. Every one of them is a mass recruiter of local change markers – a role model proving that citizens who channel their passion into action can do almost anything.

David Bornstein, author of “How to Change the World: Social Entrepreneurs and the Power of New Ideas” said that “social entrepreneurs identify resources where people only see problems. They view villagers as the solution, not the passive beneficiary. They begin with the assumption of competence and unleash resources in the communities they’re serving.”

Wikipedia’s Definition: Social entrepreneurship is the work of a social entrepreneur. A social entrepreneur is someone who recognizes a social problem and uses entrepreneurial principles to organize, create, and manage a venture to make social change. Whereas a business entrepreneur typically measures performance in profit and return, a social entrepreneur assesses success in terms of the impact s/he has on society as well as in profit and return. While social entrepreneurs often work through nonprofits and citizen groups, many now are working in the private and governmental sectors and making important impacts on society.

3. How is a social entrepreneur different than an entrepreneur?

- A social entrepreneur always thinks about “we” (e.g. my community, “us”) and not just “I”.
- While a business entrepreneur might create entirely new industries, a social entrepreneur comes up with new solutions to social problems and then implements them.
- A social entrepreneur looks deeply into the root causes of issues to find sustainable solutions.

Distinct from a business entrepreneur who sees value in the creation of new markets, the social entrepreneur aims for value in the form of transformational change that will benefit disadvantaged communities and ultimately, society at large.

“True compassion is more than flinging a coin to a beggar; it comes to see that an edifice which produces beggars needs restructuring.”

~ Martin Luther King, Jr. ~

- ### 4. Is it okay to make money as a social entrepreneur? YES!
- Of course it is okay to make money as a social entrepreneur! Raising money makes it easier to sustain your project. Here are a few examples of ways that social entrepreneurial projects can use profit to further sustainability:

- Set up an English language training centre in a rural community that can be accessed by locals. Charge a small user fee for those who can afford to pay. Use this profit to subsidize the cost of providing English language training for those who cannot afford to pay.
- Design a strategy to recover rainwater in your local community and seek international support for this idea (e.g. ask international NGOs to advise on how to collect rainwater, and find international organizations that may provide required equipment, such as rain barrels or tubing, on a subsidized basis); design an education/awareness strategy for your community; educate your local community on how to preserve rainwater and sell locals rain barrels, tubing and other required equipment on a cost+ basis to recoup your time and effort.
- Import coffee from Yemen (or tea from India) and sell for a profit in Canada; establish that the product is “fairly-traded” and share your profit with the local growers.
- Launch an online Aboriginal art co-operative with youth artists from Aboriginal communities in your region. Charge contributing artists a small fee to maintain the website, to raise awareness of Aboriginal youth art, and to manage the sales.

Examples of Social Entrepreneurs:

Learning Coaches: Try to identify examples of social entrepreneurs from the culture of the youth you are training.

- Vinoba Bhave (India): Founder and leader of the Land Gift Movement, he caused the redistribution of more than 7,000,000 acres of land to aid India's untouchables and landless.
- Ehaab Abdou (Egypt): founder of ‘Nahdet el Mahrousa’ which engages youth social entrepreneurs in Egypt and abroad to create the change they hope for.
- Dr. Maria Montessori (Italy): Developed the Montessori approach to early childhood education.
- Florence Nightingale (U.K.): Founder of modern nursing, she established the first school for nurses and fought to improve hospital conditions.
- Hisham el Rouby (Egypt): established the Youth Association for Development, encouraging volunteerism leading to the establishment of youth volunteer centres in Syria, Egypt, the United Arab Emirates, Tunisia and Yemen.
- John Muir (U.S.): Naturalist and conservationist, he established the National Park System and helped found The Sierra Club.
- Jean Monnet (France): Responsible for the reconstruction of the French economy following World War II, including the establishment of the European Coal and Steel Community (ECSC). The ECSC and the European Common Market were direct precursors of the European Union.

- Selim Mawad (Lebanon): creating ‘agents of change’ by training youth and providing them with the necessary tools to teach their community about the need for transparency and accountability in the government.
- Abdel fattah Abusrour (Palestine): introducing Palestinian children in refugee camps to a non-violent form of channeling their frustration and anger by promoting a ‘Beautiful Resistance’ that uses art and theatre.
- Manon Barbeau (Canada): works to help aboriginal communities by empowering youth to connect with their community and other indigenous groups internationally through film-making.
- Wael Hamdian (Lebanon): community voice in inspiring youth to realize social change by identifying and promoting ‘local heroes’.
- Lucie Chagnon (Canada): creator of ‘Commodus’, the first online provider of work-life balance services to help employees address their ethical needs without interfering with their work performance.

