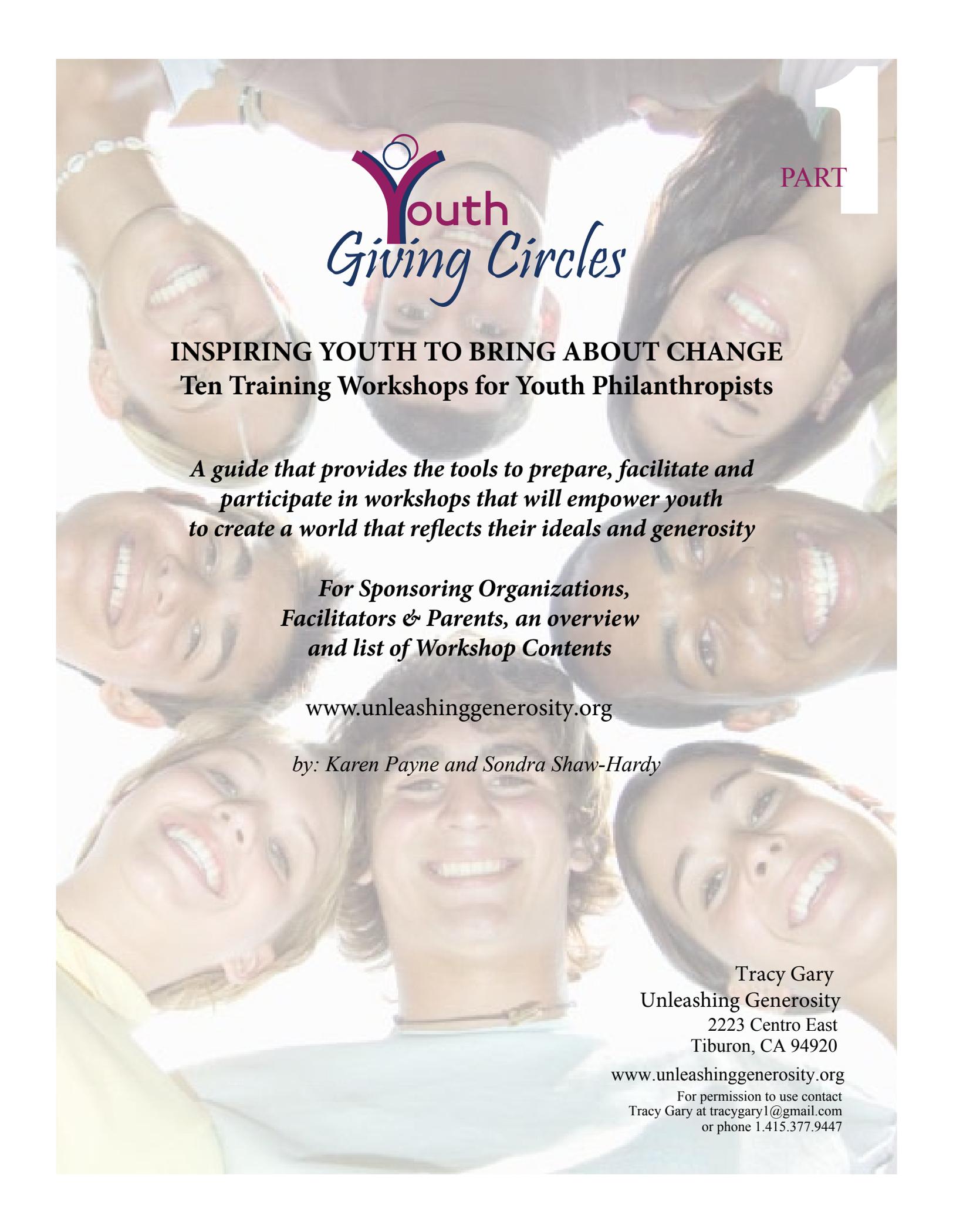# Youth Giving Circles

INSPIRING YOUTH TO BRING ABOUT CHANGE
Ten Training Workshops for Youth Philanthropists

A guide that provides the tools to prepare, facilitate and participate in workshops that will empower youth to create a world that reflects their ideals and generosity

For Sponsoring Organizations, Facilitators & Parents, an overview and list of Workshop Contents

www.unleashinggenerosity.org

by: Karen Payne and Sondra Shaw-Hardy

Tracy Gary
Unleashing Generosity
2223 Centro East
Tiburon, CA 94920

www.unleashinggenerosity.org
For permission to use contact
Tracy Gary at tracygary1@gmail.com
or phone 1.415.377.9447

Facilitator's Guide to Training Workshops

INTRODUCTION
FACILITATORS' GUIDE

WORKSHOP 1: Introductions
Introducing members of Youth Giving Circle
Introduction to youth philanthropy
Listening
Values

WORKSHOP 2: Goals and Priorities
Establishing guidelines
Introducing Giving Circles
Developing priorities
"Giving Circle" game

WORKSHOP 3: Transformational Philanthropy
Choosing a name and social network
Who is a philanthropist?
Paradigm shifts: transformational philanthropy
Big Hairy Audacious Goals (BHAGs)

WORKSHOP 4: Nonprofits
Introduction to nonprofits
Transformational nonprofits

WORKSHOP 5: Appreciating Diversity and Consensus on Priorities
Paradigm changes and diversity
Consensus on priorities for fund-raising and grant-making

WORKSHOP 6: Fund-raising Training
Sharing FUNdraising ideas
How nonprofits raise money
The FUN of fund-raising
Creating a fund-raising plan

WORKSHOP 7: Preparing for Site Visits
Learning about local nonprofits
Deciding criteria for evaluation
Selecting and practicing interview questions
Selecting nonprofits to conduct site visits

FIRST COMMUNITY ACTIVITY: Site visits

WORKSHOP 8: Deciding on Grants
Debriefing site visits
Determining where to give grants
Writing grant letters

COMMUNITY ACTIVITY: Fund-raising

WORKSHOP 9: Fund-raising: Celebration and Lessons Learned
Debriefing fund-raising activities
Reviewing fund-raising goals
Revising letters to grantees
Planning the celebration

WORKSHOP 10: Making Grants, Evaluating and Celebrating
Giving the grants
Evaluating lessons learned, what worked and what could be better
Celebration

PART TWO: HANDOUTS

YOUTH GIVING CIRCLES:
INSPIRING YOUTH TO BRING ABOUT CHANGE

HANDOUTS for Training Workshops

** Green indicates handouts that the facilitator or sponsor will research and create

PRIOR TO WORKSHOP ONE

Pre-1	Letter of invitation
Pre-2	Outline of workshops
Pre-3	Wildthings
Pre-4	Ryan's Well
Pre-5	Examples of youth fund-raising activities
Pre-6	Explanation of fund-raising goal (draft)
Pre-7	Youth commitment form (includes Handout 1D)
Pre-8	Letter to parents
Pre-9	Parental consent form
Pre-10	Introduction to the workshops

