

AYANA INTERNATIONAL

# YOUTH INNOVATION LAB

# GUIDE FOR FACILITATORS

In one week, engage and empower a group of young leaders to transform themselves, their communities, and the world for the better.

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**AS LEADERS PREPARE TO ADAPT A BOLD NEW VISION FOR SUSTAINABLE DEVELOPMENT, THE ENGAGEMENT OF YOUTH IS MORE VALUABLE THAN EVER. AT THIS CRITICAL MOMENT IN HISTORY I CALL UPON YOUNG PEOPLE TO DEMAND AND FOSTER THE DRAMATIC PROGRESS SO URGENTLY NEEDED IN OUR WORLD.**

BAN KI MOON  
FORMER UN SECRETARY GENERAL

## **ABOUT AYANA**

AYANA is an international 501(c)(3) registered nonprofit dedicated to harnessing the power of any community's most valuable resource: its youth. AYANA works with partnering NGOs and CBOs in developing countries to implement innovative Youth Innovation Labs, weeklong workshops designed to empower youth to create solutions that will benefit their local communities. Through a unique process which combined leadership development, critical thinking, creative problem-solving, collaboration, strategic planning, and more, the Youth Innovation Lab equips participants with the skills to lead in the present while creating a brighter future.

Our mission is to empower youth with the skills to transform their local communities, allowing for critical problems in developing nations to be addressed with long-term, sustainable solutions. Our long-term vision is a world in which every young person is aware of their innate potential to create change and is given the opportunity to harness this potential.

# PROCESS OVERVIEW



## ACTIVATING POTENTIAL

Students will learn about leadership, good citizenship, integrity, collaboration, and the UN's 17 Sustainable Development Goals.

## ANALYZING PROBLEMS

Viewing their communities through the lens of the SDGs, students will identify problems negatively impacting their communities.



## DESIGNING SOLUTIONS

Students will learn about the design thinking process, form teams, and begin to brainstorm empathetic solutions for their communities.

## IMPLEMENTING PROJECTS

Students will set SMART goals and create budgets for their projects. Selected projects will receive funding to bring their visions to life.



# KEY SKILLS DEVELOPED



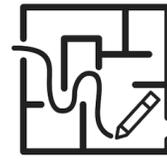
key skill #1

**LEADERSHIP  
ABILITY**



key skill #2

**CRITICAL  
THINKING**



key skill #3

**PROBLEM  
SOLVING**



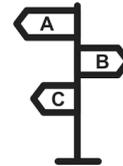
key skill #4

**WORKING  
IN A TEAM**



key skill #5

**COMMUNICATE  
EFFECTIVELY**



key skill #6

**STRATEGIC  
THINKING**

Throughout our program, youth will develop 6 key skill areas as leaders. Although we believe the development of each of these skills is a life-long, iterative process, the workshop is a first step that helps student practice these skills in action.

1. Leading others within their communities and beyond with transformative, empathetic, responsive leadership.
2. Thinking critically about issues facing their communities and the world at large, and analyzing the root causes.
3. Creative problem-solving, with an active, empathetic approach to brainstorming solutions to big problems.
4. Collaborating with other students of varying backgrounds and abilities, reconciling differences, and working successfully towards a common goal.
5. Communicating their ideas effectively.
6. Planning strategically to set and deliver on smart goals.

# EXERCISE: ACTIVATING LEADERSHIP POTENTIAL

TIME: 30-45 MINUTES

## LEADERS IN OUR LIVES

Ask students to identify a leader in their family, school, community, country, or the world as a whole. Then, discuss as a group:

- What leadership traits does your leader possess?
- What leadership traits do you share with your leader?
- What events/examples demonstrate leadership from your leader's life?

NOTE: Students tend to initially mention political and business leaders. Encourage them to think of teachers, family members, and friends who also display leadership.

## WHAT DOES IT MEAN TO BE A LEADER?

According to the idea of transformational leadership, an effective leader is a person who creates an inspiring vision of the future and motivates and inspires people to engage with that vision.

## DISCOVERING LEADERSHIP STRENGTHS

Students will now attempt to discover their leadership strengths and weaknesses in preparation for building collaborative teams.

