

**RESTLESS
DEVELOPMENT**

YOUTH POWER

Training Toolkit

Module 1





Module 1

CLAIMING YOUR POWER TO DEVELOP AS A LEADER



Step 1

Grounding & Sharing

During the first step of this module we will support young leaders to create a safe space for learning, building upon their own lived experiences. We will also explore the group's understanding of power and facilitate conversations around personal power and influence.

After completing this step participants should feel comfortable with their peers and understand what is required to ensure a safe and inclusive space for everyone. Participants should be starting to think about themselves as leaders and be considering what makes them powerful. However some participants may not agree with the concept of Youth Power and may need more convincing!

As a facilitator you should have a good understanding from participants of their diverse lived experiences, and how they understand their own and others power. You may also have identified participants who may need more tailored support and those who may be able to take more of a lead in the upcoming sessions.

Total time for Step 1:
5 hours

Grounding Exercise

30 mins

To encourage participants to feel welcome.

To acknowledge the internal and external factors that impact how we show up in a space

- Ask everyone to sit or stand in a circle
- Ask each person to say a few words which describes how they feel in the current moment. For example:
"I'm a bit worried about the session"
"I'm hungry because I missed breakfast"
"I'm a bit distracted because I am waiting for call"
"I'm a bit stressed because I have an assignment due"
- Acknowledge the different feelings and emotions shared. Thank everyone for sharing as it helps us understand each other.
- Acknowledge that everyone comes into the workshop in a different headspace - and we do not expect everyone to give 100% all the time.
- Encourage participants to consider what support they need from us as facilitators, and from each other, to meaningfully participate in the sessions.

Safe Spaces

30 mins

To establish the culture for the workshop

- Explain that during this module we will be focusing on our individual leadership journeys. As part of this you may feel like you wish to share elements of your personal stories and lived experience.
- Explain that during the module you will be invited to share your personal and lived experiences, however this is optional and you are welcome to share a fictional story, or step out of an activity at any time.
- Therefore it's important that this workshop is a safe space for everyone participating.
- Acknowledge it is particularly important as many of us have experienced trauma and discrimination.
- Have a group discussion around *"What does it mean to have a safe space?"* *"What makes you feel included?"*
- Note a few points on a chart and display on the wall throughout the sessions.

- Share with participants your safeguarding and wellbeing protocols (e.g. who to speak to, any wellbeing support available)

What is Leadership and What is Power?

60 mins

To help participants start to explore ideas of power

- Before the session write/stick quotes about leadership and power around the room [examples in Annex 1.1]
- Explain that during this module we will be speaking a lot about the concepts of leadership and power.
- Divide the group into two halves and ask them to discuss, in pairs or small groups.
 - *Group 1: What does Leadership mean to you?*
 - *Group 2: What does Power mean to you?*
- Ask them to share back their post-its, (different colours for Leadership & Power). Ask participants to reflect on the common themes and links.
- If needed, share the below definitions of Leadership:
 - **Leadership:** the action of leading a group of people or an organisation.
 - **Power:** the capacity or ability to direct or influence the behaviour of others or the course of events.
 - **Personal Power:** when an individual's power is based on their characteristics, competencies and skills.
- Introduce Restless Development's framing of Power (use diagram Annex 1.2)
 - **Power Within**
 - **Power With**
 - **Power Up**
- Encourage the group to reflect on their understanding of leadership and power, and how this relates to the framing of *within, with and up*.
- Acknowledge that often, as young people and activists, we feel powerless, however we can claim our own power and take up leadership.

Power-its personal

90 mins

To support participants to acknowledge and recognise their own power

- Remind participants of the previous discussion during the 'Safe spaces' session, and that they do not have to share personal experiences if not comfortable.
- If you are comfortable, as a facilitator, share your personal experience and journey from feeling powerless to claiming power [optional]
- Ask participants to select their own small groups and in turn, share:
 - *When in your life did you feel most powerless?*
 - *What changed to get you to where you are today?*
- Do not rush this activity, give participants adequate time to discuss and get to know each other.
- Ask participants to come back together and share a few reflections from the sharing experience.

What makes me powerful?