WORKSHOP ONE: INTRODUCTION

Handout 1A	Survey on issues and needs
Handout 1B	Principles of collaborative learning
Handout 1C	Examples of youth philanthropy
Handout 1D**	Explanation of fund-raising goal (final)
Pre-5	Examples of youth fund-raising activities
Handout 1E	Basic activities of our Giving Circle
Handout 1F	Some differences between dialogue and debate
Handout 1G	Guidelines for eloquent listening
Handout 1H	Values
Handout 1I	Sample guidelines
Pre-2	Outline of training sessions
Handout 1J	Evaluation
1K	Quotes for the wall

WORKSHOP TWO: GOALS AND PRIORITIES

Handout 2A	What is a Giving Circle?
Handout 1E	Basic activities of our Giving Circle
Handout 2B	Examples of Giving Circles (youth and adult)
Handout 2C	Evaluation

WORKSHOP THREE: TRANSFORMATIONAL PHILANTHROPY

Handout 3A   What is a philanthropist? What is philanthropy?
Handout 3B   Stereotypes about philanthropy
Handout 3C   Definitions of paradigms and paradigm shifts
Handout 3D   Characteristics of transformational philanthropy
Handout 3E   Stories of transformative philanthropy
Handout 1A   Survey on issues and needs
Handout 1C   Examples of youth philanthropy
Handout 3F   BHAGs and definition of "audacious"
Handout 3G   Evaluation

WORKSHOP FOUR: NONPROFITS

Handout 4A   The Nonprofit World
Handout 4B   Definitions of "nonprofits"
Handout 4C**   Local examples of nonprofits involved with each PRIORITY
Handout 4D**   National and global examples of nonprofits
Handout 3A   What is a philanthropist? What is philanthropy?
Handout 3D   Characteristics of transformative philanthropy
Handout 4E   Evaluation

WORKSHOP FIVE: CONSENSUS ON PRIORITIES

Handout 5A   Definitions of stereotype, prejudice, discrimination
Handout 5B   Paradigm shifts in diversity
Handout 5C   Case study: C. Vivian Stringer and Don Imus
Handout 5D   Definitions of consensus decision-making
Handout 5E   Wildthings by Haley Jenkins
Handout 5F   Evaluation

WORKSHOP SIX: FUND-RAISING TRAINING

Handout 6A   How nonprofits raise money
Handout 6B**   Diagram: where a few local nonprofits raise their money and what the
               money is used for
Handout Pre-5 Examples of Youth Fund-raising Activities
Handout 1D**   Fundraising Goal
Handout 6C   Fundraising Planning Worksheet
Handout 6D   Fundraising Work Plan – Sample
Handout 6E   Fundraising Work Plan - Commitment
Handout 6F   Evaluation

WORKSHOP SEVEN: PREPARING FOR SITE VISITS

Handout 7A   Sample Interview Questions
Handout 7B**   Local Organizations Related to the Group's PRIORITY
Handout 7C   Nonprofit Information Forms
Handout 7D   Examples of Funding Guidelines
Handout 7E   Characteristics of Groups I Would Like to Support
Handout 7F   Evaluation
Handout 7G   Site Visit Evaluation Criteria

COMMUNITY ACTIVITY - SITE VISITS:
Handout 7C   Nonprofit Information Forms
Handout 7G   Site Visit Evaluation Criteria
Handout 7A**   Final list of interview questions

WORKSHOP EIGHT: GRANT-MAKING DECISIONS
Handout 8A   Samples of Letters to Grantees
Handout 8B   Samples of Letters to Groups that will not receive a grant
Handout 8C   Evaluation

COMMUNITY ACTIVITY – FUNDRAISING:
Handout 6E   Fund-raising Work Plan – Commitment
FR 1   Amounts Raised by Type of Activity

WORKSHOP NINE:
Handout 8A   Draft Letter to Grantees
Handout 9A   Celebration Suggestions
Handout 9B   Evaluation

WORKSHOP TEN: EVALUATING AND CELEBRATING
Handout 10A   Final evaluation
Handout 10B**   Certificates of Recognition

Welcome Letter from Inspired Legacies

Inspired Legacies, known for our work to grow great donors through our portfolio of exemplary tools:

- Living on Purpose: *Inspired Philanthropy, Creating a Giving Plan and Leaving a Legacy*
- Donor Partner Trainings (training donors and board in fundraising and media use.)
- Coaching for advisors in philanthropy and major philanthropist and their families.
- Sector building partnerships (such as Women Moving Millions and The Seasons Fund for Social Transformation)

...is honored to have join our latest innovation: ***Youth Giving Circles: Inspiring Youth to Bring About Change***.

This ten part, two-hour sessions (20 + hrs) of leadership training includes fundraising, social justice definitions, diversity components, and site visits. We offer our toolkit for after school programs, faith-based and religious groups, foundations, and others focused on giving by young people ages 13-18. It has over 50 pages to guide facilitators and participants, with an additional 100 pages of worksheets.

Not only do these Youth Giving Circle tools include wisdom about social change and diversity, it models these values with exercises on dialogue and consensus building. Get your own copy for your family, your local community group, after school or religious education group soon. Meanwhile, our pilot will enable your refinements and guidance with your use and feedback. We will provide periodic updates and trainings from Inspired Legacies.

Kids, like all of us, need to be connected. They need to work in groups, learn how to make a difference, experience diversity and teamwork, and manifest generosity through fund-raising. The field of philanthropy can gain significantly from an abundance of ideas, energy and enthusiasm generated by engaged youth.

Appreciations

Our deep gratitude to donor leader, Ruth Ann Harnisch whose foresight predicted that this tool would be essential for Inspired Legacies' field contribution. "Write a version of your giving plan book for kids!" said she in 2007 while helping us distribute our giving plan book. We responded, "we can't afford not to work together to change the world now. Let's do a giving circle guide on transformative giving." Working in teams that are diverse is amazing work, life changing and critical for our survival. The rest was finding and building on the team of experts, advisors, contractors and funders we have grown to depend on for Inspired Legacies' excellence.

For their hard work in crafting it over this year and a half, we wish to thank Inspired Legacies' giving circle and youth specialist authors, Karen Payne (wild-zone.net/aboutus.html) and Sondra Shaw-Hardy (philwomen.com), with final guidance from soulful curriculum specialists, PassageWorks (passageworks.org). Our Youth Giving Circle committee drives the shape and direction of this project, and we are ever so grateful: Sondra Shaw-Hardy, Karen Payne, Jean Russell, Kate Persons, Tracy Gary, and Haley Jenkins. For final proofing, we extend our thanks to Carol Rust. Our warm appreciation to Beth Carls and Amy Looper of kidthrive.org and oneseventeenmedia.com, for their marketing guidance and donation of photographs. And to our web maven, here and royally dedicated from our start, Barbara Brust of Lucille Design. For design and project management and continued creative partnership, we thank Inspired Legacies' co-founder, Jean Russell, and for this inspiring layout, Rick Russell.