5. How does social entrepreneurship fit into social capitalism (e.g. microfinance, microcredit, social venture capital)?

There is a lot happening in the world of social enterprise! You have probably heard about the work of one well-known social entrepreneur, Muhammad Yunus, founder of Grameen Bank in Bangladesh. Yunus was awarded a Nobel Peace Prize in 2006 for this work in creating a system of microcredit and microfinance. The Grameen Bank lends “micro-loans” to people who would not otherwise have access to credit. The pay-back rates for these loans are spectacular – some as high as 99%.

This social venture capital community is expanding rapidly. More and more organizations are connecting donors, across the globe, to the working poor who want to start and sustain small businesses. Check out Kiva, an organization that lets you connect with and loan money to unique small businesses in the developing world - <http://www.kiva.org>. By visiting Kiva, you can “sponsor a business” and help the world's working poor make great strides towards economic independence. Throughout the course of the loan (usually 6-12 months), you can receive email journal updates from the business you've sponsored. As loans are repaid, you get your loan money back.

6. What are some examples of social entrepreneurial projects led by youth?

Encourage youth leaders to think of their own community. What social entrepreneurial initiatives have been championed by adults, and by youth, in their own community? Invite the youth to share these stories. Additionally, visit the Unveiling Youth Potential website for examples of social entrepreneurial projects led by youth.

7. How can youth leaders initiate social entrepreneurial projects within the Unveiling Youth Potential program?

Options for a social entrepreneurial project are flexible, depending on your skills and passions, and the needs of your community. In the context of this program, initiating a social entrepreneurial project follows these steps:

- Identify your skills, passions, values and motivations;
- Choose a community that you are part of, and care deeply for;
- Identify the needs and priorities of your community of choice;
- Align your skills, passions, values and motivations with a particular need or priority of your community;
- Research and design a project that seeks to address this need or priority;
- Develop a social entrepreneurial project plan for your project;
- Find partners, mentors and champions who will help you achieve your project goals; and finally,
- Implement your social entrepreneurial project!

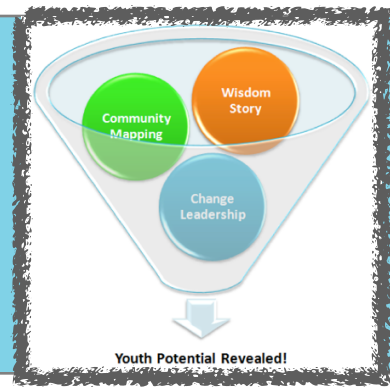
8. How will youth leaders who choose to launch social entrepreneurial projects under the Unveiling Youth Potential program be supported?

In workshop #2 of the Unveiling Youth Potential program, Bridges' Learning Coaches will help youth to explore social entrepreneurial projects that could be launched in their communities, either by themselves or in collaboration with other youth leaders. We will talk more about community maps - the assets and the opportunities - and share more wisdom with youth participants to help guide their thinking on what is possible.

If youth leaders decide to proceed as social entrepreneurs in their communities, Bridges will help them to develop their business plan for this project, and will help to identify a mentor who can support them throughout.

****break for physical activity** (30 mins)**

Objective: Wisdom Stories describe a person's life purpose and meaning; they define one's passions, desires, values, and motivations. In this section, you will continue building upon the Wisdom Story you began writing yesterday.



My Wisdom Story: (1 hr.)

Individual Activity: Revisit the concept of Wisdom Stories and spend some time thinking/revising your personal Wisdom Story in Appendix C, paying particular attention to the social entrepreneurship concepts recently discussed.

“Going Forward” Plan: (30 mins)

Learning Coach: Take this time to wrap up this first workshop, and to build momentum for the second. Clarify the dates and location of workshop #2. Identify who is responsible to follow up with the youth trainees to confirm youth participation at workshop #2.

Discuss briefly what will be covered in the next workshop. It is very important that youth leaders start thinking about these objectives now, and over the next few weeks leading up to workshop #2.

Remind everyone that the goal of this program is not to magically fix complex community issues! We're here to create space for dialogue, to identify opportunities for youth projects that will have positive community impacts.

That's all for today, but we are certainly not finished! In fact, we are just getting started! Spend some time thinking about the following concepts over the next few weeks, as they will be discussed at length in workshop #2:

Shaping Wisdom, Shared Learning, and Breathing Space

Think about additional information that you need in order to effectively put together your social entrepreneurial project proposal. Do some research about this over the break between workshop #1 and workshop #2, and contact your program organizer if you have questions or need direction. The goal of workshop #2 will be to tap into an existing wisdom base and expand your understanding by:

- Bringing in local wisdom to introduce different perspectives
- Sharing analysis to stimulate conversation (e.g. What has already been done? What worked and what didn't work? Why?)
- Sharing articles/experiences that discuss the downside of victim and hero mentality
- Inviting guest speakers such as local social entrepreneurs

Recording Wisdom Stories

During workshop #2, you will receive training on how to record and share your Wisdom Story with others, and these stories will actually be recorded during the second day of workshop #2! Recorded Wisdom Stories will need to include your personal commitment to your project (commitment statement) and a request for support, as these will be viewed by potential mentors, funders, and champions. These may also be shared on the Unveiling Youth Potential website. Start thinking about these now, and research some examples over the break.