60 mins

To give participants the space to reflect and create

- Explain that we are now going to consider what factors about ourselves, our personal attributes, strengths and experiences, makes us powerful, and enables us to have influence over others.
- Ask participants to write down a few things that make them feel powerful or be able to influence others e.g. being a great communicator, being empathetic, overcome adversity
- Ask participants to use the rest of the session to personally reflect on these attributes, and use them to make something creative. For example; a poem, some artwork, a collage, a short video, some creative writing [provide materials, if available].
- Encourage participants to use creative methods, even if they say they are not artistic!

ADAPT AND INCLUDE!

For visual learners / hearing loss

Note down key points from discussions on flip chart and draw pictures and diagrams to help explain so that everyone may follow the conversation.

For those who may struggle with arts and crafts

Encourage a variety of creative expressions (not just drawing or collaging) to enable all participants to engage. Where needed encourage participants to support each other.

Not enough time?

Focus on grounding and creating a safe space, and follow with a discussion in pairs about what makes them feel powerful. Suggest the creative activity to be completed in spare time after the session.

Privacy

If participants fear being overheard during conversations around political power or when sharing personal experiences, encourage pair work in more private spaces or ask participants to write on paper/notes on their phones that can be deleted.

Trauma-Informed

Ask participants to inform others, ahead of time, if they are to tell a story or use words that could be triggering. Ensure participants are aware they can take breaks at any time.

A red circular graphic with a dotted border containing text.

Facilitator Tip!

During discussions about power, it's important to acknowledge the power and privilege you have as a facilitator, based on your race, nationality, education, class, gender or other characteristics. You may also want to think about your role as a representative of an international or national organisation and how this is received in the community



Step 2

Learning & Testing

During the second step of this module we will create an opportunity for young leaders to gain new knowledge and skills and test out and build confidence in using them in a supportive environment. During this session we will build upon previous concepts of power, and use them to explore and understand the different power dynamics in which we operate.

As a result of completing this module participants should have a good understanding of the Youth Power Principles, as well as the types of Power. Participants should be starting to consider what type of leader they want to be, and how they can use their power and influence in a positive way.

However there may be some participants who need more support to apply the concepts to their realities.

As a facilitator after Step 2 you should have an understanding of how participants view power, and themselves as leaders. You may also have identified participants who have a very clear vision for how they want to develop as a leader, and others who are less clear on the next steps they need to take (or even if they want to take them at all).

Total time for Step 2:
5 hours

What makes us powerful-sharing

30 mins

To give participants the opportunity to share and reflect on the previous session.

- Ask a few participants to share what they created during the previous session. This should be voluntary.
- Use these as prompts to discuss the following questions:
 - How did you find the experience?
 - Did it change how you think about your own power?
 - Did you learn anything from others in the group?

Youth Power Principles

90 mins

To support participants to understand what is meant by 'Youth Power' and how it relates to their experience.

- Explain that we are now going to look at the Youth Power Principles, which were developed by young people with support Restless Development to help frame what it means to be a Youth Leader.
- Share the [Youth Power Principles poster](#) (handout or slide) and talk through the key points. Give adequate time to ensure everyone understands.
- Divide participants into small groups and allocate them one of the Youth Power Principles eg 'We are hopeful and visionary'. Ask them to discuss the following questions;
 - What do you think about this principle?
 - Does it reflect how you think about yourself, and your work?
 - Do you think the principle needs to be adapted or localised to your context?
- Bring participants back together and ask each group to share back briefly.
- Reflect on the discussion, encouraging participants to continue to reflect on what Youth Power means to them.
- Use the reflections to guide a discussion on how the Youth Power principles can be adapted to each context.

What does Youth Power look like?

90 mins

To support participants to acknowledge and recognise their own power

- Ahead of the session ask for three volunteers to prepare to speak about their work. They should prepare to speak for 5 minutes, responding to the question: *How are young people leading, creating or influencing change in your community?*
- Divide participants into three groups, each with a speaker, and explain that we are going to listen to stories of where young people have claimed their power and made a change in their communities.
- Ask participants to discuss:
 - *What inspired you?*
 - *Which Youth Power principles were displayed?*
 - *What Power Dynamics were at play ?(e.g. who had the power and who did not, did this change over time?)*
- Briefly ask participants to give feedback to the wider group.
- Reflect on the feedback provided by the group.
- If time allows, share additional case studies from your organisation's work for more inspiration.