- Pass out an index card to each student. On one side ask them to write down their 3 biggest strengths (i.e. analytical, organized, logical, creative). On the other side, ask them to write down their 3 biggest weaknesses (i.e. organization, time-management, communication).
- Give the students 5 minutes to walk around the classroom and find other students whose strengths match their weaknesses (e.g. organized matches with disorganized.) Have students write down their counterpart's name when they find a match.

Discussion: Have students share a weakness they have and the name of the person they found who had that as one of their strengths. How can working in a team combat individual weaknesses and utilize individual strengths?

# WORKSHEET: ACTIVATING LEADERSHIP POTENTIAL

## LEADERS IN OUR LIVES

- Can you think of some examples of leaders?
- What leadership traits does your leader(s) possess?
- What leadership traits do you share with your leader(s)?
- What events/examples demonstrate leadership from his/her/their lives?

## WHAT DOES IT MEAN TO BE A CHANGEMAKER?



**A CHANGEMAKER IS SOMEONE WHO TAKES CREATIVE, EMPATHY-DRIVEN ACTION AND UTILIZES THEIR LEADERSHIP SKILLS TO SOLVE A SOCIAL PROBLEM.**

Whether you start a sustainable community garden in your school, teach English or music lessons to local children, or run your own business, you have the potential to be a changemaker in your community -- and in the world! Students in past AYANA programs have activated their innate leadership potential and done great things for their communities. You already have within you the power to do this, too!

# THE SUSTAINABLE DEVELOPMENT GOALS

TIME: 40-50 MINUTES

## OBJECTIVES

During the first stage, students should understand their chosen area(s) of the Sustainable Development Goals. They should study the UN Sustainable Development Goals descriptions and the action steps the global community plans to take. They will also identify and learn more about the problems affecting their own community, directly.

## WHAT ARE THE SUSTAINABLE DEVELOPMENT GOALS?

The Sustainable Development Goals are part of the wider 2030 Sustainable Development Agenda. The United Nations Sustainable Development Goals include no poverty, zero hunger, good health and well-being, quality education, gender equality, clean water and sanitation, affordable and clean energy, and more.



# WORKSHEET: SDGS

Now that you've been introduced to what the Sustainable Development Goals are, which are most important to you? To your community?

## ISSUES I CARE ABOUT:

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## ISSUES AFFECTING MY COMMUNITY THE MOST:

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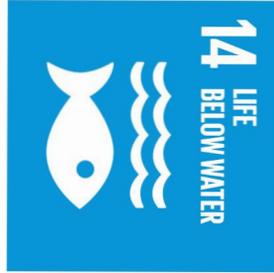
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**POVERTY ERADICATION IS AT THE HEART OF THE 2030 AGENDA, AND SO IS THE COMMITMENT TO LEAVE NO-ONE BEHIND. THE AGENDA OFFERS A UNIQUE OPPORTUNITY TO PUT THE WHOLE WORLD ON A MORE PROSPEROUS AND SUSTAINABLE DEVELOPMENT PATH.**

The Sustainable Development Goals (SDGs), also known as the Global Goals, are a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity. The goals are interconnected – often the key to success on one will involve tackling issues more commonly associated with another.

The SDGs work in the spirit of partnership and pragmatism to make the right choices now to improve life, in a sustainable way, for future generations. They provide clear guidelines and targets for all countries to adopt in accordance with their own priorities and the environmental challenges of the world at large. The SDGs are an inclusive agenda. They tackle the root causes of poverty and unite us together to make a positive change for both people and planet. (UNDP)

**Action Item for Students: Finding Focus**

Among the above goals, which are three which connect most with your vision for your community or your personal interests? Why?

**GROUP DISCUSSION QUESTIONS**

1. What SDGs resonated with you? Why?
2. Why are the SDGs important?
3. Are the SDGs achievable?
4. How can we make them a reality?
5. What local issue did you pick and why?

# ANALYZING ISSUES IN THE COMMUNITY

TIME: 30 MINUTES

"Now that you've found a Sustainable Development Goal(s) that interests you, you'll start to identify the problems in your community in order to start thinking about creative solutions."

## ACTIVITY: BRAINSTORMING PROBLEMS

- Pass out notebooks to each student.
- For 2 minutes, have students brainstorm and write down all of the issues that they have noticed are negatively impacting their community (this process requires empathy, as talked about before).
- Next, have them highlight the issue(s) that they are most interested in solving and bring the students into a discussion circle again.
- Have students share 1 or 2 (max) issues that they selected.
- Students can then naturally form into collaborative groups based on shared interest.