Project Plan and Proposal

Finally, start thinking about your social entrepreneurial project by considering these key questions:

- Think about your vision: what is your dream for your community?
- Think about, and seek to better understand your community - its assets and liabilities
- What leadership or business training will you need to help support you to lead a social entrepreneurial project?
- You need to set priorities – your time and resources are limited
- Make connection to others in the network – you aren't alone
- Consider creating a Project Resource Map, including available:
 - Human resources
 - Intellectual resources
 - Financial resources
 - Experiential training opportunities
 - Mentorship - parental or community mentorship
 - Seed funding
 - Ongoing support of a Learning Coach
 - Sharing with and access to youth network

Evaluation:

Learning Coach: Set up the same evaluation poster with the three faces - the happy face, the so-so face, and the sad face. At the end of the day, invite comments/feedback.

1. What did you like?
2. What didn't work for you?
3. What would you change?

Closing and Thanks:

Learning Coach: Thank everyone who contributed to make this first workshop a success. The trainees, the Learning Coaches, the facilitators - thank everyone! Refer back to the process image of the three boxes posted in the room and reinforce, once again, where we are at...still in the centre box and moving into workshop #2 at an agreed time and place. Share these details in writing on a flipchart and ask people to mark their calendars.

Invite questions or clarifications. Encourage people to stay in contact.

Appendix A: Legend

Legend

The following icons will appear throughout the Unveiling Youth Potential workbooks:



Wisdom Story



Breathing Space



Community Mapping



Social Entrepreneurship



Change Leadership



Individual Exercise



Shared Learning



Group Discussion



Shaping Wisdom



Group Activity

Appendix B: Vocabulary

Vocabulary

Use the following definitions as reference for the Unveiling Youth Potential leadership workshops.

breathing space

Definition: Breathing Space is about recognizing the polarized viewpoints of an issue, and introducing “grey area” in which these perspectives can be respectfully discussed.

Context: “My neighbor recently ‘went green’ by purchasing a new hybrid car and replacing her furnace. Now, she is persuading me to do the same, but I mean come on! I’m just one person...what difference can I make, really?”

change leadership

Definition: Change Leadership is about gentle action - how to inspire change in a culturally-sensitive and relevant way.

Context: “I have always believed that I will make a difference in the world. I recognize problems and I think about solutions for them.”

community mapping

Definition: Community Mapping is a tool used to identify the assets and liabilities within a particular community.

Context: “My community is made up of all sorts of interesting people, places, and things. I wanted to know how they all worked together, so I created a community map.”

gentle action

Definition: Begins with the realization that we are all interconnected and we all have responsibilities, values, and obligations within the bigger picture. Problems do not lie outside of us; we are in the midst of things and can evoke change.

Context: “Even though I have strong opinions and ideas about certain situations, I know that I am not always right. I understand the importance of working together, and remaining open-minded, in order to solve problems.”

potential

Definition: Already existing in possibility.

Context: “I know that I have potential because I see a need for so many changes to be made in my community. I just need to learn some tools so that I can tap into that potential.”

shaping wisdom

Definition: Individual wisdom is shared with the larger group or community and is incorporated into a process that triggers change.

Context: “I am especially interested in environmental issues, but I realize that in some cultures, the environment is closely connected with spirituality. I could really benefit from the input of a spiritual leader to help shape the environmental knowledge I have.”

shared learning

Definition: Shared Learning is a tool that reminds us of how relationships are the key to achieving our goals. We are each responsible for and accountable to one another, and thereby we are all part of a supportive community.

Context: “I am just one person and I cannot know it all. However, if I can access the collective wisdom of my community, I am immeasurably more capable!”

social entrepreneurship

Definition: Social Entrepreneurs recognize social problems and work to organize, create, and manage ventures to bring about social change.

Context: “It's not fair that there are so many illiterate people in the world. I am going to start up a training program and library in a needy village in Kenya.”

wisdom story

Definition: Wisdom Stories describe a person's life purpose and meaning; they define one's passions, desires, values, and motivations.

Context: “My wisdom story is an evolving story of my life - a story that answers the questions: who am I? and what difference do I want to make?”