What are the core skills we need for Youth Power?

90 mins

To support participants to identify the core skills they need to strengthen

- Explain that in this activity we are going to consider what are the core skills needed for Youth Power.
- Ask participants the following and write on a flip chart/board.
 - *What skills do you need to be able to be a leader?*
 - *What skills do you need for Youth Power?*
- Re-cap with the following key skills, if not identified by the group.
 1. Effective Communication
 2. Public Speaking
 3. Problem Solving
 4. Decision-making
 5. Critical-thinking
 6. Conflict Resolution
 7. Self-Management

- Explain that we are now going to look at ourselves and consider our strengths and areas for development.
- Ask participants to rank the skills in order, from the area they are strongest to the area they are weakest.
[Print and cut out Annex 1.4, if needed]



ADAPT AND INCLUDE!

For auditory learners/hearing loss

Provide voice recordings of the Youth Power principles poster and case studies ahead of the session to enable all participants to access and be able to revisit the material.

For visual learners/hearing impairment

Ensure that you note down key points on a flipchart and provide written copies of the poster and case studies.

Not enough time

Focus on the Youth Power Principles and then have a short reflection discussion on positive and negative uses of power.

Contextualise

Be aware that the discussions around negative use of power, especially coercive power, could be challenging for those with lived experience of conflict or abusive circumstances.

Intersectionality

Acknowledge that the ability to exercise your power is impacted by the structural inequalities in society, such as racism, patriarchy, transphobia, homophobia or disability discrimination. Each individual, based on their identities, will experience power differently.

Facilitator Tip!

When sharing new concepts or frameworks make sure you give space for participants to understand, process and ask questions.

Be open to their reflections and critique - there is more than one way to understand and communicate an idea!



Step 3

Action & Accountability

During the final step of this module we will encourage young leaders to identify their own actions and put these into practice and hold each other accountable following the training session. We will also facilitate conversations around resilience and wellbeing, and other supporting factors to enable young people to lead successfully.

As a result of completing this step participants should have a clear understanding of the actions they would like to take following the workshops, including a personal development goal. They should have also considered the importance of building resilience as well as prioritising self and collective care.

As a facilitator after Step 3 you should have an understanding of the commitments that participants have made to take action, and be able to identify potential barriers or additional support needed to put the actions into practice.

*Total time for Step 3:
5 hours*

What kind of leader do I want to be?

30 mins

To give participants the opportunity to share and reflect on the previous session.

- Ask participants to sit in a sharing circle, and one by one share a few words on what type of leader that they want to be (e.g. I want to be a leader that is respected in the community)
- During this sharing circle encourage participants to be supportive of each other and clap/celebrate after each person has shared.

How do I get there? Setting personal goals

60 mins

To give participants a space to identify or develop their own personal goals.

- Explain to participants that we are going to use this session to focus on our personal goals, and the steps we need to take to be the leaders we want to be.
- As the group, does anyone have any existing personal goals they would like to share?
- Ask participants to identify a personal goal that they would like to focus on. This could be existing or a new goal.
- If participants are struggling, encourage them to reflect on the 'Core skills for Youth Power' discussion in the previous session.
- Encourage participants to be honest with their reflections.
- Encourage participants to work individually or in pairs, if comfortable. Give participants a good amount of time to do this.
- Ask a few participants to share their personal goals.

Building resilience

90 mins

To help participants start to explore ideas of power

- Explain that during this activity we are going to be thinking about the different challenges we face, in our personal and professional lives, and how we build resilience.
- Explain that we are going to do an interactive activity called **'Step by Step'**
- Ask for a volunteer, they will be called Person A. Inform them that for this activity their goal is *"I want to be a better public speaker so I can mobilise and lead others in our fight for equal rights"*.
- Ask Person A to write their Goal on a flip chart/board and stand at the other end of the room.
- Ask the group to think about
 - *What are the different challenges or roadblocks that could get in the way of Person A achieving their goal?*
- Ask each person to write a Challenge on a paper, and stand in-between Person A and the goal. Example challenges could include:
 - *A sick family member needs attention*
 - *No money to pay for public speaking training*
 - *Fear and lack of confidence due to stigma and discrimination.*
- Ask Person A to try and walk across the room to try and reach their goal.
- Everytime Person A comes across a person with a challenge they are 'blocked' by a challenge and must stop and listen.