BIG TIME, we thank 30 funders, with lead funding from the Welk Family Foundation and the Gruber Foundation, who made it possible to offer the pilot of the toolkit free to the public, at this time. These leading family members and funders committed to youth and donor education, contributed over $35,000 to build, launch and market these tools and "pay it forward" to help support other families and leaders through Inspired Legacies.

Thanks to our donors to this initiative:

Welk Family Foundation,	The Sister Fund
Gruber Family Foundation	Phil and Katie Cubeta
Kim Lund	Beth Carls & Amy Looper of Kidthrive.org
Grant Abert	Two California anonymous donors
Margaret Adam	The Suzanne LaFetra Foundation
Trish Houck & Lyssa Jenkens	Kate Hyatt
Nancy Meyer and Marc Weiss/Summer Fund 2	Joanne Reich
Martha Newell	Stan MacDonald
Lynnea Lumbard & Rick Payne	Flora Moon
Lynne Rosenthal & the Leo Guthman Fund	Cindy Ewing
The Chambers Family Fund	Kate Persons
Helen Gemmill	Jeff Stys
The Appleton Fund	Flora Moon
The Swanne Hunt Family Foundation	Sondra Shaw-Hardy
You Have our Trust Fund, the NH Charitable Fund	Sam Woollard
The Community Foundation of Boulder	Tracy Gary
Gratitude Fund of the East Bay Community Foundation	Carol Rust
	Jean Russell

Additionally, we wish to honor the thousands of teachers and parents, and the funders, W.F. Kellogg, Mott and many others, and Michigan Council on Foundations for their leadership in piloting and sparking the world and our shared interest in moving the next generation to give and volunteer. Learning to Give (www.learningtogive.org) is a remarkable K-12 curriculum that in 2006 merged and is now a division of The League and nationally distributed by The League (www.theleagueworldwide.org). Nowhere in the world can one find so much good information about philanthropy and volunteerism for teachers and parents especially including lesson plans and years of evaluation tools. The youth giving movement was nurtured by Learning to Give.

When we began this project two years ago the merge was in process but many in the social justice sectors saying, "lets get the kids tools they can use to give together and become not just donors to charity but to support them to be transformational leaders in a transformational time. They need to really be strategic and learn to collaborate and be fundraisers and advocates MUCH earlier than we learned to." Wonderful resources like YouthGive (youthgive.org) and the National Center for Family Philanthropy (ncfp.org) and National Network of Consultants to Grantmakers (nccg.org) are making sure that families are prepared. But there were missing pieces. And so, these tools evolved by listening to what young people and community-based leaders said they wanted. A set of tools they could primarily use to teach and innovate with their communities and each other. We are now exploring new media and how we will take this content to even more relevant accessibility: texting, blogs and youth designed social networks with our partners at Kid Thrive and PlumbBrain. Stay tuned, but above all, pass it on... A tipping point has happened, hyper consumerism is out. Giving and sharing is in. The generosity generation is you.

With deep gratitude,
Tracy Gary, Founder and Executive Director, Inspired Legacies
Haley Jenkins, Inspiring Youth Leadership, Spokesperson and WildThings Youth Giving Circle, Founder.

We have color-coded the reference to handouts with blue text. Also, notes for facilitators and handouts for facilitators to create are colored green.

Also, we are conscious of printing costs and environmental impacts. We encourage you to print in black and white, preferably soy inks on recycled papers.

INTRODUCTION
Youth Giving Circles: Inspiring Youth to Bring About Change

"This generation of youth is amazing in terms of its desire to give…They really believe they can and should make a difference."

- Chronicle of Philanthropy

"Giving Circle": A group of people who combine their money and decide where to donate it. Giving circles vary in size and structure. All giving circles offer members a chance to learn more about community issues and philanthropy. Being part of a giving circle is a team approach to philanthropy in which members contribute their time and skills, as well as money, to the issues they care about.

- Giving Circles Network

Youth Giving Circles: Inspiring Youth to Bring About Change is designed to build on the enthusiasm and caring of today's young people and to provide the tools necessary for them to become philanthropic leaders in their own communities and beyond. The interactive workshops are structured to allow the participants to be inspired by their peers and to learn by doing.

These workshops will enable youth (ages 13-18) to:
- **Understand new models of 21st-century philanthropy**
- **Learn about the issues and needs of their local communities and communities around the world**
- **Develop fund-raising skills**
- **Understand the grant-making process and make grants to local nonprofits**
- **Learn about the role of nonprofits in social change**
- **Gain new insights about diversity**
- **Discover the advantages of collaboration and consensus**
- **Use the technology of social media for effective fund-raising and grant-making**
- **Build leadership skills**
- **Develop an understanding of "reciprocity" – that when we engage in giving, we also receive**

Today's young people are swamped with news about local and global problems, but they are not given an equal amount of information about how they could act on their desires to have a positive impact on these issues. They are confronted every day with more news about poverty, injustice, war, hunger, refugees, climate change and much more. We are depending on this current generation of youth to help solve complex problems in the future, but many young people would like to make a significant difference now. One important way to empower them is to teach them about new models of philanthropy that go beyond traditional forms of charity and focus on transforming the causes of social and environmental problems. By creating a giving circle with their peers, young people can have a much greater impact than through their individual actions.

Through their Giving Circles, youth will learn how to raise money and how to give it away to nonprofits that can impact the issues they care about. They will meet people doing interesting work in their community and make new friends. The Giving Circles will offer positive approaches to dealing with conflict and working with people

who have different values or ways of seeing the world. The youth will have fun, push against their limits and explore new ways of understanding the world. Through it all, they will have a chance to reflect on their values and what they are capable of accomplishing.

According to a report from the Youth Leadership Institute (YLI), philanthropy offers many other benefits to youth. "There is good reason to believe that participation in youth philanthropy may spur academic success among young people," the report states. "Students who participate in after-school programs tend to earn better grades and conduct themselves better in school… They're also less likely to drop out, use drugs or drink alcohol. Furthermore, youth philanthropy teaches many of the skills and interests directly related to academic achievement: leadership, self-esteem, problem-solving skills, resourcefulness, interest in reading and commitment to community service…"[1] When students feel engaged and empowered, they are more likely to see the relevance of their academic work and its relationship to their role as change-makers.

The YLI report also includes the following recommendations:
- Expand youth philanthropy
- Increase the diversity of young grant-makers
- Increase fund-raising by youth
- Encourage youth to plan for and fund projects that move beyond service
- Encourage youth-adult partnerships

The *Youth Giving Training Workshops* incorporate all of these recommendations. Our goal is for Youth Giving Circles to demonstrate how young peoples' energy, knowledge, skills and caring can bring about change for the greater good.