NOTE: If a student that does not have a partner because the issue they chose is one that no one else chose, they can work individually or find another issue they wrote down that other people in the room also selected, and join that team.

Once in their groups, students should get to work on exploring these questions. The Stakeholder Map can be used to assist with the process of empathizing with the "user" of the project. They will present the results of their discussions to the rest of the group.

1. What is the problem you have chosen?
2. Why have you chosen it?
3. Who is affected by the problem?
4. Who are the key stakeholders?
5. How long has this problem existed?

**Action Item for Students: Start Thinking!**  
Start thinking about your ideas based on strengths + passions + SDG issue areas in your community. Tomorrow, we will start designing your projects!

# STUDENT WORKSHEET: STAKEHOLDER MAP

TIME: 30 MINUTES

Now that you've identified an issue in your team, work to create a stakeholder map with profiles of the stakeholder(s) involved. Make them as specific as possible.



**KEY STAKEHOLDER:**

WHEN I \_\_\_\_\_ I NEED TO \_\_\_\_\_ SO THAT I CAN

\_\_\_\_\_.



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**KEY STAKEHOLDER:**

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\_\_\_\_\_.

# DESIGNING A SOLUTION

TIME: 50-60 MINUTES

Start the day off with another icebreaker, this time centered around creativity or team-building (see next page).

## DESIGN THINKING

Today, introduce the Design Thinking process. If needed, use the AYANA Design Thinking Powerpoint to give students a solid introduction to this concept. The objective is that students will understand that design thinking is fundamentally about empathy and solving a problem for your target audience, in this case the beneficiary. On either the Designing a Solution worksheet or on post-it notes, students should begin to map out their solution ideas, starting with the known problems, information they have collected, and information that's still needed.

## DISCUSSION

1. What are the current solutions being implemented?
2. How is your solution different or better?
3. How does your idea utilize empathy to provide an effective solution?

## SIX THINKING HATS (DEVELOPED BY EDWARD DEBONO)

Pass out the Six Thinking Hats worksheet to students. These thinking techniques will allow them to explore each proposed solution with a well-rounded perspective, considering all sides (the facts, the negatives, the positives, etc.). The six thinking hats are: Process (organizing and planning), facts (neutral and objective), feelings (intuition and emotion), creativity (solutions, ideas), benefits (positives), and cautions (what could go wrong?). Have them work through all of these.

# COMMUNICATION AND TEAM-BUILDING

## GAME IDEAS TO USE THROUGHOUT THE WEEK

Communication is what we do to give and get understanding of one another. Communication can be verbal, using oral language, or non-verbal, using facial expressions, body language, or writing. Understanding how to communicate effectively can help build good relationships and trust amongst people and are essential to working well as a team.

**TELEPHONE GAME** Have participants sit in a circle. Give a sentence or phrase to one participant. Examples can be “I am excited to learn from this workshop” or “I want to learn how to communicate well with others in a team.” Ask participants to whisper the sentence in the ear of the person sitting next to them, until every student has passed the message on. The last participant will say the sentence out loud. Ask the first participant if that was the phrase they heard. Discuss: Did the message get lost or changed in translation? How might something similar happen in real life?

**CHARADES GAME** Have participants get up one at a time to act out a word or phrase without speaking or making sounds. Ask the others to guess the word or phrase. What did they use to communicate information when they were unable to use words? How were others able to guess the word or phrase? Remind participants that this is an example of non-verbal communication. Others can pick up meanings and messages from our facial expressions, body language, gestures, and demeanor.

**HUMAN KNOT GAME (TEAM BUILDING)** Explain that this game is about working together as a team to solve problems. Have participants reach across the circle with one hand and hold someone else’s hand. Now have the participants reach around for another hand they can hold. They are not allowed to hold the hands of someone they are already holding hands with. Explain to the participants that their goal is to untangle themselves, without letting go of their hands, into a circle. If participants are having too many difficulties, offer the group one unclasp and reclasp of hands. The group must discuss and decide which unclasp and reclasp would be most useful.

# STUDENT WORKSHEET: DESIGNING A SOLUTION

TIME: 45 MINUTES

Brainstorming: What does our solution need to do? What must it include?

Share: How will you share this solution with others and scale it?