Appendix C: My Wisdom Story

1. Introduce yourself:

My name is _____

I was born in _____

I live in _____

2. What is unique about me?

My unique gifts include:

3. The people I believe have been placed in my life for a reason - the people who have been “given” to me - include: (These can be named individuals and/or communities of people. e.g. ‘people in my hometown’, or ‘my mom’)

4. How do I believe my unique gifts can be most effectively used to meet the needs of people I care about?

5. What are three significant events that have happened in my life?

a) _____

b) _____

c) _____

6. Who are three significant people in my life (people who have had a meaningful impact on you)? Why have these people been so significant?

a) _____

c) _____

a) _____

b) _____

c) _____

[illegible]

Appendix D: 'Be the Change' Challenge

Be the Change you Want to See in the World

Some of Mohammed Gandhi's most inspirational guidance was for us to be the change that we want to see in the world. Just be the change.

Based on this philosophy, Bridges has created a challenge for youth called 'Be the Change' Challenge. The questionnaire that helps guide your thinking on this challenge is in your workbook on page 25.

The Secrets?

1. Understand your intention

To be the change that you want to see in the world, you have to know your intention. What is motivating you to explore an opportunity to be the change that you want to see in the world?

When you look at the first question on the challenge, ask yourself: why? What is motivating me to want to do something to transform the world, or myself? There is no wrong answer! It is fine to be motivated to do this work to enhance the chances of getting into university, or to spend more time with friends. Just be honest.

2. Follow your passion

To be the change that you want to see in the world, you also have to know what you are uniquely passionate about. What gets you out of bed in the morning? What propels your head and your heart, without thinking?

The passion of Bridges' volunteers is working with women, men, and youth to unveil their human potential, and the potential of Bridges' volunteers. When that potential is harnessed, we can do a great job of navigating the gaps between commitments to equality and actual practices. We can support community leaders to be effective change leaders.

Let's look at the second question on the challenge - what are your unique talents and passions?

Maybe you love math, maybe you are a good photographer, maybe you can motivate others? What is unique about you?

3. Leadership or support...or both?

Do you feel very strongly about an issue, and are you motivated to lead change in that area? Or do you prefer to provide capacity building support to improve the ability of others in your community to respond to a challenge or an opportunity?

4. Time Commitment

How much time can I dedicate to this work of being the change I want to see in the world? Can you take a year off after graduating from college to devote yourself to this full-time? Or are you restricted to several hours per month due to other commitments?

5. Financial Responsibility

What type of financial commitment can I make - now, and over time? Could you afford to do this work without compensation? How would you raise funds to run programs?

6. Support Networks

What support networks are available to you, and how will they react to your decision? (e.g. family, friends, religious organization, professional organization, employer, school, etc.)

How can your support networks help you realize your goal? (e.g. financial support from your family, introductions by friends, alliances with others, secondment role, corporate funding, time off from your employer to do this work, etc.)

Appendix E: Gentle Action Attitudes

Typical Approach	Gentle Action Approach
Change Others - we try to bring about change from the outside; in doing so we try to change others.	Change Ourselves - Gandhi said to “be the change...” This means we can only bring change to a system of which we are a part.
Act from a Limited Perspective - we tend to see things from our own perspective, then try to get others to change their agendas.	Act from a Comprehensive Perspective - it is important to listen to a variety of perspectives, and then work together.
Focus on What’s Wrong - focus is placed on what’s wrong with a system and how it can be fixed.	Focus on What’s Right - by immersing yourself into a system, you can understand how it works and affect change.
Wait Until we’re Certain - without complete information, people hesitate to proceed with trying to affect change.	Embrace Uncertainty - complete knowledge of complex systems is often unattainable, but action is still possible!
Use Central Power - we tend to equate power and control with change, so big power is used to address big issues.	Use Grassroots Systems - complex systems often change because of small, frequent influences over time.
Go for One Solution - we often look for one ‘magic bullet’ that will make radical change in one shot.	Choose many Small Actions - complex systems depend on small parts, working intricately together. Effective change needs to involve complementary action on each.
Stick to Definitive Plans - we make intricate plans that we think we must stick to, no matter what.	Respond Flexibly - as actions are taken, their effects on each part of the complex system are noted and considered.
Expect Dramatic Response - often, when we don’t see a system changing, we become discouraged and give up prematurely.	Watch Patiently for Little Signs - complex systems can take a while to reach a ‘tipping point’, but once this is reached, deep-seated changes take root and spread.

Changing Attitudes Statements:

- Within every system within and around me, I have the ability to effect change.
- I recognize that many individuals making small changes add up to creative transformation. We're all in this together.
- I recognize that I am part of the system and part of what needs to be changed.
- I don't wait for those in power to make changes for me. But I also know that, as change works its way up from the grassroots level, people in influential positions become willing to listen and help.
- An essential part of my research is the conversation that takes place amongst others who are also part of the system I'm working with.
- I realize that any plan will require continual refinement and revision during the course of its implementation.
- I try those approaches that offer the most leverage and that tap into the processes and relationships within the system. And I continually assess to see what effects they are bringing about.
- I realize that systems may change slowly and that efforts to influence real change will usually need to persist over time.