STRUCTURE OF THE TRAINING SESSIONS
The training sessions are structured as interactive workshops with participatory activities. The Facilitators' Manual is designed to be used by any adult who has the desire to work with young people in a collaborative learning environment. There is no special training required. Guidelines for being a skillful and effective facilitator are included. However, Inspired Legacies will also offer mentoring and skill sessions for facilitators of youth giving circles and it is suggested that prospective facilitators take advantage of these opportunities.

There are 10 workshops, averaging two hours each. The workshops could be scheduled once or twice a month, or there could be half- or full-day sessions to include one or more workshops. It is suggested that the workshops take place over a six- to eight-month period to allow time for planning and implementing the site visits and fund-raising activities.

Each workshop builds on the previous ones and provides fun and interesting activities that will help ensure success for the participants. During each workshop, there is time for quiet and reflection, as well as the opportunity to engage in activities and discussions.

---

1 Youth Leadership Institute, "Changing the Face of Giving: An Assessment of Youth Philanthropy," 2001, p 31.

Part 1 of the Manual includes a facilitator's guide, Part 2 offers detailed instructions on each workshop, and Part 3 is to be distibuted to participants. It includes an introduction for participants, information for parents, and all of the handouts for the workshops.

Collaborative Learning

Our workshops are designed for collaborative learning, reflection and inquiry. Information about each topic should be displayed in the meeting room. Each activity is designed so that participants will learn together about an issue before they are asked to discuss it. We do not focus on right and wrong answers, but on thoughtful discussions and questions. We emphasize that taking risks and making mistakes are essential to creating solutions to old and new problems. (See "Guiding Principles of Youth Giving Circles and Collaborative Learning" below.)

Our goal is to create an environment where it is safe for youth to talk about what really matters to them. We are inspired by the insights of our partners and advisors at PassageWorks (passageworks.org):

> "The PassageWorks Institute is dedicated to transforming the culture of classrooms, schools and districts so that the inner life of students and teachers is safe, nurtured and welcomed. By "inner life," we refer to that essential aspect of human nature that yearns for deep connection, grapples with difficult questions about meaning, and seeks a sense of purpose and genuine self-expression."

Diversity: Who gets to decide?

Diversity is a core value in new paradigms of philanthropy because of the emphasis on bringing new voices to decisions about how funding is allocated. It is important that the facilitators of the Giving Circles have a commitment to helping the circle include input from people of diverse backgrounds, including those who are affected by the issues that the youth will be funding. Our definition of "diversity" includes race, ethnicity, socio-economic background, religious beliefs, sexual preferences and physical abilities.

Fund-raising

The fund-raising component is an important aspect of this curriculum. We believe that fund-raising is a crucial skill in social change, so it is important for young people to know how to raise money as well as how to give it away. Before beginning the workshops, the Giving Circle's sponsoring organization and facilitators will need to determine what structure will work best in their community. The participants should understand this clearly before making a commitment to participate in the Giving Circle. Here are a few possible scenarios for raising the pool of money that the youth will donate:

- **Seed money**: Options for the seed money include community foundations, friends, family, business sponsors, religious groups or other sponsoring organizations.
- **Matching funds:** The youth match is a pre-determined portion of the seed money through fund-raising from friends, families, business sponsors, foundations, community events, or online.
- **Social capital:** The young people bring their "social capital" to the Giving Circle; using their networks and connections, they are responsible for raising all the money themselves.
- **Incentive Circle:** If the youth achieve their fund-raising target, it is matched by a group of sponsors (who could be anonymous or known to the youth).

Note: *Whichever fund-raising option is used, participants should be the ones raising the money, contributing from their allowances or gifts, or a combination of both. Families should be discouraged from taking responsibility for giving or raising the money so that the youth will have the opportunity to practice the skills of fund-raising and feel proud of their own fund-raising accomplishments.*

Guiding Principles of Youth Giving Circles and Collaborative Learning

- **Collaboration not competition**
  We are creating an environment in which all the information is available to everyone so that people are exploring ideas rather than competing for the "right' answers.

- **Respect**
  It is important to respect everyone's ideas, values and background. This is a circle of equals working together, not a hierarchy with someone in charge. Everyone shares leadership and participation.

- **Guidelines**
  Members of the Giving Circle will develop the guidelines themselves and agree to abide by them.

- **Participation**
  Members are involved in making decisions and discovering solutions to problems.

- **Learning by doing**
  Everyone learns best by actually experiencing things and exploring their own ideas.

- **Risks and mistakes**
  Taking risks is one of the most important ways to discover new things, since mistakes can be opportunities for learning. Taking risks and making mistakes are essential to creating solutions to old and new problems.

- **Learning with peers**
  Young people have much to learn from one another, and they benefit from opportunities to work together on their own ideas, plans and solutions.

- **Listening**
  Some people tend to talk more, while others tend to listen more. The key in this group is to invite the talkers to experience listening and the listeners to experience talking. The facilitator and all members of the circle should be good listeners. Everyone is responsible for giving frequent opportunities for all voices to be heard. "Three before me" is a preferred guideline in which people are invited to be conscious of how much they speak and to always allow at least three other people to speak before they speak again.

- **Reflection time**
  To give members a chance explore their thoughts and feelings, each session will include time for stillness, silence and reflection. (This is private time; people will not be expected to disclose their reflections or reactions to each other or the facilitator.)

- **Honesty**
  Be truthful and open with each other as things develop.

- **Audacity and authenticity**
  Be bold, daring and true to yourself.

- **Fun**
  It is important to have fun, laugh and enjoy the time together.

- **Belief in youth**
  Although the youth have much to learn, they need to know that facilitators and sponsors believe in their abilities and leadership.

Facilitator's Guide to the Training Workshops

The introduction, pages 2-5, is an integral part of the Facilitator's Guide. We ask that you read it carefully. Please play special attention to "Guiding Principles of Youth Giving Circles and Collaborative Learning."

Facilitator's Role

The facilitator's role is to facilitate, not to be the leader or the teacher. Everyone is learning together and the facilitator should support the learning by providing the learning materials, keeping the group moving through the activities, keeping to the time limits for each activity and making sure there is respect for the guidelines that were agreed upon by the group. It is important to let the youth know they will be creating their own guidelines as a group. Since these guidelines are made by agreement of everyone in the group, each person – not just the facilitator – should show respect for other group members by encouraging each other to follow the guidelines.

Ultimately, however, the facilitator is responsible for setting boundaries for what is or isn't acceptable and helping the group focus and fulfill the purpose of the circle.

While you may have been asked to facilitate the Youth Giving Circle after it is shaped, or participants are chosen, if you have any influence, it is key that you seek the greatest diversity possible within your community of possible applicants.

We suggest that having diversity goals before you seek applicants for the Youth Giving Circle is a great place to start. Thinking out issues of diversity and knowing that bringing in diverse participants (i.e. a balance of young men and young women) as well as age and race/class or other diversity, will take time and also will require strong leadership on your part to create a giving circle of shared respect and interest in each other's perspectives.