Learn: What information do we still need to collect?

Modify: What changes might we need to make?

Create: Construct a possible solution(s) to the problem.

Evaluate: How will you measure success?

# STUDENT HANDOUT: SIX THINKING HATS

TIME TO READ: 10 MINUTES | CONCEPT BY EDWARD DEBONO

POSITIVES, ADVANTAGES,  
IMPROVEMENTS, BENEFITS,  
OPTIMISM

- What's good about it?
- Why is this one preferable?
- How can we make this work?

WEAK POINTS, NEGATIVES,  
DOWNSIDES, BAD PARTS,  
PESSIMISM

- What's wrong with this?
- What should we look out for?
- What needs improvement?

WORKING OUT, ANALYSIS,  
ORGANIZATION,  
REASONING, THINKING

- What thinking is still needed?
- How do we plan this out?
- What's the next step?
- How should we organize it?
- How do we summarize the idea?

RECOMMENDATIONS,  
POSSIBILITIES, SOLUTIONS,  
ALTERNATIVES

- What are our solutions?
- Are there any other ideas?
- What are the possibilities?
- Could we do it differently?

FIGURES, INFORMATION,  
DETAILS, PROOF

- What information do we have?
- What questions should we ask?
- What information do we need?
- Why do we need it?
- How will we obtain it?

EMOTIONS, FEELINGS,  
GUESSES, HUNCHES

- How do we feel about it?
- How to we empathize?
- What are our hunches?
- What is our gut instinct?

# STUDENT WORKSHEET: SIX THINKING HATS

TIME TO COMPLETE: 30-40 MINUTES

POSITIVES, ADVANTAGES,  
IMPROVEMENTS, BENEFITS,  
OPTIMISM

WEAK POINTS, NEGATIVES,  
DOWNSIDES, BAD PARTS,  
PESSIMISM

WORKING OUT, ANALYSIS,  
ORGANIZATION,  
REASONING, THINKING

RECOMMENDATIONS,  
POSSIBILITIES, SOLUTIONS,  
ALTERNATIVES

FIGURES, INFORMATION,  
DETAILS, PROOF

EMOTIONS, FEELINGS,  
GUESSES, HUNCHES

# PROJECT MANAGEMENT

TIME: 30-40 MINUTES

Students will start the strategic planning and budgeting process for their projects. This is key to successful and impactful projects.

## STRATEGIC PLANNING

Display the AYANA Project Management Powerpoint to provide students an introduction to strategic planning, partnerships, and goal-setting. Pass out the SMART goal setting worksheet and have students complete this. SMART goals are specific, measurable, attainable, relevant, and timely. Students should use the SMART Goal Setting Worksheet to establish metrics for success, measurable outcomes, attainable and realistic aspirations, a relevant reason for why they are pursuing this, and specific dates by which they would like to measure their goals.

## BUDGETING

Next, pass out the Budgeting Worksheet. The AYANA Project Management powerpoint includes a segment on budgeting, but with this worksheet, students will actively work to map out necessary resources. Encourage them to think of creative ways to source materials, like through family, friends, or local businesses. Explain that selected ideas will actually receive funding, so this budget should be as thought-out as possible.

### END-OF-DAY DISCUSSION

1. How much funding did you establish you'd you need to get your project started?
2. What materials would that fund? What level of scale could you accomplish?
3. What are your SMART goals for your project?
4. What is your project's mission statement?

# STUDENT WORKSHEET: SMART GOAL SETTING

TIME: 30 - 40 MINUTES

SMART goals are specific, measurable, attainable, relevant, and timely. You should have specific metrics for success, measurable outcomes, attainable and realistic aspirations, relevant reasoning, and specific deadlines.

## SPECIFIC

List at least 3 action steps you'll take towards your project.

## MEASURABLE

I will measure/track my project by using the following metrics:

I will know my project is successful when:

## ATTAINABLE

Items I need to achieve this goal:

Things I need to learn more about:

People I can talk to for support:

## RELEVANT

Why do you want to make your project successful?