At each step, ask Person A, *What would you do to overcome the roadblock? / challenge?*
- If they are not sure, ask the wider group for advice.
- Explain that every time you stop and face a challenge you are building resilience. It may make you stronger due to the challenges we face, discrimination, politics, economic challenges, however we still move forward - and can reach our goals in the end.

Looking after your wellbeing & collective care

90 mins

To support participants to recognise and identify their wellbeing practices

- Explain to participants that in this session we are going to be thinking about our own wellbeing and the role this plays in our ability to be a leader.
- Explain that often, as activists, we put the cause we are fighting for above our own wellbeing. This is often made worse through the lack of mental health support for activists
- If needed, share the below definitions and/or display them on the wall.
 - **Wellbeing:** the state of being comfortable, healthy, or happy.
 - **Self-care:** the practice of taking an active role in protecting one's own well-being and happiness, in particular during periods of stress
 - **Collective care:** groups taking communal responsibility for each member's well-being [often a feminist, political strategy supporting personal resilience and sustainability of feminist movements]
 - **Burnout:** a state of physical and emotional exhaustion. It can occur when you experience long-term stress.
- Introduce the concept of '**Activist burnout**' and the stages that can lead to this - from the honeymoon period, through to chronic stress and eventually burnout [more details in Annex 1.5]

5 stages of burnout

1. **Honeymoon** - commitment and excitement to engage in tasks
2. **Onset of stress** - fatigue, lower productivity and sleep disturbances
3. **Chronic stress** - lack of motivation and more intense symptoms felt. Use of coping mechanisms such as drinking alcohol.
4. **Burnout** - difficulty to cope with daily tasks, feeling numb and overwhelmed
5. **Habitual burnout** - symptoms of burnout become normal, leading to chronic fatigue, depression and apathy for the cause.

- Ask participants, in pairs, to review the case study of 'Farida' [Annex 1.6]
- Explain that Farida is a fictional person, but her story is based upon the experience of many community leaders.
- Encourage participants to discuss the questions:
 - *What happened in the buildup to Farida feeling burnout?*
 - *How did burnout affect Farida's health, wellbeing and personal life?*
 - *What was the impact on Farida's organisation, and the cause she was campaigning on?*
- Introduce the concept of 'Collective Care'; defined as a "communal responsibility for people's emotional health and wellbeing within groups or organisations"
- Explain that it's important that as a collective we support each other to prioritise wellbeing.
- Acknowledge that whilst the term 'Collective Care' may be new, the concept is not. And in many cultures and communities around the world we have been practising collective care. This is a reminder to take the same care with our work as young advocates and leaders.
- Divide participants into two groups. Ask Group 1 to write down on flip chart different things they do to support their personal wellbeing, or self-care.
- Ask Group 2 to write down on flip chart things that as a group, in our organisations, we can do to facilitate collective care.
- Display each flip chart, and encourage participants to walk, view and add to the display.

Moving forward, claiming our power to develop as a leader

30 mins

To support participants to make a personal commitment to Youth Power

- Ask participants to reflect on the Module and consider
 - *What have you learnt about yourself, and leadership?*
 - *What action do you want to take going forward?*
 - *What are you going to do to help you build resilience?*
 - *What support do you need from the collective to make this happen?*
- Encourage participants to think of their own personal commitment to Youth Power (e.g. their own Youth Power Principle)
- Ask participants to write it down somewhere they will access regularly e.g. notes on their phone, page of their notebook, small paper to put in their wallet.
- Ask a few participants to share their commitments
- Close the session, thanking participants for their honesty, openness and active participation.

ADAPT AND INCLUDE!

For auditory learners/ visual impairment

Provide voice recordings of the case study ahead of the session or take time to read it to participants in advance so they can familiarise themselves.

For those with physical challenges

Adapt the Step by Step activity to be completed by going around a seated circle.

Not enough time?

Focus on setting personal goals and actions following the workshop. Facilitate a more informal group discussion on resilience and wellbeing.

Trauma-sensitive

Review the case study of 'Farida' ahead of time and identify if there are any similarities with your participants. If needed, adapt and edit the case study to be more removed from participants' lived reality.