Before all applicants are finally selected, we suggest that you balance the group or do additional outreach if needed to reach diversity goals. This will only add to the education of the participants, their parents, as well as the success of the grantmaking experience. We recommend that you take time to seek out a good balance of participants that represent the broader community you seek to serve. Tolerance and learning to work in diverse groups is a very important part of the growing democratization of philanthropy and the world around us.

Facilitation Guidelines

BE WELCOMING: Establish a positive tone for the workshops and welcome each person sincerely and warmly at the beginning of each workshop.

PROMOTE A FEELING OF RESPECT: Because this is a circle, encourage participants to see one another as equals working together, not in a hierarchical way with someone in charge. Help members share leadership and participation, and assure them you appreciate the group and will serve as a guide. Be sure the group understands the importance of listening carefully, respecting everyone's opinion and abiding by the agreed guidelines.

TREAT THE YOUTH AS YOU WOULD TREAT ADULT PHILANTHROPISTS: Adult donors are usually treated with great respect and consideration for their needs and comfort. Youth come to the training sessions with a spirit of generosity and out of a desire to benefit society – they are usually not receiving school credit or community service hours. They almost certainly have full schedules and many stresses in their families, schools and social circles. They should not be shamed or blamed for not meeting expectations, and they should be encouraged to fulfill the commitments they made in joining the circle.

FOSTER PEACE-BUILDING SKILLS: Youth sometimes have strong skills in conflict resolution and peace-building, but they often don't get to practice these skills because adults are eager to resolve things quickly. Much can be learned from conflict and from creative conflict resolution. If there are disagreements or conflicts, ask for their suggestions and hang back while they help each other figure it out. The facilitator may need to intervene if their attempts are unsuccessful, but they should be encouraged to resolve conflicts themselves.

USE YOUR OWN SKILLS: Because each area of the country and each community are different, you know your audience best. Feel free to substitute activities you think will work better for your group.

PREPARE: Although each workshop is carefully laid out, you may have questions that have not been covered. To prepare for the workshops, you will sometimes need to do research on your own about the topics before each session; this preparation will probably take about one to two hours. At the end of some workshops, there are suggested resources; at the end of the training manual there is a bibliography of recent articles and books about youth, philanthropy and Giving Circles. You are encouraged to read some of these materials before beginning the workshops.

THANK: At the end of each session, thank the participants for coming and participating with honesty, respect (and/or generosity, playfulness, audacity etc.). Tell them you look forward to seeing them next time. Give the date and time of the next workshop, and encourage them to keep in contact through the social network or email listserve or Facebook page that your group may have started to keep in dialogue.

ENJOY: This is a remarkable journey for both adults and youth – enjoy the adventure!

DEFINITIONS

Basic concepts

CIRCLE: The members of a circle are equals working together; it is not a hierarchy with someone in charge. However, the facilitator has specific responsibilities (as discussed above).

GIVING CIRCLE: As defined by the Giving Circles Network, a Giving Circle is a group of people who combine their money and decide where to donate it. Giving Circles vary in size and structure, but they all offer members a chance to learn more about community issues and philanthropy. Being part of a Giving Circle is a team approach to philanthropy in which members contribute their time, skills and money to the issues they care about.

ELOQUENT LISTENING: People are often trained to be skillful speakers so that they can speak eloquently. Youth Giving Circles place a high value on developing listening skills that will reach that same degree of excellence. Good listening shows respect for other people and can inspire them to think and speak in more creative and authentic ways. It helps the group learn more about themselves and each other and enables them to make a more profound contribution to the community. And it is a lifelong asset.

Some people tend to talk more while others tend to listen more. The key in this group is to invite the talkers to experience listening and the listeners to experience talking. Everyone is responsible for giving frequent opportunities for all voices to be heard. (*Appendix 1 gives some characteristics of Eloquent Listening. This is also a handout in Workshop 1.*)

Some useful concepts for eloquent listening:

RESPECT: The most crucial element in eloquent listening

"THREE BEFORE ME": A guideline for speaking in a group in which a member who speaks allows at least three other people to speak before they speak again. If the circle is small, members may decide to modify this to "two before me" to keep from pressuring some members to speak more often than they are comfortable.

DIALOGUE VS. DEBATE: There is a chart explaining the differences at the end of this Facilitators' Guide. (Appendix 2)

ASSET-BASED EDUCATION: Most education and youth programs are based on what young people don't know and don't have. Asset-based education is focused on what young people already have – their passion, their curiosity, their social networks, their desire to help and their talents – rather than what they lack. People bring different assets to the group, and it is important to notice and actively appreciate what each person contributes.

Methods of participation, discussion and listening

SHARING CIRCLE: This refers to a specific way of discussing an issue in which people go around the circle and take turns speaking without interruption. The goal is to give everyone an equal chance to speak, including those who are not comfortable with "jumping in" during an open discussion. What each person says can be written on a flip chart or in notes, depending on whether it is more important to preserve the content or just to have people speak from the heart without feeling it is being recorded. One guideline allows each person up to two minutes to speak without interruption. One person keeps time with a timer and signals when it is time for the next speaker.

DYADS/TRIADS: People break up into groups of two or three with each member speaking for a designated length of time while the others listen. Then they switch roles. The goal is to give each person equal time to talk about their responses to a particular issue and to be eloquently listened to.

POPCORN: Participants call out ideas randomly, and all ideas or words are received without comment or criticism. Someone records all suggestions on a flip chart.

The "three before me" guideline is not necessary during a "popcorn" because you want it to move quickly, but it is good to remind people after the popcorn has been going for a while to leave some space so that others can speak. The facilitator can also ask people who haven't spoken yet to pop out an idea.

TALKING PIECE: Instead of going around and speaking in turn or randomly, people may pass around an object such as a feather or coin to indicate whose turn it is to speak. After the person with the object has finished speaking, the "talking piece" is put back in the center and the next person who wants to speak picks it up -- or the speaker can hand it to someone who indicates that they want to speak next.

CONSENSUS: Consensus means that a group comes to unanimous agreement about a decision rather than making decisions by majority vote. It also refers to the process of reaching agreement. This includes respectful consideration of the views of those who do not support the majority view and a variety of ways to deal respectfully with their objections until consensus can be reached. Someone who does not want to hold up the group but who disagrees or is undecided can just say, "I support group wisdom" and not vote or just pass.

Other elements of the training sessions

COMMUNITY-BUILDING ACTIVITIES: This is an alternative to the traditional concept of "ice-breakers." These activities should be lighthearted and enjoyable – sometimes fun or silly, sometimes relaxing, invigorating or quirky. In any case, they should be a break from the content of the workshop and enable people to get to know each other in a different way. (*See **Appendix 3** for suggestions for community-building activities.)*

REFLECTION: Each workshop includes time for reflection on a topic announced by the facilitator, which is as important as the discussions. Participants can then write about or draw something about their reflection on one of the issues that matters the most to them. They should keep what they have written in their personal notebooks or folders and they should be encouraged to bring these to their first meetings or have them provided.