## TIMELY

Goal One:

Goal Two:

Goal Three:

Deadline: \_\_\_\_ / \_\_\_\_ / \_\_\_\_    Deadline: \_\_\_\_ / \_\_\_\_ / \_\_\_\_    Deadline: \_\_\_\_ / \_\_\_\_ / \_\_\_\_



# STUDENT WORKSHEET: TAKING ACTION!

TIME: 20-30 MINUTES

Now that you have an understanding of the issue and a well-developed solution to the problem, it's time to get moving and actually create change in your community! Start by assembling your team and creating a vision for success. Include small steps to success (see below) and assign them to different people. Allow other youth in your community to collaborate with you.

## EXAMPLE: STEPS FOR GIRLS EMPOWERMENT WORKSHOP

1. Outline workshop on girls empowerment
2. Find volunteer youth facilitators
3. Set up food and drinks for workshop
4. Book community center, set a date, and invite participants
6. Get feedback from participants and create a report

**STEPS FOR**

**(YOUR PROJECT NAME)**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

# COMMUNICATING YOUR IDEAS

TIME: 60-75 MINUTES

Being able to communicate ideas and tell stories is a crucial skill for any leader or changemaker.

## PUBLIC SPEAKING

Explain that good public speaking means utilizing poise, voice, life, eye contact, gestures, and speed. Provide Public Speaking Tips handouts to students. Students will write and practice their pitches within their project groups before delivering them at the end of the day to the rest of the group.

## WRITING YOUR SPEECH

Students should develop a 120-second pitch of their idea. They should include their name, their age, their project's name, the problem they are trying to solve, the people behind the problem, the solution they designed, and why the solution is the best possible approach.

## PITCHING YOUR IDEA

Provide each group with 3-5 minutes to pitch their ideas. This is a good time to record them speaking for their own use and for program development use. Provide feedback on the idea and pitch (positive!) after they are done and encourage the other students to create a supportive environment by never laughing or interrupting, being a quiet audience, and applauding their fellow changemakers once their pitch is complete.

# WORKSHEET: PITCHING YOUR IDEA

TIME: 45-60 MINUTES

## BASICS TO INCLUDE

My name is \_\_\_\_\_, and my project is called \_\_\_\_\_.

The mission of my project is to \_\_\_\_\_

\_\_\_\_\_

The Sustainable Development Goal I chose is \_\_\_\_\_.

I chose it because \_\_\_\_\_

\_\_\_\_\_

In the local community, this goal affects us by \_\_\_\_\_

\_\_\_\_\_

The current solutions are \_\_\_\_\_.

My solution is different because it \_\_\_\_\_

\_\_\_\_\_

## SUGGESTIONS FOR A STRONG PRESENTATION

Tell a story about how this issue has affected you, or your community.

Ask the audience questions about their experience with the issue.

Organize your speech into three clear sections or points.

Consider using a visual (i.e. poster, drawing, or presentation) to clarify.

# CLOSING THOUGHTS

TIME: 60 MINUTES

For the last hour of the program (after student presentations), hold a group discussion so students can discuss what they've learned and what their goals are for the future, and how they might apply what they've learned to future goals or projects.

## END OF PROGRAM DISCUSSION

1. What have you learned this week?
2. How are you feeling about your abilities to create change?
3. Do you now feel the SDGs are achievable?
4. In what way are you a leader?
5. How can you apply the skills you've learned in your community?

# POST-PROGRAM ASSESSMENT

Printable program assessment sheets can be found on the next page.

- Name (optional)
- Age:
- How was the actual program different or similar to your expectations?
- Are you proud of what you've accomplished in just two days?
- What have you learned over the course of this program?
- How is what you learned important to you/your leadership journey?
- Do you feel equipped to make a tangible impact on your community?
- Do you see yourself as a leader?
- Have your long-term goals changed over the course of this program?

# YOUTH INNOVATION LAB FEEDBACK

Name (optional):

Age:

I enjoyed the Youth Innovation Lab workshop.

1 2 3 4 5 6 7 8 9 10  
disagree agree

I learned something new during the workshop.

1 2 3 4 5 6 7 8 9 10

What did you learn from this program?

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I understood the information that was communicated.

1 2 3 4 5 6 7 8 9 10

I feel equipped to make a tangible impact on my community.

1 2 3 4 5 6 7 8 9 10

I see myself as a leader.

1 2 3 4 5 6 7 8 9 10

Any other feedback on the program or things to improve:

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**WE BELIEVE  
THAT YOUNG  
PEOPLE CAN &  
WILL CHANGE  
THE WORLD.**

**AYANA**  
INTERNATIONAL