Decolonial practices

Acknowledge that often western approaches to self-care can dominate conversations around activist wellbeing, and therefore it's important to acknowledge different practices. Some activities, such as attending a religious service or cooking with family, which provide wellbeing but may not be initially associated with the term.

Facilitator Tip!

When supporting participants to identify and share a personal commitment, remember you are there to encourage them not to set homework or tell them what to do! Encourage them to consider how they can be accountable to their communities rather than report back to you as the facilitator

Module 1

TOOLKIT ANNEX

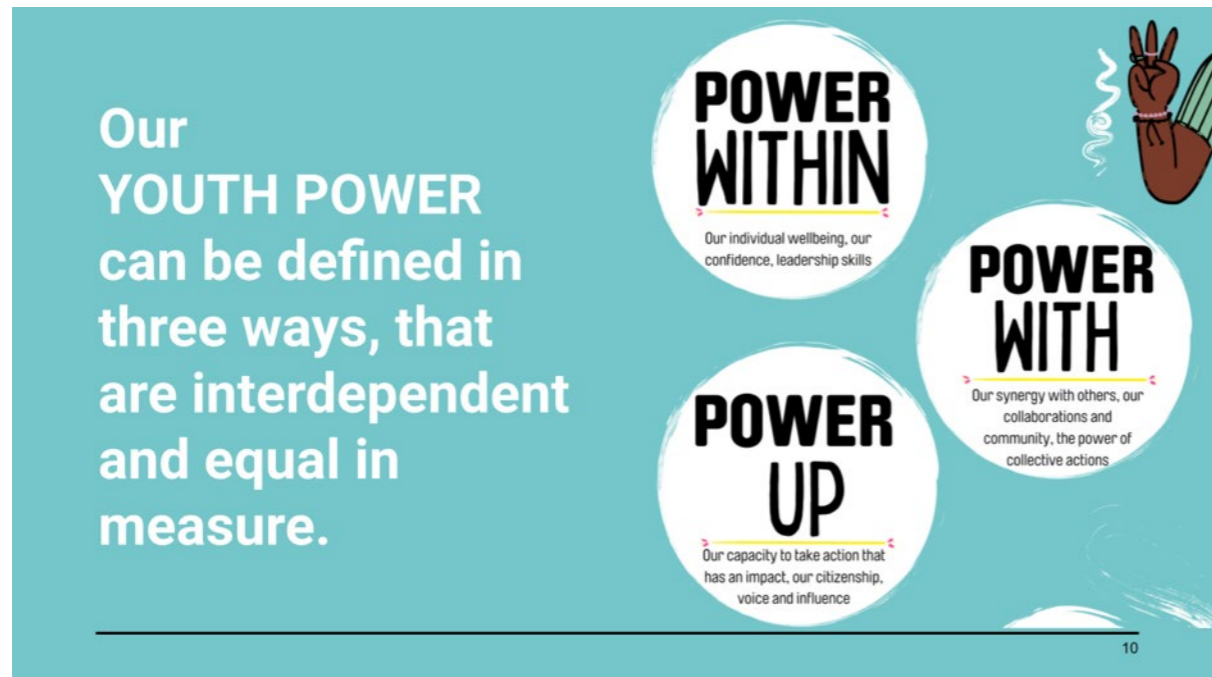
Annex 1.1	Quotes on Leadership and Power
Annex 1.2	Youth Power - definition
Annex 1.3	Youth Power Principles
Annex 1.4	Core Skills for Youth Power
Annex 1.5	Understanding burnout in the context of activism
Annex 1.6	Farida's story