In the first two or three sessions, emphasize that this will be a private reflection and people do not have to share what they write or draw. As an option, however, participants can choose to share their thoughts after reflection time. The facilitator should gently encourage this, since participants may not know the other members and trust them with their thoughts at this point. Ultimately, however, individual privacy must be respected.

In the remaining sessions, the facilitator can choose to have the reflection followed by a sharing circle or triads. It should be clearly announced in advance that the reflection is different from previous sessions because participants will be asked to go around the circle and share their writing or drawing afterward if they choose.

Another option is to ask people to share their thoughts in the opening circle of the following workshop.

An example of a reflection: Ask people to think quietly about the issues they care about. Remind them to consider the discussions they've had so far about issues that concern others in the circle. Why does a particular issue matter to them? What would they like to see happen with this issue?

OUTSIDE RESEARCH: Members of the circle are encouraged to do research on specific topics in between training sessions. Ask them to report it on the social network or online by email. However, this is not homework, and no one should be blamed or shamed for not doing outside research (just as you would not shame an adult). The youth probably have full schedules and various stresses – participating in the circle itself may be the extent of the time they can commit to it. (This is also the case with adult donors – some have more time than others.)

Visual materials to post on the wall and handouts

Part Two of this Workshop Guide contains all handouts for these workshops.

Many of the handouts will also be displayed on posters or hung on the wall during each of the workshops so people can access this information whenever they need it. It is also useful to put blank paper on the wall so people can write comments, questions, new definitions, etc., about the concepts presented. Circle members will also receive copies of handouts during relevant activities in the workshop.

Most of the content for the visual materials for the wall are included in this section. Additional materials will also be generated by the youth during the workshops. In a few cases, the facilitator will need to prepare a handout about local issues and nonprofits.

NOTE: It is recommended that you download all of the handouts and put them in a three ring binder for each participant to have throughout the workshops. The binders should be distributed and collected every week so the participants don't have to keep track of them. However, printing and notebooks may not be possible for all groups. Therefore, the "Instructions for Facilitators" in each workshop are written as if the handouts will be copied and distributed by the facilitator at each workshop. If there are binders, this instruction can be ignored.

Preparation for workshops

Planning Phase

Set the fund-raising goal
When setting the fund-raising goal, sponsors should be **realistic** about what is possible given the youths' experience (or lack of it) and the current economic climate in their community. This is a pilot program that is being launched in the midst of a world economic crisis. The specified amount for the youth to raise should be seen as a **goal or target**, with high expectations that the youth will make a **good faith effort** to achieve it. However, sponsors should be ready to revise their expectations if the youth can't achieve the goal with a reasonable amount of effort. This is an extremely difficult climate for fund-raising, even for professionals with lots of resources and contacts. Sponsors, facilitators and parents should celebrate *any and all* success the youth have in raising funds, and be prepared to give support if results are disappointing.

Invitations and pre-registration materials
Send letters and other pre-workshop materials to participants and parents. Get forms requiring signatures returned.

Handouts prior to Workshop 1

Note: all handouts in blue are in Part Two.

Before the training begins, the sponsoring organization and facilitator(s) should:

1. **Give each youth who is invited to join the Youth Giving Circle:**
   - Letter of Invitation (Pre-1) explaining what a Giving Circle is, inviting them to become a member of the giving circle, describing how their Giving Circle will be funded
   - Workshop Outline (Pre-2) of the 10 sessions and three community activities.
   - Wildthings (Pre-3)
   - Ryan's Well (Pre-4)
   - Examples of Youth Fund-raising Activities (Pre-5).
   - Fund-raising Goal (Pre-6)
   - Youth Commitment Form (Pre-7) that outlines the agreements about how they will participate. They will need to sign the Commitment Form to participate.

2. **Give each parent of potential Giving Circle members:**
   - Letter to Parents (Pre-8).
   - All the materials that the youth were given (Pre 1-7)
   - Parental Consent Form (Pre-9) which the parent must sign in order for their child to participate.
   - Introduction (Pre-10)

3. **Collect the signed Parental Consent Forms (Pre-9) that give permission for their child to participate in the circle, including fund-raising activities and site visits.**
4. **Collect signed Youth Commitment Form (Pre-7).**
5. **Remind parents and youth to bring a notebook/journal and pens for each class.**
6. **Prepare meeting calendar and time for parents and youth. Distribute.**

Room Set-up

The goal is to have a room that is a comfortable and information-rich environment. It should be spacious enough for the chairs to go in a circle and to allow everyone to move around. Everyone (including the facilitator) could also sit around a table large enough to seat the whole group. There should be plenty of room for posters, charts, quotes, photos, etc. to go on the walls, as well as extra tables for printed materials and at least two flip charts. It is optimal to have natural light and a view of some nature outside.

Setting up the room before each workshop will take a bit of time because there are usually many things to display. It might be good to have a member of the circle volunteer to come early each time to help.

(In some cases, the sponsoring organization rather than the workshop facilitator will be responsible for these pre-workshop activities. Be sure to clarify who is responsible for what.)

Preparation for Workshop 1

- Read all instructions and handouts for Workshop 1
- Choose community-building activity
- Set up room and display materials on walls and table
- Discuss any questions or concerns with representative of sponsoring organization or an Inspired Legacies mentor (email them info@inspiredlegacies.org)

Preparation for Workshop 2

- Read all instructions and handouts for Workshop 2
- Bring examples of local nonprofits that address youth issues
- Bring "fake money" (for example, Monopoly money) for the game
- Choose community-building activity
- Set up room and display materials on walls and table
- Discuss any questions or concerns with representative of sponsoring organization or an Inspired Legacies mentor

Preparation for Workshop 3

- Read all instructions and handouts for Workshop 3
- Prepare a list of possible names for a Youth Giving Circle (some can come from the examples in this manual; others may be based on local or regional ideas (i.e., mountain range, school mascot, state motto…)
- Prepare a brief story of how an action you took made a difference in someone's life. This sharing will help frame social change and transformational philanthropy.
- Prepare descriptions of some local philanthropists and the causes they support
- Choose community-building activity
- Set up room and display materials on walls and table
- Discuss any questions or concerns with representative of sponsoring organization or an Inspired Legacies mentor

Preparation for Workshop 4

- Read all instructions and handouts for Workshop 4
- Prepare a handout about local, national and global examples of nonprofits involved with the issues and priorities of the Giving Circle; collect brochures, annual reports or other information about local issues and nonprofits related to the priority
- Research Handouts 4C and 4D - Examples of local, national and global nonprofits that have a transformational approach
- Cut the definitions in Handout 4B apart and put them up on the walls.
- Choose community-building activity
- Set up room and display materials on walls and table
- Discuss any questions or concerns with a representative of the sponsoring organization or an Inspired Legacies mentor

- Read all instructions and handouts for Workshop 5
- Review the notes on "consensus" below and follow up with any additional research on the Internet that you feel will be helpful to you
- Choose community-building activity
- Discuss any questions or concerns with representative of sponsoring organization or an Inspired Legacies mentor

Notes on "consensus"

"Consensus" as defined above, means that a group comes to unanimous agreement about a decision, rather than making decisions by majority vote. It also refers to the process of reaching agreement. This includes respectful consideration of the views of those who do not support the majority view and a variety of ways to deal respectfully with their objections until consensus can be reached.