Annex 1.1

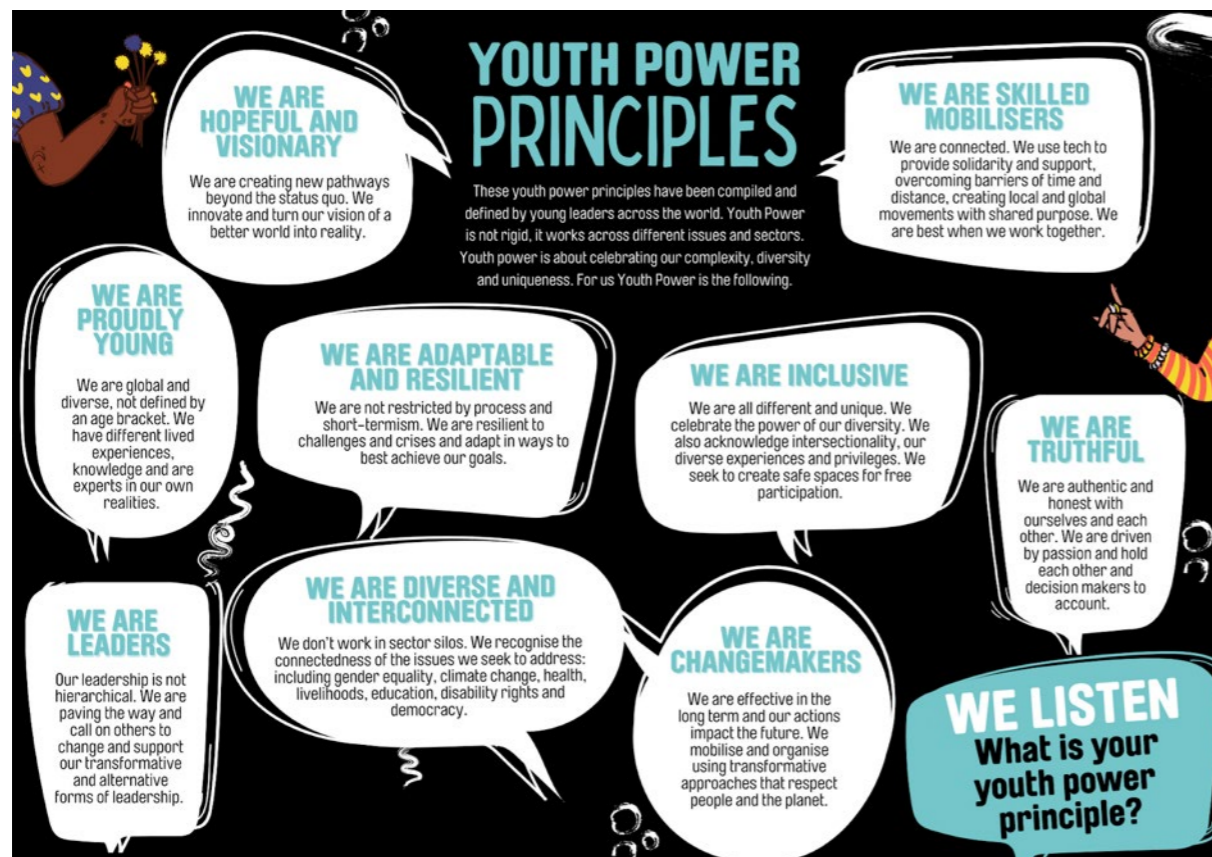
Quotes on Leadership and Power

<p>"A genuine leader is not a searcher for consensus but a moulder of consensus." Martin Luther King Jr.</p>	<p>"A leader ... is like a shepherd. Stays behind the flock, letting the most nimble go out ahead, whereupon the others follow, not realising that all along they are being directed from behind." Nelson Mandela</p>
<p>"Leadership is hard to define and good leadership even harder. But if you can get people to follow you to the ends of the earth, you are a great leader." Indra Nooyi</p>	<p>"One of the criticisms I've faced over the years is that I'm not aggressive enough or assertive enough, or maybe somehow, because I'm empathetic, it means I'm weak. I totally rebel against that. I refuse to believe that you cannot be both compassionate and strong." Jacinda Arden</p>
<p>"I define a leader as anyone who takes responsibility for finding the potential in people and processes, and who has the courage to develop that potential." Brené Brown</p>	<p>"Innovation distinguishes between a follower and a leader." Steve Jobs</p>
<p>"Sometimes people try to destroy you, precisely because they recognize your power — not because they don't see it, but because they see it and they don't want it to exist." bell hooks</p>	<p>"Power is of two kinds. One is obtained by the fear of punishment and the other by acts of love. Power based on love is a thousand times more effective and permanent than the one derived from fear of punishment." Mahatma Gandhi</p>
<p>"When the whole world is silent, even one voice becomes powerful." Malala Yousafzai</p>	<p>"Women have to harness their power - it's absolutely true. It's just learning not to take the first no. And if you can't go straight ahead, you go around the corner." Cher</p>
<p>"I am not interested in power for power's sake, but I'm interested in power that is moral, that is right and that is good." Martin Luther King, Jr.</p>	<p>"As you enter positions of trust and power, dream a little before you think." Toni Morrison</p>