A good step-by-step guide to the process can be found at http://seedsforchange.org.uk/free/consens#proc
Here's more:
"Consensus usually involves collaboration, rather than compromise. Instead of one opinion being adopted by a plurality, stakeholders are brought together (often with facilitation) until a convergent decision is developed. If this is done in a purely mechanical way it can result in simple trading -- "we'll sacrifice this if you'll sacrifice that." Genuine consensus typically requires more focus on developing the relationships among stakeholders, so that they work together to achieve agreements based on willing consent." Source: http://www.answers.com/topic/consensus

A few suggestions if consensus is difficult to achieve:
- If a consensus does not quickly emerge, ask one person to give a pitch to convince the others of the efficacy of their method and then ask for a vote.
- If there is still not consensus, ask people in the minority if they are willing to switch to get consensus.
  - What more do they need to know or understand about the "majority" point of view to join with them?
  - Do they have a different priority that can also be accommodated or included?
  - Is there a way the minority can participate in a majority approach that feels aligned with their passions?
- If they are unwilling to join with the others, ask if they are willing to abstain to have consensus or say, "I pass and grant, group wisdom."
- If this seems impossible, go with the majority vote, but if there is a great deal of dissension, be prepared to have those participants develop their own plan.
- If this is set up as consensus and then deferred to majority voting, there could be real disappointment and fallout. Let the youth know ahead of time that you will be starting with a consensus process, but using voting if necessary.

Additional information:
http://seedsforchange.org.uk/free/consens - highly recommended
http://en.wikipedia.org/wiki/Consensus_decision-making
http://www.answers.com/topic/consensus

- Read all instructions and handouts for Workshop 6
- Prior to this workshop, the facilitator will again review and clarify with the sponsoring organizations or individuals the amount that will be contributed to the Giving Circle as well as the amount expected to be raised by the Giving Circle. (The information should be consistent with Handout Pre-6. If there are any changes, these should be explained or discussed.)
- Prepare Handout 6B (Diagram of where one or two local nonprofits raise their money and what the money they raise is used for.)
- Review Handout 1D (Fund-raising goal for the group and individuals and matching monies as determined before the group was organized)
- Make copies of Master Plan for everyone and distribute
- Display on table: Annual reports from some nonprofits in your community
- Choose community-building activity
- Set up room and display materials on walls and table
- Discuss any questions or concerns with representative of sponsoring organization or an Inspired Legacies mentor

Notes on fund-raising

The time frame of the fund-raising activity should be between four and six weeks. The planning and preparation for the fund-raising activities will take place over the period of Workshops 7 and 8 and the site visits. The actual fund-raising may not take place until after the recipient of the grant has been chosen so that the youth can raise money for the specific organization and project they have chosen or if they desire, they can begin fundraising right away!

Planning

Participants will determine what they will do to raise money based on their priorities and the kinds of fund-raising activities they learned about in the previous activity. This will require good listening on their part and will need to be carefully handled to make sure all voices are heard and that there is broad agreement. The facilitator should have some ideas in mind, based on what the participants have been saying and doing in previous workshops and activities.

Work plan

The group will brainstorm a list of all the roles and tasks to create the Fund-raising Work Plan (Handout H). It also includes timelines for tasks, resources needed for tasks and allies or support people in the community who can help. Each person in the group will agree to take on particular roles and tasks. During the session, it may become clear that someone in the youth group is willing to be the contact person to coordinate with the facilitator about the fund-raising activities through the Internet and phone.

Commitment and follow-through

Sometimes the youth don't know quite how to manage what they envision. They often have great ideas and plans, but they need help in the structuring of the process. The issue of accountability is important. The Fund-raising Work Plan can be structured as a commitment the students make with each other, spelled out on a form that can be an addendum to the Youth Commitment Form they signed when they joined the circle. This additional commitment form will list the tasks necessary to perform the fund-raising activity, and participants will sign off on the tasks they agree to complete. If some participants are not fulfilling their commitments, it should be discussed, using eloquent listening, with all members of the fund-raising team expressing their issues and concerns – with the guidance of either the facilitator or another adult who has good communication skills.

Note: Families should also be discouraged from giving or raising the money. Group cohesion would suffer if some parents just donated money rather than having their youth play an equal role in the fund-raising activities.

Facilitator's role: Planning
1. The facilitator will call and schedule 15- to 20-minute meetings with each individual/group every two weeks to check on the status of their fund-raising plan.
2. The facilitator should be prepared to mentor participants, providing ways to improve the process if necessary, as well as cheerlead, motivate, enthuse and share how other participants in their group are coming along.
3. If it appears that a group is struggling, suggest that they modify their plan with fewer or different fund-raising activities -- and ask what kind of help or support they need.
4. The facilitator should keep an eye open for ways that adults (parents, teachers, community volunteers) can be involved in the activity and offer support, but without taking over responsibility from the youth. Help the youth think of ways to recruit volunteers if necessary – for example, if they are doing a big event or a raffle, volunteers of any age can help sell tickets, contact media, make posters and consult on planning so that no vital steps are omitted for a successful event. They can help set up, decorate and clear up. As long as youth from the circle are also involved in all these activities, it would be great to have others (including adults) involved. But it is important that the youth are driving the process and organizing it, rather than the parents.

Facilitator's role: Fund-raising activities

Every activity is different, and no specific instructions will apply to all situations. Discuss any questions or concerns with a representative of the sponsoring organization or an Inspired Legacies mentor.

General guidelines:

1. The facilitator may not always be present during fund-raising activities but, if you are there, your main role is to be supportive and encouraging.
2. Make sure the youth fundraisers know to whom checks should be made (your youth giving circle will likely have a fiscal sponsor or nonprofit partner responsible for oversight.
3. Encourage the youth to take charge and fill the leadership roles rather than leaving it to adults. You can support them by discussing their strategies and helping them pay attention to time management and good communication.
4. Encourage other adults to follow rather than lead. Adults can also be encouraged to ask clarifying questions about the process. (For example: Are tasks and time lines on target? Are circle members sharing responsibility and communicating well?)
5. Solicit feedback from the youth on how they think it is going. Ask what needs to be different, and support them to change their plans if that seems appropriate.
6. Thank everyone and encourage the youth to thank everyone. For any gifts given, there should be thank you notes written, ideally as part of the learning curve.

Preparation for Workshop 7
- Read all instructions and handouts for Workshop 7.
- Prepare Handout 7B (Community organizations related to the group's PRIORITY) with printouts of the relevant sections of their website
- Choose community-building activity
- Set up room and display materials on walls and table
- Discuss any questions or concerns with representative of sponsoring organization or an Inspired Legacies' mentor

Preparation for the Site Visit
- Prepare interview questions from flip charts and note who signed up to ask each question. 7A
- Gather the addresses for the nonprofits selected and make appointments for site visits.
- Make an itinerary for the day. Specify meeting point, transportation, meals, time of departure and return, etc. Send itinerary to each participant and their parents by email, along with the interview questions. Ask them to confirm when they receive the email.
- Reconfirm all arrangements the day before the site visits.
- Discuss any questions or concerns with representative of sponsoring organization or an Inspired Legacies mentor.

Preparation for Workshop 8

- Read all instructions and handouts for Workshop 8
- Re-read notes on consensus in Workshop 5
- Choose community-building activity
- Set up room and display materials on walls and table
- Discuss any questions or concerns with representative of sponsoring organization or an Inspired Legacies mentor

Preparation for Workshop 9

- Read all instructions and handouts for Workshop 9
- Make a list of results from all fund-raising activities
- Discuss with sponsoring organization the options for situations where fund-raising targets were not met. Will the matching money or seed money be adjusted?
- Prepare a handout with options for the Giving Circle to consider, and/or explain the decision that was made by sponsors
- Set up room and display materials on walls and table
- Discuss any questions or concerns with representative of sponsoring organization or an Inspired Legacies mentor

Preparation for Workshop 10

- Read all instructions and handouts for Workshop 10
- Coordinate preparations for celebration with sponsoring organization
- Bring certificates of recognition
- Set up room and display materials on walls and table
- Discuss any questions or concerns with representative of sponsoring organization or an Inspired Legacies mentor

Some Differences Between Dialogue and Debate

Dialogue is listening and exchanging ideas in search of better understanding and perhaps new solutions.

Dialogue is not debate, argumentation or refutation; it does not seek to critique the others, to prove anyone wrong or to "win."

Here are some of the key differences between dialogue and debate.

When Having Dialogue You Seek To …	*When Debating You Try To…*
• Examine your assumptions	• Prove that your assumptions are right
• Question your beliefs	• Critique their beliefs
• Remain open to new ideas	• Close your mind to new ideas
• Temporarily suspend your beliefs	• Become more and more sure of your beliefs
• Expand and possibly change someone's point of view	• Prove to others and to yourself that you are right
• Listen carefully to the other side in order to understand	• Listen just to find weaknesses in the other side's arguments
• Look for areas of agreement	• Look for differences
• Find the strengths in the other side's positions	• Find the weaknesses in the other side's positions
• Avoid offending or alienating the other side	• Belittle the other side to prove them wrong
• Work with the other side to come to a new understanding	• Work against the other side to prove them wrong
• Put all good ideas together to come up with a workable solution	• Convince them that your answer is the only answer
• Find common ground	• Win
• Keep the discussion going	• End the discussion by proving that you're right

GUIDELINES FOR ELOQUENT LISTENING

- Really pay attention and want to know about that person. Be curious and interested.
- Assume you don't know what the other person is going to say.
- Be patient – let people develop their ideas.
- Empathize – try and put yourself in their place.
- Enjoy what the person says – appreciate diversity of perspectives.
- Acknowledge a connection between yourself and the other person.
- Cultivate respect for the speaker.
- Make appropriate responses and ask good questions.
- Be accepting rather than judging.
- Be centered and maintain focus on the other person.
- Stay on the topic – focus on what the person is saying.
- Lengthen your attention span.
- Constantly intervene with yourself to break habits and patterns (interrupting, reacting strongly based on your beliefs, etc.)
- Redirect attention to what the person is saying – prevent the conversation from going off at a tangent.
- Don't interrupt.
- Look at people in a friendly way.
- Believe the person really has something important to say. People who seem boring, wrong or ignorant can prove interesting if you really focus attention on them.
- Ask questions that evoke the depth of the other person.
- Notice similarities and common ground.
- Have open and accepting body language
- (Add your own):

HANDOUT 1K: Quotes about philanthropy, charity, etc.

Optional exercise: Print these out, 3-5 per page and then cut them up, post them around the room and in silence, ask group participants to stand by the one quote with which they resonate, and then to share out loud in just 30 seconds, why. (Choose 7-10 quotes ideally, depending on the size of your giving circle, so that 1-2 young people might choose some of the same quotes. Activity can take up to 15 minutes.

Philanthropy and Service Quotes

"No one has realized the wealth of sympathy, the kindness and generosity hidden in the soul of the child. The effort of every true education should be to unlock that treasure."

- Emma Goldman

"This is our moment, this is our time, this our chance to stand up for what is right…The world is more malleable than you think and it's waiting for you to hammer it into shape."

- Bono

"How wonderful it is that no one need to wait a single moment to start improving the world."

-Anne Frank

"Service is the rent we pay to be living. It is the very purpose of life and not something you do in your spare time."

-Marion Wright Edelman

"Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it's the only thing that ever has."

- Margaret Mead

"Be the change you want to see in the world."

- Gandhi

"The point is not to pay back kindness but to pass it on."

- Julia Alvarez

"Never think you need to apologize for asking someone to give to a worthy cause, any more than as though you were giving him or her an opportunity to participate in a high-grade investment. The duty of giving is as much his or hers as is the duty of asking yours."

- John D. Rockefeller, Jr.

"A small body of determined spirits fired by an unquenchable faith in their mission can alter the course of history."

- Mahatma Gandhi

"Peace is not the absence of conflict, but the presence of justice."

- Dr. Martin Luther King, Jr.

"It is one of the most beautiful compensations in life that no man can truly help another without helping himself."

- Ralph Waldo Emerson

"I am only one, but still I am one; I cannot do everything, but still I can do something; I will not refuse to do the something I can do."

- Helen Keller

"A hundred times every day I remind myself that my inner and outer life depend on the labors of other men, living and dead, and that I must exert myself in order to give in the same measure as I have received and am still receiving."

- Albert Einstein

"You will find, as you look back upon your life, that the moments that stand out are the moments when you have done things for others."

- Henry Drummond

"The only ones among you who will be really happy are those who will have sought and found how to serve."

"Generosity -- our ability to offer the best of who we are and what we have for the benefit of one another -- is perhaps our most valuable human attribute. In fact, it may be the singular quality we possess that has the capacity to transform the world."

- Mark Nepo, poet

"We never know how the impact of our actions may ripple out. We never know who may be touched. That's one more reason why, although the fruits of our labors can't always be seen, they matter immensely."

- Paul Loeb, *Soul of a Citizen*

"Most of the things worth doing in the world had been declared impossible before they were done."

-Justice Louis Brandeis

"If you have come to help or fix me, then please go away. But if you have come because you realize that your liberation is bound with mine, then let us work together."

-Ecuadorian tribal leader