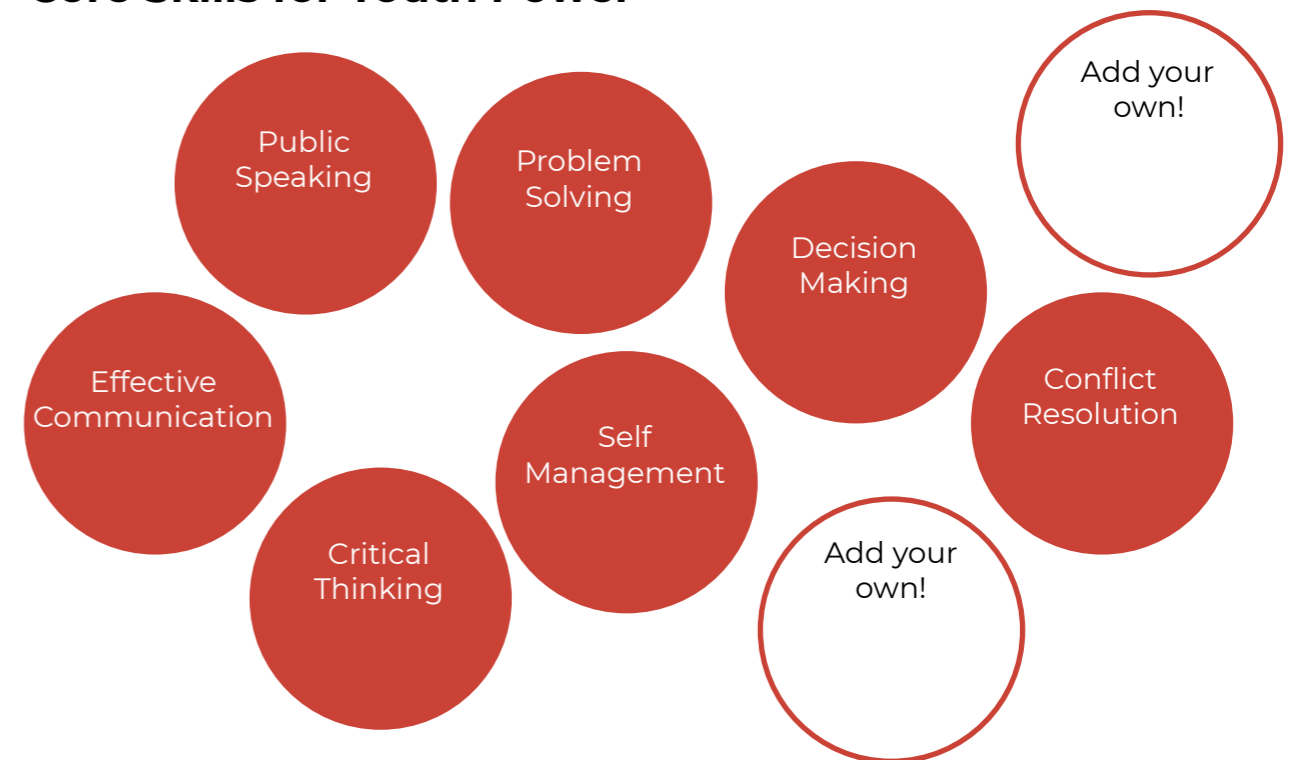
Annex 1.2 Youth Power - definition



Annex 1.3 Youth Power Principles



Annex 1.4 Core Skills for Youth Power



Annex 1.5 Understanding burnout in the context of activism

(Adapted from the Activist Handbook)

Burnout is the end result of chronic stress. It is a syndrome characterised by feelings of irritation, lack of motivation, and emotional disturbances.

Stage 1 - Honeymoon

Initial commitment and excitement to engage in tasks. For example, when you first start your journey in a new activism group.

Stage 2 - Onset of stress

Common symptoms of stress start being felt, such as fatigue, lower productivity and sleep disturbances

Stage 3 - Chronic Stress

Lack of motivation + more intense symptoms felt on a very frequent basis. At this stage, bad habits such as smoking, drinking etc may begin

Stage 4 - Burnout

Difficulty even to cope with the minimum of daily tasks. Everything seems dull and ugly, and the person starts feeling either numb or else always overwhelmed.

Stage 5 - Habitual burnout

Symptoms of burnout become incorporated into normal life and a person experiences chronic fatigue, depression and apathy.

Causes	Prevention	Treatment
<ul style="list-style-type: none"> • Very demanding tasks • Lack of appropriate support • Lack of self awareness • No chance to take a break from everyday routine • No satisfaction from tasks / work • Other personal stressors ex. Family problems • Lack of control over things • Work-life imbalance • Lack of fairness 	<ul style="list-style-type: none"> • Recognizing that you are under considerable amounts of stress • Taking frequent breaks • Finding satisfaction in other daily tasks • Not neglecting hobbies • Exercising at least 30 minutes a day • Self care - staying hydrated, sleeping 7-8 hours a day, going out with friends, maintaining contact with loved ones, having a pet, finding new things to enjoy • Going to professional therapy / counselling if needed • Recognize your limits and accept them - we are not invincible! • Never put activism or work before your personal wellbeing • Ask friends or colleagues (or other activists) for help if the tasks are overwhelming you 	<ul style="list-style-type: none"> • Take a break from what is stressing you out. If it comes to it, it's ok to take a short break from activism to focus on yourself. After all, you will come back stronger and more determined to make a change! • Tell trusted ones around you what you are feeling. Admitting burnout does NOT make you weak! • Seek professional help. Seeking help from is never something to be ashamed of, and completely normal! • Adopt a healthier lifestyle - start going to sleep at a more reasonable hour, drink more water, eat a more healthy diet, and spend more time doing things you love • Try some mindfulness activities such as yoga or support groups • If recommended by a professional, you may also take medication to help combat anxiety and depression

In summary, burnout is the final stage of stress in which a person starts finding it hard to cope with everyday life. Burnout can have significant effects on physical health (more risk of cardiovascular events, obesity, diabetes etc) and also psychological effects, possibly leading to depression. This is why burnout should

be prevented at all costs and immediately treated if present. Everyone should be aware of this concept, and we also believe it should be taught in schools. Activists have a duty to help change the world to better, but they also have a duty to protect themselves and keep themselves mentally and physically healthy.

Annex 1.6 Farida's story

Farida is 23 years old and lives in Arusha in Tanzania, east Africa. Her family comes from a pastoral background where they herd cattle, however she lives in the city and works as a Peer Educator for a National NGO. She enjoys her job as she gets to go into schools and teach children about their rights. She is really motivated when she gets to speak to girls who come from a similar background to herself.

Farida is a survivor of FGM and if it was not for the intervention from her aunt, she would have been forced to marry when she was 16. She is very passionate about working with her community to tackle this issue and supporting girls who come to the city to seek refuge. Outside of her day job she also runs her own organisation called 'Girls Speak Up' which provides girls with refuge as well as education on their rights and she also tries to meet with community leaders and parents.

When she started, she was helping just three girls, but now she is helping over 20 girls who are staying at her house and with nearby neighbours who she pays. Every day after work she cooks for the girls and helps them with their schoolwork. She is often called by community members to come help resolve family disputes. She is also part of a national network of girls rights campaigners and often gets the bus to the capital to attend meetings and events.

Over time Farida is starting to feel unwell, she is tired and frustrated. She often arrives late for work and she is not performing well. At home, she has little time for herself, she doesn't even enjoy watching TV dramas with the girls in her house. She used to play netball with her old classmates, but she cannot anymore as she feels too guilty, like she should be doing something else.

Every day she watches the news and scrolls on social media to learn more about girls rights and connecting with other FGM campaigners. She is often sent graphic images and videos from when girls have been attacked by their partners or fathers. She sees so many images that they no longer upset her. She is so frustrated with everyone, the government, the health system, the community elders, she doesn't know where to turn.

So one day, she just stops. She retreats into herself. The girls in her house look after her and help prepare meals, but she doesn't eat. She goes to the doctor but they cannot find an illness.

She speaks with an old friend for advice, who calls her and says, 'Do you think you might have burnt out'?



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